STANDARD 1:	Teachers Demonstrate Leadership
Element A	**Teachers lead in their classrooms.**
Developing	-Has assessment data available and refers to it to understand the skills and abilities of students - Accesses data from district assessments - Has written classroom management plan available and posted -Links lessons to prior learning -Has college displays -Clarifies that passing is necessary for graduation -Assumes responsibility for student achievement/proficiency/growth
Proficient	- Uses a variety of formative and summative assessments to evaluate student progress and guide instruction - Data analysis guides lesson plans, activities, and group assignments - Communicates vision to students - Enforces the written classroom management plans - Reshapes instruction to fit needs of individual students - Provides extra assistance to students as needed - Refers to current events - Relates instruction to preparation for life - Continually encourages students to graduate and plan for college/career -Correlates best instructional practices with progress of students to ensure student college and career readiness -Generates data driven interventions to support student mastery of skills and concepts taught
Accomplished	- Uses portfolios, rubrics, and other types of assessments to evaluate progress - Uses protocols for collaborative activities - Includes real-life situations and 21$_{st}$ century skills in lesson plans -Discusses impact of current events - Provides leadership opportunities in classroom - Vision is communicated/modeled to produce student leaders in the classroom - Differentiates instruction and assignments based on data -Creates processes and procedures to align best practices and data driven interventions to facilitate replication of best practices among peers
Distinguished	- Analyzes data with colleagues to make decisions about student needs and instructional planning -Maintains accurate records of every student's progress -Establishes procedures to ensure that all students participate in discussions and share roles in group work - Facilitates workshops at the school level to ensure all students succeed by using best practices connected to student data - Leads school wide workshops on how to differentiate instruction and assignments based on data and/or how to create a safe and orderly learning environment

	-Demonstrates processes and procedures to align best practices and data driven interventions to colleagues and coaches peers for implementation of best practices -Leads school and district PLCs in collaborative work to support teachers and improve effectiveness
Element B	**Teachers demonstrate leadership in the school.**
Developing	-Attends Professional Learning Community meetings -Attends grade level, faculty, SIT meetings -Has a copy of the School Improvement Plan -Seeks to understand school norms and cultural expectations of school community
Proficient	- Actively participates in Professional Learning Community (PLC) and other professional meetings -Serves on school committees - Analyzes data with colleagues to make instructional decisions - Provides suggestions and feedback to School Improvement Team members -Positively participates in new initiatives -Provides input to enhance student learning -Develops Professional Development Plan (PDP)
Accomplished	- Facilitates Professional Learning Community meetings and/ or serves as a grade level, department, or School Improvement Team representative - Assists in developing plans to foster academic growth - Observes peer teachers to learn new strategies - Shares plans, strategies, etc with new teachers - Serves as an advisor or coach for a student extracurricular club/team or other activities -Serves on interview committees for hiring new personnel -Demonstrates reflective self-improvement goals in the development of Professional Development Plan (PDP)
Distinguished	-Serves as a leader in implementing or advocating the creation of goals in the School Improvement Plan -Leads staff development -Identifies and suggests solutions for issues across and beyond grade level/team/department -Serves as a mentor or induction coordinator for new teachers -Invites other teachers into the classroom to share strategies -Leads demonstration lessons for peers
Element C	**Teachers lead the teaching profession.**
Developing	- Can locate professional development opportunities - Attends required professional development sessions - Collaborates formally and informally during meetings -Has a written professional development plan
Proficient	- Provides research on best practices and/or documentation of required professional development activities or readings completed

