



## SAMPLE TEACHER BEHAVIORS

***This is a partial list of what an observer might see when conducting a classroom observation. And, as such, the list is NOT CANNED COMMENTS, but instead a compilation of sample evidences to help observers make distinctions about various aspects of teacher performance.***

***The list is a mechanism to be used in analyzing what was actually observed in the classroom. By no means does this list reflect the only behaviors that may be observed. It is intended to help observers focus attention on what could occur in the classroom so they can do a better job of describing what they actually see during the observation.***

***Every observation is uniquely peculiar to the individual teacher being observed, and observers should strive to reflect the idiosyncratic nature of that teacher's performance.***

### Standard I: Teachers demonstrate leadership.

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| <b>Observation</b> | <b>a. Teachers lead in their classrooms.</b> Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21 <sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners. |  |   |   |  |
|                    | <b>Developing</b>   | <b>Proficient</b>  | <b>Accomplished</b>   | <b>Distinguished</b>  | <b>Not Demonstrated<br/>(Comment Required)</b> |
| ✓                  | <input type="checkbox"/> Understands how they contribute to students graduating from high school.<br><br><input type="checkbox"/> Uses data to understand the skills and abilities of students.   | . . . and<br><input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school.<br><br><input type="checkbox"/> Provides evidence of data driven instruction throughout all classroom activities.<br><br><input type="checkbox"/> Establishes a safe and orderly classroom. | . . . and<br><input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21 <sup>st</sup> century.<br><br><input type="checkbox"/> Evaluates student progress using a variety of assessment data.<br><br><input type="checkbox"/> Creates a classroom culture that empowers students to collaborate. | . . . and<br><input type="checkbox"/> Encourages students to take responsibility for their own learning.<br><br><input type="checkbox"/> Uses classroom assessment data to inform program planning.<br><br><input type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment. |  |

|  |  | Basic competence  | Exceeds basic competence   | Consistently and significantly exceeds basic competence   |   |
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|  | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Clarifying how passing to the next grade is necessary to complete high school</li> <li>• Explaining how mastery of this unit relates to passing to the next grade</li> <li>• Telling students how mastery of this lesson relates to mastering the entire unit</li> <li>• Analyzing student scores on previous homework</li> <li>• Comparing student work with previous student projects</li> <li>• Considering student scores on previous tests or quizzes</li> <li>• Linking this lesson to previous lessons</li> <li>• Referring to previous assessments of student progress</li> <li>• Using classroom data notebooks listing learning styles for each student</li> <li>• Identifying subgroups such as EC, ESL, AIG, etc.</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Explaining that knowing how to do this activity is important</li> <li>• Communicating to students that "We need to master this concept to succeed."</li> <li>• Offering to let students come for help on this lesson</li> <li>• Differentiating instruction by grouping and individualizing instruction</li> <li>• Referring to benchmark test scores</li> <li>• Referring to how well and to what extent students mastered previous lessons</li> <li>• Using pacing guides</li> <li>• Using the North Carolina Standard Course of Study (NCSCOS)</li> <li>• Circulating constantly among students</li> <li>• Posting class rules</li> <li>• Rewarding good behavior</li> <li>• Stopping inappropriate behavior</li> <li>• Teaching students classroom rules for administrative matters, talking, and movement</li> <li>• Requiring student-led conferences, as appropriate</li> <li>• Using disaggregated test data such as benchmark tests, common assessments, K-2 assessments, EOG's, or EOC's to drive instruction</li> <li>• Establishing grading procedures for checking every student's work</li> <li>• Keeping vigilant, accurate records of every student's progress</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Leading discussion about current events</li> <li>• Making regular references to how the world is changing</li> <li>• Referring to current events during class</li> <li>• Using and encouraging students to use technology</li> <li>• Asking for verbal responses</li> <li>• Asking for written responses</li> <li>• Asking students to respond with hand signals</li> <li>• Providing rubrics for assignments</li> <li>• Using true-false questions</li> <li>• Assigning students in groups for some assignments</li> <li>• Assigning students in pairs for some assignments</li> <li>• Establishing procedures for student-to-student interactions</li> <li>• Requiring the whole class to collaborate on some assignments</li> <li>• Using benchmark tests, common assessments, K-2 assessments, EOG's, or EOC's to set academic goals for students</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Participating on committees reviewing pacing guides/ benchmarks</li> <li>• Referring to previous student progress when planning lessons</li> <li>• Sharing assessments of student progress with support services personnel</li> <li>• Encouraging students to support one another inside and outside the classroom</li> <li>• Explaining to students that safety rules extend beyond the classroom</li> <li>• Rewarding appropriate student behavior</li> <li>• Encouraging every student to lead group work</li> <li>• Requiring every student to participate during class discussion</li> <li>• Requiring students to play different roles during group work</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>• Teaching lessons without linking knowledge to previous or subsequent lessons</li> <li>• Failing to analyze student progress throughout the school year</li> <li>• Teaching without context to other lessons or subjects</li> <li>• Teaching consistently to the whole group without regard to special needs students</li> <li>• Other...to be composed by the observer</li> </ul> |

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| <p><b>b. Teachers demonstrate leadership in the school.</b> Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</p> |  |   |   |   |
| <p><input type="checkbox"/> Attends professional learning community meetings.</p> <p><input type="checkbox"/> Displays awareness of the goals of the school improvement plan.</p>   | <p>... and</p> <p><input type="checkbox"/> Participates in professional learning community.</p> <p><input type="checkbox"/> Participates in developing and/or implementing the school improvement plan.</p>  | <p>... and</p> <p><input type="checkbox"/> Assumes a leadership role in professional learning community.</p> <p><input type="checkbox"/> Collaborates with school personnel on school improvement activities.</p>   | <p>... and</p> <p><input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school.</p> <p><input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.</p>  |   |
| <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Attending faculty meetings</li> <li>• Attending grade level/team/department meetings</li> <li>• Attending school improvement team (SIT) meetings</li> <li>• Designing lessons aligned to SIT goals</li> <li>• Emphasizing SIT goals to students</li> <li>• Other...to be composed by the observer</li> </ul>  | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Serving on a curriculum committee</li> <li>• Serving on the SIT team</li> <li>• Taking a leadership role at grade level/team/department meetings</li> <li>• Attending optional professional learning activities</li> <li>• Volunteering to participate in new initiatives</li> <li>• Setting professional goals based on the SIT plan</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Leading grade level/team/department meetings</li> <li>• Making presentations to the faculty</li> <li>• Presenting professional developments topics to other teachers</li> <li>• Initiating proposals to adjust SIT goals</li> <li>• Participating on committees charged with adjusting SIT goals</li> <li>• Serving on committees charged with assisting in hiring new personnel</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Identifying instructional problems on grade level/team/department level</li> <li>• Suggesting solutions to problems across grade level/team/department</li> <li>• Identifying instructional problems that transcend grade level/team/department</li> <li>• Leading SIT discussions</li> <li>• Serving as chairperson of a SIT committee</li> <li>• Suggesting instructional improvements across grade level/team/departments</li> <li>• Assisting in developing the school budget</li> <li>• Effectively using and sharing researched best practices with others</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>“Not Demonstrated” behaviors include</b></p> <ul style="list-style-type: none"> <li>• Failing to attend faculty meetings</li> <li>• Failing to attend grade level/team/department meetings</li> <li>• Avoiding involvement with SIT team</li> <li>• Ignoring SIT goals</li> <li>• Other...to be composed by the observer</li> </ul> |

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| <b>Observation</b> | <p><b>c. Teachers lead the teaching profession.</b> Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.</p> |  |  |  |  |
|                    | <b>Developing</b>   | <b>Proficient</b>  | <b>Accomplished</b>  | <b>Distinguished</b>   | <b>Not Demonstrated (Comment Required)</b> |
|                    | <p><input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</p>  | <p>... and</p> <p>Contributes to the:</p> <p><input type="checkbox"/> improvement of the profession through professional growth.</p> <p><input type="checkbox"/> establishment of positive working</p> | <p>... and</p> <p><input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.</p> | <p>... and</p> <p><input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.</p> |  |

