

NC Teacher Evaluation Process Sample-Evidence Table

KEY:

Standards

Elements

Descriptors

Sample Evidence

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STANDARD 1 Teachers demonstrate leadership.	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<p>ELEMENT A Teachers lead in their classrooms.</p>	<p>--Understands how they contribute to students graduating from high school --Uses data to understand the skills and abilities of students</p> <p>--Reviews Benchmark data --Classroom is decorated with College Paraphernalia --Teacher maintains data notebooks</p>	<p>--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</p> <p>--Students participate in job awareness centers --Teacher utilizes technology in classroom --Teacher utilizes benchmark data to refine and inform instruction --Teacher uses data to inform and modify instruction</p>	<p>--Communicates to students the vision of being prepared for life in the 21st century --Evaluates student progress using a variety of assessment data --Creates a classroom culture that empowers students to collaborate</p> <p>--Guest speakers are invited to class to discuss careers --Students lead parent conferences --Students maintain their data notebooks</p>	<p>--Encourages students to take responsibility for their own learning. --Uses classroom assessment data to inform program planning --Empowers and encourages students to create and maintain a safe and supportive school and community environment</p> <p>--Students create their own rubrics --Students facilitate lessons for other students --Teachers uses data to effect school programs</p>

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<p>ELEMENT B Teachers demonstrate leadership in the school.</p>	<p>--Attends PLC meetings Displays awareness of the goals of the school improvement plan</p> <p>--Attends PLC meetings but does not contribute --Understands Goals of SIT but does not implement strategies to support goals</p>	<p>--Participates in professional learning community. --Participates in developing and/or implementing the school improvement plan</p> <p>--Positively participates in PLC meetings --Positively participates in and implements staff development related to SIT goals --Works collaboratively with peers on lesson plans</p>	<p>--Assumes a leadership role in professional learning community --Collaborates with school personnel on school improvement activities</p> <p>--Brings ideas and data to PLC meetings for discussion --Helps organize and host school family nights --Participates in SIT meetings and shares what is learned with other staff members</p>	<p>--Collaborates with colleagues to improve the quality of learning in the school --Assumes a leadership role in implementing school improvement plan through the building.</p> <p>--Works collaboratively with fellow subject teachers as well as EC to create lessons --Leads staff development at school --Takes leadership role in helping all teachers meet SIP goals.</p>
<p>ELEMENT C Teachers lead the teaching profession.</p>	<p>--Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues</p> <p>--Attends PLC meetings --Joins Professional Teaching Organization</p>	<p>--Contributes to the: --improvement of the profession through professional growth --establishment of positive working relationships --school's decision making processes as required</p>	<p>--Promotes positive working relationships through professional growth activities and collaboration</p> <p>--Plans collaboratively with fellow teachers --Plans collaboratively with EC department --Provides and/or promotes prof. growth activities for all staff</p>	<p>--Seeks opportunities to lead professional growth activities and decision-making processes</p> <p>--Leads staff development for all staff --Participates on a state or district committee --Holds a lead position in a professional organization</p>

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	--Attends PTA meetings	--Positively participates in PLC meetings --Positively participates in SIT meetings		
ELEMENT D Teachers advocate for schools and students.	--Knows about the policies and practices affecting student learning --Has copies of student and staff handbooks easily available --Can identify policies & procedures that effect student learning	--Supports positive change in policies and practices affecting student learning. --Positively implements new policies and procedures --Reminds & encourages colleagues to follow new policies & procedures	--Participates in developing policies and practices to improve student learning --Serves on a committee to change and/or write new policies and procedures	--Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education --Identifies the need for a change in policy or procedure; helps to write, implement and assess changes
Element E Teachers demonstrate high ethical standards.	--Understands the importance of ethical behavior as outlined in the code of ethics for NC educators and the standards of professional conduct --Can state reasons why code of conduct and ethics is	--Demonstrates ethical behavior through adherence to the code of ethics for NC educators and the standards of professional conduct --Maintains a confidential & respectful attitude w/	--Knows and upholds the code of ethics for NC educators and the standards of professional conduct --Reports violations of code of ethics and standards for professional conduct	--Models and tenets code of ethics for NC educators and the standards of professional conduct and encourages others to do the same Teaches and reminds others of the elements of the code of ethics and standards for professional conduct

