

North Carolina Teacher Evaluation Rubric



North Carolina Teacher Evaluation System

Rubric for Evaluating North Carolina Teachers (REQUIRED)

The following rubric was developed to align with & exemplify the North Carolina Professional Teaching Standards approved by the North Carolina State Board of Education on June 6, 2007. The rubric is designed to be used in conjunction with the standards descriptions & is accompanied by a form to aid principals in conducting teacher observations as well as a teacher self-assessment tool & a form to summarize the ratings of the principal & teacher. These materials form the core of the North Carolina Teacher Evaluation process.

Teachers' performance will be noted on one of four levels: Developing, Proficient, Accomplished or Distinguished. These levels are cumulative across the rows of the rubric. The developing teacher may exemplify the skills expected of a teacher who is new to the profession or an experienced teacher who is working in a new content area or grade level, or who needs a new skill in order to meet the standard.

A "proficient" teacher must exhibit the skills & knowledge described under the "developing" header as well as those under "proficient." Likewise, a "distinguished" teacher exhibits all of the skills & knowledge described for that element, or across the entire row. Occasionally, a teacher might not demonstrate evidence of proficiency on a particular element. In that case the column: "ND" would be selected. A principal would use this option if, during an observation, the lesson did not lend itself to a demonstration of a particular skill or knowledge. This column may also be used to document evidence that a teacher is performing at a level below expectations or below standard. If that column is chosen, then a comment must be made as to why it was selected.

The North Carolina Teacher Evaluation System Rubric for Evaluating Teachers standards, elements & descriptors components of this document are complete. However, it should be noted that the possible Charlotte-Mecklenburg Schools (CMS) Indicators section is in development & will be modified over time. The CMS Descriptor section is intended to communicate to teachers & evaluators what elements of the PLC matrix could be used to support a given performance rating. At the conclusion of each standard are further examples provided by the state that could also be used to inform performance ratings.

This form should be used for the teacher self-assessment, classroom observation, & summary evaluation.

Standard I: Teacher Demonstrates Leadership

a. Teachers lead in their classrooms. 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 & postsecondary education, & are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, & set goals that meet the needs of the individual student & the class. Teachers use various types of assessment data during the school year to evaluate student progress & to make adjustments to the teaching & learning process. They establish a safe, orderly environment, & create a culture that empowers students to collaborate & become lifelong learners.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Understands how they contribute to students graduating from high school. □ Uses data to understand the skills and abilities of students. 	<p>...and</p> <ul style="list-style-type: none"> □ Takes responsibility for the progress of students to ensure that they graduate from high school. □ Provides evidence of data driven instruction throughout all classroom activities. □ Establishes a safe/orderly classroom. 	<p>...and</p> <ul style="list-style-type: none"> □ Communicates to students the vision of being prepared for life in 21st century. □ Evaluates student progress using a variety of assessment data. □ Creates a classroom culture that empowers students to collaborate. 	<p>...and</p> <ul style="list-style-type: none"> □ Encourages students to take responsibility for their own learning. □ Uses classroom assessment data to inform program planning □ Empowers and encourages students to create and maintain a safe and supportive school and community environment. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher uses classroom & district data to plan lessons aligned with the Core Curriculum state standards &/or Essential Standards. ○ Teacher maintains a data notebook & uses this data to plan lessons. ○ Teacher is developing procedures that are establishing a safe & orderly classroom environment. ○ Teacher is beginning to implement collaborative groups in class activities. ○ Teacher is working to promote students' interests & excitement for learning. ○ Teacher demonstrates resiliency in adapting to his/her role in the classroom. ○ Teacher follows all safe school procedures. 	<ul style="list-style-type: none"> ○ Teacher monitors student growth toward individual goals & provides supportive feedback to encourage continued progress. ○ Teacher uses student work to motivate students' highest level of performance. ○ Teacher communicates with parents & staff to encourage student success & motivates students to perform at high levels. ○ Teacher uses data to address individual student needs & to monitor each sub group within the classroom. ○ Teacher regularly uses collaborative teaching methods. ○ Teacher creates a classroom environment focused on high levels of student engagement. ○ Teacher creates a classroom environment that supports students' focus on future goals. 	<ul style="list-style-type: none"> ○ Teacher provides opportunities for students to analyze data & use their findings to set & monitor personal learning goals. ○ Teacher regularly embeds 21st century skills, technology, service learning, global awareness, etc., in his/her instruction. ○ Teacher regularly uses rubrics to set high standards for student work. ○ Teacher regularly references current events to bring relevancy to instruction. ○ Teacher continuously monitors & adjusts lessons to differentiate learning & add appropriate interventions & extensions. ○ Teacher maintains an environment that is student-centered; engagement is regularly at the highest levels. ○ Teacher takes the initiative to pilot new strategies or activities that increase student achievement ○ Teacher has empowered students to take ownership of their own learning. 	<ul style="list-style-type: none"> ○ Teacher effectively creates & uses a variety of authentic assessments to determine student progress. ○ Teacher achieves high growth with all diverse learners. ○ Teacher has created an environment consistently focused on real-world learning. ○ Teacher has established a climate where students continuously reflect on their own learning & support classmates as they also work toward achieving future goals. ○ Teacher guides students to extend learning based on their interests & career goals. ○ Teacher has detailed, & strategic plans to address learning styles, strengths & weaknesses for each student's growth. ○ Teacher initiates collaboration with staff to support students through interventions & extension. ○ Teacher's piloted initiative has a significant, positive impact on student achievement. 	

b. Teacher demonstrates leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze & use local, state, & national data to develop goals & strategies in the school improvement plan that enhances student learning & teacher working conditions. Teachers provide input in determining the school budget & in the selection of professional development that meets the needs of students & their own professional growth. They participate in the hiring process & collaborate with their colleagues to mentor & support teachers to improve the effectiveness of their departments or grade levels.

Obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> <input type="checkbox"/> Attends professional learning community meetings. <input type="checkbox"/> Displays awareness of the goals of the school improvement plan. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in professional learning community. <input type="checkbox"/> Participates in developing and/or implementing the school improvement plan. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes a leadership role in professional learning community. <input type="checkbox"/> Collaborates with school personnel on school improvement activities. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school. <input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher regularly attends in-service or meetings related to PLC initiatives: <ul style="list-style-type: none"> PDP planning meetings Grade level/department Meetings Intervention teams Vertical teams Professional development Meetings Staff meetings General PTA meetings ○ Teacher is present at meetings where school budget and teacher/staff/student/parent surveys are presented. ○ Teacher consistently fulfills duties and responsibilities as assigned by the principal (e.g., bus duty). ○ Teacher is working to support the school improvement plan as it relates to his/her classroom and/or content area. 	<ul style="list-style-type: none"> ○ Teacher actively participates in PLC related meetings. ○ Teacher successfully applies new learning from workshops or PLC initiatives in his/her classroom. ○ Teacher volunteers for additional duties beyond those assigned (e.g., job fair, campus beautification, PTA special events, club sponsor), promoting school goals. ○ Teacher consistently attends School Leadership Team meetings and opens communication with other team members. ○ Teacher seeks outside opportunities to grow professionally (e.g., conferences, workshops, observing other teachers). ○ Teacher fully supports the school improvement plan as it relates to his/her classroom and/or content area. 	<ul style="list-style-type: none"> ○ Teacher effectively serves in leadership roles: <ul style="list-style-type: none"> Grade level/department meetings Vertical teams school committees PLC teams. ○ Teacher provides effective school-wide professional development as needed. ○ Teacher serves on a school-based team to attend district training, and then implements district initiatives in the school (e.g., Data Wise team). ○ Teacher is a positive, professional role model for colleagues. ○ Teacher is an effective mentor and conducts peer observations as needed. ○ Teacher participates in the interview selection process and/or the budget process as requested by the principal. 	<ul style="list-style-type: none"> ○ Teacher effectively serves on district-level training teams and/or committees (e.g., Data Wise). ○ Teacher plays a key role in leading instructional and organizational change within the school (i.e., selection of staff development needs). ○ Teacher collaborates with administrators to develop and evaluate school initiatives. ○ Teacher is a lifelong learner and embraces change that positively impacts the school and student achievement. ○ Teacher collaborates with administration in the staff hiring process. 	

c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in & advocate for the decision-making structures in education & government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators & collaborate with their colleagues to improve the profession.

Obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues. 	<p>...and Contributes to the:</p> <ul style="list-style-type: none"> □ Improvement of the profession through professional growth. □ Establishment of positive working relationships. □ School's decision-making processes as required. 	<p>...and</p> <ul style="list-style-type: none"> □ Promotes positive working relationships through professional growth activities and collaboration. 	<p>...and</p> <ul style="list-style-type: none"> □ Seeks opportunities to lead professional growth activities and decision-making processes. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher has a professional relationship with administration, staff, students & parents. ○ Teacher attends required PD workshops. ○ Teacher has developed an appropriate PDP. ○ Teacher is accepting of performance feedback. ○ Teacher adheres to school protocols & handbook regulations. ○ Teacher is aware of & abides by state & local laws & policies. ○ Teacher supports & regularly attends out-of-school activities (PTA events, sporting events, etc.) 	<ul style="list-style-type: none"> ○ Teacher works collaboratively with administration, staff, students, & parents and enthusiastically promotes school-wide initiatives to promote student achievement. ○ Teacher actively serves on decision-making structures within the school. ○ Teacher voluntarily attends local, state, &/or national professional development opportunities. ○ Teacher effectively implements new learning from professional development in classroom. ○ Teacher effectively responds to performance feedback to improve student achievement. ○ Teacher goes through proper channels to solve problems within the classroom &/or the school, & is solution oriented. 	<ul style="list-style-type: none"> ○ Teacher participates in initiatives to improve teacher preparation process as an effective teacher mentor, supervisor for an intern, etc. ○ Teacher engages in processes for reflection & enhancement of growth in the teaching & learning process (i.e. NBCT, advanced degrees, additional certification). ○ Teacher seeks performance feedback to enhance teaching skills & strategies. ○ Teacher helps plan & implement professional development for the school. ○ Teacher is a positive influence on staff morale & school climate. ○ Teachers successfully leads school activities, programs, or events (i.e., career day, tutoring program, etc) 	<ul style="list-style-type: none"> ○ Teacher conducts effective professional development for district (PDMT'S, SIOP, etc.). ○ Teacher serves as a leader in state organizations or on district-level committees. ○ Teacher effectively presents at local, state or national workshops &/or conferences. ○ Teacher is results oriented, offering new & innovative ideas, including writing grants & developing curriculum resources that positively affect student achievement. ○ Teacher is skilled in handling crucial conversations with administration, staff, & parents. ○ Teacher initiates, organizes, plans & leads an effective PLC that results in positive student achievement gains. 	

d. Teachers advocate for schools & students. Teachers advocate for positive change in policies & practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

Obs	Developing	Proficient	Accomplished	Distinguished	ND									
State	<ul style="list-style-type: none"> □ Knows about the policies and practices affecting student learning. 	<p>...and</p> <ul style="list-style-type: none"> □ Supports positive change in policies and practices affecting student learning. 	<p>...and</p> <ul style="list-style-type: none"> □ Participates in developing policies and practices to improve student learning. 	<p>...and</p> <ul style="list-style-type: none"> □ Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education. 										
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher participates in faculty & PLC meetings where policies/procedures are discussed that effect student learning. ○ Teacher demonstrates an awareness of issues & situations that impact student learning. ○ Teacher attends training related to policies & practices effecting student learning. ○ Teacher's knowledge of McKinney Vento, 504, EC, LEP policies is demonstrated in practice. ○ Teacher appropriately implements PEP's for students. ○ Teacher observes peers to gain performance skills & techniques. ○ Teacher accurately adheres to & implements school policies & procedures that positively impact student learning: <table border="1" data-bbox="170 1289 596 1555"> <tr><td>adheres to schedules</td></tr> <tr><td>maintains attendance</td></tr> <tr><td>records/procedures</td></tr> <tr><td>follows guidelines-staff absences</td></tr> <tr><td>appropriately completes discipline referrals</td></tr> <tr><td>adheres to classroom discipline expectations</td></tr> <tr><td>follows school character education guidelines</td></tr> <tr><td>completes progress monitoring logs</td></tr> <tr><td>promptly communicates with parents</td></tr> </table>	adheres to schedules	maintains attendance	records/procedures	follows guidelines-staff absences	appropriately completes discipline referrals	adheres to classroom discipline expectations	follows school character education guidelines	completes progress monitoring logs	promptly communicates with parents	<ul style="list-style-type: none"> ○ Teacher actively & effectively participates in the work of a PLC & SLT. ○ Teacher positively & effectively supports new district/school initiatives such as new curriculum & assessments. ○ Teacher consistently collects & uses data to make informed decisions related to individual student's physical, social, & emotional needs to positively impact learning. ○ Teacher consistently & effectively implements the Rtl process 	<ul style="list-style-type: none"> ○ Teacher effectively takes responsibility for implementing, & monitoring an activity of the School Improvement Plan. ○ Teacher works with administration to develop implement, & evaluate school-wide Rtl process. ○ Teacher is an active member of a district, regional or state level committee that supports implementation of reform. ○ Teacher effectively represents school at district &/or alliance meetings. ○ Teacher is an active member of a professional organization. 	<ul style="list-style-type: none"> ○ Teacher holds a leadership role at district, regional, or state level that supports implementation of reform initiatives. ○ Teacher works within the school framework to identify needed changes in school policies/procedures. ○ Teacher collaborates with administrators to develop & implement new initiatives where improvement is needed. 	
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appropriately completes discipline referrals														
adheres to classroom discipline expectations														
follows school character education guidelines														
completes progress monitoring logs														
promptly communicates with parents														

e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, & respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) & the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators & the Standards for Professional Conduct. 	<p>...and</p> <ul style="list-style-type: none"> □ Demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct. 	<p>...and</p> <ul style="list-style-type: none"> □ Knows and upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct. 	<p>...and</p> <ul style="list-style-type: none"> □ Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct and encourages others to do the same. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher adheres to Code of Ethics & Code of Professional Practice & Conduct for NC Educators. ○ Teacher shows respect for authority & for school rules & protocols. ○ Teacher treats students, colleagues, & parents with honesty, respect, avoiding sarcasm, “put downs,” or inappropriate comments. ○ Teacher gives grades that are fair, equitable & supported by sufficient, accurate documentation. ○ Teacher uses face-to-face communication to address emotionally charged issues with colleagues and administration 	<ul style="list-style-type: none"> ○ Teacher consistently adheres to Code of Ethics & Code of Professional Practice & Conduct for NC Educators ○ Teacher disciplines students with thorough & fair investigation of all sides & issues in misbehavior incidents. ○ Teacher maintains confidentiality in matters related to performance evaluations, school business & reporting. ○ Teacher handles staff &/or administrative concern/issues appropriately, openly, directly and with civility. 	<ul style="list-style-type: none"> ○ Teacher demonstrates leadership among peers with regard to ethical practices, and reports violations when appropriate. ○ Teacher appropriately supports administrators in handling of discipline with students in his/her classroom. ○ Teacher identifies potential problems in areas of ethical issues & suggests positive resolutions. ○ Teacher does not rely on administrators to resolve moral and/or ethical issues that need to be resolved with colleagues 	<ul style="list-style-type: none"> ○ Teacher models the highest standards of ethical behavior & appropriately holds colleagues accountable for doing so as well. ○ Teacher is recognized & identified by peers & administration as a leader in ethical practices. ○ Teacher advocates for ethical practice across the district & through professional organizations. 	

