

## NC TEACHER EVALUATION PROCESS SAMPLE EVIDENCES AND ARTIFACTS

<b>STANDARD I: Teachers demonstrate leadership</b>	
<b>ELEMENT A:</b>	<b>Teachers lead in their classroom</b>
Developing	<ul style="list-style-type: none"> <li>- Has assessment data available and refers to it to understand the skills and abilities of students</li> <li>- Accesses data, if available, in Achievement Series</li> <li>- Has written classroom management plan available and posted</li> <li>- Has vision posted in classroom</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Uses a variety of assessments to evaluate student progress</li> <li>- Includes evidence of data analysis in lesson plans, activities, and group assignments</li> <li>- Communicates vision to students</li> <li>- Enforces the written classroom management plans</li> <li>- Reshapes instruction to fit needs of individual child</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Uses portfolios, rubrics, and other types of assessments to evaluate progress</li> <li>- Uses protocols and forms for collaborative activities</li> <li>- Includes real-life situations and 21<sup>st</sup> century skills in lesson plans</li> <li>- Provides leadership opportunities in classroom</li> <li>- Vision is communicated/modeled to produce student leaders in the classroom</li> <li>- Differentiates instruction and assignments based on data</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Analyzes data with colleagues to make decisions about student needs and instructional planning</li> <li>- Facilitates workshops at the school level to ensure all students succeed by the use of best practices connected to student data</li> <li>- Leads school wide workshops on how to differentiate instruction and assignments based on data and/or how to create a safe and orderly learning environment</li> </ul>
<b>ELEMENT B:</b>	<b>Teachers demonstrate leadership in the school</b>
Developing	<ul style="list-style-type: none"> <li>- Attends Professional Learning Community meetings (department, faculty, grade level, team, other)</li> <li>- Has a copy of the School Improvement Plan</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Actively participates in Professional Learning Community meetings (department, faculty, grade level, team, other)</li> <li>- Analyzes data with colleagues to make instructional decisions</li> <li>- Provides suggestions and feedback to School Improvement Team members</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Facilitates Professional Learning Community meetings and/ or serves as a grade level, department, or School Improvement Team representative</li> <li>- Assists in developing plans to foster academic growth</li> <li>- Observes peer teachers to learn new strategies</li> <li>- Shares plans, strategies, etc with new teachers</li> <li>- Serves as an advisor or coach for a student extracurricular club/team or other activities</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Serves as a leader in implementing or advocating the creation of goals in the School Improvement Plan</li> </ul>

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	<ul style="list-style-type: none"> <li>- Serves as a mentor or induction coordinator for new teachers</li> <li>- Invites other teachers into classroom to share strategies</li> </ul>
<b>ELEMENT C:</b>	<b>Teachers lead the teaching profession</b>
Developing	<ul style="list-style-type: none"> <li>- Can access the GCS professional development web site and locate professional development opportunities</li> <li>- Attends required professional development sessions</li> <li>- Collaborates formally and informally during meetings Has a written professional development plan</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Provides research on best practices and/or documentation of required professional development activities or readings completed</li> <li>- Communicates professionally with the leadership team representative, grade level and/or department chair</li> <li>- Reflects upon past experiences and communication practices with parents, students, colleagues, and administrators</li> <li>- Collaborates formally and informally during meetings and dialogue</li> <li>- Establishes a positive line of communication with administration team</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Actively seeks and attends non-required professional growth activities</li> <li>- Lesson plans show implementation of content and best practices learned in professional development</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Leads professional development to address areas of need at the school level</li> <li>- Models professionalism with a positive attitude and strong work ethic</li> <li>- Observes and gives feedback to colleagues in lesson planning and delivery</li> <li>- Establishes collegial classroom walk-throughs for the purpose of garnering best practices to share with departments</li> </ul>
<b>ELEMENT D:</b>	<b>Teachers advocate for schools and students</b>
Developing	<ul style="list-style-type: none"> <li>- Has copies of GCS and school (faculty and student) handbooks</li> <li>- Attends meetings as required</li> <li>- Can communicate testing and portfolio process/procedures</li> <li>- Uses approved lesson plan format</li> <li>- Collaborates with colleagues to improve student learning</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Develops written lesson plans for student learning</li> <li>- Shares ideas for positive change at school meetings</li> <li>- Uses formative data to improve student learning</li> <li>- Is a member of the school's Parent-Teacher Association (PTA)</li> <li>- Attends IEP meetings</li> <li>- Sends interim progress reports as scheduled</li> <li>- Communicates with school personnel regarding student needs</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Leads small group meetings</li> <li>- Organizes events and/or programs at the school or</li> <li>- Encourages parent/guardian participation in school activities</li> <li>- Communicates with parents/guardians beyond required interim reports and open house sessions to show and discuss student work and / or progress</li> <li>- Actively seeks solutions to challenges students must overcome and helps remove barriers for success</li> <li>- Participates in sub-committee work</li> <li>- Is a member of an organization that advocates for schools and/or students</li> </ul>