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	important for teachers	colleagues --Maintains appropriate relationships w/ students		
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STANDARD 2 Teachers establish a respectful environment for a diverse population of students.	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
ELEMENT A Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults	--Appreciates and understands the need to establish nurturing relationships --Talks about the need for positive relationships with students	--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	--Maintains a positive and nurturing learning environment --Utilizes PBS system -- Consistently maintains a positive environment throughout the year.	--Encourages and advises others to provide a nurturing and positive learning environment for all students --Conducts staff development on PBS Volunteered to serve as a test classroom for PBS
ELEMENT B Teachers embrace diversity in the school community and the world.	-- 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	--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.	--Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. --Consistently incorporates different points of view in instruction --Teacher leads class seminars that discuss issues of race,	--Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. --Conducts staff development on diversity awareness --Initiates and

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	--Brings up issues of diverse cultures in PLC or staff meetings	--Lesson plans reflect acknowledgement of various diverse cultures ---Classroom is decorated with posters and student work that reflects the diverse cultures of the classroom	class, and gender --Teacher seeks outside sources that focus on diversity to supplement the curriculum	leads a diversity day/night at the school
ELEMENT C Teachers treat students as individuals.	--Holds high expectations. --Teacher has class academic and behavior goals posted on wall --Student products reflect all students are given the same assignment & directions for completion	--Communicates high expectations. --Teacher differentiates instruction at all times --Teacher utilizes rubrics for grading --Student work products are varied in style and academic level	--Encourages and values contributions of students regardless of background or ability. --Teacher calls on a variety of students during instruction and affirms students responses --Pre-teaches lessons so all students can make positive contributions to whole class lesson	--Helps students hold high expectations for themselves and their peers. --Students maintain “dream journals” where they record their aspirations and future goals --Teacher encourages peer mediation in class disputes --Student created rubrics are used in class
ELEMENT D Teachers adapt their teaching for the benefit of students with special needs.	--Recognizes that students have a variety of learning needs. --Is knowledgeable of effective practices for	--Collaborates with specialists who can support the special learning needs of students --Provides unique learning opportunities	--Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.	--Anticipates the unique learning needs of students and solicits assistance from within and outside the school to

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Deleted: --Teacher effectively differentiates instruction for various learning styles and intelligence

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	<p>students with special needs.</p> <p>--Teacher attends staff development related to the needs of EC students --Teacher attends IEP meetings --Teacher is aware of which students in class have IEP's and what those modifications are</p>	<p>such as inclusion and research based effective practices for students with special needs.</p> <p>--Teacher collaborates with EC teachers to plan instruction --Teacher co-teaches with EC teacher --Teacher is pro-active in seeking support for EC students in class --Teacher effectively differentiates instruction for various learning styles and intelligence</p>	<p>--Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</p> <p>--Teacher participates in Student Support Team --Teacher works across grade level to meet all student's needs --Special needs students are always actively engaged in rigorous & relevant activities</p>	<p>address those needs.</p> <p>--Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</p> <p>--Teacher's classroom is a model classroom for inclusion instruction --Teacher provides professional dev to other staff on effective differentiation</p>
<p>ELEMENT E Teachers work collaboratively with the families and significant adults in the lives of their students.</p>	<p>--Responds to family and community concerns.</p> <p>--Teacher maintains open communication with parents --Teacher's Parent/Teacher Contact Log</p>	<p>--Communicates and collaborates with the home and community for the benefit of students.</p> <p>--Teacher sends home weekly progress reports --Teacher creates monthly newsletter to inform parents of class/school events</p>	<p>--Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.</p> <p>--Teacher collaborates with counselors, EC, and/or social workers to aid struggling families --Teacher finds alternative ways</p>	<p>--Promotes trust and understanding throughout the school community.</p> <p>--Teacher initiates service learning opportunities in his/her classroom --Teacher participates regularly in school events after school hours</p>