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|  |  | relationships.<br>□. school's decision-making processes as required.  |  |  |   |
| <b>Teacher earns this rating by</b>  | <b>Teacher earns this rating by</b>  | <b>Teacher earns this rating by</b>   | <b>Teacher earns this rating by</b>  | <b>Teacher earns this rating by</b>  | <b>"Not Demonstrated" behaviors include</b> |
| <ul style="list-style-type: none"> <li>Participating in work group meetings</li> <li>Reviewing upcoming professional development activities</li> <li>Talking regularly with at least one trusted peer</li> <li>Other...to be composed by the observer</li> </ul> | <ul style="list-style-type: none"> <li>Attending professional development appropriate to subject/grade</li> <li>Starting new research-based initiatives</li> <li>Using knowledge and skills acquired from professional development</li> <li>Being willing to ask peers for help</li> <li>Sharing effective practice with peers</li> <li>Sharing in work group tasks</li> <li>Volunteering to help peers when appropriate</li> <li>Following the chain of command when problems arise</li> <li>Participating in work group, faculty, or SIT meetings</li> <li>Suggesting solutions for campus dilemmas</li> <li>Utilizing school and/or district resources such as media specialists, EC, or ESL teachers, etc.</li> <li>Identifying her/his strengths and weaknesses in order to set professional growth plans</li> <li>Joining a professional organization</li> <li>Other...to be composed by the observer</li> </ul> | <ul style="list-style-type: none"> <li>Asking peers who attend professional development to share what they learned</li> <li>Sharing new concepts and skills acquired during professional development</li> <li>Team-teaching with a peer</li> <li>Serving as a morale-builder in throughout the school and district</li> <li>Working in PLC's in a positive manner to promote collaboration and professional growth</li> <li>Other...to be composed by the observer</li> </ul> | <ul style="list-style-type: none"> <li>Completing training via a train-the-trainer model</li> <li>Leading grade level/team/department meetings</li> <li>Leading SIT meetings or projects</li> <li>Volunteering to present new skills/concepts to the faculty</li> <li>Leading professional development activities at the school, district, state, or national level</li> <li>Other...to be composed by the observer</li> </ul> | <ul style="list-style-type: none"> <li>Failing to participate in work group meetings</li> <li>Working without regard for techniques presented in recent professional development activities</li> <li>Working alone without collaborating with peers</li> <li>Other...to be composed by the observer</li> </ul> |   |

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| <b>d. Teachers advocate for schools and students.</b> Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students. |   |   |  |   |
| □. Knows about the policies and practices affecting student learning.   | ... and<br>□. Supports positive change in policies and practices affecting student learning.  | ... and<br>□. Participates in developing policies and practices to improve student learning.  | ... and<br>□. Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education. |   |
| <b>Teacher earns this rating by</b>   | <b>Teacher earns this rating by</b>   | <b>Teacher earns this rating by</b>   | <b>Teacher earns this rating by</b>  | <b>"Not Demonstrated" behaviors include</b>   |
| <ul style="list-style-type: none"> <li>Attending professional development activities locally</li> <li>Reading the appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>Asking peers about new skills peers are using</li> <li>Observing peers who use new techniques and</li> </ul> | <ul style="list-style-type: none"> <li>Identifying specific issues the faculty need to address</li> <li>Proposing possible</li> </ul> | <ul style="list-style-type: none"> <li>Encouraging peers to use new practices or policies</li> <li>Promoting new</li> </ul>                    | <ul style="list-style-type: none"> <li>Failing to attend work group, SIT, faculty meetings</li> <li>Failing to contact parents</li> </ul> |

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| <ul style="list-style-type: none"> <li>section of the NCSCOS</li> <li>Studying professional journals appropriate to the subject taught</li> <li>Attending IEP meetings for EC students</li> <li>Other...to be composed by the observer</li> </ul> | <ul style="list-style-type: none"> <li>skills</li> <li>Using new skills and knowledge effectively in class</li> <li>Making decisions based on fact such as research, data, or student needs as opposed to making decisions based merely on pre-conceived notions</li> <li>Other...to be composed by the observer</li> </ul> | <ul style="list-style-type: none"> <li>improvements for instructional dilemmas</li> <li>Serving on policy committees</li> <li>Other...to be composed by the observer</li> </ul> | <ul style="list-style-type: none"> <li>initiatives/policies to peers, students, or parents</li> <li>Other...to be composed by the observer</li> </ul> | <ul style="list-style-type: none"> <li>of poor performing students</li> </ul> |
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**e. Teachers demonstrate high ethical standards.** Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the *Standards for Professional Conduct* adopted April 1, 1998. ([www.ncptsc.org](http://www.ncptsc.org))

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| <ul style="list-style-type: none"> <li>□. Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</li> </ul> | <ul style="list-style-type: none"> <li>... and</li> <li>□. Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</li> </ul>   | <ul style="list-style-type: none"> <li>... and</li> <li>□. Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</li> </ul>   | <ul style="list-style-type: none"> <li>... and</li> <li>□. Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and encourages others to do the same.</li> </ul>   |   |
| <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>Posting a copy of the Code of Ethics</li> <li>Reading the Code of Ethics</li> <li>Other...to be composed by the observer</li> </ul>        | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>Adjusting techniques and procedures to resolve ethical problems</li> <li>Advocating to students regarding ethical standards</li> <li>Asking peers about apparent ethical dilemmas</li> <li>Modeling proper ethical behavior to others</li> <li>Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>Confronting peers who flaunt ethical standards</li> <li>Explaining ethical issues to students</li> <li>Sharing innovative approaches for resolving potential conflicts of interest</li> <li>Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>Discussing ethical issues with teachers from other work groups</li> <li>Explaining ethical standards to students and parents</li> <li>Initiating discussions with administrators regarding ethical dilemmas that affect the local school community</li> <li>Initiating discussions about ethics at work group meetings</li> <li>Other...to be composed by the observer</li> </ul> | <p><b>“Not Demonstrated” behaviors include</b></p> <ul style="list-style-type: none"> <li>Failing to recognize violations of the Code of Ethics</li> <li>Failing to respond to ethical violations by peers</li> </ul> |

## Standard II: Teachers establish a respectful environment for a diverse population of students.

| Observation | a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.  |  |   |  |  |
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|             | Developing  | Proficient   | Accomplished  | Distinguished  | Not Demonstrated (Comment Required)  |
| ✓           | <p>□. Appreciates and understands the need to establish nurturing relationships.</p>  | <p>... and</p> <p>□. Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.</p>  | <p>... and</p> <p>□. Maintains a positive and nurturing learning environment.</p>   | <p>... and</p> <p>□. Encourages and advises others to provide a nurturing and positive learning environment for all students.</p>  |  |
|             | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Communicating student successes to parents</li> <li>• Modeling good manners and respect for students</li> <li>• Rewarding good student behavior</li> <li>• Sharing resources with peers</li> <li>• Stopping inappropriate behavior</li> <li>• Explaining to students what may be expected of the teacher</li> <li>• Explaining to students what the teacher's expectations are</li> <li>• Explaining to students what students may expect of other students</li> <li>• Posting policies and procedures</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Emphasizing successful team achievements</li> <li>• Encouraging all students to participate in discussion</li> <li>• Encouraging students to answer even if they're not completely certain</li> <li>• Establishing respectful classroom procedures</li> <li>• Modeling reasonable flexibility when making assignments</li> <li>• Rewarding students who support peers</li> <li>• Accepting student work products that reflect a different ethnic background or religious affiliation</li> <li>• Establishing effective class rules</li> <li>• Including all students in class activities</li> <li>• Posting current student work</li> <li>• Requiring students to treat each other with respect</li> <li>• Treating all students with respect</li> <li>• Using interventions to limit and positively impact referrals and missed days for students</li> <li>• Attending school-related activities to support students</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Asking for student feedback about classroom climate</li> <li>• Consistently applying respectful classroom procedures</li> <li>• Modeling nurturing in class</li> <li>• Modeling optimism</li> <li>• Enforcing classroom rules fairly and consistently</li> <li>• Rewarding success</li> <li>• Selecting materials that contradict stereotypes</li> <li>• Selecting materials that include the contributions of other cultures</li> <li>• Using various forms of sustaining feedback so students experience success</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Discussing effective techniques with inclusion personnel</li> <li>• Praising peers who show special success with certain techniques or skills</li> <li>• Tactfully confronting peers who use negative techniques to humiliate students</li> <li>• Creating student groups that reflect diversity</li> <li>• Giving all students a chance to lead or succeed</li> <li>• Facilitating PLC's, Focus Teams, or staff development</li> <li>• Requiring students to treat each other with respect</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>• Avoiding communicating with parents</li> <li>• Failing to nurture students</li> <li>• Allowing students to humiliate other students</li> <li>• Playing favorites among students in class</li> <li>• Allowing negative behavior to disrupt classroom environment</li> <li>• Failing to include some students in activities</li> <li>• Failing to show respect to students</li> <li>• Showing hostility to students</li> <li>• Allowing students to be disrespectful towards each other</li> <li>• Other...to be composed by the observer</li> </ul> |