## NC TEACHER EVALUATION PROCESS SAMPLE EVIDENCES AND ARTIFACTS

Distinguished	<ul style="list-style-type: none"> <li>- Serves as a leader or chairperson of a group that advocates for schools and/or students</li> <li>- Leads staff development on ways to assist students and overcome challenges</li> </ul>
<b>ELEMENT E:</b>	<b>Teachers demonstrate high ethical standards</b>
Developing	<ul style="list-style-type: none"> <li>- Has a copy of the NC Code of Ethics and Standards for Professional Conduct</li> <li>- Completes lesson plans for daily instruction</li> <li>- Has fair and equitable classroom rules and procedures to protect student learning conditions</li> <li>- Keeps accurate student discipline log, communication log, and gradebook</li> <li>- Keeps records confidential</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Keeps accurate financial records for school materials, trips, etc</li> <li>- Maintains an accurate and equitable grading policy and management plan</li> <li>- Consistently exhibits professional behavior in the classroom, meetings, and school functions</li> <li>- Protects the learning environment to maximize instructional time for student learning</li> <li>- Participates in professional development activities as required</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Participates in professional development to improve performance</li> <li>- Seeks additional resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent</li> <li>- Collaborates with others to shape educational goals, policies, and decisions</li> <li>- Consistently follows all school, system, and classroom policies</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Conducts school/district trainings on professionalism</li> <li>- Holds National Board Certification and conducts professional development to share best practices learned through NBC process</li> <li>- Effectively uses data to make recommendations for school improvement</li> </ul>
<b>STANDARD II:</b>	<b>Teachers Establish a Respectful Environment for a Diverse Population of Students</b>
<b>ELEMENT A:</b>	<b>Teachers establish a respectful environment for a diverse population of students.</b>
Developing	<ul style="list-style-type: none"> <li>- Identifies the types of diversity within the student population</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Respects the diversity within the student population</li> <li>- Establishes a classroom environments reflects cultural diversity</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Encourages students to be supportive of diversity</li> <li>- Creates a safe and orderly environment that allows students to take risks</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Creates learning opportunities which celebrates students' diversity</li> <li>- Understands that human variability is normal and beneficial</li> </ul>
<b>ELEMENT B:</b>	<b>Teachers embrace diversity in the school community and in the world.</b>
Developing	<ul style="list-style-type: none"> <li>- Identifies the types of diversity within the school community</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Understands the influence of diversity and plans instruction appropriately</li> <li>- Uses a variety of materials that reflect a broad range of cultures and interests</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Invites a variety of community members into the classroom to strengthen diversity appreciation</li> </ul>