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

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, & flexible.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Appreciates and understands the need to establish nurturing relationships. 	<p>...and</p> <ul style="list-style-type: none"> □ Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment. 	<p>...and</p> <ul style="list-style-type: none"> □ Maintains a positive and nurturing learning environment. 	<p>...and</p> <ul style="list-style-type: none"> □ Encourages and advises others to provide a nurturing and positive learning environment for all students. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is working to establish classroom rules & procedures to facilitate an orderly & nurturing learning classroom environment. ○ Teacher/student interactions are respectful, positive, & appropriate. ○ Teacher's strategies for affirming positive student behavior are observed in student/teacher interactions. ○ Teacher is working to use all available time for student learning. ○ Students are generally compliant in paying attention to the teacher and to assigned tasks. ○ Teacher does not give up on any student and encourages each one to persevere. 	<ul style="list-style-type: none"> ○ Classroom rules & procedures facilitate an orderly learning environment & are well established. ○ Discipline concerns & issues are handled promptly, appropriately & effectively. ○ Students are supported & protected from harm, abuse, bullying & neglect. ○ Teacher generally creates a classroom environment focused on high levels of student engagement (i.e. cooperative learning, PEAK strategies, SIOP strategies, etc.) ○ Teacher consistently expects students to successfully complete challenging work. ○ Teacher encourages all students to take risks and to persevere in difficult assignments. 	<ul style="list-style-type: none"> ○ Student-to-student relationships are consistently positive. ○ Classroom rules & procedures have become internalized. ○ Classroom is student-centered, interactive & highly engaging. ○ Teacher consistently maintains an environment that is student-centered; engagement is regularly at the highest levels. ○ Teacher solicits & incorporates student feedback to enhance the classroom environment. ○ Students are encouraged to take leadership roles in the classroom. 	<ul style="list-style-type: none"> ○ Students & teacher work together as a classroom "PLC," creating positive synergy. ○ Student leadership is consistently evident, well established & supports a student-centered classroom environment. ○ Teacher is a role model for other staff in the area of classroom management & authentic student engagement. ○ Teacher initiates support and assistance to colleagues regarding classroom management and/or authentic engagement. 	

b. Teachers embrace diversity in the school community & in the world. Teachers demonstrate their knowledge of the history of diverse cultures & their role in shaping global issues. They actively select materials & develop lessons that counteract stereotypes & incorporate histories & contributions of all cultures. Teachers recognize the influence of race, ethnicity, religion & **other aspects of culture** on a student's development & personality. Teachers strive to understand how a student's culture & background may influence his/her school performance. Teachers consider & incorporate different points of view in their instruction.

Obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> ☐ Acknowledges that diverse cultures impact the world. ☐ Demonstrates awareness of the diversity of students in the classroom. 	<p>...and</p> <ul style="list-style-type: none"> ☐ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. ☐ Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes. 	<p>...and</p> <ul style="list-style-type: none"> ☐ Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. ☐ Consistently incorporates different points of view in instruction. 	<p>...and</p> <ul style="list-style-type: none"> ☐ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. ☐ Capitalizes on diversity as an asset in the classroom. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher's actions embrace diversity through honesty, integrity & respect for the dignity of each student. ○ The learning environment indicates the teacher's sensitivity to all cultures. ○ The teacher has work from all students displayed to create an environment where all feel work is valued. ○ The teacher is beginning to recognize diversity as more than race or ethnicity, but inclusive of gender, sexual orientation, socio-economic or religious differences etc. ○ Teacher addresses issues of diversity in a positive way. 	<ul style="list-style-type: none"> ○ The classroom is inclusive, cohesive & inviting to all students. ○ Teacher ensures equality of opportunity for all students to participate & feel that their work and ideas are valued. ○ The teacher is effective in developing students' problem-solving skills & respect for differing opinions in the class. ○ Teacher regularly uses collaborative teaching methods where students are fluidly grouped to ensure opportunities to work with diverse populations. ○ Teacher regularly selects resources & designs lessons that help students develop an understanding & appreciation for cultures & communities beyond their own. 	<ul style="list-style-type: none"> ○ Teacher makes necessary accommodations to address specialized needs of all subgroups in the classroom, including sensitivity to social skills & disability awareness. ○ Teacher provides consultation to staff on strategies related to all areas of student diversity. ○ Teacher has created a classroom environment where emotionally charged & provocative issues are handled in an open, honest & respectful way. ○ The teacher emphasizes activities where students justify their thinking through the incorporation of various points of view. ○ Teacher consistently & intentionally selects materials & develops lessons that broaden cultural awareness (ie. debates, composition of small groups, addressing individual situations). 	<ul style="list-style-type: none"> ○ Development of student leadership demonstrates the teacher's ability to capitalize on diversity as an asset in the classroom. ○ Teacher effectively assists the school in implementation of diversity training & diversity awareness. ○ Students are empowered to select/ research topics & issues that broaden their understanding of other cultures. ○ Teacher provides opportunities for students to participate in service learning experiences that exemplify & demonstrate cultural awareness. 	

c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences & value the contribution of each student in the learning environment by building positive, appropriate relationships.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Holds high expectations of students. 	<p>...and</p> <ul style="list-style-type: none"> □ Communicates high expectations for all students. 	<p>...and</p> <ul style="list-style-type: none"> □ Encourages and values contributions of students, regardless of background or ability. 	<p>...and</p> <ul style="list-style-type: none"> □ Helps students hold high expectations for themselves and their peers. 	
Possible CMS Indicators	<p>Other data sources, beyond one formal observation, are needed to document teacher attention to individual students and their growth/success.</p> <ul style="list-style-type: none"> ○ Teacher encourages success & growth ○ Teacher shows a personal interest for each student. ○ Teacher demonstrates quality work standards by sharing examples, clearly introducing assignments, & holding students accountable for turning work in on time. ○ Teacher demonstrates high expectations by working to provide a variety of behavior &/or academic supports. ○ Teacher to student interactions are positive & communicate a “can do” attitude. 	<p>Other data sources, beyond one formal observation, are needed to document teacher attention to individual students and their growth/success.</p> <ul style="list-style-type: none"> ○ Teacher shares with the class that all students can & will learn & has systems in place that support high expectations, resulting in student growth & positive outcomes ○ Teacher expectations are communicated both verbally & non-verbally, including specific instructional feedback to students. ○ Teacher directs and monitors students in goal setting, & has them periodically analyze their work against these goals. 	<p>Other data sources, beyond one formal observation, are needed to document teacher attention to individual students and their growth/success.</p> <ul style="list-style-type: none"> ○ Teacher has empowered students to set their own goals & supports them in achieving these goals. ○ Students consistently persist with difficult tasks & encourage each other to solve difficult, complex problems, without need for teacher prompting. ○ The teacher expects students to reflect on their work & determine whether the products meet expected standards. ○ The teacher can articulate needs, ability, interests of students. showing genuine concern for the individual child. 	<p>Other data sources, beyond one formal observation, are needed to document teacher attention to individual students and their growth/success.</p> <ul style="list-style-type: none"> ○ Students are consistently setting & achieving high goals, with peer monitoring & feedback a part of this process. ○ Students are empowered to take risks to reach higher levels of accomplishment. ○ The classroom environment is a model of respectful & supportive student engagement & interaction. ○ Students work with each other to set goals, monitor their progress, & explain & polish rubrics for assignments. 	