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| <p><b>b. Teachers embrace diversity in the school community and in the world.</b> Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.</p>   |   |  |  |   |
| <p>✓ □. Acknowledges that diverse cultures impact the world.</p> <p>✓ □. Demonstrates awareness of the diversity of students in the classroom.</p>  | <p>. . . and</p> <p>□. Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</p> <p>□. Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and culture on a student's development and attitudes.</p>  | <p>. . . and</p> <p>□. Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p> <p>□. Consistently incorporates different points of view in instruction.</p>  | <p>. . . and</p> <p>□. Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.</p> <p>□. Capitalizes on diversity as an asset in the classroom.</p>   |   |
| <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Mentioning ESL cultures in this community</li> <li>• Mentioning events in other countries or cultures</li> <li>• Mentioning various cultures in this country</li> <li>• Encouraging every student to participate in class discussion</li> <li>• Grouping students heterogeneously when appropriate</li> <li>• Using multiple criteria to group students in several ways</li> <li>• Drawing current events from diverse parts of the world</li> <li>• Recognizing the contributions of diverse cultures</li> <li>• Selecting materials that reflect diverse cultures</li> <li>• Accepting the values and traditions of all students</li> <li>• Posting or displaying artifacts that celebrate different cultures</li> <li>• Mentioning cultural events or holidays celebrated by various cultures</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Explaining how cultures interact to shape world events</li> <li>• Using current world events to illustrate how other cultures affect the US</li> <li>• Consistently including other countries and cultures in class discussions</li> <li>• Displaying student work that reflects diverse cultures</li> <li>• Promoting tolerance in the classroom</li> <li>• Displaying work that reflects diverse cultures on bulletin boards</li> <li>• Using instructional materials that reflect diverse cultures and their history</li> <li>• Accepting student work products that reflect their background</li> <li>• Being sensitive to activities that a student's background may prohibit</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Using alternatives to typical stereotypes on a consistent basis</li> <li>• Using examples of different gender, race, and ethnicity in various roles</li> <li>• Consistently using varying role models in class discussions</li> <li>• Ensuring that both genders and all ethnic groups' opinions are included in class</li> <li>• Leading discussions speculating on what careers might be most likely for students</li> <li>• Selecting materials that reflect the successes of diverse cultures</li> <li>• Selecting materials that show people in non-stereotypical roles</li> <li>• Presenting opposing points of view without value judgment</li> <li>• Using materials from diverse points of view</li> <li>• Allowing students to make some choices in their assignments</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Imbedding details about global issues and events in classroom discussion</li> <li>• Posting photographs of individuals from other cultures around the classroom</li> <li>• Routinely including information about other cultures in lessons</li> <li>• Encouraging students to become experts on other cultures</li> <li>• Encouraging students to bring information about other cultures during classroom discussion</li> <li>• Encouraging students to explore their own family origins</li> <li>• Recognizing and praising students when they display special talents</li> <li>• Making assignments that require in-depth study of various cultures</li> <li>• Using diverse materials</li> <li>• Using guest speakers who reflect diverse cultures</li> <li>• Grouping students so they work with students from different backgrounds</li> <li>• Using students from diverse cultures to share their experiences and culture</li> <li>• Other...to be composed</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>• Failing to refer to females, foreigners, other countries, etc.</li> <li>• Consistently ignoring certain students</li> <li>• Allowing negative statements in class about a person/group based on race, ethnicity, or culture</li> <li>• Failing to use instructional materials that reflect diversity</li> <li>• Showing insensitivity to classroom diversity</li> <li>• Other...to be composed by the observer</li> </ul> |

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| <b>c. Teachers treat students as individuals.</b> Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. |  |   |  |   |  |
| ✓   | <input type="checkbox"/> Holds high expectations of students.  | . . . and<br><input type="checkbox"/> Communicates high expectations for all students.  | . . . and<br><input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability.  | . . . and<br><input type="checkbox"/> Helps students hold high expectations for themselves and their peers.   |  |
|   | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Using procedures allowing students to correct mistakes</li> <li>Planning lessons that challenge all students</li> <li>Requiring students to give their best efforts on every assignment</li> <li>Giving honest and constructive feedback to students</li> <li>Selecting instructional materials that are rigorous</li> <li>Using teaching strategies that require students to use higher order thinking skills</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Allowing students extra time to complete assignments</li> <li>Explaining how success requires determination</li> <li>Posting rubrics on assignments that encourage all students to achieve mastery</li> <li>Assigning work to all students that is at least at grade level and requires higher order thinking skills</li> <li>Encouraging students to take more rigorous courses</li> <li>Returning work that is not up to expectations until it meets standards</li> <li>Telling students that you will not accept anything less than their best</li> <li>Following the school's policy for make-up work</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Encouraging and praising comments from every student</li> <li>Establishing procedures for group work that rewards contributions from each student</li> <li>Calling on every student in class</li> <li>Displaying work from every student</li> <li>Tailoring questions to students so they can experience success</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Using classroom procedures that reward consistent effort</li> <li>Insisting that students strive to do their best work</li> <li>Modeling how to sustain high expectations for oneself</li> <li>Giving students honest and constructive feedback</li> <li>Rejecting work that is not at the highest level the student can produce</li> <li>Providing challenging, rigorous work for all students</li> <li>Creating rubrics to help students measure their progress</li> <li>Helping students create events and projects and partner with community events</li> <li>Requiring that students treat each other with respect</li> <li>Other...to be composed by the observer</li> </ul> | <b>"Not Demonstrated" behaviors include</b> <ul style="list-style-type: none"> <li>Failing to engage every student on a regular basis</li> <li>Failing to hold all students to high standards</li> <li>Failing to involve some students in activities</li> <li>Failing to require higher order thinking skills</li> <li>Failing to use rigorous instructional materials</li> </ul> |

| Observation   | <b>d. Teachers adapt their teaching for the benefit of students with special needs.</b> Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.   |   |   |  |  |
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|   | <b>Developing</b>   | <b>Proficient</b>   | <b>Accomplished</b>   | <b>Distinguished</b>   | <b>Not Demonstrated (Comment Required)</b> |
| <p>✓ □. Recognizes that students have a variety of learning needs.</p> <p>✓ □. Is knowledgeable of effective practices for students with special needs.</p>   | <p>... and</p> <p>□. Collaborates with specialists who can support the special learning needs of students.</p> <p>□. Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.</p>   | <p>... and</p> <p>□. Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.</p> <p>□. Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</p>  | <p>... and</p> <p>□. Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.</p> <p>□. Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</p>  |  |  |
| <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Differentiating instruction</li> <li>• Using a variety of instructional modes... visual, auditory, tactile, etc.</li> <li>• Using heterogeneous groups</li> <li>• Adapting lessons for students with special needs</li> <li>• Encouraging students to use instructional aids</li> <li>• Providing copies of teacher notes to special needs students</li> <li>• Circulating regularly to monitor student performance</li> <li>• Grouping and regrouping students based on specific learning needs</li> <li>• Having a variety of instructional materials available</li> <li>• Using a variety of teaching strategies</li> <li>• Using strategies that address a variety of learning styles</li> <li>• Working with individual students during whole class/group instruction</li> <li>• Following IEP modifications</li> <li>• Using teaching strategies and materials appropriate for students with special needs</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Ensuring that special needs students leave for resource personnel on schedule</li> <li>• Collaborating seamlessly with inclusion personnel</li> <li>• Modifying instruction to comply with IEP's</li> <li>• Having a specialist observe the class</li> <li>• Using materials and teaching strategies supplied by specialists</li> <li>• Working with the inclusion teacher in the classroom</li> <li>• Co-teaching with an inclusion teacher</li> <li>• Using teaching strategies/materials from the student's IEP</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Communicating with support services personnel about student progress</li> <li>• Inviting support services personnel to observe students in class</li> <li>• Sending students to resource personnel on schedule</li> <li>• Differentiating instruction to a greater degree than specified in the IEP</li> <li>• Engaging special needs students in activities where they have reasonable chance for success</li> <li>• Ensuring appropriate use of instructional aids</li> <li>• Using materials provided by support specialists in the classroom</li> <li>• Following IEP requirements of special needs students</li> <li>• Including special needs students in learning activities</li> <li>• Providing special needs students opportunities to lead activities</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Assessing student progress regularly</li> <li>• Consulting regularly with support service personnel</li> <li>• Researching community resources for special needs students</li> <li>• Consulting with previous teachers of special needs students</li> <li>• Consulting with subsequent teachers of special needs students</li> <li>• Sharing successful lesson modifications with peers</li> <li>• Assessing students' strengths and weaknesses using a variety of strategies</li> <li>• Inviting specialists to observe class</li> <li>• Using pretests to assess students' current level of performance</li> <li>• Following modifications on students' IEP's</li> <li>• Sharing effective teaching strategies with colleagues</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>• Relying on whole group instruction all the time</li> <li>• Failing to modify lessons for special needs students</li> <li>• Teaching all students the same way</li> <li>• Failing to follow IEP's</li> <li>• Failing to involve inclusion teachers in instruction</li> <li>• Segregating special needs students from the rest of the class</li> <li>• Ignoring students with special needs</li> <li>• Other...to be composed by the observer</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>• Demonstrating knowledge about IEP's and 504 plans</li> <li>• Other...to be composed by the observer</li> </ul> |  |  |  |  |
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**e. Teachers work collaboratively with the families and significant adults in the lives of their students.** Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