	- Communicates professionally with the leadership team representative, grade level and/or department chair - Reflects upon past experiences and communication practices with parents, students, colleagues, and administrators - Collaborates formally and informally during meetings and dialogue - Establishes a positive line of communication with administration team and follows chain of command -Establishes positive working relationships
Accomplished	- Actively seeks and attends non-required professional growth activities -Works in PLC to promote collaboration and professional growth - Lesson plans show implementation of content and best practices learned in professional development
Distinguished	- Leads professional development to address areas of need at the school level - Models professionalism with a positive attitude and strong work ethic - Observes and gives feedback to colleagues in lesson planning and delivery -Leads in a professional organization or state/district committee - Establishes collegial classroom walk-throughs for the purpose of garnering best practices to share with departments
Element D	**Teachers advocate for schools and students.**
Developing	- Has copies of school (faculty and student) handbooks - Attends meetings as required, including IEP meetings - Can communicate testing and portfolio process/procedures - Uses approved lesson plan format - Collaborates with colleagues to improve student learning
Proficient	- Develops written lesson plans for student learning - Shares ideas for positive change at school meetings - Uses formative data to improve student learning - Is a member of the school's Parent-Teacher Association (PTA) - Positively implements new policies/procedures - Makes decisions based on facts, research, data, and/or student needs - Sends interim progress reports as scheduled - Communicates with school personnel regarding student needs -Follows district/school protocols for providing interventions for at-risk students
Accomplished	- Leads small group meetings - Organizes events and/or programs at the school - Encourages parent/guardian participation in school activities - Communicates with parents/guardians beyond required interim reports and open house sessions to show and discuss student work and / or progress - Actively seeks solutions to challenges students must overcome and helps remove barriers for success - Participates in sub-committee work - Is a member of an organization that advocates for schools and/or students

Distinguished	- Serves as a leader or chairperson of a group that advocates for schools and/or students - Promotes new initiatives to peers, students, and parents - Leads staff development on ways to assist students and overcome challenges
Element E	**Teachers demonstrate high ethical standards.**
Developing	- Has a copy of the NC Code of Ethics and Standards for Professional Conduct - Has fair and equitable classroom rules and procedures to protect student learning conditions - Keeps accurate student discipline log, communication records, and grade book -Maintains confidentiality and observes FERPA rules
Proficient	- Observes NC Code of Ethics and Standards for Professional Conduct - Keeps accurate financial records for school materials, trips, etc - Maintains an accurate and equitable grading policy and management plan - Maintains appropriate relationships with students - Consistently exhibits professional behavior in the classroom, meetings, and school functions - Protects the learning environment to maximize instructional time for student learning
Accomplished	- Counsels peers who flaunt ethical standards - Reports violations of NC Code of Ethics and Standards for Professional Conduct - Seeks additional resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent - Collaborates with others to shape educational goals, policies, and decisions -Consistently follows all school, system, and classroom policies
Distinguished	- Conducts school/district trainings on professionalism - Initiates discussions with administrators regarding ethical dilemmas that affect the school community

STANDARD II	**Teachers Establish a Respectful Environment for a Diverse Population of Students**
Element A	**Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.**
Developing	- Identifies the types of diversity within the student population - Models good manners and respect for others

	- Posts and follows policies and procedures that foster respectful communication and interaction in the classroom
Proficient	-Respects the diversity within the student population - Establishes a classroom environment that respects cultural diversity - Models and requires respectful classroom communication - Attends school-related activities to support students - Is flexible when making assignments
Accomplished	- Encourages students to be supportive of diversity - Uses PBS consistently - Selects materials that challenge stereotypes and uses them with sensitivity - Uses sustaining feedback so that students experience success - Creates a safe and orderly environment that allows students to take risks
Distinguished	- Creates learning opportunities that celebrate students' diversity - Facilitating positive work within PLCs to support students' success - Understands that human variability is normal and beneficial
Element B	**Teachers embrace diversity in the school community and in the world.**
Developing	-Identifies the types of diversity within the school community - Groups students based on multiple criteria - Posts and discusses artifacts that celebrate different cultures - Acknowledges and demonstrates respect for students' cultural traditions and holidays
Proficient	-Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues - Explains how cultures interact to shape world events - Discusses current events - Promotes tolerance in the classroom
Accomplished	-Understands the influence of diversity, and plans instruction appropriately - Uses a variety of materials that reflect a broad range of cultures and interests - Ensures that both genders and all ethnic groups' opinions and ideas are heard - Presents opposing points of view without value judgment
Distinguished	-Invites a variety of community members into the classroom to strengthen appreciation of diversity - Imbeds global issues/events in classroom discussions - Routinely includes many cultural influences in lessons
Element C	**Teachers treat students as individuals.**
Developing	- Communicates vision and mission of district/school - Encourages students to give their best efforts - Challenges all students - Gives honest and constructive feedback
Proficient	-Articulates the need to treat students as individuals - Attends proactively to student differences