d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion & other models of effective practice, teachers engage students to ensure that their needs are met.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Recognizes that students have a variety of learning needs. □ Is knowledgeable of effective practices for students with special needs. 	<p>...and</p> <ul style="list-style-type: none"> □ Collaborates with specialists who can support the special learning needs of students. □ Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs. 	<p>...and</p> <ul style="list-style-type: none"> □ Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. □ Effectively engages special needs students in learning activities and ensures their unique learning needs are met. 	<p>...and</p> <ul style="list-style-type: none"> □ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. □ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is working to incorporate instructional strategies that support students with special needs. ○ Teacher can identify special needs students in the classroom. ○ Teacher is knowledgeable of the certifications & accommodations of special need students & their impact on learning. ○ Teacher complies with all student assisted plans (IEP, DEP, PEP, 504, etc.). 	<ul style="list-style-type: none"> ○ Teacher effectively uses a variety of best teaching practices to address special needs of students. ○ Teacher can articulate & provide evidence of successful intervention plans, for students with academic or behavioral needs. ○ The teacher appropriately refers students who are not successful academically or behaviorally to the school intervention team. ○ The teacher follows through with school intervention team recommendations & systematically collects & monitors appropriate student data & reports progress. ○ Teacher works effectively with staff to identify/address the special needs of students, including collaborative planning with support staff. ○ Teacher provides specific feedback in IEP meetings & provides appropriate input in developing or revising plans. 	<ul style="list-style-type: none"> ○ Teacher makes appropriate adjustments during instruction based on students' progress & understanding. ○ Teacher effectively implements a variety of inclusive classroom practices for the benefit of all students (EC, LEP, gifted, etc.). ○ Teacher regularly & appropriately differentiates instruction for all students. 	<ul style="list-style-type: none"> ○ Teacher's classroom is a model for inclusive classroom practices. ○ Teacher is highly successful in meeting the needs of the full range of students with special needs, providing them with rigorous, relevant & highly engaging classroom activities. ○ The teacher actively supports the Intervention Team Process & helps to develop & support colleagues in the implementation of research-based academic & behavioral interventions. 	

e. Teachers work collaboratively with the families & significant adults in the lives of their students Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, & the community. Teachers improve communication & collaboration between the school, the home, & the community in order to promote trust & understanding & build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural & economic obstacles that may stand in the way of effective family & community involvement in the education of their students.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Responds to family and community concerns. 	<p>...and</p> <ul style="list-style-type: none"> □ Communicates and collaborates with the home, and community for the benefit of students. 	<p>...and</p> <ul style="list-style-type: none"> □ Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them. 	<p>...and</p> <ul style="list-style-type: none"> □ Promotes trust and understanding throughout the school community. 	
Possible CMS Indicators	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Teacher promptly responds to student/ family concerns, within a 24-hour timeframe. ○ Teacher maintains communication through PowerSchool. ○ Teacher adheres to school expectations for updating communication tools (PowerSchool, wiki spaces). ○ The teacher uses face-to-face and phone conferences to communicate high stakes situations and issues. 	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Teacher exercises flexibility in scheduling conferences with parents & guardians to accommodate their needs. ○ Teacher maintains detailed communication log with various stakeholders (parents, agencies, support staff, etc.). ○ Teacher values parent communication & listens openly to their input & concerns. ○ Teacher initiates frequent communication with parents/guardians to address student needs & provide information regarding classroom instructional focus using a variety of multi-media. 	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Teacher initiates collaborative meetings with school personnel to seek broad based support for students. ○ Teacher connects families to the guidance department, community agencies, & other related services as needed. ○ Teacher seeks out & implements innovative strategies to build home/school collaboration & communication. 	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Teacher serves as an ambassador for the school & works collaboratively with community partners to enhance the school's vision & mission. ○ Teacher effectively builds community partnerships to secure resources that support the school. ○ Teacher consistently & effectively seeks solutions to overcome obstacles that stand in the way of meaningful family & community involvement to support students' success. ○ Teacher takes the initiative to involve others in activities with families to support student learning and understanding through the school community. 	

Standard III: Teachers know the content they teach

a. Teachers align their instruction with the North Carolina Standard Course of Study. In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop & apply strategies to make the curriculum rigorous & relevant for all students & provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit & thorough preparation in literacy instruction. Middle & high school teachers incorporate literacy instruction within the content area or discipline.

Obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<p>□ Demonstrates an awareness of the NCSCOS and references it in the preparation of lesson plans.</p> <p><u>Elementary:</u> Begins to integrate literacy instruction in selected lessons.</p> <p><u>Secondary:</u> Recognizes the importance of integrating literacy strategies within the content areas.</p>	<p>...and</p> <p>□ Understands the NCSCOS; uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.</p> <p><u>Elementary</u> Integrates effective literacy instruction throughout the curriculum.</p> <p><u>Secondary</u> Incorporates a wide variety of literacy skills within content areas to enhance learning.</p>	<p>...and</p> <p>□ Develops and applies strategies based on the NCSCOS and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.</p> <p><u>Elementary</u> Evaluates and reflects upon the effectiveness of literacy instruction.</p> <p><u>Secondary</u> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.</p>	<p>...and</p> <p>□ Assists colleagues in applying such strategies in their classrooms.</p> <p><u>Elementary</u> Makes necessary changes to instructional practice to improve student learning.</p> <p><u>Secondary</u> Makes necessary changes to instructional practice to improve student learning.</p>	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Daily learning objectives are related to the Common Core State Standards/Essential Standards/ extensions of NCSCOS ○ Teacher's lessons demonstrate the appropriate use of curriculum guides. ○ Teacher's lessons provide evidence of team planning. ○ The teacher is working to expand his/her understanding of research-based literacy strategies & has begun to implement specific literacy strategies appropriate to their content & grade level. 	<ul style="list-style-type: none"> ○ Daily learning objectives are consistently aligned with the Common Core State Standards/Essential Standards/extensions of NCSOS. ○ All parts of teacher's lessons are aligned with the lesson's learning objectives, including the review, input, guided practice, & assessment. ○ Teacher intentionally incorporates 21st century skills in teaching the Common Core standards. ○ The teacher has a systematic plan, including the use of student data, & evidence of implementation to incorporate research-based literacy strategies appropriate to their content & grade level. 	<ul style="list-style-type: none"> ○ Teacher uses high yield instructional strategies that are appropriate for their content area. ○ Teacher works to improve & enhance students' literacy skills in all content areas. ○ The teacher's knowledge of vertical alignment provides opportunities to make learning more challenging. ○ The teacher supports the school in developing a process for evaluating & reflecting upon the effectiveness of literacy instruction within content areas. ○ Lessons provide strong evidence of differentiation, flexible grouping, tiered lessons, compacting, 21st century skills 	<ul style="list-style-type: none"> ○ Lessons consistently provide evidence of re-teaching &/or enrichment strategies & activities. ○ The teacher provides school-wide &/or district leadership in developing a systematic plan, including the use of student data & evidence of implementation to incorporate research-based literacy strategies appropriate to the content & grade level. ○ The teacher serves as a resource to other teachers, modeling & collaborating with them, to implement a systemic, research-based literacy plan. 	