## NC TEACHER EVALUATION PROCESS SAMPLE EVIDENCES AND ARTIFACTS

ELEMENT C:	Teachers treat students as individuals.
Developing	<ul style="list-style-type: none"> <li>- Communicates districts vision and mission</li> <li>- Communicates the schools vision and mission</li> <li>- Rarely differentiates instruction</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Articulates the need to treat students as individuals</li> <li>- Attends proactively to student differences</li> <li>- Creates classroom opportunities that allows the teacher to actively know and connect with their students</li> <li>- Uses students interests and concerns to develop course content</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Values individual student contributions</li> <li>- Creates activities/lessons that provides students with choices about how to express their learning</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Maintains a learning environment that has high expectations of every students</li> <li>- Consistently differentiates student work activities</li> </ul>
ELEMENT D:	Teachers adapt their teaching for the benefit of students with special needs.
Developing	<ul style="list-style-type: none"> <li>- Identifies that students in you building have special needs</li> <li>- Possesses a copy of student IEP accommodations</li> <li>- Has an awareness of available student modifications</li> <li>- Has a knowledge of multiple intelligence strategies</li> <li>- Can identify subgroups that exist within the classroom/school</li> <li>- Frequently monitors student performance</li> <li>- Administers an interest/learning styles survey to students</li> <li>- Maintains student portfolios</li> <li>- Rarely differentiates instruction</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Meets with student case manager(s) quarterly to seek assistance to meet the needs of the students</li> <li>- Collaborates with specialists that can provide support to the special learning needs of students</li> <li>- Periodically seeks assistance to meet the needs of students</li> <li>- Directions are given to students in a variety of ways</li> <li>- Participates in professional development activities to improve teaching strategies</li> <li>- Differentiates student activities occasionally</li> <li>- Makes adjustments in the lessons based on the needs of the students</li> <li>- Lesson plans include differentiated plans for advanced and struggling students</li> <li>- Follows the IEP accommodations of the students</li> <li>- Provides opportunities that allow</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Provides collaborative learning opportunities for students based on learning needs</li> <li>- Frequently uses various assessments to modify some activities</li> <li>- Differentiates student activities on a regular basis</li> <li>- Frequently acts as a resource person for peers</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Consistently differentiates lesson based on students needs</li> <li>- Utilizes diagnostic, formative and summative data and other available</li> </ul>

## NC TEACHER EVALUATION PROCESS SAMPLE EVIDENCES AND ARTIFACTS

	<ul style="list-style-type: none"> <li>resources to adapt instruction</li> <li>- Systematically differentiates lessons based on students needs</li> <li>- Utilizes data and other available resources to adapt instruction</li> <li>- Lessons are infused with technology in order to deepen student understanding</li> <li>- Acts as a resource to peers and the school community</li> </ul>
<b>ELEMENT E:</b>	<b>Teachers work collaboratively with the families and significant adults in the lives of their students.</b>
Developing	<ul style="list-style-type: none"> <li>- Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools</li> <li>- Distributes communications to parents</li> <li>- Forwards all school related communications</li> <li>- Establishes a class website</li> <li>- Identifies obstacles that prevent students from being successful</li> <li>- Participates in student-led conferences</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Maintains a communication log</li> <li>- Forwards all school related communications</li> <li>- Maintains a classroom website with current assignments/projects/announcements</li> <li>- Maintains a communication log</li> <li>- Teacher advocates for school community</li> <li>- Establishes a website</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Maintains a classroom website/class newsletter</li> <li>- Identifies obstacles that prevent students from being successful</li> <li>- Documents responsiveness to parent needs via the communication log</li> <li>- Makes appropriate referrals to available resources</li> <li>- Frequently attends events that are hosted in the school community</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Documents responsiveness to parent needs via the communication log</li> <li>- Makes appropriate referrals to available resources</li> <li>- Advocates for school community</li> <li>- Seeks grant opportunities in order to provide students with needed</li> <li>- Routinely does home visits as needed</li> </ul>
<b>STANDARD III:</b>	<b>Teachers know the content they teach</b>
<b>ELEMENT A:</b>	<b>Teachers align their instruction with the <i>North Carolina Standard Course of Study</i></b>
Developing	<ul style="list-style-type: none"> <li>- Teacher has a copy of NCSCOS in lesson plan notebook</li> <li>- Teacher has a copy of NC State Board Goals for 21<sup>st</sup> Century Students in lesson plan notebook</li> <li>- Lessons plans show evidence of the inclusion of literacy across content areas</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- NCSCOS objectives are clearly articulated in lesson plans</li> <li>- Lessons show evidence of the use of strategies that make the curriculum rigorous and relevant</li> <li>- Teacher uses the language of the NCSCOS objectives when planning in grade or subject level meetings</li> <li>- Elementary lesson plans show evidence that all grade level objectives are</li> </ul>