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			to meet w/ parents who are unable to come to the school	
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STANDARD 3 Teachers know the content they teach.	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
ELEMENT A Teachers align their instruction with the NC Standard Course of Study	-- Demonstrates an awareness of the NCSCOS and references it in the preparation of lesson plans --Elementary: Begins to integrate literacy instruction in selected lessons --Secondary: Recognizes the importance of integrating literacy strategies within the content areas --Objectives	-- Understands the NCSCOS, 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: Incorporates a wide variety of literacy skills	--Develops and applies strategies based on the NCSCOS and standards developed by professional organizations to make the curriculum balances, rigorous, and relevant. --Elementary: Evaluates and reflects upon the effectiveness of literacy instruction. --Secondary: Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	--Assists colleagues in applying such strategies in their classrooms. --Elementary: Makes necessary changes to instructional practice to improve student learning. --Secondary: Makes necessary changes to instructional practice to improve student learning. --Shares and collaborates with colleagues on differentiation

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	<p>numbers are on lesson plans --Activities are aligned with objective numbers</p>	<p>within content areas to enhance learning. --Uses the SCOS for foundation of lesson & develops the lesson w/ rigor and relevance --Teaches literacy skills across subjects</p>	<p>--Inclusion of higher order thinking skills in all activities --Evaluates students literacy skills in all subject areas</p>	
<p>ELEMENT B Teachers know the content appropriate to their teaching specialty.</p>	<p>-- Demonstrates a basic level of content knowledge in the teaching specialty to which assigned --Attends professional development related to content area</p>	<p>-- Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned. --Seeking an advanced degree in content area --Teaches error free lessons w/ depth in content area</p>	<p>--Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity. --Evidence of content area is seen being taught throughout the curriculum --Adjusts lessons to accommodate student interests</p>	<p>--Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work. --Creates and teaches an interdisciplinary unit with teachers from other subject areas --Provides opportunities for extended assignments and projects outside the content area</p>
<p>ELEMENT C</p>	<p>--Understand</p>	<p>--</p>	<p>--Demonstrates</p>	<p>--Collaborates</p>

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<p style="text-align: center;">Teachers recognize the interconnectedness of content area/disciplines.</p>	<p>the links between grade/subject and the NCSCOS. --Displays global awareness --Evidence of community and world connections seen in the classroom</p>	<p>Demonstrates knowledge of links between grade/subject and NCSCOS --Promotes global awareness and its relevance to the subjects --Makes learning relevant to students' lives -- Incorporates current events into instruction --References impact of material outside of local area</p>	<p>knowledge of the links and vertical alignment of the grade or subject area and the NCSCOS. Relates content to other disciplines. --Integrates global awareness activities throughout lesson plans and classroom instructional practices. --Participates in across grade level vertical alignment planning --Lesson planning reflects deliberate connection to global information and impact</p>	<p>with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. --Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school. --Creates and teaches an interdisciplinary unit with teachers from other subject areas --Utilizes technology to increase students' global awareness --Teachers other staff how to effectively integrate global awareness into classrooms</p>
<p>ELEMENT D</p>	<p>--Identifies</p>	<p>--Identifies</p>	<p>--Integrates core</p>	<p>--Deepens</p>

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<p>Teachers make instruction relevant to students</p>	<p>relationships between the NCSCOS and life in the 21st century.</p> <p>--Identifies 21st century skills through the SCOS</p>	<p>relationships between the core content and 21st century content.</p> <p>--Makes learning relevant to students' lives --Uses 21st century skills to learn core content</p>	<p>content and 21st century content throughout lesson plans and classroom instructional practices.</p> <p>--Lesson plans reflect deliberate use of 21st century material in every lesson --Student products regularly reflect use of 21st century skills</p>	<p>students' understanding of 21st century skills and helps them make their own connections and develop new skills.</p> <p>--Students self-select projects emphasizing 21st century skills --Students make connections on their own to 21st century material`</p>
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STANDARD 4 Teachers facilitate learning for their students.	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
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.	--Understands developmental levels of students and recognizes the need to differentiate instruction. --Accesses differentiation staff development --Indicates various learning styles/intelligences on lesson plans	--Understands developmental levels of students and appropriately differentiates instruction. --Assesses resources needed to address strengths and weakness of students. --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	--Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. --Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths and weaknesses. --Facilitates student learning on differentiated levels --Offers students opportunities to extend and stretch their strengths and weaknesses within different learning styles/intelligences --Utilizes center work as a method of differentiating student activity based on student performance level	--Encourages and guides colleagues to adapt instruction to align with students' developmental levels. --Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students. --Conducts staff development at the school site/district office concerning differentiation and student development
ELEMENT B Teachers plan instruction appropriate	--Recognizes data sources important to planning instruction. --Maintains data	--Uses a variety of data for short and long range planning of instruction. Monitors and	--Monitors student performance and responds to individual learning needs in order to engage students in learning.	--Monitors student performance and responds to cultural diversity and learning needs through the school