b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness & depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach & by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school & high school teachers have depth in one or more specific content areas or disciplines.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Demonstrates a basic level of content knowledge in the teaching specialty to which assigned. 	<p>...and</p> <ul style="list-style-type: none"> □ Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned. 	<p>...and</p> <ul style="list-style-type: none"> □ 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>...and</p> <ul style="list-style-type: none"> □ Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher's knowledge of content is evident in accuracy & correctness of lessons presented & information provided. ○ Teacher is working to use a variety of resources in lessons. ○ Teacher uses the vocabulary & problem solving strategies unique to the content. 	<ul style="list-style-type: none"> ○ Teacher's knowledge of content allows him/her to go beyond "textbook instruction." ○ Teacher's content knowledge provides the impetus for lessons that move students from knowledge-level information to analysis, evaluation, & synthesis of concepts. ○ The teacher's depth of understanding of content is able to support significant & measurable student growth in learning. ○ The teacher's instruction supports students' understanding of the interconnectedness of their content with other areas of study. ○ The teacher regularly presents content from multiple perspectives. 	<ul style="list-style-type: none"> ○ Students are motivated to investigate the content area & expand their knowledge & satisfy their natural curiosity, such as inquiry-based learning, projects, or student-centered activities. ○ Community experts are regularly incorporated into student learning opportunities. ○ Teacher's knowledge of content results in consistent, high quality assignments, a high level of integration, and content specific feedback. 	<ul style="list-style-type: none"> ○ Community involvement around the curricular standards is evidenced by student activities such as community projects, or internships. ○ The teacher is recognized across the state or nation as an expert in their content area. ○ Teacher is recognized for & frequently requested to provide content expertise across the school & district. 	

c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links & vertical alignment of the grade or subject they teach & the North Carolina Standard Course of Study.. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding & connect learning for students. Teachers promote global awareness & its relevance to subjects they teach.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the links between grade/subject and the NCSCOS. <input type="checkbox"/> Displays global awareness. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of links between grade/subject and the NCSCOS. <input type="checkbox"/> Promotes global awareness and its relevance to the subjects. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the NCSCOS. Relates content to other disciplines. <input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. <input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ There is some evidence of integration of instruction with other content areas. ○ Teacher's lesson objectives are appropriate for the grade level content. ○ Teacher is working to include community & global connections in classroom instruction. 	<ul style="list-style-type: none"> ○ Teacher regularly makes learning connections for students between concepts, content areas, & from concrete to abstract. ○ Teacher effectively includes community & world connections in classroom instruction. ○ Teacher intentionally plans to include a worldview as it is appropriate to the content taught. 	<ul style="list-style-type: none"> ○ Teacher makes content meaningful through extensive use of relevant examples, artifacts, charts, props, etc. ○ Teacher frequently integrates instruction with other content areas that adds depth, complexity & rigor to the instruction. ○ Teacher consistently uses real world examples to make global connections in content teaching when applicable. 	<ul style="list-style-type: none"> ○ Teacher provides students with opportunities to demonstrate responsible citizenry in the global community, positively impacting stakeholders' awareness & understanding of global issues. ○ Teacher is an exemplar to colleagues for curriculum integration & problem-based learning. 	

d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, & broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, & social responsibility. Teachers help their students understand the relationship between the NCSCOS & the 21st Century content, which includes global awareness; financial, economic, business, & entrepreneurial literacy, civic literacy; & health awareness.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Identifies relationships between the NCSCOS and life in the 21st century. 	<p>...and</p> <ul style="list-style-type: none"> □ Identifies relationships between the core content and 21st century content. 	<p>...and</p> <ul style="list-style-type: none"> □ Integrates core content and 21st century content throughout lesson plans and classroom instructional practices. 	<p>...and</p> <ul style="list-style-type: none"> □ Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is working to make connections between school learning & the real world. ○ Teacher is learning to focus lessons on basic skills & their connection to success in the real world. ○ The teacher has begun to deliberately incorporate 21st century life skills & 21st century content into their procedural processes, planning & instruction. ○ Teacher stresses the value of students working appropriately & productively with other students. 	<ul style="list-style-type: none"> ○ Teacher regularly connects learning to real life to give added meaning & purpose to student learning. ○ Teacher connects instruction to EOG/EOC expectations & format, as appropriate. ○ The teacher has intentionally incorporated 21st century life skills & 21st century content into their procedural processes, planning & instruction. ○ Teacher uses strategies that facilitate learning for the millennial child. 	<ul style="list-style-type: none"> ○ Teacher extends & builds on student experiences & interests to make learning relevant. ○ Teacher consistently incorporates 21st century life skills into their teaching (e.g., ethics, people skills, accountability, personal productivity, & self-direction). ○ Teacher consistently models & fosters a sense of resiliency & flexibility for students. 	<ul style="list-style-type: none"> ○ Teacher empowers students to take ownership, initiate learning opportunities, & reflect on their own learning. ○ Teacher has designed assessments/feedback mechanisms to include students' evaluation & input on activities. ○ The teacher has become a school/ district/state resource through modeling &/or collaboration with teachers in systematically incorporating 21st century life skills & 21st century content into their procedural processes, planning & instruction. 	

Standard IV: Teachers facilitate learning for their students

a. Teachers know the ways in which learning takes place, & they know the appropriate levels of intellectual, physical, social, & emotional development of their students. Teachers know how students think & learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) & differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths & weaknesses of their students.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Understands developmental levels of students and recognizes the need to differentiate instruction. 	<p>...and</p> <ul style="list-style-type: none"> □ Understands developmental levels of students and appropriately differentiates instruction. □ Assesses resources needed to address strengths and weakness of students. 	<p>...and</p> <ul style="list-style-type: none"> □ Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. □ Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses. 	<p>...and</p> <ul style="list-style-type: none"> □ Encourages and guides colleagues to adapt instruction to align with students' developmental levels. □ 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. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ The teacher is beginning to include differentiated learning in his/her classroom. ○ Teacher is working to use pre-assessment and assessment data to drive instruction. ○ Teacher is working to implement strategies that address students' learning styles. ○ The teacher is beginning to include differentiated learning in his/her classroom. ○ The teacher can articulate the influences that affect students' learning & begin to identify appropriate resources to promote students' growth. 	<ul style="list-style-type: none"> ○ Teacher regularly uses appropriate data to differentiate instruction to meet all learner needs. ○ Daily lessons consistently provide students with opportunities for new learning &/or increased skill development. ○ The teacher reads & utilizes current educational research to inform their teaching practice. ○ Teacher is proactive in securing alternative resources & materials to meet individual student needs. 	<ul style="list-style-type: none"> ○ Teacher consistently uses appropriate data to differentiate instruction to meet all learner needs ○ Teacher ensures that learning is challenging, rigorous, & relevant for all students in all sub groups. ○ Teacher is aware of the classroom sub groups & intentionally & effectively uses alternative strategies & resources to address individual learner's needs. ○ During the school year, all sub groups in the classroom are making progress in meeting Common Core/Essential Standards' goals. 	<ul style="list-style-type: none"> ○ Teacher takes risks to incorporate new learning into his/her instruction that is effective in meeting the needs of all students. ○ Teacher's passion for education is communicated to students, providing them the impetus to become lifelong learners. ○ Teacher is a role model influencing other staff to effectively use data to differentiate instruction and to monitor the impact on student growth. 	