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| <input type="checkbox"/> Responds to family and community concerns.   | <p>... and</p> <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.  | <p>... and</p> <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.  | <p>... and</p> <input type="checkbox"/> Promotes trust and understanding throughout the school community.  |   |
| <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Addressing community problems that intrude into the classroom</li> <li>• Contacting parents about problems at school</li> <li>• Attending meetings with parents</li> <li>• Responding promptly and effectively to phone calls/emails</li> <li>• Providing regular progress reports</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Exploring the local community for resources to help students</li> <li>• Initiating meetings with parents to address student problems</li> <li>• Attending PTA meetings, student performances, athletic events</li> <li>• Calling/emailing parents about student progress</li> <li>• Providing feedback to parents via outlines of work to be completed, progress reports, etc.</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Identifying roadblocks to parent/community involvement in school</li> <li>• Suggesting new, innovative solutions using community resources</li> <li>• Actively seeking out parents who do not contact school</li> <li>• Communicating with non-English-speaking parents</li> <li>• Holding meetings with parents at times and places convenient to parents</li> <li>• Making phone number, email address, etc. available to parents</li> <li>• Providing feedback in parents' native tongue</li> <li>• Participating in community events</li> <li>• Making home visits</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Praising effective colleagues to students, faculty, and parents</li> <li>• Recognizing exemplary student behavior</li> <li>• Modeling ethical, open, and honest behavior in all interactions with school and community</li> <li>• Safeguarding confidential information</li> <li>• Speaking well of students, colleagues, administrators, and parents</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>• Skipping or mishandling meetings with concerned parents</li> <li>• Publicly criticizing students, colleagues, administrators, or parents</li> <li>• Failing to attend PTA meetings, student performances, athletic events</li> <li>• Failing to interact with the community in an ethical, open, honest manner</li> <li>• Failing to meet with parents</li> <li>• Failing to reach out to parents</li> <li>• Failing to respond to phone calls/emails promptly or at all</li> <li>• Failing to show respect and civility to parents</li> <li>• Providing inadequate, little, or no feedback to parents</li> <li>• Other...to be composed by the observer</li> </ul> |

## Standard III: Teachers know the content they teach.

| Observation | a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> . In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.  |   |   |  |  |
|-------------|--|---|---|--|--|
|             | Developing   | Proficient  | Accomplished  | Distinguished  | Not Demonstrated (Comment Required)  |
| ✓           | <p>□. Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.</p>  | <p>. . . and</p> <p>□. Understands the <i>North Carolina Standard Course of Study</i>, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.</p>   | <p>. . . and</p> <p>□. Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.</p>  | <p>. . . and</p> <p>□. Assists colleagues in applying such strategies in their classrooms.</p>   |  |
| ✓           | <p>□. <i>Elementary</i>: Begins to integrate literacy instruction in selected lessons.</p>   | <p>□. <i>Elementary</i>: Integrates effective literacy instruction throughout the curriculum.</p>   | <p>□. <i>Elementary</i>: Evaluates and reflects upon the effectiveness of literacy instruction.</p>   | <p>□. <i>Elementary</i>: Makes necessary changes to instructional practice to improve student learning.</p>  |  |
| ✓           | <p>□. <i>Secondary</i>: Recognizes the importance of integrating literacy strategies within the content areas.</p>   | <p>□. <i>Secondary</i>: Incorporates a wide variety of literacy skills within content areas to enhance learning.</p>  | <p>□. <i>Secondary</i>: Evaluates and reflects upon the effectiveness of literacy instruction within content areas.</p>   | <p>□. <i>Secondary</i>: Makes necessary changes to instructional practice to improve student learning.</p>   |  |
|             | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Maintaining a copy of the North Carolina Course of Study in the classroom</li> <li>• Explaining to students how their work helps them meet North Carolina Standards</li> <li>• Developing lesson plans that are clear, logical and 'sequentially aligned' with the NCSCOS</li> <li>• Posting daily objectives and referencing the NCSCOS</li> <li>• Planning lessons throughout the curriculum with literacy skills in mind</li> <li>• Modeling and explicitly teaching and demonstrating comprehension skills</li> <li>• Displaying posters of content area literacy skills</li> <li>• Having students new</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Presenting lessons that require students to use higher order thinking skills</li> <li>• Applying the NCCOS effectively by incorporating 21<sup>st</sup> century tools</li> <li>• Relating learning activities to real life applications</li> <li>• Asking for main idea, fact/opinion, point of view</li> <li>• Monitoring comprehension of written, spoken and read text</li> <li>• Referring to displayed posters of content area literacy skills during lesson</li> <li>• Making learning goals and objectives clear and explicit to students</li> <li>• Using strategies that draw on students' prior knowledge</li> <li>• Presenting content in</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Providing opportunities for reasoning, logic, analysis, and synthesis when planning lessons</li> <li>• Framing NCSCOS around essential learning skills</li> <li>• Using resources recognized by professional organizations</li> <li>• Evaluating reading, writing listening, speaking and other presentation skills</li> <li>• Evaluating student work products for comprehension</li> <li>• Giving students prompt and effective feedback to help improve literacy skills</li> <li>• Using all data to assess, drive, and direct literacy instruction</li> <li>• Using evaluation rubrics for content area and integrated literacy skills</li> <li>• Using sources that</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Being recognized as a leader by colleagues</li> <li>• Sharing teaching strategies and materials with colleagues</li> <li>• Sharing strategies in grade, team, or department meetings</li> <li>• Helping colleagues with lesson plans applying NCSCOS</li> <li>• Applying teaching strategies that address different learning styles</li> <li>• Regrouping students for reteaching based on parts of instruction not mastered</li> <li>• Providing students and parents with multiple and varied formative and summative assessments</li> <li>• Customizing and developing lessons with related literacy focused activities that address diversity</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>• Failing to utilize the NCSCOS</li> <li>• Setting instruction requiring low level content and few thinking skills</li> <li>• Failing to modify instruction based on student needs</li> <li>• Failing to incorporate literacy strategies</li> <li>• Failing to use multiple sources for instruction</li> <li>• Other...to be composed by the observer</li> </ul> |

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|  | <p>information in their own words</p> <ul style="list-style-type: none"> <li>Other...to be composed by the observer</li> </ul> | <p>diagrams, charts and maps</p> <ul style="list-style-type: none"> <li>Requiring students to support conclusions</li> <li>Other...to be composed by the observer</li> </ul> | <p>represents multiple points of view</p> <ul style="list-style-type: none"> <li>Other...to be composed by the observer</li> </ul> |  |  |
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**b. Teachers know the content appropriate to their teaching specialty.** Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