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	<p>taught</p> <ul style="list-style-type: none"> <li>- Secondary lesson plans show evidence that all course objectives are taught</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Teacher incorporates strategies and resources in lessons that were obtained from professional organizations, meetings, professional development</li> <li>- Teacher reflects upon the rigor and relevance of the taught curriculum via grade level meetings, conversations with administrators, peers and parents</li> <li>- Teachers employs high order thinking skills in developing lessons and questions (Bloom, Marzano, 5e Instructional model)</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Teacher models strategies for colleagues</li> <li>- Teacher develops and leads training to help colleagues align their instruction with the NCSCOS</li> <li>- Teachers sits on curriculum advisory committee, focus group, project team</li> <li>- Teacher uses student data to make appropriate adjustments to lesson content and the pacing of the curriculum</li> <li>- Differentiation is not just thought about but is discussed and ideas shared</li> </ul>
<b>ELEMENT B:</b>	<b>Teachers know the content appropriate to their teaching specialty</b>
Developing	<ul style="list-style-type: none"> <li>- Objectives are aligned to content being taught</li> <li>- Lessons are delivered without content errors</li> <li>- Teacher uses professional resources related to their content when planning and delivering instruction</li> <li>- Participation in professional organizations</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Teacher attends professional development, graduate courses, conferences, designed to increase content knowledge</li> <li>- Teacher has a working knowledge of the technologies available to increase student understanding of content curriculum</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Teacher sponsors clubs, fieldtrips, after school activities related to content area</li> <li>- Teacher involves students in learning more about the content area outside of the required curriculum</li> <li>- Teacher engaged in sharing content area resources with colleagues</li> <li>- Teacher engages in the use of technology to enhance the delivery and student understanding of the content area</li> <li>- Teacher researches and participates in on-going educational trends</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Teacher develops and delivers content area workshops to colleagues</li> <li>- Teacher develops resources and tools that aid self and colleagues to increase the rigor and relevance of the content area for students</li> <li>- Teacher seeks advanced degree or add-on certification</li> </ul>
<b>ELEMENT C:</b>	<b>Teachers recognize the interconnectedness of content areas/disciplines</b>
Developing	<ul style="list-style-type: none"> <li>- Teachers have knowledge of the curriculum content below and above their grade level/course</li> <li>- Teachers have a global understanding of the interconnectedness of all curriculum areas as evidenced by their lesson plans, student work, and classroom displays</li> <li>- Teacher attends vertical and horizontal curriculum planning meetings</li> <li>- Team teaching or co-teaching units</li> </ul>

