Evidences for Professional Teacher Standards 1-5

These are examples of evidences created by principals across the state during the 2013-2014 Principal READY meetings. Although this is not an exhaustive list, it may be a place to begin to create your own individual, prioritized evidence document.

STANDARD 1, ELEMENT A

Teachers lead in their classrooms.

- Uses data to drive decision making . How are students grouped and why? What is the teacher doing to make sure all students are moving forward ? How are students leading in the classroom?
- Creates pre-tests to assess prior knowledge and skills then implements instruction from pre-test data.
- Uses pre-/post tests and formative assessments to guide instruction.
- Uses quarterly data analysis -- MClass, Benchmark Assessments, etc.
- Utilizes Reading 3D data to inform instruction.
- Demonstrates systematic process based on data analysis to organize students for small group instruction.
- Uses data from classroom and state assessments to plan and differentiate instruction on a daily basis.
- Develops lesson plans that show grouping and re-grouping of students based on data.
- Utilizes a formal system to collect and use student data and shows artifacts that display how data was used to drive instruction.
- Uses formative assessment notebooks to track progress or lack of progress and examines data before getting to end of quarter/benchmarks.
- Demonstrates ability to discuss multiple data points for multiple students and attempts to improve learning, intervening with those who are having difficulty progressing.
- Collects and uses data concerning academics, attendance, and discipline to drive classroom activities.
- Communicates so students know what they are learning and why.
- Empowers students by the use of rubrics and student-made assessments in the classroom.
- Creates a classroom culture that empowers students to collaborate /work together on projects and tasks instead of students working individually on assignments.
- Organizes student-led group work to empower students.
- Takes responsibility for the learning of students by buying into /accepting their students rather than complaining about results that are due to student situations.
- Focuses conversations towards students and empowers students to self-reflect and analyze work.
- Guides students to set goals with plan of action.
- Keeps and shares records of individual conferences concerning grades, attendance, 4-year plan, etc. during Advisor/Advisee time.
- Conducts conferences with students to discuss scores and how to track growth, articulating what help students need to improve.
- Allows student-led conferences to promote student leadership and ownership for learning.
- Provides evidence that thoughtful and purposeful planning goes into each lesson.
- Establishes and maintains rules and procedures .
- Posts classroom expectations.
- Demonstrates effective classroom management; professional conduct in classroom; safe, orderly and responsive classroom; and positive rapport with students.
- Guides and implements student contracts as needed.

- Gives students autonomy to develop classroom rules and guidelines (if available, based on criteria for PBIS in the school and classroom) and to participate in creating rubrics and selecting instructional activities.

STANDARD 1, ELEMENT B

Teachers demonstrate leadership in the school.

- Joins School Improvement Team (SIT) as a member and actively participates in collaborative practices by buy-in and implementation of the School Improvement Plan (SIP).
- Collects and presents data related to SIP goal.
- Collects, analyzes, and shares relevant data in PLCs and faculty meetings to inform discussions, problem solving, goal setting/action steps, SIP, and common assessments.
- Shows initiative to identify an area of need within the school, seeks personnel to research and brainstorm solutions, and creates a plan to meet the identified need.
- Serves on a committee to organize and design a new program or learning initiative and actively serves on data team that analyzes data to determine program effectiveness.
- Demonstrates availability to colleagues to answer questions or provide impromptu collaboration, acting as an"unassigned" mentor because of ability and experience.
- Demonstrates collegiality, specifically with teaching and learning strategies and implementation of initiatives, leading by example.
- Shares and models best practices during small group vertical share out sessions.
- Provides Professional Development (PD) for Professional Learning Community (PLC,) and school by sharing ideas and resources from meetings, continuing education classes, conferences., and Action Research (research and reflection to guide best practice for student success).
- Participates in the hiring process.
- Serves as teacher leader, mentor, committee chairperson.
- Collaborates with other teachers and specialists to ensure a unified curriculum.
- Takes on projects beyond normal job description, such as, writing grants and beautifying school, or assumes duties not assigned.
- Serves as a peer observer (formally and informally).
- Enhances protocols and procedures at the school to improve achievement.

STANDARD 1, ELEMENT C

Teachers lead the teaching profession.

- Serves student teachers.
- Leads in the Professional Development Plan (PDP) process and assists others.
- Seeks out and participates in relevant PD to improve student achievement.
- Works to make positive change in personal practice and on a larger scale across the school, district, and state.
- Serves on district and state committees to develop policies and procedures.
- ASKS to be involved in PD or in coaching/mentoring teachers.
- Conducts professional development at the district, state, and national levels.