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| ✓ | <p>□. Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</p> | <p>... and</p> <p>□. Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</p> | <p>... and</p> <p>□. Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p> | <p>... and</p> <p>□. Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.</p> |  |
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|  | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>Knowing the content that supports the NCSCOS</li> <li>Drawing content from recognized sources</li> <li>Presenting information that is accurate</li> <li>Explaining learning goals, instructional procedures and content accurately</li> <li>Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>Teaching content in a variety of ways</li> <li>Answering general student questions about topic being taught</li> <li>Using multiple resources to give accurate responses to student questions</li> <li>Assessing students formally and informally to modify instruction</li> <li>Grouping students to modify instruction as needed</li> <li>Organizing curricular materials to facilitate instruction around central themes</li> <li>Pacing instruction to optimize effective learning</li> <li>Uses multiple questioning techniques for student inquiry</li> <li>Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>Integrating the content of subject areas with other disciplines</li> <li>Motivating students to investigate the content area to expand their knowledge</li> <li>Using multiple questioning techniques for student inquiry</li> <li>Offering students the opportunity to do research in the content area</li> <li>Disaggregating data to create purposeful lessons and assignments</li> <li>Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>Engaging students in activities which use 21<sup>st</sup> century skills</li> <li>Developing lessons where students take responsibility for their own learning and researching topics related to the content</li> <li>Integrating the content of subject areas with other disciplines</li> <li>Providing simulated learning experiences using relevant activities</li> <li>Assisting colleagues with developing more in-depth lessons</li> <li>Other...to be composed by the observer</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>Providing inaccurate information to students</li> <li>Presenting outdated instructional materials</li> <li>Failing to demonstrate basic content knowledge</li> <li>Other...to be composed by the observer</li> </ul> |
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| Observation  | <b>c. Teachers recognize the interconnectedness of content areas/disciplines.</b> Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.  |   |   |  |  |
|--|---|---|---|--|--|
|  | <b>Developing</b>   | <b>Proficient</b>   | <b>Accomplished</b>   | <b>Distinguished</b>   | <b>Not Demonstrated<br/>(Comment Required)</b> |
| <p>✓ □. Understands the links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p>✓ □. Displays global awareness.</p>   | <p>... and</p> <p>□. Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p>□. Promotes global awareness and its relevance to the subjects.</p>   | <p>... and</p> <p>□. Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i>. Relates content to other disciplines.</p> <p>□. Integrates global awareness activities throughout lesson plans and classroom instructional practices.</p>  | <p>... and</p> <p>□. Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence schoolwide curriculum and teaching practice.</p> <p>□. Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.</p>   |  |  |
| <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Explaining to students how their work helps them NCSCOS</li> <li>• Posting objectives that tie instruction to NCSCOS</li> <li>• Integrating instruction across disciplines</li> <li>• Discussing global issues accurately</li> <li>• Using current events to enhance instruction</li> <li>• Framing instruction with a world view in mind</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Using variety of sources and instructional strategies to address NCSCOS</li> <li>• Explaining how current learning relates to previous lessons and also to future lessons</li> <li>• Locating and using multiple resources to expand subject</li> <li>• Presenting other countries' perspectives to approach an issue</li> <li>• Relating learning to global events</li> <li>• Expressing the diverse viewpoints of different cultures, religions and lifestyles</li> <li>• Using VIF as guest speakers to address specific areas of the curriculum</li> <li>• Demonstrating sensitivity to differences in ability, social and cultural backgrounds</li> <li>• Leading quality discussions</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Explaining how learning in one content area is related to other content areas</li> <li>• Using pre-testing to assess past learning</li> <li>• Evaluating students' achievement of objectives from other disciplines</li> <li>• Planning integrated instruction across disciplines</li> <li>• Working with colleagues to develop strategies</li> <li>• Addressing global issues regularly</li> <li>• Using current events regularly</li> <li>• Using on-line sources to address global issues</li> <li>• Eliciting critical thinking and problem solving to relate lesson to global issues</li> <li>• Using simulations incorporating global events</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Creating lesson plans with specific references to the grades/subject areas</li> <li>• Using team teaching in related lessons</li> <li>• Speaking for integrating curriculum in School Improvement Team meetings</li> <li>• Planning staff development on integrating curriculum</li> <li>• Demonstrating and leading discussions among peers</li> <li>• Arranging for peer observations</li> <li>• Arranging staff development opportunities for other staff</li> <li>• Advancing ways to incorporate global awareness in grade/team meetings</li> <li>• Working collaboratively with other staff in planning and implementing global awareness activities</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>• Failing to link present learning to future lessons</li> <li>• Failing to note links between this subject and other content areas</li> <li>• Failing to link present learning to past lessons</li> <li>• Failing to link subject/grade to the NCSCOS</li> <li>• Failing to reference global issues</li> <li>• Other...to be composed by the observer</li> </ul> |  |

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| <p><b>d. Teachers make instruction relevant to students.</b> Teachers incorporate 21<sup>st</sup> century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21<sup>st</sup> century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.</p> |  |  |  |   |  |
| ✓  | <p>□. Identifies relationships between the North Carolina Standard Course of Study and life in the 21<sup>st</sup> century.</p>  | <p>. . . and</p> <p>□. Identifies relationships between the core content and 21<sup>st</sup> century content.</p>  | <p>. . . and</p> <p>□. Integrates core content and 21<sup>st</sup> century content throughout lesson plans and classroom instructional practices.</p>  | <p>. . . and</p> <p>□. Deepens students' understandings of 21<sup>st</sup> century skills and helps them make their own connections and develop new skills.</p>   |  |
|  | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Relating NCSCOS to real life situations</li> <li>• Using multimedia resources to enhance instruction</li> <li>• Eliciting student input about how the subject relates to 21<sup>st</sup> century life</li> <li>• Promoting the understanding of local and global implications of civic decisions</li> <li>• Using different websites that link the NCSCOS to 21<sup>st</sup> century</li> <li>• Teaching students the value of working appropriately and productively with others</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Creating work for students that requires application of core content with 21<sup>st</sup> century</li> <li>• Relating core content to real life situations</li> <li>• Explaining lesson relevance</li> <li>• Having students share related current events</li> <li>• Promoting participation in civic life by knowing how to stay informed in government issues</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Evaluating student progress using written, oral and multi-media presentations</li> <li>• Giving all students opportunities to be leaders in group work</li> <li>• Presenting instruction at higher order thinking skills levels</li> <li>• Setting high expectations for student achievement</li> <li>• Developing and implementing rubrics for scoring quality of open-ended debates</li> <li>• Engaging students in activities which explicitly require them to adapt to unusual situations</li> <li>• Engaging students in activity which requires students to use and develop people skills</li> <li>• Engaging students in group activities which value and require personal productivity</li> <li>• Giving individual students specific feedback on 21<sup>st</sup> century skills</li> <li>• Having students use current technology to research and present analysis</li> <li>• Using classroom simulations to integrate content and develop ethical practices</li> <li>• Using inquiry methods to get students to research real world 21<sup>st</sup> century issues</li> <li>• Adapting relevant learning experiences that incorporate digital</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Demanding both personal and academic honesty</li> <li>• Encouraging students to ask questions</li> <li>• Putting students in new situations that require new solutions</li> <li>• Requiring students to take responsibility for their own learning</li> <li>• Developing role plays for researching and using higher order thinking skills</li> <li>• Having students defend decisions for open-ended real-world questions</li> <li>• Developing rubrics for evaluating personal responsibility</li> <li>• Giving feedback on accountability, ethical decision making, leadership, people skills, personal productivity, personal responsibility, self-direction, social responsibility</li> <li>• Having student teams compete to develop best realistic approach to solve problems</li> <li>• Having student teams design competing legislation to solve problems</li> <li>• Having students use current technology to do research and defend decisions</li> <li>• Using an organized and comprehensive system for evaluating 21<sup>st</sup> century skills</li> <li>• Using student teams in simulations to decide</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>• Failing to relate core content to 21<sup>st</sup> Century skills</li> <li>• Failing to relate NCSCOS objectives to 21<sup>st</sup> Century themes</li> <li>• Other...to be composed by the observer</li> </ul> |

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|  |  |  | tools/resources <ul style="list-style-type: none"> <li>• Other...to be composed by the observer</li> </ul> | controversial real-world issues <ul style="list-style-type: none"> <li>• Using actual court cases, political debates, legislative actions to enhance instruction</li> <li>• Other...to be composed by the observer</li> </ul> |  |
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Sample Behaviors created by ELS