## NC TEACHER EVALUATION PROCESS SAMPLE EVIDENCES AND ARTIFACTS

Proficient	<ul style="list-style-type: none"> <li>- Team and/or vertical articulation meetings are held and attended to discuss prerequisite requirements with grade level and/or cross functioning teams</li> <li>- Team and/or vertical articulation meetings are held and attended to discuss requirements needed to meet the demands of next grade level and/or subject area</li> <li>- Teacher's lesson plans demonstrate linkages between grade level/course content</li> <li>- Teacher promotes global awareness by integrating global content into lesson plans and lesson delivery</li> <li>- Teacher links concepts, content, beliefs and perspectives to global concepts, content, beliefs and perspectives</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Teacher relates his/her content to other disciplines as evidenced by lesson plans, lesson delivery, student work, out of class activities</li> <li>- Teacher consistently uses technologies to facilitate the linkages between content areas both vertically and horizontally</li> <li>- Teacher leads vertical and horizontal content planning meetings</li> <li>- Integration of instruction is easy and relevant</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Teacher utilizes technology to teach global awareness</li> <li>- Teacher develops tools that help to articulate vertical and horizontal content linkages</li> <li>- Teacher collaborates with peers, community, universities and organizations to insure the interconnectedness of content areas/disciplines</li> <li>- Teacher develops and delivers professional development designed to help colleagues understand global connections embedded within content areas</li> </ul>
<b>ELEMENT D:</b>	<b>Teachers make instruction relevant to students</b>
Developing	<ul style="list-style-type: none"> <li>- Lesson plans reflect that the teacher is able to connect their curriculum to life in the 21<sup>st</sup> century</li> <li>- Teacher knows how to access resources, artifacts, and examples to help students connect their learning to life in the 21<sup>st</sup> century</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Instructional delivery includes activities that enable students to connect the curriculum with technology using 21<sup>st</sup> century skills</li> <li>- Teacher is able to help students make global connections across the curriculum as evidenced by student work</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Teacher meaningfully integrates core content with 21<sup>st</sup> century content.</li> <li>- Collaborates with core teachers and technical education teachers to show relevance between curricula</li> <li>- Teacher regularly uses outside resources, artifacts and examples that facilitate students making connections between the classroom and life in the 21<sup>st</sup> century</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Collaborates and develops relationships with community members</li> <li>- Teacher conducts field studies with students</li> </ul>
<b>STANDARD IV:</b>	<b>Teachers facilitate learning for their students</b>
<b>ELEMENT A:</b>	<b>Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</b>
Developing	<ul style="list-style-type: none"> <li>- Teacher understands developmental levels and recognizes need to</li> </ul>

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	<ul style="list-style-type: none"> <li>differentiate</li> <li>- Assesses students academic performance</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Teacher implements multiple learning modalities/styles</li> <li>- Teacher provides differentiated assignments based on assessment data</li> <li>- Teacher knows how to select needed resources</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Develops and uses formative and summative assessments</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Shares ideas with peers and leads or assists in leading professional development</li> <li>- Presents at Local, or State, or National conferences</li> <li>- Teacher is aware of current research about student learning</li> <li>- Suggests or implements or adapts programs that enhance student learning</li> </ul>
<b>ELEMENT B:</b>	<b>Teachers plan instruction appropriate for their students</b>
Developing	<ul style="list-style-type: none"> <li>- Creates lesson plans using NCSCOS</li> <li>- Uses pacing guides and curriculum maps</li> <li>- Attends meetings</li> <li>- Administers required benchmarks assessments</li> <li>- Knows that data is an important tool for planning</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Uses formative/summative assessments as well as other data to guide instruction and lesson planning</li> <li>- Continually modifies instruction based on informal and formal assessment data</li> <li>- Incorporates teaching strategies that meet the needs of all students</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Monitors all student responses during whole class, small group and seatwork activities</li> <li>- Teacher creates common assessments</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Responds to cultural differences through lesson planning and lesson implementation</li> <li>- Leads vertical data discussions to support SIP goals and objectives</li> </ul>
<b>ELEMENT C:</b>	<b>Teachers use a variety of instructional methods</b>
Developing	<ul style="list-style-type: none"> <li>- Teacher is aware of different teaching strategies and learning styles</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Teacher differentiates instruction to meet the different learning styles in the classroom</li> <li>- A variety of activities are observed during instruction</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Teacher differentiates instruction on a routine basis incorporating visual, auditory, and kinesthetic learning opportunities to meet the learning needs of all students</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Teacher consistently incorporates current ideas from in-service training and self generated research on a daily basis</li> <li>- Teacher subscribes to professional publications in order to stay abreast of current best practices</li> </ul>
<b>ELEMENT D:</b>	<b>Teachers integrate and utilize technology in their instruction</b>
Developing	<ul style="list-style-type: none"> <li>- Teacher is aware of technology that is accessible for instructional purposes</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Teacher uses technology in the classroom regularly</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Teacher uses appropriate to support instruction of core curriculum while incorporating 21<sup>st</sup> century skills</li> </ul>