- Presents at state conferences.
- Presents successful best practice at a county-wide PLC .
- Leads/ participates in book studies.
- Seeks higher degree/ additional certifications.
- Serves as NCAE leader/ officer/ presenter, speaker at county commissioners meeting, or speaker with state legislators.
- Stays aware of professional climate /news and shares with colleagues.
- Develops positive relationships with other teachers and staff members.
- Collaborates with other teachers globally (ncedchat).
- Attends district teacher-leader meetings and share s information with teachers at the school.
- Researches and seeks out best practices for instruction.

STANDARD 1, ELEMENT D
Teachers advocate for schools and students.

- Provides input/research findings for new programsto implement in the school.
- Attends DSS invited meetings.
- Uses social media appropriately.
- Develops and shares strategies for teachers to incorporate new initiatives for school improvement.
- Takes a role in extra-curricular activities, such as, a club that offers students another opportunity for engagement.
- Participates in grant writing.
- Serves on community-based committees as an education advocate.
- Promotes district ideas and school practices in the community to help others understand.
- Provides correct information upon hearing negative comments in the community to clarify information being discussed.
- Supports peers and cheers them on when things get tough and they appear to be struggling.
- Attends workshop to learn more about a district initiative/ project in order to support plan implementation.
- Allows students to present the results of student projects to the community.
- Encourages community projects, for example, collecting canned food during Christmas for needy families .
- Ensures that community members understand school issues by speaking at town hall meetings .
- Works with the administration to explain school issues to parents, such as, through newsletters and handbooks.
- Collaborates with colleagues to schedule student tests and assignments to protect student work loads to allow students time for extracurricular and family activities.
- Uses positive means of communication, both formal and informal, to advocate for students.
- Provides evidence , such as from meeting with social worker, to explain to school administration the need for home visit to reach out to student's parent/guardian.
- Seeks ways to involve parents by hosting special classroom events, activities, etc.
- Utilizes and promotes initiatives to improve student engagement, such as, student-centered workshops.

STANDARD 1, ELEMENT E
Teachers demonstrate high ethical standards.

- Demonstrates a strong working knowledge of the NC Teacher Code of Ethics.
- Serves as mentor teacher and reviews NC Teacher Code of Ethics with mentee.
- Engages in professional discussions throughout building and community with confidentiality.
- Demonstrates day-to-day behavior as role model .
- Adheres to policy when administering grades.
- Treats students with respect, preserving their dignity in a crisis.
- Follows protocols of school.
- Attends meetings and is punctual and attentive.
- Arrives at school prepared to welcome students on time.
- Meets deadlines for data collections, referrals, and meetings with parents (PEP, RTA, IEP, etc.).
- Holds colleagues accountable for being positive, for example, leads a faculty discussion or grade level discussion about an issue.
- I•nforms an administrator or directly intervenes concerning inappropriate conduct.
- Uses opportunities to assist/confront a colleague who is not demonstrating ethical behavior.
- Refrains from making negative comments about children, parents or colleagues.
- Does not make demeaning or embarrassing comments to students.

STANDARD 2, ELEMENT A
Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

- Treats all students with respect.
- Uses positive tone in communications.
- Gathers attention without raising her voice.
- Demonstrates and encourages positive rapport and atmosphere of trust in classroom and throughout school.
- Speaks respectfully to students using supportive body language and empathy.
- Models kindness, respect, and genuine concern which transfers to students' behavior toward each other.
- Values students 'opinions in conversations and discussions.
- Encourages and expects participation of all students regardless of gender, race or background.
- Demonstrates random method of ensuring all students participate.
- Encourages students to respond to questions eagerly, without hesitation.
- Encourages students to ask questions about their learning outcomes.
- Acts as facilitator and "gets out of the way" for student-led learning.
- Demonstrates a student-centered classroom.
- Empowers students to work collaboratively.
- Provides opportunities for student leadership.

- Maintains an organized and clean classroom.
- Demonstrates strong evidence of established procedures .
- Maintains a classroom as a learning community with high time on task.
- Provides clear explanations of the task at hand.
- Emphasizes academic and emotional safety.
- Implements seamless transitions throughout the school day.
- Maintains a positive attitude and clear expectations.
- Provides positive feedback immediately.
- Provides lessons relevant to students and opportunities for students to share real world connections.
- Guides students to be authentically engaged.
- Motivates students with compelling, interesting lessons.

STANDARD 2, ELEMENT B

Teachers embrace diversity in the school community and in the world.