	- Encourages students to undertake riorous work - Expects the best from every student - Differentiates instruction - Uses rubrics or other methods for establishing clear expectations and criteria - Creates classroom opportunities that allow the teacher to actively know and connect with students - Uses students' interests and concerns to develop course content - Helps students understand the link between effort and achievement
Accomplished	-Values individual students' contributions - Creates activities/lessons that provide students with choices about how to express their learning - Establishes procedures to ensure all students participate
Distinguished	-Maintains a learning environment that has high expectations of every student - Provides challenging, rigorous work for all students - Helps students monitor their success - Models pursuit of excellence for students
Element D	**Teachers adapt their teaching for the benefit of students with special needs.**
Developing	- Recognizes that students have special needs - Has a copy of student IEP accommodations - Is aware of available student modifications - Uses a variety of teaching strategies - Can identify subgroups that exist within the classroom/school - Frequently monitors student performance - Identifies students' interests/learning styles - Rarely differentiates instruction
Proficient	- Meets with student case manager(s) to seek assistance to meet the needs of the students - Collaborates with specialists who can provide support to the special learning needs of students - Periodically seeks assistance to meet the needs of students - Gives directions to students in a variety of ways - Participates in professional development activities to improve teaching strategies - Differentiates instruction to meet students' needs - Makes adjustments in the lessons based on the needs of the students - Follows IEP accommodations
Accomplished	- Provides collaborative learning opportunities for students based on learning needs - Engages exceptional students in rigorous and relevant work - Frequently uses various assessments to modify some activities - Differentiates student activities on a regular basis - Frequently acts as a resource person for peers
Distinguished	- Consistently differentiates lesson based on students' needs - Utilizes diagnostic, formative and summative data and other available

	resources to adapt instruction - Infuses lessons with technology in order to deepen student understanding - Acts as a resource to peers and the school community for differentiation
Element E	**Teachers work collaboratively with the families and significant adults in the lives of their students.**
Developing	- Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools - Forwards all school related communications - Communicates in a positive manner with parents and maintains a log of parent contact - Responds promptly to phone calls/emails - Uses technology to communicate with parents/guardians - Identifies obstacles that prevent students from being successful - Participates in conferences
Proficient	- Initiates parent meetings about student progress - Uses technology effectively to post current assignments/projects/announcements - Explores community resources to help students - Advocates for school community
Accomplished	- Maintains a classroom website/class newsletter - Identifies obstacles that prevent students from being successful - Documents responsiveness to parent needs via the communication log - Makes appropriate referrals to available resources - Frequently attends events that are hosted in the school community - Recognizes exemplary students - Communicates with parents who do not speak English
Distinguished	- Makes appropriate referrals to available resources - Advocates for school community - Models ethical behavior in all interactions with school and community - Participates regularly in school events - Finds alternative ways to meet with parents who are unable to come to school - Seeks grant opportunities in order to provide for students with needs - Routinely does home visits as needed
STANDARD III	**Teachers Know the Content They Teach**
Element A	**Teachers align their instruction with the *North Carolina Standard Course of Study.***
Developing	- Uses NCSCOS to plan lesson - Lessons plans show evidence of the inclusion of literacy across content areas - Instruction and assessment is aligned with the NCSCOS in content, in context, and in cognitive expectations
Proficient	- Articulates NCSCOS objectives clearly in lesson plans - Lessons show evidence of the use of strategies that make the curriculum rigorous and relevant

