

**EXECUTIVE SUMMARY**

**Title:** Approval/Adoption of the Teacher Evaluation Instrument Performance Rating Scale

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # TCP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Ms. Carolyn McKinney (Executive Director, NC Professional Teaching Standards Commission)

**Description:**

In July 2008 the State Board of Education adopted the new rubric for teacher evaluation. As part of the evaluation process, a teacher’s performance is rated using a scale of developing, proficient, accomplished, distinguished, or not demonstrated. Definitions for the rating scale were approved by the Board for the school executive evaluation rubric. Parallel definitions are proposed for use with the teacher rubric.

**Resources:**

NA

**Input Process:**

The proposed definitions reflect the definitions used in the school executive evaluation instrument.

**Stakeholders:**

Teachers, Principals

**Timeline For Action:**

The definitions will become effective upon Board approval.

**Recommendations:**

It is recommended that the Board approve the performance rating definitions.

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Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify:
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify:
- Document Camera (for transparencies or paper documents – white paper preferred)

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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# North Carolina Teacher Evaluation System

## Rubric for Evaluating Teachers

The following rubric was developed to align with and 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 and is accompanied by a form to aid principals in conducting teacher observations as well as a teacher self-assessment tool and a form to summarize the ratings of the principal and teacher. These materials form the core of the North Carolina Teacher Evaluation process.

Teachers' performance will be noted as:

- ◆ **Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- ◆ **Proficient:** Teacher demonstrated basic competence on standard(s) of performance.
- ◆ **Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.
- ◆ **Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
- ◆ **Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the "Not Demonstrated" rating is used, the principal must comment about why it was used.)

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 and knowledge described under the "*developing*" header as well as those under "*proficient*." Likewise, a "*distinguished*" teacher exhibits all of the skills and 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: "*Not demonstrated*" 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.

# Rubric for Evaluating Teachers

## Standard 1: Teachers demonstrate leadership

Observation	Self-Assessment	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 and postsecondary education, and are prepared for life in the 21st 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.				
		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	✓	Understands how they contribute to students graduating from high school.	<b>...and</b> Takes responsibility for the progress of students to ensure that they graduate from high school.	<b>...and</b> Communicates to students the vision of being prepared for life in the 21 <sup>st</sup> century.	<b>...and</b> Encourages students to take responsibility for their own learning.	
	✓	Uses data to understand the skills and abilities of students.	Provides evidence of data driven instruction throughout all classroom activities.  Establishes a safe and orderly classroom.	Evaluates student progress using a variety of assessment data.  Creates a classroom culture that empowers students to collaborate.	Uses classroom assessment data to inform program planning.  Empowers and encourages students to create and maintain a safe and supportive school and community environment.	
		b. Teachers demonstrate leadership in the school. 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.				
✓	✓	Attends professional learning community meetings.	<b>...and</b> Participates in professional learning community.	<b>...and</b> Assumes a leadership role in professional learning community	<b>...and</b> Collaborates with colleagues to improve the quality of learning in the school.	
	✓	Displays awareness of the goals of the school improvement plan.	Participates in developing and/or implementing the school improvement plan.	Collaborates with school personnel on school improvement activities.	Assumes a leadership role in implementing school improvement plan throughout the building.	

Observation	Self-Assessment	<b>c. Teachers lead the teaching profession.</b> Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the 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.				
		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	✓	Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	<b>...and</b> Contributes to the: <ul style="list-style-type: none"> <li>• improvement of the profession through professional growth.</li> <li>• establishment of positive working relationships</li> <li>• school's decision-making processes as required.</li> </ul>	<b>...and</b> Promotes positive working relationships through professional growth activities and collaboration.	<b>...and</b> Seeks opportunities to lead professional growth activities and decision-making processes.	
		<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 initiative to improve the education of students.				
	✓	Knows about the policies and practices affecting student learning.	<b>...and</b> Supports positive change in policies and practices affecting student learning.	<b>...and</b> Participates in developing policies and practices to improve student learning.	<b>...and</b> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
		<b>e. Teachers demonstrate high ethical standards.</b> Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998. ( <a href="http://www.ncptsc.org">www.ncptsc.org</a> )				
	✓	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> .	<b>...and</b> Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<b>...and</b> Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<b>...and</b> 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.	