## Standard IV: Teachers facilitate learning for their students.

| Observation | a. 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. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.  |  |   |   |  |
|-------------|--|--|---|---|--|
|             | Developing   | Proficient   | Accomplished  | Distinguished   | Not Demonstrated (Comment Required)  |
| ✓           | <ul style="list-style-type: none"> <li>□. Understands developmental levels of students and recognizes the need to differentiate instruction.</li> </ul>  | <p>... and</p> <ul style="list-style-type: none"> <li>□. Understands developmental levels of students and appropriately differentiates instruction.</li> </ul>   | <p>... and</p> <ul style="list-style-type: none"> <li>□. Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.</li> </ul>  | <p>... and</p> <ul style="list-style-type: none"> <li>□. Encourages and guides colleagues to adapt instruction to align with students' developmental levels.</li> </ul>   |  |
| ✓           |  | <ul style="list-style-type: none"> <li>□. Assesses resources needed to address strengths and weaknesses of students.</li> </ul>  | <ul style="list-style-type: none"> <li>□. Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</li> </ul>  | <ul style="list-style-type: none"> <li>□. Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.</li> </ul>  |  |
|             | <p>Teacher earns this rating by</p> <ul style="list-style-type: none"> <li>• Attending workshops on differentiated instruction</li> <li>• Teaching about cultural effects on learning without differentiating</li> <li>• Acknowledging that language proficiency affects learning without routinely differentiating instruction</li> <li>• Acknowledging that emotional, intellectual, and physical development affect learning with differentiating effects</li> <li>• Engaging students in activities requiring higher-level thinking skills occasionally</li> <li>• Conducting instruction at differential levels occasionally</li> <li>• Other...to be composed by the observer</li> </ul> | <p>Teacher earns this rating by</p> <ul style="list-style-type: none"> <li>• Sharing lesson plans with other teachers, including differentiated instructions</li> <li>• Using current best practices resources to differentiate instruction</li> <li>• Differentiating instruction according to students' levels and needs</li> <li>• Grouping students for activities as respective to levels and academic development</li> <li>• Engaging students in activities to develop higher level thinking skills</li> <li>• Teaching lessons for multiple levels routinely</li> <li>• Maintaining and using "in class" library of differentiated parallel resources</li> <li>• Using multi-grade level materials to meet students' needs</li> <li>• Organizing instruction based on varying levels of student development</li> <li>• Other...to be composed by the observer</li> </ul> | <p>Teacher earns this rating by</p> <ul style="list-style-type: none"> <li>• Making use of alternative resources to improve instruction</li> <li>• Modifying instruction according to IEP's</li> <li>• Modifying instruction using ESL individual plans and strategies</li> <li>• Consistently using lesson plans that differentiate</li> <li>• Other...to be composed by the observer</li> </ul> | <p>Teacher earns this rating by</p> <ul style="list-style-type: none"> <li>• Participating in grade level/team meetings to discuss differentiating instruction plans</li> <li>• Frequently sharing and collaborating with colleagues to more effectively differentiate</li> <li>• Promoting and encouraging differentiation among colleagues</li> <li>• Acknowledging and internalizing the need to differentiate based on student population diversity</li> <li>• Leading and conducting staff development on differentiated instruction</li> <li>• Coordinating cross grade/department planning for differentiation</li> <li>• Reading and sharing current research on differentiation strategies</li> <li>• Offering expertise in differentials at SIT meetings</li> <li>• Other...to be composed by the observer</li> </ul> | <p>"Not Demonstrated" behaviors include</p> <ul style="list-style-type: none"> <li>• Teaching to the whole class exclusively, without modifications of any sort</li> <li>• Other...to be composed by the observer</li> </ul> |

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| <b>b. Teachers plan instruction appropriate for their students.</b> Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the <i>North Carolina Standard Course of Study</i> . These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs. |   |   |   |   |   |
| ✓  | <input type="checkbox"/> Recognizes data sources important to planning instruction.   | . . . and<br><input type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.  | . . . and<br><input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning.   | . . . and<br><input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.  |   |
|  | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Using disaggregated data to enhance instruction</li> <li>Meeting regularly with mentor /colleagues /administrator to discuss lesson plans</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Utilizing data to create lesson plans</li> <li>Modifying lesson plans as needed to meet diverse student needs</li> <li>Using EOC and EOG data to target specific objectives for emphasis</li> <li>Utilizing feedback from other teachers as a source of data</li> <li>Using informal assessments to determine when re-teaching is necessary</li> <li>Using locally developed and commercial assessments to modify instruction</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Ensuring that students are actively engaged in classroom activities</li> <li>Maintaining accurate records of students mastery of objectives</li> <li>Using data to modify instruction for individuals and small groups</li> <li>Using small temporary skills groups when appropriate to meet objectives</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Incorporating SIP goals and classroom instruction</li> <li>Focusing instruction to meet EOG/EOC goals as prescribed by the SIP plan</li> <li>Aligning instruction to meet EOG/EOC goals</li> <li>Modifying instruction appropriate for target groups identified in the SIP plan</li> <li>Other...to be composed by the observer</li> </ul> | <b>"Not Demonstrated" behaviors include</b> <ul style="list-style-type: none"> <li>Planning perfunctorily, inadequately, or not at all</li> <li>Other...to be composed by the observer</li> </ul> |

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| <b>c. Teachers use a variety of instructional methods.</b> Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction. |  |  |  |  |   |
| ✓  | <input type="checkbox"/> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.   | . . . and<br><input type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.  | . . . and<br><input type="checkbox"/> Ensures the success of all students through the selection and utilization of appropriate methods and materials.  | . . . and<br><input type="checkbox"/> Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.  |   |
|  | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Using readily available technological tools to enhance instruction</li> <li>Demonstrating awareness of students' differing learning styles</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Using different methods and materials when individualizing instruction</li> <li>Using lesson plans which reflect integration of technology and learning styles</li> <li>Activating prior knowledge in students (KWL charts)</li> <li>Creating word walls for</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Focusing direct instruction to increase student scores on the EOC/EOG tests</li> <li>Consistently modifying instruction to meet student needs</li> <li>Designing lessons with varying activities for different learning styles</li> <li>Engaging students in high level lessons such</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Exploring and implementing new technology into lessons consistently ( white boards, blackboard, learning threads)</li> <li>Attending professional development conferences and sessions and presents learned information to staff</li> </ul> | <b>"Not Demonstrated" behaviors include</b> <ul style="list-style-type: none"> <li>Lecturing to the whole class more than necessary, often assigning students to work individually in workbooks or at seatwork without providing feedback for needy students</li> <li>Other...to be composed by the observer</li> </ul> |

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|  |  | vocabulary development <ul style="list-style-type: none"> <li>• Designing activities and lessons based on learning styles</li> <li>• Engaging students in high level thinking activities</li> <li>• Using cooperative learning activities and groups</li> <li>• Using graphic organizers to enhance instruction (Thinking Maps)</li> <li>• Teaching students the proper use of reference materials</li> <li>• Instructing students in information technology (email, internet searches, on-line reference)</li> <li>• Other...to be composed by the observer</li> </ul> | as Padieia, Socratic seminars, and literacy circles <ul style="list-style-type: none"> <li>• Utilizing 21st century skills in designing lessons</li> <li>• Requiring students to "think aloud" when explaining concepts</li> <li>• Teaching students to use and apply metacognitive reading skills when reading</li> <li>• Other...to be composed by the observer</li> </ul> | <ul style="list-style-type: none"> <li>• Other...to be composed by the observer</li> </ul> |  |
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| Observation | <b>d. Teachers integrate and utilize technology in their instruction.</b> Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate. |   |   |   |  |
|-------------|--|---|---|---|--|
|             | <b>Developing</b>  | <b>Proficient</b>   | <b>Accomplished</b>   | <b>Distinguished</b>  | <b>Not Demonstrated (Comment Required)</b>   |
| ✓           | <input type="checkbox"/> Assesses effective types of technology to use for instruction.  | . . . and<br><input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction.   | . . . and<br><input type="checkbox"/> Integrates technology with instruction to maximize student learning.  | . . . and<br><input type="checkbox"/> Provides evidence of student engagement in higher level thinking skills through the integration of technology.  |  |
|             | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>• Consulting with others on the best way to use technology in the classroom</li> <li>• Attending professional development on the use of technology in the classroom</li> <li>• Other...to be composed by the observer</li> </ul>                  | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>• Sharing technology ideas with colleagues</li> <li>• Routinely using technology in lessons</li> <li>• Using internet, power point presentations, audio and video clips to enhance instruction</li> <li>• Other...to be composed by the observer</li> <li>•</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>• Using technology in the classroom</li> <li>• Assigning students to use Smart Boards in the classroom</li> <li>• Assigning students to use presentation software in the classroom</li> <li>• Engaging students in the use of subject dedicated software such as MDI, CAD, etc.</li> <li>• Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>• Guiding and encouraging students to ask higher level questions during class discussions</li> <li>• Engaging students in the creation of websites on 21st century issues</li> <li>• Engaging students in the use of the internet for displaying data / results from class activities</li> <li>• Other...to be composed by the observer</li> </ul> | <b>"Not Demonstrated" behaviors include</b> <ul style="list-style-type: none"> <li>• Failing to model use of technology in class</li> <li>• Refusing to accept student work if submitted via technology</li> <li>• Other...to be composed by the observer</li> </ul> |