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Distinguished	<ul style="list-style-type: none"> <li>- Teacher leads students to produce work products using technology based tools</li> <li>- Teacher attends professional development on technology and use skills learned as part of his/her daily practice</li> </ul>
<b>ELEMENT E:</b>	<b>Teachers help students develop critical thinking and problem solving skills</b>
Developing	<ul style="list-style-type: none"> <li>- Teacher is aware of importance of higher order thinking skills and the various levels of higher order questioning</li> <li>- Asks Knowledge and Comprehension based questions</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Teachers asks students to apply, analyze, evaluate, and generate</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Teacher consistently poses higher order questions to students and models think- aloud and problem solving</li> <li>- Teacher asks questions to help guide students toward developing their own understanding by encouraging them to think creatively, synthesize knowledge, draw conclusion. Understand connections, make complex choices, and frame and analyze problems</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Teacher shares ideas and assists teachers in integrating higher order thinking and problem solving during grade level meetings and in-school staff development to enhance instructional practice</li> <li>-</li> </ul>
<b>ELEMENT F:</b>	<b>Teachers help students work in teams and develop leadership qualities</b>
Developing	<ul style="list-style-type: none"> <li>- Teacher understands the need to teach students to work collaboratively</li> <li>- Teachers arranges classroom seating that encourages and supports collaborative work</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Teacher provides frequent opportunities for paired activities and small group work</li> <li>- Teacher groups students purposefully to ensure the success of collaborative learning experiences</li> <li>- Teacher consistently provides opportunities for students to work together collaboratively</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Empowers students to determine roles within assigned teams</li> <li>- Teacher creates a learning environment where students create working teams and assign themselves roles and responsibilities depending on the end product desired</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Develops student leaders and teamwork skills that will benefit students outside the classroom setting</li> </ul>
<b>ELEMENT G:</b>	<b>Teachers communicate effectively</b>
Developing	<ul style="list-style-type: none"> <li>- Utilizing correct grammar in the classroom with parents and peers</li> <li>- Speaks clearly in all conversation</li> <li>- Gives clear directions as part of lessons</li> <li>- Uses a positive are tone and voice level in conversations</li> <li>- Utilizes a variety of communication techniques to overcome language barriers</li> <li>- There is evidence that rules and procedures are in place for oral participation and class movement</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Provides a variety of teaching styles (tone, visual, etc.)to communicate</li> </ul>

## NC TEACHER EVALUATION PROCESS SAMPLE EVIDENCES AND ARTIFACTS

	<ul style="list-style-type: none"> <li>directions</li> <li>- Communicates in verbal and handwritten notes</li> <li>- Utilizes a newsletter and a website to communicate with parents</li> <li>- Lesson presentation demonstrations use of variety of questioning techniques and opportunities for discussion</li> <li>- Lesson includes modeling</li> <li>- Teachers use interims, report cards, and some form of weekly communication to update parents and students</li> <li>- Students will keep reading logs and journals</li> <li>- Teacher assures that all students have equal opportunity for classroom responses</li> <li>- Teachers use positive language and provides feedback through quarterly conferences with students</li> <li>- Students participate in small group discussion and cooperative groups</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Asks open-ended questions and encourages open discussions</li> <li>- Uses cooperative groups effectively</li> <li>- Publishes a weekly parent newsletter.</li> <li>- Updates website-regularly</li> <li>- Students actively participate by listening, writing, and verbal participation</li> <li>- Teacher has students use journals and responds to their work</li> <li>- Teacher provides opportunity for students to select appropriate means of communication and assess their work</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Conducts student-led parent conferences</li> <li>- Teacher anticipates communication issues and makes provisions for students with language barriers (Visuals, translated letters, interpreter for conferences)</li> <li>- Host student led conferences with parents about student's work</li> <li>- Teacher has Interactive website</li> <li>- Teacher empowers students to lead in instructional opportunities</li> <li>- Teacher empowers students to assess peers and their own learning</li> <li>- Helps to establish school-wide procedures for enhancing communication of students and colleagues.</li> <li>- Employs a 21<sup>st</sup> century mindset in communication and learning</li> </ul>
<b>ELEMENT H:</b>	<b>Teachers use a variety of methods to access what each students has learned</b>
Developing	<ul style="list-style-type: none"> <li>- Administers benchmarks and required quarterly assessments</li> <li>- Teacher administer formative and summative assessments and maintains a record for students' progress</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Teacher reviews students' homework to assess mastery(diagnosis of confusion)</li> <li>- Teacher uses summative test data to group children for instruction</li> <li>- Adjust teaching to address and meet students' needs based on multiple assessments</li> <li>- Uses a variety to methods to assess students including small group interactions</li> <li>- Teacher understands how to interpret the data and uses information to drive instruction</li> </ul>