b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues & use a variety of data sources for short & long range planning based on the North Carolina Standard Course of Study. 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 & modified to enhance learning. Teachers make the curriculum responsive to cultural differences & individual learning needs.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Recognizes data sources important to planning instruction. 	<p>...and</p> <ul style="list-style-type: none"> □ Uses a variety of data for short and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning. 	<p>...and</p> <ul style="list-style-type: none"> □ Monitors student performance and responds to individual learning needs in order to engage students in learning. 	<p>...and</p> <ul style="list-style-type: none"> □ Monitors student performance and responds to cultural diversity and learning needs through the school improvement process. 	
Possible CMS Indicators	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Lessons plans generally reflect effective lesson design & best practices. ○ Teacher collects student data & collaborates with peers in reviewing this data. ○ Teacher regularly uses student data in planning & modifying instruction. ○ The teacher is working to implement a mastery learning plan/Rtli. 	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Lesson plans reflect the teacher's skill in capitalizing on the diversity & learning strengths/weaknesses of students in the classroom. ○ A mastery learning process/Rtli is in place (pre/post tests, spiraling, re-teaching, retesting), that supports multiple opportunities for students to accomplish academic objectives. ○ Teacher effectively uses disaggregated data to develop and monitor student action plans that support academic growth.. ○ The teacher consistently modifies lessons plans & instructional delivery in response to student learning needs. ○ The teacher uses a variety of data sources to develop & refine instructional plans & to engage students in the learning process. 	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Data is disaggregated & used to determine the varying levels of learning needs in classroom sub-groups. ○ Lesson plans reflect the unique needs of diverse subgroups when disaggregated data reveals varying success among these students. ○ Implementation of differentiated lesson plans result in significant & measurable growth/learning. ○ Teacher collaborates with other staff to determine the appropriate master learning process and teaching strategies, with goals from the Essential Standards as the foundation for the Rtli plan. 	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Teacher can document that he/she has been highly successful in addressing the social, emotional, & academic needs of a diverse student population. ○ Teacher supports & promotes significant school-wide initiatives in the areas of cultural diversity & learning needs, resulting in students' academic gains. ○ The teacher has initiated school-wide strategies to support staff in the effective use of data in short & long range planning. ○ The teacher has been proactive, through the school improvement process, supporting, monitoring & revising strategies based upon student learning outcomes. ○ The teacher has become a resource within the school/district in the effective use of data for both short range & long range planning. 	

c. Teachers use a variety of instructional methods. Teachers choose the methods & techniques that are most effective in meeting the needs of their students as they strive to eliminate the achievement gaps. Teachers employ a wide range of techniques including information & communication technology, learning styles, & differentiated instruction.

Obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students. 	<p>...and</p> <ul style="list-style-type: none"> □ Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students. 	<p>...and</p> <ul style="list-style-type: none"> □ Ensures the success of all students through the selection and utilization of appropriate methods and materials. 	<p>...and</p> <ul style="list-style-type: none"> □ Stay abreast of emerging research areas and new innovative materials and incorporate them into lessons plans and instructional strategies. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is learning to address individual student's needs through differentiated instructional resources & teaching practices. ○ Teacher includes appropriate lesson components when providing instruction (e.g., review, objective, input, modeling, guided practice, independent practice). ○ Teacher is beginning to use available technology tools to enhance instruction. ○ Teacher is beginning to include strategies that address students' learning styles. 	<ul style="list-style-type: none"> ○ Teacher appropriately & effectively implements district &/or school initiatives. ○ Teacher regularly and effectively implements a variety of instructional strategies that address students' learning styles, learning needs & mastery levels. ○ Teacher regularly integrates available technology into instruction & student activities. ○ The teacher regularly provides prompt content-specific feedback that positively impacts student learning. 	<ul style="list-style-type: none"> ○ Teacher consistently utilizes various instructional strategies that effectively narrow the achievement gap for all students. ○ Teacher consistently & intentionally selects the "best practices" to match students' learning needs/styles & lesson objective. ○ Teacher consistently & effectively includes technology as an integral & interactive learning tool. ○ The teacher's feedback is purposeful and reinforces, sustains, motivates, and/or corrects student learning. 	<ul style="list-style-type: none"> ○ Teacher is a resource for staff, modeling & supporting the use of new & creative instructional strategies that result in student growth. ○ Teacher constantly explores, researches, & effectively implements new & innovative technology into teaching, whenever feasible. ○ Teacher's success in closing the achievement gap in his/her classroom motivates other staff to replicate these effective techniques & strategies. ○ Teacher gathers current educational research, explores the strategies/information & shares this with colleagues in an effort to improve instruction across the school. 	

d. Teachers integrate & utilize technology in their instruction. Teachers know when & 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, & collaborate.

Obs.	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Assesses effective types of technology to use for instruction. 	<p>...and</p> <ul style="list-style-type: none"> □ Demonstrates knowledge of how to utilize technology in instruction. 	<p>...and</p> <ul style="list-style-type: none"> □ Integrates technology with instruction to maximize student learning. 	<p>...and</p> <ul style="list-style-type: none"> □ Provides evidence of student engagement in higher level thinking skills through the integration of technology. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is working to provide instruction using PowerPoint, Smartboards, Wikis, blogs, etc., as appropriate & accessible. ○ Teacher attends relevant professional development workshops to improve the use of technology as a teaching & learning tool. ○ The teacher monitors the appropriate use of technology in the classroom. 	<ul style="list-style-type: none"> ○ Teacher routinely provides instruction using PowerPoint, Smart boards, Wikis, blogs, etc., as appropriate & accessible. ○ Teacher encourages students to use available technology, including assistive technology for students with special needs. 	<ul style="list-style-type: none"> ○ The teacher intentionally plans for student use of technology in a manner which, over time, helps students learn content, think critically, solve problems, and use information ○ The teacher consistently creates assignments that require students to use technology as a learning tool, when appropriate and accessible. ○ The teacher encourages and supports colleagues to integrate technology in their instruction. 	<ul style="list-style-type: none"> ○ Students are empowered to maximize the use of technology to address higher level thinking skills & 21st century standards (problem solving, project-based learning, etc.). ○ Teacher seeks funding sources to secure technology/instructional materials to enhance instruction. ○ The teacher, over time, supports colleagues through modeling &/or collaboration in the planning for student use of technology in a manner which helps students learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, & collaborate. ○ Teacher supports colleagues, helping them write grants or seek materials/technology for the school's instructional program 	

e. Teachers help students develop critical-thinking & problem-solving skills. Teachers encourage students to ask questions; think creatively; develop & test innovative ideas; synthesize knowledge & draw conclusions. They help students exercise & communicate sound reasoning; understand connections; make complex choices; & frame, analyze, & solve problems.

Obs	Developing	Proficient	Accomplished	Distinguished	ND								
State	<ul style="list-style-type: none"> □ Understands the importance of developing students' critical-thinking & problem solving skills. 	<p>...and</p> <ul style="list-style-type: none"> □ Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills. 	<p>...and</p> <ul style="list-style-type: none"> □ Teacher regularly engages students in processes needed to: <table border="1" data-bbox="1056 391 1486 672"> <tr><td>think creatively and critically</td></tr> <tr><td>develop and test innovative ideas</td></tr> <tr><td>synthesize knowledge</td></tr> <tr><td>draw conclusions</td></tr> <tr><td>exercise/communicate sound reasoning</td></tr> <tr><td>understand connections</td></tr> <tr><td>make complex choices AND</td></tr> <tr><td>frame analyze and solve problems.</td></tr> </table>	think creatively and critically	develop and test innovative ideas	synthesize knowledge	draw conclusions	exercise/communicate sound reasoning	understand connections	make complex choices AND	frame analyze and solve problems.	<p>...and</p> <ul style="list-style-type: none"> □ Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices. 	
think creatively and critically													
develop and test innovative ideas													
synthesize knowledge													
draw conclusions													
exercise/communicate sound reasoning													
understand connections													
make complex choices AND													
frame analyze and solve problems.													
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is working to include critical thinking opportunities in every lesson. ○ The teacher seeks assistance from school support staff & teammates to ensure that critical thinking strategies & activities are being implement in his/her classroom. ○ Teacher models problem-solving strategies in the classroom as appropriate for the subject area & monitors students' implementation of these techniques. 	<ul style="list-style-type: none"> ○ Teacher regularly uses questioning strategies that engage, motivate & challenge students. ○ Teacher's planning for the students' use of critical thinking skills is evidenced in written lesson plans, the instructional presentation & student work products. ○ Teacher is working with students to recognize the different levels of critical thinking & problem solving strategies. ○ Teacher regularly develops lesson plans that increase in complexity of content & critical thinking levels over time (i.e. in a week or unit of study). 	<ul style="list-style-type: none"> ○ Teacher consistently provides opportunities for students to ask questions, think creatively, synthesize knowledge, & draw conclusions in class discussions, activities, & work assignments. ○ Teacher is consistently attentive to students as they process how they learn (metacognition), & uses this information to effectively inform instruction. ○ Teacher coaches students to use sound reasoning, make complex choices, analyze & solve problems as independent thinkers. 	<ul style="list-style-type: none"> ○ Teacher regularly coaches other teachers to create lesson plans that move up in complexity of content & critical thinking levels over time. ○ The teacher's instructional program is highly innovative, & he/she understands the necessity of innovation in developing the 21st century learner. ○ The teacher supports colleagues through modeling &/or collaboration in effective teaching strategies to promote students' use of critical thinking & problem solving strategies. 									