- Provides reading materials and discussions that focus on culturally diverse topics.
- Incorporates guest speakers and programs that highlight and embrace diversity.
- Creates and uses culturally diverse projects and resources.
- Brings cultural awareness to other staff members during PLCs and workshops.
- Links cultural awareness to real world experiences through video and other resources.
- Incorporates a variety of historical perspectives and points of view into class discussions.
- Recognizes and praises students for providing diversity in answers.
- Designs lessons for various learning styles and multiple intelligences.
- Establishes classroom where students enter the room excited, smiling and energized- -ready to learn.
- Interacts with individual students and groups, encouraging thinking and asking questions to further learning.
- Establishes risk-free classroom environment where students communicate openly.
- Encourages different approaches to a problem.
- Integrates examples and resources promoting diversity within the subject area.
- Plans interactive activities to demonstrate cultural diversity.
- Organizes collaborative and heterogeneous groups to promote different points of view.
- Creates word walls, literacy lessons, etc. using vocabulary inclusive of diverse cultures .
- Chooses topics to present from different ethnic perspectives.
- Integrates culturally sensitive materials and ideas to promote deep understanding.

STANDARD 2, ELEMENT C

Teachers treat students as individuals.

- Treats all students fairly, recognizing and valuing individual contributions.
- Provides immediate, encouraging feedback.
- Includes and values all students.
- Designs lessons so that all students experience success.
- Encourages students to be a leader of their own learning.
- Holds every student to high expectations and challenges students to stretch beyond their perceived limits.
- Assumes every student will be college /career ready after high school graduation and interacts with each student accordingly.
- Showcases student work throughout the classroom.
- Greets students and calls each by name.
- Takes advantage of opportunities to interact with students, such as, personal written responses in journals or attending a sports event.
- Uses interest inventories to tailor student activities.
- Carefully monitors classroom to ensure that all students have a voice in all activities.
- Focuses on student thinking rather than the right answer.
- Redirects students to maintain focus on the lesson/tasks at hand.
- Includes every student in lesson activities as each student is treated fairly by teacher and peers.
- Recognizes and promotes students via newsletters, announcements, notes and ceremonies.
- Values the knowledge and understanding of individual students.
- Demonstrates flexibility to listen to all students and accept suggestions and respond appropriately.
- Values and supports student -led conferences.
- Encourages students to reflect on their learning with the use of exit tickets and other assessment tools and strategies.

STANDARD 2, ELEMENT D

Teachers adapt their teaching for the benefit of students with special needs.

- Plans and works collaboratively with colleagues and support staff to meet the needs of all students.
- Participates willingly and actively in IEP and 504 meetings.
- Develops clear and focused student Personal Education Plans (PEPs), executes appropriate strategies and interventions, and evaluates progress towards goals.
- Demonstrates knowledge of Individual Education Plans (IEPs), implements plans consistently, and evaluates effectiveness regularly.
- Seeks out the advice and support of specialists.
- Demonstrates consistency and collaboration among the EC teacher and regular classroom teachers so that students receive focused, specialized support.
- Establishes a strong working relationship with the inclusion teacher.
- Demonstrates clear interventions in the classroom, in lesson plans and in student work portfolios.

- Has an awareness of students' struggles and adapts lessons and activities to meet student needs.
- Incorporates resources in the classroom that support student learning needs such as, word walls, posters ,etc.
- Uses a variety of assessment methods.
- Provides flexibility in students' work products and choices for students (differentiated assignments).
- Differentiates lessons to meet different levels of learning.
- Engages all students although students show different levels of understanding.
- Works with PLC to plan differentiated lessons for students with special needs.
- Develops lesson plans that indicate how instruction is differentiated for all ability levels of students.
- Establishes high expectations for all students, for themselves and for their peers.
- Provides differentiated grouping and levels of questioning.
- Utilizes various strategies to promote student achievement including various grouping practices to support academic and social success.
- Bases lessons on current assessment data and gears instruction toward students' needs.
- Maintains confidentiality.
- Avoids misconceptions and adjusts learning strategies accordingly.
- Makes EC referrals when needed.
- Attends professional development activities geared towards meeting needs of all students.
- Expects mastery of concepts and skills for all students – no student is allowed to fail!

STANDARD 2, ELEMENT E

Teachers work collaboratively with the families and significant adults in the lives of their students.

