	Standard I: Teachers demonstrate leadership
	Element Ia: Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources. They organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment and create a culture that empowers students to collaborate and become lifelong learners.
Proficient	*Big Idea: EC teachers will provide direct specialized instruction to students. Teachers will use data to drive instruction They will adhere to service times stated in the IEP. Teachers will include students in decisions about their learning by inviting them to meetings and reflecting on their progress.*
❏Takes responsibility for the progress of students to ensure that they graduate from high school.	• Uses a variety of formative and summative assessments to evaluate students' progress • Completes progress monitoring of IEP goals using data sheets/graphs • Completes Reading 3D assessments • Attends CASA and contributes to discussions about student data/differentiation • Attends SSMT/MTSS meetings and contributes to discussions about student/differentiation/interventions • Communicates vision/goals/progress to students and relevant general education teachers • Relates instruction to preparation for life • Encourages students to grow and relate current work habits and skills to success in the future • Generates data driven interventions to support student mastery of skills and concepts taught • Seeks the assistance of behavioral support and EC support staff and implements suggested interventions when working with students with behavioral difficulties, excessive discipline referrals, and suspensions • Assists in the creation of behavior intervention plans, behavior IEP goals, and Functional Behavioral Assessments • Assists in the development of transition goals related to daily living skills and functional skills
❏Provides evidence of data driven instruction throughout all classroom activities.	• Completes progress monitoring of IEP goals and uses the data to create lessons, interventions, etc. • Creates lesson plans that reflect specialized instruction and modifications of teacher's plans • Attends CASA and contributes to discussions about student data/differentiation • Uses data analysis to guide lesson plans, activities, and group assignments • Reshapes instruction to fit needs of individual students • Provides extra assistance to students as needed • Generates data driven interventions to support student mastery of skills and concepts taught • Incorporates behavioral goals into student IEPs when IEP teams deem necessary • Collects behavioral progress monitoring data for students with behavior IEP goals and/or BIPs

	• Ensures behavioral data reflects intervention implementation and the results of the interventions • Maintains student behavior logs and reflects on this documentation to develop intervention strategies • Demonstrates ability to design, implement, and monitor the FBA process and BIP.
☐Establishes a safe and orderly classroom.	• Enforces classroom management plans in inclusive environments • Creates, displays, and consistently enforces classroom management plan in separate setting for pullout services • Implements school PBIS system and displays PBIS materials • Maintains a secure organized filing system of EC records documents and ensures accessibility of these records • Clearly displays and consistently utilizes class behavior system (includes rule/expectations, reinforcement procedures, and consequences) • Frequently reviews behavior system throughout the day, especially during transition times • Models appropriate behavior for students • Reinforces and praises appropriate student behavior • Displays and adheres to class daily schedule • Uses clear visual, auditory, and gestural cues to assist with transitions • Minimizes transition time and down-time • Includes clearly defined work spaces that are conducive to student learning within the physical arrangement of the classroom • Participates in school PBIS program.

Element Ib: Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels

Proficient	*Big Ideas: Teachers collaborate with school staff to develop goals for EC students within the school. Participate in budget and hiring decisions, as requested by administration and provide leadership and professional development to others concerning EC issues.EC teachers serve on school wide committees.*
☐Participates in Professional Learning Communities.	• Actively participates in Professional Learning Communities (PLC) and other professional meetings (Reading 3D, PD offerings, administrator initiated professional development, etc.) • Serves on school committees (SSMT/MTSS, SIT, Climate, etc.) • Participates in PBIS trainings • Participates in staff development opportunities presented through the EC department and/or behavioral support • Shares information with school staff at school professional development and on school committees regarding EC and/or behavioral support services • Participates in CASA meetings and SSMT/MTSS meetings

☐Participates in developing and/or implementing the School Improvement Plan	• Provides suggestions and feedback to School Improvement Team members • Analyzes data with coworkers to make instructional decisions (CASA) • Positively participates in new initiatives • Develops PDP • Serves on school committees (SSMT/MTSS, SIT, Climate, etc.) • Provides suggestions regarding classroom and school behavior management to School Improvement Team • Supports the implementation of PBIS per school improvement plan goal.

Element Ic: Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

Proficient	*Big Ideas: EC Teachers strive to improve the profession. They contribute to the establishment of positive working conditions. They participate in decision-making structures. They promote professional growth by ensuring their attendance at specific EC professional development opportunities.*
☐Contributes to the: -improvement of the profession through professional growth. -establishment of positive working relationships. -school's decision making processes as required	• Establishes positive working relationships • Attends EC PD offerings, collaboration meetings and co planning meetings • Communicates professionally with colleagues • Reflects upon past and current practices and communicates with colleagues and administrators • Participates actively in grade level planning meetings • Collaborates with colleagues and administrators on best practices, interventions, NC learning standards, etc. • Develops IEP goals that address student academic and functional needs (including behavior when necessary) in order to facilitate the student's ability to access to NC learning standards

Element Id: Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

Proficient	*Big Ideas: EC Teachers use their knowledge of EC policies and procedures to make decisions affecting student learning. They participate in initiatives to improve student learning and participation in the community.*
☐Supports positive change in policies and practices affecting student learning.	• Shares ideas for positive change at school meetings • Invites and conducts IEP meeting in accordance with policies and procedures • Participates in SSMT/MTSS meetings and shares/enforces procedural knowledge with committee • Positively implements new policies and procedures • Makes decisions based on facts, research, data, and/or student needs

	• Provides IEP progress notes with each report card and files progress report with students' IEPs • Communicates with co-teachers regarding student needs • Uses formative/progress monitoring data to improve student learning • Communicates with peers, administrators, and parents regarding student's behavioral needs and progress • Initiates and/or participates in the development of behavioral intervention plans, IEP goals, and functional behavioral assessments • Uses behavioral documentation and progress monitoring to guide teaching and behavior management practices • Participates in development of PBIS school-wide implementation

Element Ie: Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators and the Standards of Professional Conduct.

Proficient	*Big Idea: EC Teachers demonstrate ethical principles. They uphold the Code of Ethics and Standards for the Professional Conduct.*
❏Demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	• Consistently exhibits professional behavior in the classroom, meetings, and school functions • Adheres to policies and procedures for conducting IEP, initial placement, and reevaluation meetings and completing EC paperwork • Provides parents with 7-10 days written notice of IEP, initial placement, and reevaluation meetings • Reviews files in a timely manner and sends them in to CO for internal audit after initial placements and reevaluations • Maintains an accurate and equitable grading policy and classroom management plan • Collaborates with co-teachers about equitable grading policy and classroom management plan • Collaborates with school testing coordinator to ensure that all testing accommodations are correct within the timelines designated by the testing department • Teacher models appropriate , respectful, and professional behavior when interacting with students, parents, staff, and outside agencies • Addresses behavioral incidents in a manner that maintains student dignity and respect • Demonstrates the principles of Non-violent Crisis Intervention training when handling behavioral incidents • Maintains confidentiality of students' EC records and/or completed evaluations per EC Policies and Procedures