	- Uses the language of the NCSCOS objectives when planning in grade or subject level meetings - Elementary lesson plans show evidence that all grade level objectives are taught -Secondary lesson plans show evidence that all course objectives are taught - Teaches literacy skills across subjects
Accomplished	- Incorporates strategies and resources in lessons obtained from professional organizations, meetings, professional development - Reflects upon the rigor and relevance of the taught curriculum via grade level meetings, conversations with administrators, peers and parents - Consistently employs high order thinking skills in developing lessons - Uses data to drive and assess literacy instruction
Distinguished	- Models strategies for colleagues - Develops and leads training to help colleagues align their instruction with the NCSCOS - Sits on curriculum advisory committee, focus group, project team - Uses student data to make appropriate adjustments to lesson content and the pacing of the curriculum - Models differentiation and shares ideas - Consistently ncludes higher order thinking skills and literacy skills in lessons
Element B	**Teachers know the content appropriate to their teaching specialty.**
Developing	- Teaches content aligned with *NCSCOS* - Teaches accurate information -Uses professional resources related to content when planning and delivering instruction - Draws content from appropriate sources
Proficient	- Attends professional development, graduate courses, conferences, designed to increase content knowledge - Has a working knowledge of the technologies available to increase student understanding of content curriculum and infuses technology - Paces instruction to optimize effective learning - Organizes instruction around central themes
Accomplished	- Sponsors clubs, fieldtrips, after school activities related to content area - Involves students in learning more about the content area beyond the required curriculum - Shares content area resources with colleagues - Uses technology to enhance the delivery and student understanding of the content area - Conducts action research and participates in on-going educational trends
Distinguished	- Develops and delivers content area workshops to colleagues - Develops resources and tools to increase the rigor and relevance of the content area for students and shares them with colleagues - Seeks advanced degree or add-on certification - Engages students in activities that build 21st century skills

Element C	Teachers recognize the interconnectedness of content areas/disciplines.
Developing	- Knows the curriculum content below and above their grade level/course - Integrates instruction across disciplines - Uses current events to enhance instruction - Attends vertical and horizontal curriculum planning meetings - Engages in team teaching or co-teaching units as appropriate
Proficient	- Identifies prerequisite requirements with grade level and/or cross functioning teams - Identifies requirements needed to meet the demands of next grade level and/or subject area - Plans linkages between grade level/course content - Promotes global awareness by integrating global content into lesson plans and lesson delivery -Links concepts, content, beliefs and perspectives to global concepts, content, beliefs and perspectives
Accomplished	-Relates content to other disciplines as evidenced by lesson plans, lesson delivery, student work, out of class activities - Consistently uses technologies to facilitate the linkages between content areas both vertically and horizontally - Addresses global issues and current events - Leads vertical and horizontal content planning meetings - Integrates instruction in relevant ways
Distinguished	- Utilizes technology to teach global awareness - Develops tools that help to articulate vertical and horizontal content linkages - Collaborates with peers, community, universities and organizations to ensure the interconnectedness of content areas/disciplines - Develops and delivers professional development designed to help colleagues understand global connections embedded within content areas
Element D	Teachers make instruction relevant to students.
Developing	- Connects curriculum to life in the 21_{st} century - Uses multimedia resources to enhance instruction - Identifies 21st Century skills throughout the NCSCOS - Accesses resources, artifacts, and examples to help students connect their learning to life in the 21_{st} century
Proficient	- Includes activities that enable students to connect the curriculum with technology using 21_{st} century skills - Helps students make global connections across the curriculum - Explains the relevance of lessons - Promotes participation in civic life by teaching students how to stay informed about issues
Accomplished	- Consistently integrates core content with 21_{st} century content. - Collaborates with other teachers to show relevance among curricular areas - Regularly uses outside resources, artifacts and examples that

	facilitate students making connections between the classroom and life in the 21$_{st}$ century - Designs activities that require students to adapt, solve problems, and develop collaborative skills - Engages students in group activities that value and require personal productivity
Distinguished	-Collaborates and develops relationships with community members to facilitate instruction - Models and demands personal and academic integrity - Requires students to take responsibility for their own learning - Develops and uses a comprehensive system for evaluation students' development of 21st century skills - Uses simulations, court cases, debates, legislative actions or other real-life applications to enhance instruction
STANDARD IV	**Teachers Facilitate Learning for Their Students**
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.**
Developing	- Understands developmental levels and recognizes need to differentiate -Uses formative and summative assessment strategies
Proficient	- Develops activities to build higher level thinking skills - Addresses various learning styles/intelligences during instruction - Provides differentiated assignments based on assessment data -Selects needed resources to improve student learning -Uses formative and summative assessments to drive instruction
Accomplished	- Develops and uses formative and summative assessments - Consistently differentiates based on performance data - Uses alternative resources to improve instruction - Provides opportunities for students to extend and stretch their strengths and weaknesses - Uses centers and/or groups as methods for differentiation
Distinguished	- Shares ideas with peers and/or leads professional development on differentiated instruction - Presents at Local, or State, or National conferences - Uses current research about student learning - Suggests, implements, develops, or adapts programs that enhance student learning
Element B	**Teachers plan instruction appropriate for their students.**
Developing	- Creates lesson plans using NCSCOS - Uses pacing guides and curriculum maps - Attends meetings - Administers required benchmarks assessments - Knows that data is an important tool for planning
Proficient	- Uses formative/summative assessments as well as other data to guide