- Connects previous students and their families with student's current teachers to develop community.
- Shares strategies with families and staff that work with students.
- Provides various modes of communications including newsletters, websites, phone logs, and home visits to establish and maintain open lines of communication with families.
- Seeks solutions to overcome social and economic obstacles that hinder student success.
- Attends PTO meetings and other school events and serves others.
- Makes appropriate referrals to the Guidance Counselor, Social Worker, Peer Mediator, etc. to assist students and their families.
- Invites career and business professionals to sponsor school clubs.
- Establishes partnerships with the community to enrich student success.

STANDARD 3, ELEMENT A

Teachers align their instruction with the North Carolina Standard Course of Study.

- Bases lessons, content, and strategies on NCSCOS.
- Integrates 21st century skills into instruction .
- Engages students in collaborative and investigative dialogue and activities.
- Applies various strategies to promote rigor.
- Plans lessons that are relevant to real world situations.
- Challenges students to make real world connections.
- Integrates literacy standards into instruction.
- Plans activities to strengthen students' writing, speaking, and listening skills.
- Develops content vocabulary with various strategies..
- Reflects on instructional practice for self development.
- Shares effective curriculum and strategies with colleagues.

STANDARD 3, ELEMENT B

Teachers know the content appropriate to their teaching specialty.

- Motivates students to further explore lesson content.
- Models natural curiosity for lesson content.
- Motivates investigation for depth of knowledge and relativity to real world examples.
- Includes concrete examples in lesson.
- Modifies lesson to ensure greater understanding.
- Encourages students to explain their answers and learning processes.
- Clarifies content through conceptual activities.
- Encourages students to apply various concepts for deeper understanding.
- Challenges students to investigate problems.
- Creates opportunities for active learning.

STANDARD 3, ELEMENT C

Teachers recognize the interconnectedness of content areas/disciplines.

- Includes cross -curricular activities within lessons.
- Asks questions relative to more than one subject area.
- Demonstrates content knowledge and its connectedness to other subjects.
- Scaffolds lesson based on student needs.
- Provides relevant examples that explore student perceptions and experiences within the lesson.
- Plans activities for students to work together and discuss connections and reasoning.
- Incorporates 21st century content and global awareness throughout lessons.
- Works with other teachers in different grades and subject areas to develop student skill sets and concepts.

STANDARD 3, ELEMENT D

Teachers make instruction relevant to students.

- Develops plans for students to collaborate to solve problems.
- Provides opportunities for students to develop life skills, such as, leadership.
- Incorporates 21st century life skills with relevance to lesson.
- Allows for student discussion of real world problems and solutions in small groups.
- Challenges students to problem solve and explain the cognitive process.
- Plans problem-based learning.
- Requires students to defend and extend their thinking.
- Develops students' debate skills.
- Demonstrates creativity and allows for student creativity within the lesson.
- Helps students to demonstrate their understanding through creative questioning that promotes deeper thinking of the subject.
- Allows student choices to create a product.

STANDARD 4, 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.

- Seeks out various resources to help meet the needs of students.
- Seeks out professional learning opportunities to gain new knowledge and ideas about differentiating instruction for all students.
- Groups students flexibly across all disciplines.
- Utilize s student interest inventory data to target individual student learning interests.
- Plans instruction with multiple modalities for learning.
- Applies a "child-centered" model for the teaching-learning process.

STANDARD 4, ELEMENT B

Teachers plan instruction appropriate for their students.

- Maintains data notebooks and tracks individual student data in order to differentiate instruction.
- Uses formative assessment data to plan lessons.
- Modifies lessons as needed in order to meet students' needs.
- Considers diversity at all levels when planning instruction, including socio-economic, academic, and cultural.
- Plans collaboratively with colleagues based on student needs.
- Plans remediation and acceleration for students based on assessment data.
- Considers a variety of learning styles/modalities in selecting materials and activities.

STANDARD 4, ELEMENT C

Teachers use a variety of instructional methods.

- Knows the learning styles of students and uses various activities to meet the needs of all students.
- Utilizes various grouping methods .
- Delivers instruction in multiple ways.
- Researches materials and resources to meet all students' needs.
- Guarantees the success of every student by employing individualized instructional strategies .
- Allows students to self-select learning goals based on interests.
- Provides opportunities for students to self-assess using rubrics.
- Utilizes project-based learning.
- Plans for tiered-learning.
- Scaffolds learning based on student performance.
- Uses flipped classroom techniques .
- Recognizes the importance of teaching in the zone of proximal development for individual learners.

STANDARD 4, ELEMENT D

Teachers integrate and utilize technology in their instruction.

