

Standard I – Where would you rate this teacher?

Mr. Washington is in his tenth year and teaches 5th grade at Franklin Elementary School. However, he is new to his school. He has assessment data available on his students from their previous EOG scores, and he refers to it to understand the skills and abilities of his students. He has college displays up in his classroom and he uses them to remind students that it is a good thing to go to college. He always attends his grade-level and PLC meetings and reads the minutes from the School Improvement Team meetings. He has a copy of the School Improvement Plan on a shelf behind his desk. Because he is new to the school, he doesn't know many of the other teachers. He has begun to establish relationships with the teachers who have classrooms beside his.

Franklin Elementary School has a very diverse student population, which is a change for Mr. Washington. At his other school, most of the students were Caucasian and came from middle-class families. He knows that one of his weaknesses as a teacher is reaching students who are English Language Learners, and 30% of his students learned a language other than English as their first language. He has written a goal on his PDP to find additional ways to reach his ELL students. He has seen that the district is offering some classes on this, but they are after school and he helps to coach at the middle school.

Mr. Washington has to turn in his lesson plans for the following week every Friday, and he follows the approved lesson plan format. He has a copy of the NC Code of Ethics and Standards for Professional Conduct on the shelf behind his desk. His records keep track of grades, attendance, student discipline, and parent phone calls.

Standard II – Where would you rate this teacher?

Ms. Lagarta teaches 10th grade English at W.H. Murray High School, which is in a very diverse neighborhood. Many of her students walk to school from apartment complexes close by, while others drive their own cars to school. There are many ELL students at the school, representing 10 different languages and 25 different countries. Ms. Lagarta is in her 2nd year of teaching.

Ms. Lagarta notices that there is a lot of diversity in her classroom, and she respects this and encourages her student to be supportive of each others' cultures. She frequently shares information with her students about how she grew up in Argentina and moved to the US when she was in middle school. She chooses literary texts in her English class that will allow students to open up and share about their diverse backgrounds. Many different points of view are considered in their classroom discussions. She has established classroom procedures that allow students to share and ask questions of each other in a very safe and friendly way. Because of her classroom procedures, the students have learned a lot about their classmates' cultures, and they have learned to identify and challenge stereotypes.

Ms. Lagarta does not allow the students' backgrounds to dictate their success. She holds high expectations for all students, conferencing with each student on a regular basis. With her help, each student has identified the areas that they feel they need to work on, and they have goals and a specific timeline to meet those goals. As much as she can, Ms. Lagarta involves the parents in the goal-setting and goal-reaching process she has established in her classroom. As a beginning teacher, Ms. Lagarta frequently realizes that she needs assistance in helping her students reach their goals, so she collaborates with support specialists to help her students. This ensures that she will be able to engage all of her students, regardless of their unique learning needs.

Ms. Lagarta's lessons often involve choice in the final product. She encourages students to take risks and try activities that are outside of their comfort zone. She seeks out donations from the community to assist with final products, and she provides opportunities for her students to participate in community events that will allow them to share their work with the community.

Standard III – *Where would you rate this teacher?*

Mrs. White teaches 8th grade science and Algebra I at Rosewood Middle School. This is her 15th year of teaching, and she has been at her current school for the past 5 years. She is a National Board Certified teacher and has a master's degree in science. She is currently pursuing an administrator's add-on license. Rosewood Middle School is one of 7 middle schools in an urban district.

Mrs. White knows the NC Standard Course of Study, and creates meaningful objectives based on the standards. She has adapted the school lesson plan format to include the standard and objective she is teaching that day. While Mrs. White is a science and math teacher, she uses literacy strategies to teach her content. She challenges her students to think like scientists and mathematicians as they read lab reports and approach math problems. Students are required to do extensive writing in Mrs. White's classroom, and she collaborates with the English Language Arts teacher on her team to ensure that they are using similar rubrics to evaluate the writing.

Mrs. White attends her state science conference every year, and has presented at it for the past 4 years. When she returns from the conference, she always presents a summary of the sessions she attended to her school-level science PLC. She has developed many strategies that she shares with her colleagues through a web-based file sharing application (Mrs. White set that up and trained her colleagues how to use it as well). She also subscribes to several professional journals and reads them. She posts her reactions to these articles on a blog so that she has a way to hold herself accountable for reading and digesting the information. Many of her colleagues subscribe to her blog to learn from what Mrs. White is reading.