	instruction and lesson planning - Continually modifies instruction based on informal and formal assessment data - Incorporates teaching strategies that meet the needs of all students
Accomplished	- Monitors all student responses during whole class, small group and seatwork activities - Creates common assessments - Uses temporary skills groups as appropriate to meet objectives - Maintains accurate records of students' mastery of objectives - Monitors trends in student performance to identify strengths and weaknesses and guide differentiation
Distinguished	- Responds to cultural differences through lesson planning and lesson implementation - Leads vertical data discussions to support SIP goals and objectives - Informs instructional methods with current diversity based research
Element C	**Teachers use a variety of instructional methods.**
Developing	- Is aware of different teaching strategies and learning styles
Proficient	- Addresses the different learning styles in the classroom - Uses varied strategies during instruction - Integrates technology appropriately
Accomplished	- Differentiates instruction on a routine basis incorporating visual, auditory, and kinesthetic learning opportunities to meet the learning needs of all students - Differentiates to meet varied needs - Engages students in higher level thinking - Encourages students to use and apply metacognitive reading skills
Distinguished	- Consistently incorporates current ideas from in-service training and action research - Explores and implements new technology - Conducts staff development to share new strategies and materials - Uses professional publications in order to stay abreast of current best practices
Element D	**Teachers integrate and utilize technology in their instruction.**
Developing	- Is aware of technology that is accessible for instructional purposes
Proficient	- Uses technology in the classroom regularly and appropriately
Accomplished	- Uses appropriate technology to support instruction of core curriculum - Enhances instruction with technology - Explores new and innovative technology and implements new skills
Distinguished	- Leads students to produce work products using technology based tools - Attends professional development on technology and implements new skills - Viewed by peers as a building expert on technology
Element E	**Teachers help students develop critical thinking and problem solving skills.**

Developing	- Is aware of importance of higher order thinking skills and the various levels of higher order questioning - Asks Knowledge and Comprehension based questions most often
Proficient	- Asks students to apply, analyze, evaluate, and generate/create - Models problem-solving techniques for students - Employs questions and assignments requiring critical thinking
Accomplished	- Consistently poses higher order questions to students and models think-alouds and problem solving - Requires students to develop and test new ideas and to draw conclusions - Requires students to exercise and communicate sound reasoning - Requires students to frame, analyze, and solve problems
Distinguished	- Shares ideas and assists teachers in integrating higher order thinking and problem solving during grade level meetings and in-school staff development to enhance instructional practice - Routinely assigns students to teams for problem-solving - Participates in developing curriculum at district/state level
Element F	**Teachers help students work in teams and develop leadership qualities.**
Developing	- Understands the need to teach students to work collaboratively - Arranges classroom seating that encourages and supports collaborative work
Proficient	- Provides frequent opportunities for paired activities and small group work - Groups diverse students purposefully to ensure the success of collaborative learning experiences - Consistently provides opportunities for students to work together - Organizes student teams to promote leadership development
Accomplished	- Creates a learning environment where students create working teams and assign themselves roles and responsibilities - Develops and uses rubrics that require students to cooperate, collaborate, and manage their teams
Distinguished	-Develops student leaders by providing feedback on cooperation, collaboration, and leadership in team work - Conducts staff development on effective use of teams
Element G	**Teachers communicate effectively.**
Developing	- Uses proper grammar in the classroom with students, parents, and peers - Speaks clearly in all conversations - Gives clear directions as part of lessons - Uses a positive tone and voice level in conversations - Utilizes a variety of communication techniques to overcome language barriers, including wait-time - Establishes rules and procedures for oral participation and classroom movement
Proficient	-Uses a variety of teaching styles (tone, visual, etc.) to communicate directions

