

Teacher Evaluation Standard: Anticipation Guide

Guidelines

Anticipation Guide

Before		Statement and Evidence	After	
Agree	Disagree		Agree	Disagree
		1. Evidence:		
		2. Evidence:		
		3. Evidence:		

Purpose: to gauge participant's prior knowledge about teacher evaluation standards and observation protocols; set a purpose for the station rotations

Materials: Anticipation Guide

Participant Directions:

1. Participants will agree/disagree with statements on the anticipation guide.
2. Participants will complete all station rotations.
3. Participants will re-visit their anticipation guide to see if they need to change their responses.
4. Presenters will clear up any misconceptions.

Time Frame: 8-10 minutes

Activity Aliases:

- Activation Activity
- Prediction Guide



Mind and Body Balloon Activity

Purpose: to evaluate teaching experience through a mind and body activity

Materials: Balloon Activity, Handout of Reflection Statements

Participant Directions:

1. Inflate a balloon (representation of the positive energy initially established at the start of the school year).
2. Inflate or deflate the balloon by reflecting on the first month of classroom experience and staff meetings.
3. Inflate or deflate the balloon by reflecting on the outcomes of benchmark data meeting.
4. Inflate or deflate the balloon by reflecting on collaborative efforts with colleagues and school administration.
5. Inflate or deflate the balloon by reflecting on collaborative efforts with families and the community.

Time Frame: 10-15 minutes

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students/Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers embrace diversity in the school community and in the world. Teachers treat students as individuals. Teachers adapt their teaching for the benefit of students with special needs. Teachers work collaboratively with the families and significant adults in the lives of their students.

Element A: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults

Not Demonstrated:

- Appreciates and understands the need to establish nurturing relationships

Avoiding communicating with parents

Failing to nurture students

Allowing students to humiliate other students

Playing favorites among students in class

Allowing negative behavior to disrupt classroom environment

Failing to include some students in activities

Failing to show respect to students

Showing hostility to students

Allowing students to be disrespectful towards each other

Using discipline as a way to demean and belittle students

Developing:

- Appreciates and understands the need to establish nurturing relationships

Talks about the need for positive relationships with students

Communicating student successes to parents

Modeling good manners and respect for students

Rewarding good student behavior

Sharing resources with peers

Stopping inappropriate behavior

Explaining to students what may be expected of the teacher

Explaining to students what the teacher's expectations are

Explaining to students what students may expect of other students

Posting policies and procedures

Proficient:

- Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment

Addresses students with kindness and respect

Students are happy and well adjusted in classroom environment

Emphasizing successful team achievements

Encouraging all students to participate in discussion

Encouraging students to answer even if they're not completely certain

Establishing respectful classroom procedures

Modeling reasonable flexibility when making assignments

Rewarding students who support peers

Accepting student work products that reflect a different ethnic background or religious affiliation

Establishing effective class rules

Including all students in class activities

Posting current student work

Requiring students to treat each other with respect

Treating all students with respect

Using interventions to limit and positively impact referrals and missed days for students

Attending school-related activities to support students

Element B: Teachers embrace diversity in the school community and the world

Not Demonstrated:

- Acknowledges that diverse cultures impact the world

- Demonstrates awareness of the diversity of students in the classroom

Failing to refer to females, foreigners, other countries, etc.

Consistently ignoring certain students

Allowing negative statements in class about a person/group based on race, ethnicity, or culture

Failing to use instructional materials that reflect diversity

Showing insensitivity to classroom diversity

Using racist terms or statements which could be construed as racist

Developing:

- Acknowledges that diverse cultures impact the world
- Demonstrates awareness of the diversity of students in the classroom

Can state various types of diversity represented by the students in the classroom

Brings up issues of diverse cultures in PLC or staff meetings

Mentioning ESL cultures in this community

Mentioning events in other countries or cultures

Mentioning various cultures in this country

Encouraging every student to participate in class discussion

Grouping students heterogeneously when appropriate

Using multiple criteria to group students in several ways

Drawing current events from diverse parts of the world

Recognizing the contributions of diverse cultures

Selecting materials that reflect diverse cultures

Accepting the values and traditions of all students

Posting or displaying artifacts that celebrate different cultures

Mentioning cultural events or holidays celebrated by various cultures

Proficient:

- 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

Lesson plans reflect acknowledgement of various diverse cultures

Classroom is decorated with posters and student work that reflects the diverse cultures of the classroom