When she plans her lessons, she uses a Revised Bloom's Taxonomy (RBT) chart to plot her objectives, lessons, and assessments. She wants to make sure that she is teaching higher-order thinking skills and that her classroom instructional practices are aligned with one another. She has shared her methods with her 7th grade team members, and they frequently collaborate about how to push their students to think critically.

Mrs. White works very closely with her 7th grade team to make sure that there are connections between all of the disciplines that are taught at the 7th grade, and very often their content and topics are aligned across disciplines. She works with the related-arts team to make sure these teachers can make connections to what students are learning in their core classes. She is also a member of a vertical alignment team that meets quarterly to look closely at what is being taught across grade levels. This team also uses Mrs. White's RBT chart to look at grade-level objectives. There is a high level of collaboration between grade levels as well as within each grade level. Vertical alignment is addressed again during meetings over the summer, with Mrs. White leading the meetings.

In her classroom, Mrs. White uses CNN's Student News website at least twice a week to bring current events into her science and math classes. Because she wants to ensure that the program is aligned with her content, she downloads the podcast from <http://www.cnn.com/studentnews> from one of the previous few days or uses the archives to stream the video directly into her classroom. Her students are heterogeneously grouped and each group keeps a blog. After they have discussed the current event and its relationship to their current classroom objectives, she allows each group to react to the news on their group blog. This is another way to incorporate literacy into her instruction. The groups work together to compose what they will post, and a different student is in charge of posting each week. Students are also required to read another group's blog and respond at least three times during each 6-week grading period. Mrs. White has a rubric to evaluate all of this work that is aligned with rubrics used in ELA classes. Mrs. White and the social studies teacher hold a debate on different current events once each grading period.

Standard IV – *Where would you rate this teacher?*

Mr. Darcy teaches 12th grade social studies classes at Phillips High School. He has been teaching for 4 years, and he has just begun working on his master's degree in administration.

Mr. Darcy understands the developmental levels of his students and differentiates his instruction to meet the learning needs of all students in his classroom. He consistently reviews different resources to try to better meet the needs of his students. He uses a lot of different formative assessments in his classroom, including student surveys, exit tickets, free writes, and online polling sites. He also uses the data from his summative assessments to assist in his short and long-range planning. While his pacing guide is set, he adjusts as necessary based on his students' assessment data.

His lessons incorporate different methods and materials. He uses methods that address multiple learning styles and he uses technology appropriately and frequently in his classroom. He keeps his class website up-to-date, shows relevant video clips from the internet, and has students practice with the online textbook resources frequently.

Mr. Darcy understands that he needs to challenge his students to think critically, but he hasn't yet figured out a way to challenge them in this way. Mr. Darcy assigns his students to teams in his classroom, and they earn points based on behavior and assignment completion. He also selects a captain for each team that is responsible for keeping track of points and keeping the team on task during lessons. The teams often have to collaborate on assignments and turn in one product for which they receive a team grade.

There are many ways that Mr. Darcy communicates with his students. Each student keeps a notebook for daily journal entries (completed at the beginning of class) and Mr. Darcy writes notes back to the students in their journals at least once a week. All of the students have his email address and are encouraged to ask him questions via email if they don't get answered during class. During class, the students are encouraged to share their thoughts and opinions openly. He makes sure that each student has an opportunity to speak during a class period, and he asks for the opinions of quiet students who don't offer their opinions freely.

Mr. Darcy has posters of the Future Ready Graduate and the P21 rainbow in his room, and he uses these when planning lessons to help remember the different 21st century skills that he should be teaching. He notes these different future-ready skills as well as the skills from the P21 framework on his lesson plans to provide evidence that he is helping his students attain 21st century knowledge, skills, and dispositions.

Standard V – Where would you rate this teacher?

Mrs. Jones teaches 1st grade at Florence Elementary School. She has been teaching for 10 years, and she has her National Board Certification.

Each year when she receives her class roster, she looks through the records for each student, noting any IEPs or other factors that could influence her students' achievement levels. During the year, she attends PLC meetings and contributes ideas for improving student learning in her classroom. Sometimes she takes note of ideas shared by others and when she has time, she implements these strategies in her classroom.

Each year, she completes a self-assessment using the teacher evaluation rubric. She designs goals for her Professional Development Plan based on the self-assessment, and seeks out professional development opportunities that will assist her in meeting her goals.

She uses the research she learned in college as well as some articles she has read on the internet to try to improve teaching and learning in her classroom.

Answer Key:

- Standard I: Developing
- Standard II: Accomplished
- Standard III: Distinguished
- Standard IV: Proficient
- Standard V: Proficient