**Examples of Artifacts:**

- Lesson Plans
- School Improvement Planning
- Participation In The Teacher Working Condition Survey
- Surveys
- Journals
- Service on Committees
- Professional Learning Communities
- National Board Certification
- Student Handbooks
- Relevant Data
- Membership In Professional Organizations
- Discipline Records
- Student Work
- Class Rules And Procedures
- Formal and Informal Mentoring

## Standard 2: Teachers establish a respectful environment for a diverse population of students

Observation	Self-Assessment	<b>a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b> Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.				
		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓		Appreciates and understands the need to establish nurturing relationships.	<b>...and</b> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	<b>...and</b> Maintains a positive and nurturing learning environment.	<b>...and</b> Encourages and advises others to provide a nurturing and positive learning environment for all students.	
		<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.				
✓		Acknowledges that diverse cultures impact the world.	<b>...and</b> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	<b>...and</b> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<b>...and</b> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓		Demonstrates awareness of the diversity of students in the classroom.	<b>...and</b> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	<b>...and</b> Consistently incorporates different points of view in instruction.	<b>...and</b> Capitalizes on diversity as an asset in the classroom.	
		<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 contribution of each student in the learning environment by building positive, appropriate relationships.				
✓		Holds high expectations of students.	<b>...and</b> Communicates high expectations for all students.	<b>...and</b> Encourages and values contributions of students, regardless of background or ability.	<b>...and</b> Helps students hold high expectations for themselves and their peers.	

<b>Observation Self-Assessment</b>	<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.				
	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>	<b>Not Demonstrated (Comment Required)</b>
✓	Recognizes that students have a variety of learning needs.	<b>...and</b> Collaborates with specialists who can support the special learning needs of students.	<b>...and</b> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.	<b>...and</b> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.	
✓	Is knowledgeable of effective practices for students with special needs.	<b>...and</b> Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	<b>...and</b> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	<b>...and</b> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.	
	<b>e. Teachers work collaboratively with the families and significant adults in the lives of their students</b> 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, the home, and the 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..				
✓	Responds to family and community concerns.	<b>...and</b> Communicates and collaborates the home, and community for the benefit of students.	<b>...and</b> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	<b>...and</b> Promotes trust and understanding throughout the school community.	

**Examples of Artifacts:**

- Student profiles
- Student surveys
- Cooperate with ESL teachers
- Lessons that integrate international content
- Documentation of referral data and use of IEPs
- Communications with parents/ community
- Professional development on cultural attitudes and awareness.
- Use of technology to incorporate cultural awareness into lessons

### Standard 3: Teachers know the content they teach

Observation	Self-Assessment	<b>a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>.</b> 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)
✓		Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.	...and Understands the <i>North Carolina Standard Course of Stud</i> , uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	...and 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.	...and Assists colleagues in applying such strategies in their classrooms.	
✓		<u>Elementary</u> : Begins to integrate literacy instruction in selected lessons.	...and <u>Elementary</u> Integrates effective literacy instruction throughout the curriculum.	...and <u>Elementary</u> Evaluates and reflects upon the effectiveness of literacy instruction.	...and <u>Elementary</u> Makes necessary changes to instructional practice to improve student learning.	
✓		<u>Secondary</u> : Recognizes the importance of integrating literacy strategies within the content areas.	...and <u>Secondary</u> Incorporates a wide variety of literacy skills within content areas to enhance learning.	...and <u>Secondary</u> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	...and <u>Secondary</u> Makes necessary changes to instructional practice to improve student learning.	
		<b>b. Teachers know the content appropriate to their teaching specialty.</b> 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.				
✓		Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	...and Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	...and 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.	...and Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	

Observation	Self-Assessment	<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.				
		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓		Understand the links between grade/subject and the <i>North Carolina Standard Course of Study</i> .	<b>...and</b> Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> .	<b>...and</b> 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.	<b>...and</b> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.	
✓		Displays global awareness.	<b>...and</b> Promotes global awareness and its relevance to the subjects.	<b>...and</b> Integrates global awareness activities throughout lesson plans and classroom instructional practices.	<b>...and</b> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.	
		<b>d. Teachers make instruction relevant to students.</b> Teachers incorporate 21st 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 21st Century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.				
✓		Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21 <sup>st</sup> century.	<b>...and</b> Identifies relationships between the core content and 21st Century content.	<b>...and</b> Integrates core content and 21st Century content throughout lesson plans and classroom instructional practices.	<b>...and</b> Deepens students' understandings of 21st Century skills and helps them make their own connections and develop new skills.	