Explaining how cultures interact to shape world events

Using current world events to illustrate how other cultures affect the US

Consistently including other countries and cultures in class discussions

Displaying student work that reflects diverse cultures

Promoting tolerance in the classroom

Displaying work that reflects diverse cultures on bulletin boards

Using instructional materials that reflect diverse cultures and their history

Accepting student work products that reflect their background

Being sensitive to activities that a student's background may prohibit

Element C: Teachers treat students as individuals**Not Demonstrated:**

- Holds high expectations of students

Failing to engage every student on a regular basis

Failing to hold all students to high standards

Failing to involve some students in activities

Failing to require higher order thinking skills

Failing to use rigorous instructional materials

Identifying and relating to students by stereotypes

Developing:

- Holds high expectations of students

Using procedures allowing students to correct mistakes

Planning lessons that challenge all students

Requiring students to give their best efforts on every assignment

Giving honest and constructive feedback to students

Selecting instructional materials that are rigorous

Using teaching strategies that require students to use higher order thinking skills

Class academic and behavior goals posted on wall

Student products reflect all students are given the same assignment & directions for completion

Proficient:

- Communicates high expectations for all students

Allowing students extra time to complete assignments

Explaining how success requires determination

Posting rubrics on assignments that encourage all students to achieve mastery

Assigning work to all students that is at least at grade level and requires higher order thinking skills

Encouraging students to take more rigorous courses

Returning work that is not up to expectations until it meets standards

Telling students that you will not accept anything less than their best

Following the school's policy for make-up work

Differentiates instruction at all times

Utilizes rubrics for grading

Student work products are varied in style and academic level

Element D: Teachers adapt their teaching for the benefit of students with special needs

Not Demonstrated:

- Recognizes that students have a variety of learning needs

- Is knowledgeable of effective practices for students with special needs

Relying on whole group instruction all the time

Failing to modify lessons for special needs students

Failure to differentiate instruction

Failing to follow IEP's

Failing to involve inclusion teachers in instruction

Segregating special needs students from the rest of the class

Ignoring students with special needs

Developing:

- Recognizing that students have a variety of learning needs

- Is knowledgeable of effective practices for students with special needs

Differentiating instruction

Using a variety of instructional modes...visual, auditory, tactile, etc.

Using heterogeneous groups

Adapting lessons for students with special needs

Encouraging students to use instructional aids

Providing copies of teacher notes to special needs students

Circulating regularly to monitor student performance

Grouping and regrouping students based on specific learning needs

Having a variety of instructional materials available

Using a variety of teaching strategies

Using strategies that address a variety of learning styles

Working with individual students during whole class/group instruction

Following IEP modifications

Using teaching strategies and materials appropriate for students with special needs

Demonstrating knowledge about IEP's and 504 plans

Attends staff development related to the needs of EC students

Proficient:

- 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

Ensuring that special needs students leave for resource personnel on schedule

Collaborating seamlessly with inclusion personnel

Modifying instruction to comply with IEP's

Having a specialist observe the class

Using materials and teaching strategies supplied by specialists

Working with the inclusion teacher in the classroom

Co-teaching with an inclusion teacher

Using teaching strategies/materials from the student's IEP

Effectively differentiates instruction for various learning styles and intelligence

Element E: Teachers work collaboratively with the families and significant adults in the lives of their students

Not Demonstrated:

- Responds to family and community concerns

Skipping or mishandling meetings with concerned parents

Publically criticizing students, colleagues, administrators, or parents

Failing to attend PTA meetings, student performances, athletic events

Failing to interact with the community in an ethical, open, honest manner

Failing to meet with parents

Failing to reach out to parents

Failing to respond to phone calls/emails promptly or at all

Failing to show respect and civility to parents

Providing inadequate, little, or no feedback to parents

Developing:

- Responds to family and community concerns

Addressing community problems that intrude into the classroom

Contacting parents about problems at school

Attending meetings with parents

Responding promptly and effectively to phone calls/emails

Providing regular progress reports

Maintains open communication with parents

Maintains a parent/teacher communication log

Proficient:

- Communicates and collaborates with the home and community for the benefit of students

Exploring the local community for resources to help students

Initiating meetings with parents to address student problems

Attending PTA meetings, student performances, athletic events

Calling/emailing parents about student progress

Providing feedback to parents via outlines of work to be completed, progress reports, etc.

Sends home weekly progress reports

Creates monthly newsletter to inform parents of class/school events

Standard III: Teachers Know the Content They Teach/Teachers align their instruction with the state curriculum.