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| <p><b>E. Teachers help students develop critical-thinking and problem-solving skills.</b> Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.</p> |   |  |  |   |   |
| ✓   | <p>□. Understands the importance of developing students' critical-thinking and problem solving skills.</p>  | <p>. . . and</p> <p>□. Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.</p>  | <p>. . . and</p> <p>Teaches students the processes needed to:</p> <p>□. think creatively and critically,</p> <p>□. develop and test innovative ideas,</p> <p>□. synthesize knowledge,</p> <p>□. draw conclusions,</p> <p>□. exercise and communicate sound reasoning,</p> <p>□. understand connections,</p> <p>□. make complex choices, and</p> <p>□. frame, analyze and solve problems.</p>   | <p>. . . and</p> <p>□. Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.</p>  |   |
|   | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Acknowledging the need to ask more critical thinking and problem solving work in lesson plans</li> <li>• Including critical thinking and problem solving work in lesson plans</li> <li>• Explaining to students skills necessary for 21st century issues</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Using appropriate questions to guide students in critical thinking</li> <li>• Modeling problem solving techniques in the class for students</li> <li>• Employing critical thinking questions in the classroom</li> <li>• Giving assignments that require students to use problem-solving skills</li> <li>• Attending training on critical thinking or problem solving instruction</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Requiring students to develop and test new ideas</li> <li>• Requiring students to draw conclusions</li> <li>• Engaging students in activities that require students to exercise and communicate sound reasoning</li> <li>• Requiring students to frame, analyze, and solve problems</li> <li>• Requiring students to make complex choices and synthesize knowledge</li> <li>• Requiring students to think creatively and critically</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Leading training for others on critical thinking</li> <li>• Involving individual students in leading or presenting classroom discussion</li> <li>• Routinely assigning students in teams for various activities</li> <li>• Assigning teams of students to develop possible solutions to solve real life problems</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>• Teaching primarily for rote learning at low levels</li> <li>• Other...to be composed by the observer</li> </ul> |

| <b>F. Teachers help students work in teams and develop leadership qualities.</b> Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities. |   |   |   |  |  |
|---|---|---|---|--|--|
| ✓   | <input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams.  | . . . and<br><input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.  | . . . and<br><input type="checkbox"/> Encourages students to create and manage learning teams.  | . . . and<br><input type="checkbox"/> Fosters the development of student leadership and teamwork skills to be used beyond the classroom.   |  |
|   | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Using student leadership in the classroom to enhance instruction</li> <li>Engaging students in learning teams</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Organizing student teams to provide leadership and diversity on each team</li> <li>Organizing assignments that require teamwork to meet desired goals</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Developing and using rubrics that require student cooperation, collaboration, and leadership in teams</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Teaching and modeling team working skills</li> <li>Providing feedback to students on cooperation, collaboration, and leadership on their team work</li> <li>Other...to be composed by the observer</li> </ul> | <b>"Not Demonstrated" behaviors include</b> <ul style="list-style-type: none"> <li>Failing to use groups for any student activities</li> <li>Other...to be composed by the observer</li> </ul> |

| Observation | <b>g. Teachers communicate effectively.</b> Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.                                |  |  |  |   |
|-------------|--|--|--|--|---|
|             | <b>Developing</b>  | <b>Proficient</b>  | <b>Accomplished</b>  | <b>Distinguished</b>   | <b>Not Demonstrated (Comment Required)</b>  |
| ✓           | <input type="checkbox"/> Demonstrates the ability to effectively communicate with students.  | . . . and<br><input type="checkbox"/> Uses a variety of methods for communication with all students.   | . . . and<br><input type="checkbox"/> Creates a variety of methods to communicate with all students.   | . . . and<br><input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.  |   |
| ✓           | <input type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas.   | <input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.   | <input type="checkbox"/> Establishes classroom practices, which encourage all students to develop effective communication skills.  | <input type="checkbox"/> Establishes schoolwide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.  |   |
|             | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Empathizing with students who lack good communication skills</li> <li>Treating all students with respect</li> <li>Allowing sufficient wait time for students to answer questions</li> <li>Using visual and auditory communication techniques</li> <li>Other...to be composed</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Using a variety of whole, small, and individual projects</li> <li>Incorporating student participation into lessons</li> <li>Establishing a class climate of mutual respect</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Involving all students actively in lessons</li> <li>Employing visual, auditory, and tactile means of communication</li> <li>Involving reluctant learners by using effective questioning strategies</li> <li>Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>Creating a classroom atmosphere which allows students to work together intensively while maintaining respect for one another</li> <li>Involving and encouraging students in extracurricular activities to help reinforce the values of cooperation and teamwork</li> <li>Encouraging students'</li> </ul> | <b>"Not Demonstrated" behaviors include</b> <ul style="list-style-type: none"> <li>Antagonizing or belittling students</li> <li>Other...to be composed by the observer</li> </ul> |

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|  | by the observer |  |  | ownership for solving problems <ul style="list-style-type: none"> <li>• Encouraging colleagues to use various communication techniques</li> <li>• Modeling communication skills for students and other staff</li> <li>• Other...to be composed by the observer</li> </ul> |  |
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**H. Teachers use a variety of methods to assess what each student has learned.** Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21<sup>st</sup> century assessment systems to inform instruction and demonstrate evidence of students' 21<sup>st</sup> century knowledge, skills, performance, and dispositions.

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| ✓ | <input type="checkbox"/> Uses indicators to monitor and evaluate student progress.  | . . . and<br><input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.  | . . . and<br><input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning.  | . . . and<br><input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.   |   |
| ✓ | <input type="checkbox"/> Assesses students in the attainment of 21 <sup>st</sup> century knowledge, skills, and dispositions.   | <input type="checkbox"/> Provides evidence that students attain 21 <sup>st</sup> century knowledge, skills and dispositions.   | <input type="checkbox"/> Provides opportunities for students to assess themselves and others.  | <input type="checkbox"/> Encourages and guides colleagues to assess 21 <sup>st</sup> century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.  |   |
|   | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>• Focusing on appropriate indicators when monitoring/evaluating students</li> <li>• Showing awareness of 21st century knowledge, skills, and dispositions</li> <li>• Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>• Using various means to evaluate students (oral, written, etc.)</li> <li>• Using formative/summative indicators and benchmarks to evaluate students' progress</li> <li>• Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>• Altering teaching style to meet student needs</li> <li>• Altering assessment methods to meet changing student needs</li> <li>• Making appropriate adjustments to instruction based on reflection and obstacles to learning</li> <li>• Ensuring that students understand class performance and how they can improve</li> <li>• Engaging students in peer evaluations</li> <li>• Allowing students to develop assessment tools</li> <li>• Other...to be composed by the observer</li> </ul> | <b>Teacher earns this rating by</b> <ul style="list-style-type: none"> <li>• Modeling 21st century skills for colleagues</li> <li>• Leading colleagues in best practices research</li> <li>• Serving as formal and informal mentor for other staff</li> <li>• Other...to be composed by the observer</li> </ul> | <b>"Not Demonstrated" behaviors include</b> <ul style="list-style-type: none"> <li>• Grading every assignment the same way</li> <li>• Other...to be composed by the observer</li> </ul> |