	- Communicates appropriately in verbal and handwritten notes - Uses a variety of questioning techniques and opportunities for discussion - Models respectful communication - Encourages all students to participate equitably in classroom responses - Teaches students to participate in small group discussions and cooperative groups
Accomplished	- Asks open-ended questions and encourages open discussions - Uses cooperative groups effectively - Encourages students to participate actively by listening, writing, and verbal participation - Provides opportunity for students to select appropriate means of communication and reflect on their work
Distinguished	- Anticipates communication issues and makes provisions for students with language barriers (Visuals, translated letters, interpreter for conferences, etc.) - Leads staff development on literacy skills and effective communication - Encourages students' ownership for solving problems - Empowers students to lead in instructional opportunities - Empowers students to assess peers and their own learning - Helps to establish school-wide procedures for enhancing communication among students and colleagues. - Employs a 21st century mindset in communication and learning
Element H	**Teachers use a variety of methods to assess what each student has learned.**
Developing	- Administers benchmarks and required quarterly assessments - Administers formative and summative assessments and maintains a record of students' progress
Proficient	- Reviews students' homework to assess mastery - Uses summative test data to group students for instruction - Adjusts teaching to address and meet students' needs based on multiple assessments - Uses various means to evaluate students - Understands how to interpret performance data, and uses information to drive instruction
Accomplished	- Uses performance data to drive and modify instruction on a consistent basis - Uses small group instruction to teach concepts based on data from assessments - Allows students to choose from a variety of ways to demonstrate mastery - Uses rubrics to determine learning expectations for the students as well as to evaluate students' work products - Teaches students how to give peer feedback to encourage learning and reflection
Distinguished	- Models 21st Century skills for colleagues - Regularly conducts pre and post assessments and uses summative,

	formative, and anecdotal assessments to group students - Teaches students to analyze assessments/tests in order to take responsibility for their own performance and set personal improvement goals - Provides opportunities for students to choose the artifacts by which they are assessed
STANDARD V	**Teachers Reflect on Their Practice**
Element A	**Teachers analyze student learning.**
Developing	- Reviews students' portfolio, IEPs, and cumulative records prior to planning lessons - Monitors student progress - Attends workshops focused on improving analysis
Proficient	- Routinely shares research based interventions during PLC meetings when discussing and analyzing student data - Prepares challenging lessons that are aligned with the NCSCOS - Uses data to drive instruction - Attends professional development to improve practice - Participates actively in PLCs to improve student performance
Accomplished	- Keeps a student data log or journal showing analysis and reflection about student learning - Capitalizes on "teachable moments" - Consistently considers individual needs of students and differentiates accordingly
Distinguished	- Keeps a student data log or journal on each student showing evidence of analysis from using research based strategies -Shares strategies during grade level /PLC discussions - Analyzes strategies throughout the year to identify successful methods - Conducts action research to promote student learning
Element B	**Teachers link professional growth to their professional goals.**
Developing	- Attends staff meetings and professional development sessions at school and with the district - Develops an appropriate professional development plan - Seeks professional development opportunities to foster growth
Proficient	- Participates in professional development that aligns with individual professional development goals - Implements new skills and strategies and shares them with colleagues
Accomplished	- Attends workshops aligned with individual professional development goals that relate to student needs and implements new skills and strategies - Takes an active leadership role in leading professional development - Collects and shares outside resources - Seeks an advanced degree
Distinguished	- Uses the strategies learned at professional development workshop in planning with grade level team - Chairs a committee

	- Improves practice by seeking National Board certification and/or an advanced degree - Participates in decision making and research at the district, state and/or national level
Element C	**Teachers function effectively in a complex dynamic environment.**
Developing	- Designs lessons based on research-based practices - Reads professional material
Proficient	- Uses research based intervention practices in lessons and plans - Uses multiple teaching styles - Adapts to changing practices, new ideas, and initiatives
Accomplished	- Participates in a professional organization - Uses a variety of research-based techniques to challenge students - Being a change agent - practicing, providing feedback, and affecting the overall climate of the school - Mentors new teachers or supervises interns
Distinguished	- Conducts and shares research from professional materials - Revises instruction based on evaluation and diagnosis of data - Participates in National Boards and/or graduate classes - Advocates in community - Is innovative, and shares outcomes with school/district - Is active in policy making and change