Teachers know the content appropriate to their teaching specialty. Teachers recognize the interconnectedness of content areas/disciplines. Teachers make instruction relevant to students.

Element A: Teachers align their instruction with the North Carolina Common Core Curriculum

Not Demonstrated:

- Demonstrates an awareness of the North Carolina CCC and references it in preparation of lesson plans
 - Elementary: Begins to integrate strategies within the content areas
 - Secondary: Recognizes the importance of integrating literacy strategies within the content areas
- Failing to utilize the NCSCOS
Setting instruction requiring low level content and few thinking skills
Failing to modify instruction based on student needs
Failing to incorporate literacy strategies
Failing to use multiple sources for instruction

Developing:

- Demonstrates an awareness of the NCCCC and references it in the preparation of lesson plans
 - Elementary: Begins to integrate strategies within the content areas
 - Secondary: Recognizes the importance of integrating literacy strategies within the content areas
- Maintaining a copy of the NCCCC in the classroom
Explaining to students how their work helps them meet North Carolina Standards
Developing lesson plans that are clear, logical and 'sequential aligned' with the NCCCC
Posting daily objectives and referencing the NCCCC
Planning lessons throughout the curriculum with literacy skills in mind
Modeling and explicitly teaching and demonstrating comprehension skills
Displaying posters of content area literacy skills
Having students new information in their own words

Proficient:

- Understands the NCCCC, uses it in preparation of lesson plans and applies strategies to make the curriculum rigorous and relevant
- Elementary: Integrates effective literacy instruction throughout the curriculum

- Secondary: Incorporate a wide variety of literacy skills within content areas to enhance learning
- Presenting lessons that require students to use higher order thinking skills
Applying the NCCCC effectively by incorporating 21st century tools
Relating learning activities to real life applications
Asking for main idea, fact/opinion, point of view
Monitoring comprehension of written, spoken and read text
Referring to displayed posters of content area literacy skills during lesson
Making learning goals and objectives clear and explicit to students
Using strategies that draw on students' prior knowledge
Presenting content in diagrams, charts and maps
Requiring students to support conclusions
Uses the NCCCC for foundation of lesson & develops the lesson w/ rigor and relevance

Element B: Teachers know the content appropriate to their teaching specialty

Not Demonstrated:

- Demonstrates a basic level of content knowledge in the teaching specialty to which assigned
- Providing inaccurate information to students
Presenting outdated instructional materials
Failing to demonstrate basic content knowledge

Developing:

- Demonstrates a basic level of content knowledge in the teaching specialty to which assigned
- Knowing the content that supports the NCSCOS
Drawing content from recognized sources
Presenting information that is accurate
Explaining learning goals, instructional procedures and content accurately
Attends professional development related to content area

Proficient:

- Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned
- Teaching content in a variety of ways

Answering general student questions about topic being taught
Using multiple resources to give accurate responses to student questions
Assessing students formally and informally to modify instruction
Grouping students to modify instruction as needed
Organizing curricular materials to facilitate instruction around central themes
Pacing instruction to optimize effective learning
Uses multiple questioning techniques for student inquiry
Seeking an advanced degree in content area

Element C: Teachers recognize the interconnectedness of content area/discipline

Not Demonstrated:

- Understands the links between grade/subject and the NCSCOS
 - Displays global awareness
- Failing to link present learning to future lessons
Failing to note links between this subject and other content areas
Failing to link present learning to past lessons
Failing to link subject/grade to the NCSCOS
Failing to reference global issues

Developing:

- Understands the links between grade/subject and the NCSCOS
 - Displays global awareness
- Explaining to students how their work helps them understand the NCSCOS
Posting objectives that tie instruction to NCSCOS
Integrating instruction across disciplines
Discussing global issues accurately
Using current events to enhance instruction
Framing instruction with a world view in mind
Evidence of community and world connections seen in the classroom

Proficient:

- Demonstrates knowledge of links between grade/subject and the NCSCOS
 - Promotes global awareness and its relevance to the subjects
- Using variety of sources and instructional strategies to address NCSCOS
Explaining how current learning relates to previous lessons and also to future lessons
Locating and using multiple resources to expand subject

Presenting other country's perspectives to approach an issue
Relating learning to global events
Expressing the diverse viewpoints of different cultures, religions and lifestyles
Using VIF as guest speakers to address specific areas of the curriculum
Demonstrating sensitivity to differences in ability, social and cultural backgrounds
Leading quality discussions
Makes learning relevant to students' lives
Incorporates current events into instruction
References impact of material outside of local area