**Examples of Artifacts:**

- Display of creative student work
- Use of Standard Course of Study
- Lesson Plans
- Content Standards

## Standard 4: Teachers facilitate learning for their students

Observation	Self-Assessment	<b>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.</b> 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)
✓		Understands developmental levels of students and recognizes the need to differentiate instruction.	<b>...and</b> Understands developmental levels of students and appropriately differentiates instruction.	<b>...and</b> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.	<b>...and</b> Encourages and guides colleagues to adapt instruction to align with students' developmental levels.	
✓			<b>...and</b> Assesses resources needed to address strengths and weakness of students.	<b>...and</b> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	<b>...and</b> 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.	
		<b>b. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study.</b> 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.				
✓		Recognizes data sources important to planning instruction.	<b>...and</b> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	<b>...and</b> Monitors student performance and responds to individual learning needs in order to engage students in learning.	<b>...and</b> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	
		<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.				
✓		Demonstrates awareness of the variety of methods and material s necessary to meet the needs of all students.	<b>...and</b> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	<b>...and</b> Ensures the success of all students through the selection and utilization of appropriate methods and materials.	<b>...and</b> Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	

Observation	Self-Assessment	<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.				
		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓		Assesses effective types of technology to use for instruction.	<b>...and</b> Demonstrates knowledge of how to utilize technology in instruction.	<b>...and</b> Integrates technology with instruction to maximize student learning.	<b>...and</b> Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
		<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.				
✓		Understands the importance of developing students' critical-thinking and problem solving skills.	<b>...and</b> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.	<b>...and</b> Teaches students the processes needed to: <ul style="list-style-type: none"> <li>• think creatively and critically,</li> <li>• develop and test innovative ideas,</li> <li>• synthesize knowledge,</li> <li>• draw conclusions,</li> <li>• exercise and communicate sound reasoning,</li> <li>• understand connections,</li> <li>• make complex choices, and</li> <li>• frame, analyze and solve problems.</li> </ul>	<b>...and</b> Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.	
		<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.				
✓		Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	<b>...and</b> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<b>...and</b> Encourages students to create and manage learning teams.	<b>...and</b> Foster the development of student leadership and teamwork skills to be used beyond the classroom.	

Observation	Self-Assessment	<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.				
		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓		Demonstrates the ability to effectively communicate with students.	<b>...and</b> Uses a variety of methods for communication with all students.	<b>...and</b> Creates a variety of methods to communicate with all students.	<b>...and</b> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	
✓		Provides opportunities for students to articulate thoughts and ideas.	<b>...and</b> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<b>...and</b> Establishes classroom practices, which encourage all students to develop effective communication skills.	<b>...and</b> Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.	
		<b>h. Teachers use a variety of methods to assess what each student has learned.</b> 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 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.				
✓		Uses indicators to monitor and evaluate student progress.	<b>...and</b> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.	<b>...and</b> Uses the information gained from the assessment activities to improve teaching practice and student learning.	<b>...and</b> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.	
✓		Assesses students in the attainment of 21st Century knowledge, skills, and dispositions.	<b>...and</b> Provides evidence that students attain 21 <sup>st</sup> century knowledge, skills and dispositions.	<b>...and</b> Provides opportunities for students to assess themselves and others.	<b>...and</b> 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.	

**Examples of Artifacts:**

- Lesson Plans
- Documentation of differentiated instruction
- Display of technology used
- Materials used to promote critical thinking and problem solving
- Professional Development
- Collaborative Lesson Planning
- Use of student learning teams

## Standard 5: Teachers reflect on their practice

Observation	Self-Assessment	<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)
	✓	Recognizes the need to improve student learning in the classroom.	<b>...and</b> Provides ideas about what can be done to improve student learning in their classroom.	<b>...and</b> Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	<b>...and</b> 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.	
		<b>b. Teachers link professional growth to their professional goals.</b> Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.				
	✓	Understands the importance of professional development.	<b>...and</b> Participates in professional development aligned with professional goals.	<b>...and</b> Participates in professional development activities aligned with goals and student needs.	<b>...and</b> Applies and implements knowledge and skills attained from professional development consistent with its intent.	
		<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.				
	✓	Is knowledgeable of current research-based approaches to teaching and learning.	<b>...and</b> Considers and uses a variety of research-based approaches to improve teaching and learning.	<b>...and</b> Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	<b>...and</b> Adapts professional practice based on data and evaluates impact on student learning.	

### Examples of Artifacts:

- Lesson plans
- Completion of professional development
- Formative assessments
- Participation in professional learning community
- Student work
- Formative and summative assessment data
- Professional growth plan