f. Teachers help students work in teams & develop leadership qualities. Teachers teach the importance of cooperation & collaboration. They organize learning teams to help students define roles, strengthen social ties, improve communication & collaboration skills, interact with people from different cultures & backgrounds, & develop leadership qualities.

Obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Provides opportunities for cooperation, collaboration, and leadership through student learning teams. 	<p>...and</p> <ul style="list-style-type: none"> □ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. 	<p>...and</p> <ul style="list-style-type: none"> □ Encourages students to create and manage learning teams. 	<p>...and</p> <p>Foster the development of student leadership and teamwork skills to be used beyond the classroom.</p>	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is familiar with 21st century skills & is developing student learning team processes that will support effective student collaboration. ○ Teacher provides activities for students that require them to work together, cooperatively & collaboratively. ○ Teacher is working to facilitate students' processing of collaboration skills at the completion of these activities. 	<ul style="list-style-type: none"> ○ Teacher regularly uses collaborative learning teams that work independently & interdependently to achieve learning goals. ○ The teacher requires students to process collaborative skills at the completion of these activities. ○ Collaborative work is structured & well organized, & students are held accountable for group processes as a team & for academic learning as individuals. ○ Students regularly have the opportunity to work collaboratively with others from different cultures & backgrounds. 	<ul style="list-style-type: none"> ○ Teacher helps students define roles, strengthen social ties, improve communication skills, & interact with people from diverse backgrounds. ○ The teacher has created a classroom environment that provides students with opportunities for leadership within the classroom. ○ Students are regularly engaged in assessing both their own contributions as part of a learning team, as well as the effectiveness of the team, as a whole. 	<ul style="list-style-type: none"> ○ The work of cooperative learning teams provides students an opportunity to take leadership roles & impact the community outside of the classroom, such as service learning, senior exit projects, etc. ○ Student teams set specific project goals that have a school-wide &/or community-wide impact & teams are able to meet these goals effectively. ○ Teacher's empowerment of collaborative school teams has resulted in community-wide, statewide, or national recognition for student-driven projects. 	

g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners & are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts & ideas clearly & effectively.

Obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Demonstrates the ability to effectively communicate with students. □ Provides opportunities for students to articulate thoughts and ideas. 	<p>...and</p> <ul style="list-style-type: none"> □ Uses a variety of methods for communication with all students. □ Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. 	<p>...and</p> <ul style="list-style-type: none"> □ Creates a variety of methods to communicate with all students. □ Establishes classroom practices, which encourage all students to develop effective communication skills. 	<p>...and</p> <ul style="list-style-type: none"> □ Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. □ Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ The teacher models scholarly language, including appropriate vocabulary, formal language, and correct grammar. ○ Teacher uses fluent & precise speech during formal & informal interactions with students. ○ Teacher communicates clear assignments & work standards to all students. ○ Teacher is a respectful listener & communicator with students of all backgrounds & abilities. ○ The teacher has begun to implement lesson structures that provide opportunities for students to articulate thoughts & ideas. 	<ul style="list-style-type: none"> ○ Teacher facilitates positive communication through meaningful feedback given to students, both verbal and non-verbal.. ○ Teacher regularly includes open, academic discussions within the classroom, encouraging students to be responsible for their own learning. ○ Teacher provides instruction & models effective communication for students to resolve classroom concerns or problems. ○ The teacher provides the opportunity, structures & feedback which effectively support students in articulating thoughts & ideas clearly & effectively. 	<ul style="list-style-type: none"> ○ Teacher creates opportunities for students to articulate ideas through structured activities, such as Socratic & Paideia seminars, document-based responses, technology, or response journals. ○ Teacher & students work collaboratively to address concerns within the classroom that would negatively impact the academic climate. ○ Teacher consistently & effectively demonstrates skill in involving reluctant learners in classroom activities that foster communication skills. 	<ul style="list-style-type: none"> ○ Teacher provides opportunities for students to develop communication skills that will facilitate their success in the global environment of the 21st century. ○ Teacher provides students with a variety of technological venues to communicate with others in & outside of their classroom. (e.g., blogging with experts, Twitters to community leaders, & other technology). ○ Teacher serves as a role model for effective communication with all stakeholders. ○ Teacher provides training in effective communication skills at school or district-level (e.g., presentation skills, holding effective parent conferences, how to make home visits). 	

h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative & summative assessments, to evaluate student progress & growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, & tools for students to assess themselves & each other. Teachers use 21st Century assessment systems to inform instruction & demonstrate evidence of students' 21st Century knowledge, skills, performance, & dispositions.

obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Teacher collects indicators to monitor and evaluate student progress. □ Assesses students in the attainment of 21st Century knowledge, skills, and dispositions. 	<p>...and</p> <ul style="list-style-type: none"> □ Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. □ Provides evidence that students attain 21st century knowledge, skills and dispositions. 	<p>...and</p> <ul style="list-style-type: none"> □ Uses the information gained from the assessment activities to improve teaching practice and student learning. □ Provides opportunities for students to assess themselves and others. 	<p>...and</p> <ul style="list-style-type: none"> □ Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. □ Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher systematically gathers information that shows student performance is being evaluated & that students are receiving content specific feedback on their progress. ○ Teacher is learning to use varied formative & summative assessments, which also include assessment of students' 21st Century knowledge, skills, performance, & dispositions. 	<ul style="list-style-type: none"> ○ Assessment occurs daily, is inclusive of all students, & occurs throughout all parts of the lesson. ○ Teacher regularly uses a variety of assessment strategies to collect data regarding students' attainment of lesson objective, & uses the data to inform instruction. ○ Student work products are routinely used as assessment tools (teacher & student self-assessment) & to provide content-specific feedback. ○ Teacher regularly uses rubrics in assigning & evaluating student work. 	<ul style="list-style-type: none"> ○ Teacher uses student performance data to flexibly regroup students to re-teach &/or enrich. ○ Assessment data is consistently used to make adjustments in instruction to ensure that students are appropriately challenged & making academic progress. ○ The teacher collaborates with students to develop rubrics/ protocols for examining student work. These tools include students' self-assessment & assessment of students' 21st century knowledge, skills, performance, & dispositions. 	<ul style="list-style-type: none"> ○ Teacher consistently provides opportunities for students to self assess by using data folders, personal work samples &/or portfolios. ○ Students are regularly provided with opportunities to network & give peer feedback that promotes a collaborative culture for learning. ○ The teacher regularly supports colleagues through modeling &/or collaboration in the effective use of assessment. These strategies support planning, student growth & teacher/ student reflections. 	