Element D: Teachers make instruction relevant to students

Not Demonstrated:

- Identifies relationships between the NCSCOS and life in the 21st Century
- Failing to relate core content to 21st Century skills
Failing to relate NCSCOS objectives to 21st Century themes

Developing:

- Identifies relationships between the NCSCOS and life in the 21st Century
- Relating NCSCOS to real life situations
Using multimedia resources to enhance instruction
Eliciting student input about how the subject relates to 21st century life
Promoting the understanding of local and global implications of civic decisions
Using different websites that link the NCSCOS to 21st century
Teaching students the value of working appropriately and productively with others
Identifies 21st century skills through the SCOS

Proficient:

- Identifies relationships between the core content and 21st century content
- Creating work for students that requires application of core content with 21st century
Relating core content to real life situations
Explaining lesson relevance
Having students share related current events
Promoting participation in civic life by knowing how to stay informed in government issues
Makes learning relevant to students' lives
Uses 21st century skills to learn core content

Standard IV: Teachers Facilitate Learning for their Students/Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers plan instruction appropriate for their students. Teachers use a variety of instructional methods. Teachers integrate and utilize technology in their instruction. Teachers help students develop critical thinking and problem-solving skills. Teachers help students work in teams and develop leadership qualities. Teachers communicate effectively. Teachers use a variety of methods to assess what each student has learned.

Element 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.

Not Demonstrated:

- Understands developmental levels of students and recognizes the need to differentiate instruction
- Teaching to the whole class exclusively, without modifications of any sort
- Developing:**
- Understands developmental levels of students and recognizes the need to differentiate instruction
- Attending workshops on differentiated instruction
- Teaching about cultural effects on learning without differentiating
- Acknowledging that language proficiency affects learning without routinely differentiating instruction
- Acknowledging that emotional, intellectual, and physical development affect learning with differentiating effects
- Engaging students in activities requiring higher-level thinking skills occasionally
- Conducting instruction at differential levels occasionally

Indicates various learning styles/intelligences on lesson plans

Proficient:

- Understands developmental levels of students and appropriately differentiates instruction
- Assesses resources needed to address strengths and weaknesses of students
- Sharing lesson plans with other teachers, including differentiated instructions
- Using current best practices resources to differentiate instruction
- Differentiating instruction according to students level and needs
- Grouping students for activities as respective to levels and academic development
- Engaging student in activities to develop higher level thinking skills
- Teaching lessons for multiple levels routinely.
- Maintaining and using “in class” library of differentiated parallel resources
- Using multi-grade level materials to meet students needs
- Organizing instruction based on varying levels of student development
- Various learning styles/intelligences were addressed during instruction
- Regularly and effectively analyzes assessment data to remediate students

Holds expectations that are appropriate for grade level

Element B: Teachers plan instruction appropriate for their students

Not Demonstrated:

- Recognizes data sources important to planning instruction
- Planning perfunctorily, inadequately, or not at all
- Developing:**
- Recognizes data sources important to planning instruction
- Using disaggregated data to enhance instruction
- Meeting regularly with mentor /colleagues /administrator to discuss lesson plans
- Plans for instruction
- Proficient:**
- Uses a variety of data for short- and long-range planning of instruction
- Monitors and modifies instructional plans to enhance student learning
- Utilizing data to create lesson plans
- Interprets data, reflects and modifies instruction
- Modifying lesson plans as needed to meet diverse student needs
- Using EOC and EOG data to target specific objectives for emphasis
- Utilizing feedback from other teachers as a source of data

Using informal assessments to determine when re-teaching is necessary
Using locally developed and commercial assessments to modify instruction.
Utilizes lesson plans for effective teaching

Element C: Teachers use a variety of instructional materials

Not Demonstrated:

- Demonstrates awareness of the variety of methods necessary to meet the needs of all students

Lecturing to the whole class more than necessary, often assigning students to work individually in workbooks or at seatwork without providing feedback for needy students

Developing

- Demonstrates awareness of the variety of methods necessary to meet the needs of all students

Using readily available technological tools to enhance instruction

Demonstrating awareness of students differing learning styles

Attends/ Accesses differentiation staff development

Indicates various learning styles/intelligences on lesson plans

Proficient:

- Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students

Using different methods and materials when individualizing instruction
Using lesson plans which reflect integration of technology and learning styles