- Utilizes technology seamlessly to support learning.
- Provides class website as instructional support for lesson.
- Plans for students to use technology for project-based learning.
- Integrates student use of Microsoft Office programs and correct processes.
- Uses blogs for sharing information.
- Promotes student use of various technology to support student work.
- Uses technology to increase student motivation for learning.
- Uses technology to improve communication of learning goals.
- Uses technology to facilitate higher-order thinking skills.
- Builds valuable skills that students will use in college and in the workplace.

STANDARD 4, ELEMENT E

Teachers help students develop critical-thinking and problem-solving skills.

- Utilizes scientific method and inquiry within the lesson.
- Uses journal writing for analysis of student work.
- Guides students to create discussion questions to be used for literature circles.
- Provides multi-step problems and verbal explanation of the process within the lesson.
- Instructs students on the processes necessary to answer higher-level questions.
- Engages students in self-directed problem-solving and analysis.
- Asks probing questions rather than simply giving answers.
- Incorporates problem-based learning into units of instruction.
- Recognizes and encourages multiple pathways to solving a problem.
- Encourages students to develop and test hypotheses.

STANDARD 4, ELEMENT F

Teachers help students work in teams
and develop leadership qualities.

- Utilizes a variety of grouping strategies based on data.
- Assigns student roles and responsibilities to ensure student participation.
- Provides student choice in addition to purposeful grouping.
- Incorporates peer reviews and evaluations as part of the learning process.
- Provides students with opportunities to fine tune leadership skills.
- Empowers students to manage and maintain groups.
- Provides students with instruction on leadership and character trait development.

STANDARD 4, ELEMENT G

Teachers communicate effectively.

- Uses a variety of communication techniques including written and oral strategies.
- Uses on-line tools to communicate.
- Demonstrates helpful body language when communicating.
- Communicates with students and parents through a class webpage.
- Creates individualized schedules and charts to communicate with students as needed.
- Uses student journals for communication.
- Considers cultural backgrounds when communicating with students and families.
- Models tenets of good communication for students.
- Uses vocabulary and sentence constructs that are easily understood by students and parents.

STANDARD 4, ELEMENT H

Teachers use a variety of methods to assess what each
student has learned.

- Uses formative and summative data to assess student progress.
- Checks periodically during the lesson to ensure student understanding.
- Differentiates assessments to ensure accurate evaluation of student understanding and mastery.
- Informally checks student learning through brief oral discussions and assessments.
- Uses a variety of question formats to assess students: multiple choice, open-ended, short answer, essay, demonstration, speech, etc.

STANDARD 5, ELEMENT A

Teachers analyze student learning.

- Initiates the data team process with a unit in her grade level.
- Collaborates with other teachers to improve student growth.
- Participates in data teams and PLC to share pre- and post-assessment data.

- Uses assessment data to drive instruction.
- Uses rubrics with students so students can self-assess.
- Uses student goal folders to guide student analysis of their work and progress.
- Understands what students should know, understand and be able to do at the conclusion of a unit or lesson.
- Understands what formative assessment looks like, how it is reflected in collection of "grades," and what to do with that information.
- Conducts conferences with students one-on-one to gather data and diagnose next steps for student growth.
- Keeps up with pacing guide.
- Uses exit cards.
- Identifies trends in data to guide planning process.
- Uses formative assessment tools weekly or daily to determine student progress and to guide daily instruction.
- Analyzes students' pre- and post- test data to determine need for re-teaching or enrichment.
- Uses data from benchmark tests to re-teach certain elements in a standard, group students for instruction and "exchange" students with a colleague to increase student achievement.

STANDARD 5, ELEMENT B

Teachers link professional growth
to their professional goals.

- Develops PDP goals.
- Ensures that PDP matches areas needing improvement to meet student needs.
- Provides evidence of how student goals have progressed as a result of the implementation of professional development learning.
- Utilizes self-assessment to drive professional development and growth opportunities.
- Actively seeks out professional growth opportunities and implements research-based approaches and strategies into classroom practice.

STANDARD 5, ELEMENT C

Teachers function effectively in a complex,
dynamic environment.

- Looks at assessment data and how it reflects classroom performance.
- Shares reflections and data analysis with students to allow student feedback.
- Demonstrates ownership in professional growth and school improvement through initiating conversations about research/resources being investigated.
- Discusses ideas when disaggregating class/student data, grade level data, and/or subject level data with administrators and colleagues.
- Makes changes in instructional practices when data demonstrates need.
- Responds rationally and calmly when dealing with an irate parent.