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<p>for their students.</p>	<p>on students --Plans for instruction</p>	<p>modifies instructional plans to enhance student learning. --Interprets data, reflects and modifies instruction --Utilizes lesson plans for effective teaching</p>	<p>--Monitors trends in student performance so as to identify strengths and weaknesses in individual students and modify instruction for each child</p>	<p>improvement process. --Supports other teachers in the planning process --Informs instructional methods with current diversity based research --Planning always reflects and embraces cultural diversity and awareness</p>
<p>ELEMENT C Teachers use a variety of instructional methods.</p>	<p>--Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students. --Attends/ Accesses differentiation staff development --Indicates various learning styles/intelligences on lesson plans</p>	<p>--Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students. --Effectively utilizes instructional strategies such as, cooperative learning --Multiple learning styles/intelligences were addressed during lesson</p>	<p>--Ensures the success of all students through the selection and utilization of appropriate methods and materials. --Utilizes various instructional strategies that appeal to numerous learning styles/intelligences to insure student success</p>	<p>--Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies. --Conducts staff development at the school site/district office concerning differentiation and student development</p>
<p>ELEMENT D Teachers integrate and utilize technology in</p>	<p>--Assesses effective types of technology to use for instruction. --Demonstrates</p>	<p>--Demonstrates knowledge of how to utilize technology in instruction.</p>	<p>--Integrates technology with instruction to maximize student learning.</p>	<p>--Provides evidence of student engagement in higher level thinking skills</p>

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<p>their instruction.</p>	<p>awareness of technology available for class use --Occasionally utilizes technology during instruction</p>	<p>--Routinely utilizes available technology</p>	<p>--Utilizes technology on a daily basis and incorporates new and innovative technology. For example: Podcasts, Webinars, Photostory projects, Movie Maker --Student Work Examples</p>	<p>through the integration of technology. --Utilizes technology on a daily basis. --Teacher is seen as an expert by his/her peers, in the building, on the use of technology in the classroom</p>
<p>ELEMENT E Teachers help students develop critical thinking and problem solving skills.</p>	<p>--Understands the importance of developing students' critical-thinking and problem solving skills. --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</p>	<p>--Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills --Routinely utilizes higher order questioning skills when engaging students in dialogue --Routinely includes higher order thinking skills in lesson plans</p>	<p>--Teaches students the processes needed to:</p> <ul style="list-style-type: none"> • Think creatively and critically • Develop and test innovative ideas • Synthesize knowledge • Draw conclusions • Exercise and communicate sound reasoning • Understand connections • Make complex choices • Frame, analyze, and solve problems <p>--On a continual</p>	<p>--Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices. --Conducts staff development in school and/or at district level or beyond on higher order thinking skills and critical thinking skills --Participates in curriculum writing at regional and state level</p>