## NC TEACHER EVALUATION PROCESS SAMPLE EVIDENCES AND ARTIFACTS

	<ul style="list-style-type: none"> <li>- Teacher provides clear cut connections that students are attaining 21<sup>st</sup> century knowledge.</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Uses data in order to modify instruction on a consistent basis</li> <li>- Teacher consistently uses data to drive instruction and modifies daily instructions accordingly</li> <li>- Teachers uses small group instruction to teach concepts based on data from assessments</li> <li>- Teacher allows students to choose from a variety of ways to demonstrate mastery</li> <li>- Teacher uses rubrics to determine learning expectations for the students as well as to evaluate student products</li> <li>- Allows peer review and peer feedback to encouraging learning and reflection</li> <li>-</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Teachers teach students to self-evaluate and set goals through the use of student owned data notebooks</li> <li>- Regularly conducts pre and post assessments and uses summative, formative, and anecdotal assessments to group students- groups are fluid</li> <li>- Teach students to analyze assessments/tests in order to take responsibility for their own performance and set personal improvement goals</li> <li>- Teacher has students set goals to review and reflect on quarterly data book entries</li> <li>- Students are allowed to choose the artifacts they are assessed by</li> </ul>
<b>STANDARD V:</b>	<b>Teachers reflect on their practice</b>
<b>ELEMENT A:</b>	<b>Teachers analyze student learning</b>
Developing	<ul style="list-style-type: none"> <li>- Review students' portfolio, IEP's, and cumulative records prior to planning lessons</li> <li>- Attends workshops focused on improving analysis</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Routinely shares research based interventions during PLC's/MGM's when discussing and analyzing student data</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Keeps a student data log or journal showing analysis and reflection about student learning</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Keeps a student data log or journal on each student showing evidence of analysis from using research based strategies and shares strategies during grade level discussions</li> </ul>
<b>ELEMENT B:</b>	<b>Teachers link professional growth to their professional goals</b>
Developing	<ul style="list-style-type: none"> <li>- Attend staff meetings and professional develop sessions at school and with the county</li> <li>- Has knowledge of availability of workshops through GCS</li> <li>- Develops an appropriate professional development plan</li> <li>- Reads and provides input with department or grade level on school improvement plan</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Participates in professional development that aligns with individual professional development goals</li> <li>- Has a positive rapport with staff</li> <li>- Actively participates in book talks</li> </ul>

## NC TEACHER EVALUATION PROCESS SAMPLE EVIDENCES AND ARTIFACTS

	<ul style="list-style-type: none"> <li>- Conducts group instruction in math and reading</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Attend workshops aligned with individual professional development goals that apply to student needs</li> <li>- Takes an active leadership role in leading professional development</li> <li>- Collects and shares outside resources</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Uses the strategies learned at professional development workshop in planning with grade level team</li> <li>- Chairs a committee</li> <li>- Helps others to improve quality of learning through National Boards</li> </ul>
<b>ELEMENT C:</b>	<b>Teachers function effectively in a complex dynamic environment</b>
Developing	<ul style="list-style-type: none"> <li>- Post strategies in lessons and in the classroom</li> <li>- Subscribes and reviews professional material</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>- Uses research based intervention practices in lessons and plans</li> <li>- Has a membership in a professional organization</li> </ul>
Accomplished	<ul style="list-style-type: none"> <li>- Implements research based practices in PEP</li> <li>- Mentors a new teacher or supervises interns</li> <li>- Participates in workshop on own initiative and presents to staff</li> </ul>
Distinguished	<ul style="list-style-type: none"> <li>- Conducts and shares research from professional materials</li> <li>- Participates in National boards and graduate classes</li> <li>- Advocates in community</li> <li>- Active in policy making and change</li> <li>- Presents at county level</li> </ul>