Activating prior knowledge in students (KWL charts)
Creating word walls for vocabulary development
Designing activities and lessons based on learning styles
Engaging students in high level thinking activities
Using cooperative learning activities and groups
Using graphic organizers to enhance instruction (Thinking Maps)
Teaching students the proper use of reference materials
Instructing students in information technology (email, internet searches, on-line reference)
Effectively utilizes instructional strategies such as, cooperative learning
Multiple learning styles/intelligences were addressed during lesson

Element D: Teachers integrate and utilize technology in their instruction

Not Demonstrated:

- Assesses effective types of technology to use for instruction

Failing to model use of technology in class
Refusing to accept student work if submitted via technology

Developing:

- Assesses effective types of technology to use for instruction

Consulting with others on the best way to use technology in the classroom
Attending professional development on the use of technology in the classroom
Demonstrates awareness of technology available for class use

Occasionally utilizes technology during instruction

Proficient:

- Demonstrates knowledge of how to utilize technology in instruction

Sharing technology ideas with colleagues
Routinely using technology in lessons
Using internet, power point presentations, audio and video clips to enhance instruction

Element E: Teachers help students develop critical thinking and problem solving skills

Not Demonstrated:

- Understands the importance of developing students' critical-thinking and problem-solving skills

Teaching primarily for rote learning at low levels

Developing:

- Understands the importance of developing students' critical-thinking and problem-solving skills

Explaining to students skills necessary for 21st Century issues

Accesses/ Attends staff development on higher order thinking skills
Aware of need to include higher order thinking skills in lesson planning
Begins to include higher order thinking skills in lesson planning

Proficient:

- Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills

Using appropriate questions to guide students in critical thinking
Modeling problem solving techniques in the class for students

Employing critical thinking questions in the classroom
Giving assignments that require students to use problem-solving skills

Attending training on critical thinking or problem solving instruction

Routinely utilizes higher order questioning skills when engaging students in dialogue

Routinely includes higher order thinking skills in lesson plans

Element F: Teachers help students work in teams and develop leadership qualities.

Not Demonstrated:

- Provides opportunities for cooperation, collaboration, and leadership through student learning teams

Failing to use groups for any student activities

Developing:

- Provides opportunities for cooperation, collaboration, and leadership through student learning teams

Using student leadership in the classroom to enhance instruction

Engaging students in learning teams

Has knowledge of learning teams

Proficient:

- Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership

Organizing student teams to provide leadership and diversity on each team

Organizing assignments that require teamwork to meet desired goals

Regularly utilizes teaming processes in a purposeful manner

Helps students build leadership skills through team work

Element G: Teachers communicate effectively

Not Demonstrated:

- Demonstrates the ability to effectively communicate with students

- Provides opportunities for student to articulate thoughts and ideas

Antagonizing or belittling students

Using sarcasm to discipline students

Using profanity in the classroom

Developing:

- Demonstrates the ability to effectively communicate with students

- Provides opportunities for students to articulate thoughts and ideas

Empathizing with students who lack good communication skills

Treating all students with respect

Allowing sufficient wait time for students to answer questions

Using visual and auditory communication techniques

Creates a classroom environment where all students' input is respected

Uses proper grammar when addressing students, parents, and fellow staff

Proficient:

- Uses a variety of methods for communication with all students

- Consistently encourages and supports students to articulate thoughts and Ideas clearly and effectively

Using a variety of whole, small, and individual projects

Incorporating student

participation into lessons

Establishing a class climate of mutual respect

Encourages student input

through a variety of processes

Instructs students how to effectively communicate their

concerns and ideas

Element H: Teachers use a variety of materials to assess what each student learned.

Not Demonstrated:

- Uses indicators to monitor and evaluate student progress

- Assesses students in the attainment of 21st Century knowledge, skills, and dispositions

Grading every assignment the same way

Developing:

- Uses indicators to monitor and evaluate student progress

- Assesses students in the attainment of 21st Century knowledge, skills, and dispositions

Focusing on appropriate indicators when

monitoring/evaluating students

Showing awareness of 21st Century knowledge, skills, and dispositions

Proficient:

- 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

Using various means to evaluate students (oral, written, etc)

Using formative/summative indicators and benchmarks to evaluate students' progress

Students conduct student led conferences

Standard V: Teachers Reflect on Their Practice/Teachers analyze student learning. Teachers link professional growth to their professional goals. Teachers function effectively in a complex, dynamic environment.