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			<p>basis, the teacher's lessons incorporate numerous higher order thinking skills as well as critical thinking skills in questioning, activity, and assessment</p> <p>--Student work</p>	
<p>ELEMENT F Teachers help students work in teams and develop leadership qualities.</p>	<p>--Provides opportunities for cooperation, collaboration, and leadership through student learning teams.</p> <p>--Utilizes learning teams occasionally</p> <p>--Has knowledge of learning teams</p>	<p>--Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p> <p>--Regularly utilizes teaming processes in a purposeful manner</p> <p>--Helps students build leadership skills through team work</p>	<p>--Encourages students to create and manage learning teams</p> <p>--Students effectively create and manage their own learning teams</p>	<p>--Foster the development of student leadership and teamwork skills to be used beyond the classroom.</p> <p>--Conducts staff development on effectively using learning teams</p> <p>--Teacher's classroom serves as a model learning teams classroom</p>
<p>ELEMENT G Teachers communicate effectively.</p>	<p>--Demonstrates the ability to effectively communicate with students.</p> <p>--Provide opportunities for students to articulate thoughts and ideas.</p> <p>--Creates a classroom environment where all students' input is respected</p> <p>--Uses proper</p>	<p>--Uses a variety of methods for communication with all students</p> <p>--Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p> <p>--Encourages student input through a variety of processes</p> <p>--Instructs</p>	<p>--Creates a variety of methods to communicate with all students</p> <p>--Establishes classroom practices, which encourage all students to develop effective communication skills.</p> <p>--Routinely provides various differentiated opportunities for students to express their knowledge</p> <p>Such as: blogging,</p>	<p>--Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</p> <p>--Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication</p>

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	grammar when addressing students, parents, and fellow staff	students how to effectively communicate their concerns and ideas	signaling, plus/delta, issue bin, consensus taking	skills. --Plans alternative/remedial lesson plans and has them available in case of students' misunderstandings of objectives --Leads staff development at school level or higher on literacy skills and effective communication
ELEMENT H Teachers use a variety of methods to assess what each student has learned.	--Uses indicators to monitor and evaluate student progress. --Assesses students in the attainment of 21 st century knowledge, skills, and dispositions. --Assesses student performance	--Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. --Provides evidence that students attain 21 st century knowledge, skills, and dispositions. --Uses multiple methods of assessment to gauge student performance and uses results to inform instruction --Students conduct student led conferences --Maintain data	--Uses the information gained from the assessment activities to improve teaching practice and student learning. --Provides opportunities for students to assess themselves and others. --Uses multiple methods of assessment (Star reading, Accelerated math, TPRI, Benchmarks, etc) and utilizes the results to improve instruction through scaffolding, differentiation, etc. --Students effectively perform peer editing	--Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. --Encourages and guides colleagues to assess 21 st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice. --Students create and use their own rubrics --Students maintain their own data

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		notebooks on student performance		notebooks and reflect on ways to improve their own performance
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STANDARD 5 Teachers reflect on their practice.	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
ELEMENT A Teachers analyze student learning.	--Recognizes the need to improve student learning in the classroom --Verbalizes a concern for student performance --Identifies through data where students are not learning	--Provides ideas about what can be done to improve student learning in their classroom. --Attends professional development to improve instructional practice --Tries various strategies to improve instruction based on data --Active and vocal member of PLC	--Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement --Analyzes benchmark and numerous other sources of data to determine success of learning with each lesson --Routinely changes instructional methods & strategies based on data analysis	--Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level. --Analysis of many data sources followed by effective long range lesson and curriculum planning in own classroom and throughout school
ELEMENT B Teachers link professional growth to their professional goals.	--Understands the importance of professional development. --Creates a PDP with detailed professional development strategies to support growth	--Participates in professional development aligned with professional goals. --Attends/ Accesses professional development aligned to PDP	--Participates in professional development activities aligned with goals and student needs. --Attends professional development aligned to PDP and SIP	--Applies and implements knowledge and skills attained from professional development consistent with its intent --Applies new

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			--Applies new knowledge from professional development in instruction	knowledge from professional development in instruction as well as shares new knowledge with peers in school
ELEMENT C Teachers function effectively in a complex, dynamic environment.	--Is knowledgeable of current research-based approaches to teaching and learning. --Attends /accesses professional development --Can state details of current research based approaches to instruction	--Considers and uses a variety of research-based approaches to improve teaching and learning. --Uses new knowledge attained at professional development to modify instruction --Changes instruction based on latest research developments	--Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate. --Actively seeks new methods to improve student performance --Uses current research to change or modify strategies regularly throughout the year	--Adapts professional practice based on data and evaluates impact on student learning. --Analyzes student data in relationship to new strategies and modifies as needed.

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