## Standard V: Teachers reflect on their practice.

| <b>a. Teachers analyze student learning.</b> Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.   |  |   |  |  |
|---|--|---|--|--|
| Developing  | Proficient   | Accomplished  | Distinguished  | Not Demonstrated (Comment Required)  |
| <p>□. Recognizes the need to improve student learning in the classroom.</p>   | <p>... and</p> <p>□. Provides ideas about what can be done to improve student learning in their classroom.</p>   | <p>... and</p> <p>□. Thinks systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement.</p>  | <p>... and</p> <p>□. Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.</p>   |  |
| <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Accurately recording and measuring student progress</li> <li>• Monitoring student progress toward learning goals and objectives</li> <li>• Monitoring student progress through frequent diagnostic evaluations</li> <li>• Being aware of state and local testing programs</li> <li>• Striving to help every student improve throughout the year</li> <li>• Knowing how to access testing data, and determine composite scores</li> <li>• Recognizing certain students have IEPs, PEPs, etc.</li> <li>• Being aware of instructional strategies</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Ensuring all lessons are motivationally directed at making instruction meaningful</li> <li>• Monitoring student progress toward meeting/exceeding performance expectations</li> <li>• Preparing and presenting lessons that challenge learners to be all they can be</li> <li>• Providing clear performance expectations to students</li> <li>• Utilizing a variety of media and resources to strengthen instructional delivery</li> <li>• Devising ways to improve instruction</li> <li>• Planning lessons which align directly with the North Carolina Standard Course of Study</li> <li>• Individualizing instruction to meet the needs of his/her students</li> <li>• Sharing best practices within department/grade level</li> <li>• Using data to drive instruction</li> <li>• Maintaining data notebooks</li> <li>• Creating and utilizing student inventory/ interest surveys to differentiate learning</li> <li>• Referring to previous EOG/EOC results to improve instruction</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Ensuring students have a working knowledge of an instructional concept prior to leading into the next phase of instruction</li> <li>• Capitalizing on 'teaching moments' where learning is at a peak, and then pursues relevant experiences to foster growth</li> <li>• Demonstrating knowledge and acceptance of varying learning styles and abilities</li> <li>• Encouraging students to strive to excel academically as measured by test scores and classroom performance</li> <li>• Individualizing instruction to meet the needs of his/her students</li> <li>• Seeking new ways to improve instruction</li> <li>• Consistently and systematically evaluating self as instructional facilitator of their best practices</li> <li>• Using current research to enhance instruction</li> <li>• Comparing schoolwide and classroom best practices to their own in order to evaluate effectiveness of their instruction</li> <li>• Seeking feedback from all stakeholders (including students) to increase teacher</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Analyzing instructional techniques throughout the year to determine successful strategies as measured by student success</li> <li>• Meeting with the principal and instructional supervisor to analyze test scores and develop diverse instructional plans to meet the individual needs of students</li> <li>• Using various assessment procedures to develop instruction</li> <li>• Conducting applied research projects in classroom/grade level to evaluate results to adapt instructional practices</li> <li>• Presenting best practices at local, state, and national level</li> <li>• Modeling teachers who reflect on every aspect of teaching and learning</li> <li>• Serving as a model classroom for the district</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>"Not Demonstrated" behaviors include</b></p> <ul style="list-style-type: none"> <li>• Failing to make any adjustments or improvements to help students learn</li> <li>• Having test data in an unorganized and unusable fashion</li> <li>• Failing to monitor student progress</li> <li>• Using little or few resources to strengthen instructional program</li> <li>• Other...to be composed by the observer</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Other...to be composed by the observer</li> </ul> | <p>effectiveness</p> <ul style="list-style-type: none"> <li>• Sharing best practices at the school level, etc.</li> <li>• Considering the individual needs of each student through challenging, creative, and differentiated instructional strategies</li> <li>• Other...to be composed by the observer</li> </ul> |  |  |
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**b. Teachers link professional growth to their professional goals.** Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21<sup>st</sup> century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

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| <input type="checkbox"/> Understands the importance of professional development.   | <p>... and</p> <input type="checkbox"/> Participates in professional development aligned with professional goals.   | <p>... and</p> <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs.  | <p>... and</p> <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent.  |  |
| <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Constantly pursuing relevant experiences to foster growth</li> <li>• Discussing with co-workers the importance and value of professional development activities</li> <li>• Discussing with school administrators how recently completed professional development activities have fostered personal/professional growth</li> <li>• Understanding requirements for licensure renewal via continuing education credits</li> <li>• Seeking out professional development activities to foster growth</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Seeking out professional development activities that foster growth</li> <li>• Developing professional goals (PDP) with specified professional development activities identified to achieve growth plans</li> <li>• Linking PDP to standards and growth</li> <li>• Attending, implementing, and sharing professional development information at department/grade level and staff meetings</li> <li>• Demonstrating concern for school achievement</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Participating in professional development activities focusing on helping students think critically so as to gain deeper understanding of concepts</li> <li>• Participating in professional development activities that enhance student achievement, growth, and performance</li> <li>• Participating in professional development activities that helps the teacher develop creative instructional strategies to challenge students</li> <li>• Linking professional development to standards, growth, and school wide needs</li> <li>• Becoming a train-the-trainer at district level</li> <li>• Demonstrating concern for student achievement at the district and state levels</li> <li>• Staying abreast of information at the state/national levels</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Designing lessons that include a variety of resources discovered at recent professional development activities</li> <li>• Incorporating new ideas from professional development activities into lesson plans</li> <li>• Attending professional development training on new initiatives as recommended by administrators</li> <li>• Conducting professional development training for colleagues as needed</li> <li>• Linking professional development to standards growth, district, and school goals</li> <li>• Participating in decision making and research studies at the state and/or national level</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>“Not Demonstrated” behaviors include</b></p> <ul style="list-style-type: none"> <li>• Failing to attend professional development sessions</li> <li>• Inconsistently implementing professional development</li> <li>• Demonstrating concern only for the classroom</li> <li>• Other...to be composed by the observer</li> </ul> |

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| <p><b>C. Teachers function effectively in a complex, dynamic environment.</b> Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.</p> |   |  |   |  |   |
|  | <p>□. Is knowledgeable of current research-based approaches to teaching and learning.</p>   | <p>... and</p> <p>□. Considers and uses a variety of research-based approaches to improve teaching and learning.</p>   | <p>... and</p> <p>□. Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.</p>  | <p>... and</p> <p>□. Adapts professional practice based on data and evaluates impact on student learning.</p>  |   |
|  | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Staying abreast of current curriculum research and instructional practices</li> <li>• Designing lessons using research data</li> <li>• Meeting with colleagues and administrators to discuss recent research</li> <li>• Demonstrating basic knowledge and vocabulary, engaging in conversation about current initiatives/ research practices</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Constantly employing new techniques and strategies in daily lesson plans</li> <li>• Using multiple teaching styles during every lesson</li> <li>• Applying the research and analyzing the outcome of research on student achievement in the school</li> <li>• Seeking to build/enhance a professional library in the school</li> <li>• Adapting to changing practices, new ideas, and initiatives</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Participating in multiple professional development activities related to the same instructional/ curriculum issue</li> <li>• Utilizing a variety of instructional strategies to challenge students</li> <li>• Experimenting with different techniques as specified by current research to improve instruction</li> <li>• Meeting with parents to discuss/explore ways to help students learn</li> <li>• Investigating and considering alternative research to impact student learning in the school</li> <li>• Demonstrating the ability to filter research practices at the school level</li> <li>• Demonstrating that he/she is a change agent – practicing, providing feedback, and affecting overall climate of the school</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>Teacher earns this rating by</b></p> <ul style="list-style-type: none"> <li>• Completing and revising instruction based on evaluation and diagnosis of data</li> <li>• Maintaining various methods of evaluation to record and monitor student progress</li> <li>• Modifying instruction to meet student needs</li> <li>• Sharing data used to make instructional decisions with students, parents, colleagues, and administrators</li> <li>• Adapting research studies to meet the needs of student learning across the district and/or state</li> <li>• Understanding and initiating the need for research, and is a model as an innovator, implementer and evaluator, and then shares outcomes with school and district</li> <li>• Adapting professional development based on data, and evaluates which impacts student learning</li> <li>• Other...to be composed by the observer</li> </ul> | <p><b>“Not Demonstrated” behaviors include</b></p> <ul style="list-style-type: none"> <li>• Ignoring research based teaching methods</li> <li>• Other...to be composed by the observer</li> </ul> |