Element A: Teachers analyze student learning

Not Demonstrated:

- Recognizes the need to improve student learning in the classroom

Failing to make any adjustments or improvements to help students learn

Having test data in an unorganized and unusable fashion

Failing to monitor student progress

Using little or few resources to strengthen instructional program

Developing:

- Recognizes the need to improve student learning in the classroom.

Accurately recording and measuring student progress

Monitoring student progress toward learning goals and objectives

Monitoring student progress through frequent diagnostic evaluations

Being aware of state and local testing programs

Striving to help every student improve throughout the year

Knowing how to access testing data, and determine composite scores

Recognizing certain students have IEPs, PEPs, etc.

Being aware of instructional strategies

Verbalizes a concern for student performance

Identifies through data where students are not learning

Proficient:

- Provides ideas about what can be done to improve student learning in their classroom.

Ensuring all lessons are motivationally directed at making instruction meaningful

Monitoring student progress toward meeting/exceeding performance expectations

Preparing and presenting lessons that challenge learners to be all they can be

Providing clear performance expectations to students

Utilizing a variety of media and resources to strengthen instructional delivery

Devising ways to improve instruction

Planning lessons which align directly with the North Carolina Standard Course of Study
Individualizing instruction to meet the needs of his/her students

Sharing best practices within department/grade level

Using data to drive instruction

Maintaining data notebooks

Creating and utilizing student inventory/interest surveys to differentiate learning

Referring to previous EOG/EOC results to improve instruction

Attends professional development to improve instructional practice

Active and vocal member of PLC

Element B: Teachers link professional growth to their professional goals

Not Demonstrated

- Understands the importance of professional development

Failing to attend professional development sessions

Inconsistently implementing professional development

Demonstrating concern only for the classroom

Developing

- Understands the importance of professional development.

Constantly pursuing relevant experiences to foster growth

Discussing with co-workers the importance and value of professional development activities

Discussing with school administrators how recently completed professional development

activities have fostered personal/professional growth

Understanding requirements for licensure renewal via continuing education credits

Seeking out professional development activities to foster growth

Creates a PDP with detailed professional development strategies to support growth

Proficient:

- Participate in professional development aligned with professional goals.

Seeking out professional development activities that foster growth

Linking PDP to standards and growth
Attending, implementing, and sharing professional development information at department/grade level and staff meetings
Demonstrating concern for school achievement
Seeks advanced degrees and/or certifications

Element C: Teachers function effectively in a complex, dynamic environment

Not Demonstrated:

- Is knowledgeable of current research-based approaches of teaching and learning

Ignoring research based teaching methods

Developing

- Is knowledgeable of current research-based approaches of teaching and learning.

Staying abreast of current curriculum research and instructional practices

Designing lessons using research data

Meeting with colleagues and administrators to discuss recent research

Demonstrating basic knowledge and vocabulary, engaging in conversation about current initiatives/research practices

Proficient

- Considers and uses a variety of research-based approaches to improve teaching and learning.

Constantly employing new techniques and strategies in daily lesson plans

Using multiple teaching styles during every lesson

Applying the research and analyzing the outcome of research on student achievement in the school

Seeking to build/enhance a professional library in the school

Adapting to changing practices, new ideas, and initiatives

Standard 1: Teachers Demonstrate Leadership/ Teachers demonstrate leadership in the school. Teachers lead the teaching profession. Teachers advocate for schools and students. Teachers demonstrate high ethical standards

Element A: Teachers lead in their classrooms

Developing:

- Understands how they contribute to students graduating from high school
 - Uses data to understand the skills and abilities of students
- Reviews Benchmark data
Classroom is decorated with College Paraphernalia
Teacher maintains data notebooks
Clarifying how passing to the next grade is necessary to complete high school.
Explaining how mastery of this unit relates to passing to the next grade
Telling students how mastery of this lesson relates to mastering the entire unit
Analyzing student scores on previous homework
Comparing student work with previous student projects
Considering student scores on previous tests or quizzes
Linking this lesson to previous lessons
Referring to previous assessments of student progress
Using classroom data notebooks listing learning styles for each student
Identifying subgroups such as EC, ESL, AIG, etc.