Standard V: Teachers reflect on their practice

a. Teachers analyze student learning. Teachers think systematically & critically about student learning in their classrooms & schools: why learning happens & what can be done to improve achievement. Teachers collect & analyze student performance data to improve school & classroom effectiveness. They adapt their practice based on research & data to best meet the needs of students.

Obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Recognizes the need to improve student learning in the classroom. 	<p>...and</p> <ul style="list-style-type: none"> □ Provides ideas about what can be done to improve student learning in their classroom. 	<p>...and</p> <ul style="list-style-type: none"> □ Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement. 	<p>...and</p> <ul style="list-style-type: none"> □ Provides a detailed analysis about what can be done to improve student learning and uses analyses to adapt instructional practices and materials within the classroom and at the school level. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher uses data to identify when & where students are <u>not</u> learning. ○ Teacher demonstrates an understanding of the learning process. ○ Teacher actively participates in reflective practice with mentors, teammates &/or administrators. ○ Teacher willingly makes adjustments from lessons as suggested by colleagues & administrators. ○ Teacher is familiar with students' IEPs & consistently provides EC/504/gifted students with the appropriate accommodations. 	<ul style="list-style-type: none"> ○ Teacher looks at his/her instruction & curriculum in light of the success of students & is eager to make needed modifications. ○ Teacher uses current research-based practices to enhance the teaching & learning process. ○ Teacher is able to accurately identify his/her own strengths & weaknesses in regard to instruction. ○ Teacher uses student work products to evaluate his/her teaching performance. ○ Teacher is able to match intentional teaching strategies to student needs & lesson objectives. ○ The teacher collaborates with other staff concerning student data and student learning and uses this feedback to improve teaching practice. 	<ul style="list-style-type: none"> ○ Teacher effectively adjusts instruction <u>during</u> a lesson based on responses or performance of students. ○ Teacher capitalizes on teachable moments as they occur during instruction. ○ Teacher plans, analyzes & shares the success of lessons with colleagues to determine the most effective instructional approaches for significant student growth. ○ Teacher regularly asks for feedback on his/her performance from peers through informal observations, videos, etc. ○ Teacher reviews student work to document student progress & to determine ways to increase engagement & rigor. 	<ul style="list-style-type: none"> ○ Teacher's passion for the profession & sense of efficacy positively impacts students and staff. ○ Teacher is adept at implementing current, research-based instructional strategies & at analyzing the impact of these strategies on student learning, sharing this information with staff. ○ Teacher frequently seeks & uses feedback from all stakeholders, including students, to increase his/her teaching effectiveness. ○ Teacher creates a plan for & effectively facilitates a series of professional development opportunities for colleagues beyond his/ her specialty area/grade, serving as the school-level expert on these practices. ○ Teacher reflects & collaborates on school-wide needs (social, emotional, academic) & takes the initiative to research possible solutions & plans for their implementation. 	

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 21st Century skills & knowledge; aligns with the State Board of Education priorities; & meets the needs of students & their own professional growth.

Obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Understands the importance of professional development. 	<p>...and</p> <ul style="list-style-type: none"> □ Participates in professional development aligned with professional goals. 	<p>...and</p> <ul style="list-style-type: none"> □ Participates in professional development activities aligned with goals and student needs. 	<p>...and</p> <ul style="list-style-type: none"> □ Applies and implements knowledge and skills attained from professional development consistent with its intent. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher accurately completes a self-assessment identifying his or her own strengths & weaknesses in the classroom. ○ Teacher participates in professional development based on self-assessment &/or student needs identified in data. ○ Teacher has a positive attitude in school-based professional development. ○ Teacher successfully completes a PDP that aligns with needed professional growth. 	<p>...and</p> <ul style="list-style-type: none"> ○ Teacher implements & reflects on practices learned in professional development. ○ Teacher's reflection leads to selection of appropriate professional development that addresses best practices & 21st century skills. ○ Teacher effectively participates in a PLC to identify instructional problems, research solutions & work collaboratively to implement innovative ideas or programs. ○ Teacher's shared reflections in collaborative meetings encourage meaningful dialogue. 	<p>...and</p> <ul style="list-style-type: none"> ○ Teacher's reflection on implemented practices learned in professional development leads to improved instruction & increased student achievement. ○ Teacher seeks professional growth opportunities beyond the school to foster his/her own development (e.g., conferences, advanced degrees, visits to other schools). ○ Teacher is a lead learner in the school, sharing new learning with others & making connections for teachers between new learning & its classroom implementation. ○ Teacher effectively serves as a mentor within the school to support a beginning teacher, &/or a teacher who is new to the school. ○ Teacher effectively serves as a model teacher, helping struggling teachers improve their practice. 	<ul style="list-style-type: none"> ○ Teacher's reflections as a successful participant in the National Board process result in a significant impact in the teacher's overall performance within the classroom & the total school community. ○ Teacher successfully serves as a Professional Development Master Teacher for the district. ○ Teacher assists the administrators with needs assessments & planning to determine appropriate staff development for the school, & shares the information with colleagues. ○ Teacher successfully plans & conducts action research, gathering & analyzing data throughout the projects. Results are shared with staff in an effort to increase student achievement. 	

c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate & consider new ideas that improve teaching & learning. They adapt their practice based on research & data to best meet the needs of their students.

Obs	Developing	Proficient	Accomplished	Distinguished	ND
State	<ul style="list-style-type: none"> □ Is knowledgeable of current research-based approaches to teaching and learning. 	<p>...and</p> <ul style="list-style-type: none"> □ Considers and uses a variety of research-based approaches to improve teaching and learning. 	<p>...and</p> <ul style="list-style-type: none"> □ Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate. 	<p>...and</p> <ul style="list-style-type: none"> □ Adapts professional practice based on data and evaluates impact on student learning. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is learning to use “high yield” instructional strategies. ○ Teacher is becoming knowledgeable of the technology tools available & their use as teaching & learning tools. ○ Teacher focuses his/her professional development on acquiring information & skill in the most current approaches to teaching & learning. ○ Teacher is working to implement research-based, district programs that have been put in place to address students’ academic & behavioral needs. 	<ul style="list-style-type: none"> ○ Teacher regularly implements “high yield” instructional strategies that result in academic gains for students. ○ Teacher regularly integrates the most current technology into classroom instruction & student activities. ○ Teacher appropriately & effectively implements district &/or school initiatives. ○ Teacher consistently & intentionally utilizes various instructional strategies that effectively narrow the achievement gap for students. ○ Teacher actively & positively accepts change within the school setting. ○ Teacher seeks professional development in the effective implementation of technology. 	<ul style="list-style-type: none"> ○ Teacher consistently & intentionally selects “best practices” to match students’ learning needs, styles, & the lesson’s objective. ○ Teacher is a life-long learner, always seeking to find additional approaches to address students’ learning needs (web sites, educational books, fellow teachers, etc.) ○ Teacher is willing to take risks & “thinks outside of the box” for strategies to increase student achievement. ○ Teacher initiates needed change within the school &/or classroom & “drives” its success. 	<ul style="list-style-type: none"> ○ Teacher is a resource for staff, modeling & supporting the use of new & creative instructional strategies that have been successfully implemented in his/her classroom. ○ Teacher constantly explores & researches new & innovative technology & effectively implements this technology into teaching. ○ Teacher’s success in closing the achievement gap in his/her classroom motivates other staff to replicate these techniques & strategies. ○ Teacher invites change & is able to lead others to focus on possibilities & manage the barriers that accompany change in the school &/or district. 	