Proficient:

- 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 and orderly classroom
Explaining that knowing how to do this activity is important
Communicating to students that “We need to master this concept to succeed.”
Offering to let students come for help on this lesson
Differentiating instruction by grouping and individualizing instruction
Referring to benchmark test scores
Referring to how well and to what extent students mastered previous lessons
Using pacing guides
Using the Common Core Curriculum
Circulating constantly among students
Posting class rules
Rewarding good behavior
Stopping inappropriate behavior
Teaching students classroom rules for administrative matters, talking, and movement
Requiring student-led conferences, as appropriate
Using disaggregated test data such as benchmark tests, common assessments, K-2 assessments, EOG’s, or EOC’s to drive instruction
Utilizes technology in classroom
Utilizes benchmark data to refine and inform instruction
Uses data to inform and modify instruction
Students participate in job awareness centers

Element B: Teachers demonstrate leadership in the school

Developing:

- Attends professional learning community meetings
 - Displays awareness of the goals of the school improvement plan
- Attending faculty meetings
Attending grade level/team/department meetings
Attending school improvement team (SIT) meetings
Designing lessons aligned to SIT goals
Emphasizing SIT goals to students
Attends PLC meetings but does not contribute
Understands Goals of SIT but does not implement strategies to support goals

Proficient:

- Participates in professional learning community
 - Participates in developing and/or implementing the school improvement plan
- Serving on a curriculum committee
Serving on the SIT team
Taking a leadership role at grade level/team/department meetings
Attending optional professional learning activities
Volunteering to participate in new initiatives
Setting professional goals based on the SIT plan
Works collaboratively with peers on lesson plans
Positively participates in PLC meetings
Positively participates in and implements staff development related to SIT goals

Element C: Teachers lead the teaching profession

Developing:

- Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues
- Participating in work group meetings
- Brings ideas and data to PLC meetings for discussion
- Helps organize and host school family nights
- Reviewing upcoming professional development activities
- Talking regularly with at least one trusted peer
- Attends PTA meetings
- Attends PLC meetings
- Joins Professional Teaching Organization

Proficient:

- Improvement of the profession through professional growth
- Establishment of positive working relationships
- School's decision-making processes as required
- Attending professional development appropriate to subject/grade
- Starting new research-based initiatives
- Using knowledge and skills acquired from professional development
- Being willing to ask peers for help
- Sharing effective practice with peers
- Sharing in work group tasks
- Seeks professional growth through pursuit of graduate degree
- Volunteering to help peers when appropriate

- Following the chain of command when problems arise
- Participating in work group, faculty, or SIT meetings
- Suggesting solutions for campus dilemmas
- Utilizing school and/or district resources such as media specialists, EC, or ESL teachers, etc.
- Identifying her/his strengths and weaknesses in order to set professional growth plans
- Joining a professional organization
- Positively participates in PLC meetings
- Positively participates in SIT meetings

Element D: Teachers advocate for schools and students

Developing:

- Knows about the policies and practices affecting student learning
- Attending professional development activities locally
- Reading the appropriate section of the NCSCOS
- Studying professional journals appropriate to the subject taught
- Attending IEP meetings for EC students
- Has copies of student and staff handbooks easily available
- Can identify policies & procedures that effect student learning

Proficient:

- Supports positive change in policies and practices affecting student learning
- Asking peers about new skills peers are using
- Observing peers who use new techniques and skills
- Using new skills and knowledge effectively in class

- Making decisions based on fact such as research, data, or student needs as opposed to making decisions based merely on pre-conceived notions
- Positively implements new policies and procedures
- Reminds & encourages colleagues to follow new policies & procedures

Element E: Teachers demonstrate high ethical standards

Developing:

- Understands the importance of ethical behavior as outlined in the *Code Of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*
- Posting a copy of the Code of Ethics
- Reading the Code of Ethics
- Can state reasons why code of conduct and ethics is important for teachers

Proficient:

- Demonstrates ethical behavior through adherence to the *Code of Ethics For North Carolina Educators* and the *Standards for Professional Conduct*
- Adjusting techniques and procedures to resolve ethical problems
- Advocating to students regarding ethical standards
- Asking peers about apparent ethical dilemmas
- Modeling proper ethical behavior to others
- Maintains a confidential & respectful attitude w/ colleagues
- Maintains appropriate relationships w/ students

Flyswatter vocabulary game

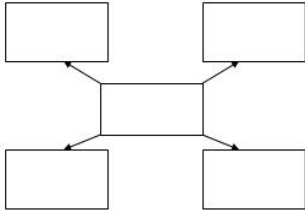
Purpose: To identify key vocabulary terms based on the definition given.

Materials: 2 flyswatters, words/phrases printed out or written on whiteboard

Participant Directions:

1. All of the target vocabulary words scattered across the board.
2. Participants are divided into two teams. A representative from each team comes up to the board and each representative is given a flyswatter.
3. Definitions are read
4. The first participant to swat the correct word gains a point for their team.





Modified Frayer Model

Purpose: to formulate key components of a Teacher Evaluation Standard

Materials: Frayer Model Handout, posterboard/chart paper, Instructor's Model of Standard 1, Copies of Standards 2, 3, 4, & 5

Participant Directions:

1. Identify revised blooms vocabulary embedded within a teacher evaluation standard.
2. Reconstruct a teacher evaluation standard through paraphrasing.
3. Articulate artifacts that support a teacher evaluation standard.
4. Apply real world application to a teacher evaluation standard.

Time Frame: 8-10 minutes

Activity Aliases:

- Frayer Model
- Concept Mapping

Grudge Ball

Purpose: To explore elements of the NC Professional Teaching Standards by utilizing a mind-body game activity.

Materials: Nerf Ball and basket, post-it notes, pens/pencils, Instructor's model (Elements handout), Whiteboard

Participants Directions:

1. Each team begins with 10 X's.
2. A question will be asked relative to the NC Professional Teaching Standards and each team needs to discuss and write the answer on their whiteboard (post-it note) and display their answer when direction is given.
3. The team that gets the answer correct gets to remove 2 x's from another team. You can take them both from the same team or split with another team.
4. Before you take away X's, you will get to increase the number by shooting the nerf ball into the net. If you make the shot from the far line, you can take 5 X's off the board and if you shoot from the closer line you can remove 4 X's.
5. You can NOT remove X's from your own team.
6. If your team is eliminated, you may win your way back in the game by getting an answer correct and shooting a basket. You can earn 4 or 5 X's back by answering a question correct and shooting a basket.
7. The winning team is the one with the most X's left at the end of the game!!

Timeline: 8-10 minutes

Activity Aliases:

- **Trash Ball**
- **Fluffy Ball**



Modified Frayer Model

Bloom IT!

(Skim & scan the standard for RBT vocabulary)

Sum IT UP!

(Read the standard & paraphrase it)

Type the Teacher
Evaluation
Standard here

Prove IT!

(Identify artifacts)

Show IT!

(Select the picture that supports the standard & explain)

Minimum Observations Requirements

Evaluation Cycle Type	Formal Observation (With post-conference)	Formal Observation (With post-conference)	Formal Observation (With post-conference)	Peer Observation (with post-conference)	Formal or informal Observation	Formal or informal Observation	Summary Rating Form
Comprehensive Evaluation Cycle	X	X	X	X			X
Standard Evaluation Cycle	X				X	X	X
Abbreviated Evaluation Cycle					X Standards 1 and 4	X Standards 1 and 4	X Standards 1, 4 and 6

Teaching Experience	Evaluation Cycle Type
Less than 3 years	Comprehensive
Greater than 3 years	Any Cycle
Career Status or 4 yr Contract	

Retrieved

from <http://ncces.ncdpi.wikispaces.net/file/view/OBS%20requirements%203.15.pdf/550968618/OBS%20requirements%203.15.pdf>

	Rotation 1	Rotation 2	Rotation 3	Rotation 4
Technology Communication				
Concept Mapping				
Hands-On Manipulatives				
Literacy				

Station Rotation instructions

Each candy group will have a designated captain. The captain will be responsible for making sure their group is rotating as the above schedule indicates.

Captains will be given a folder. Some stations may require the captain to be responsible for other task as well. Thank you for your leadership.

Time will be called when the station time has concluded. At that time, the group will rotate to the next station.

Technology/Communication

Big is an application that can be downloaded on your iPad. This application will allow participants to key in a response and it will show up in large print.

Purpose: Allow participants to respond to a question (one word) and display it so that it can be easily read.

Materials: iPad, Big app

Participant Directions:

1. Participants will have their iPad on and the Big app opened.
2. The instructor will ask a question and participants will key in the answer.
3. Once the answer has been keyed in the participants will hold up the iPad to show their response.
4. Participants will reset the screen for the next set of questions.



Word Sort Activity

Purpose: To assess participant's knowledge of the words in the sorting activity.

Materials: words cut out on slips of paper, header for categorizing (closed word sort)

Participant Directions:

1. Participants can work individually or in pairs/groups
2. Participants will be given a prepared envelope or bag with the slips of words to categorize.

