

Standard IV: Teachers facilitate learning for their students

Element IV 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. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resource to address the strengths and weaknesses of their students.

Proficient	<i>Big Ideas: EC Teachers know how EC students think and learn. They understand the influences on student learning and differentiate instruction. They keep abreast of evolving research. They adapt resources to address the strengths and weaknesses of students.</i>
<input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction.	<ul style="list-style-type: none"> • Incorporates various learning styles in lesson planning and instruction • Utilizes small group instruction • Utilizes various co-teaching models and practices in inclusive settings to meet the needs of all students • Utilizes hands on instructional tools and strategies • Creates behavioral strategies and designs behavioral intervention plans specific to the needs of individual students
<input type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students.	<ul style="list-style-type: none"> • Uses various formative and summative data to guide development and provision of specialized instruction • Uses Reading 3D, Fountas&Pinnel, and other relevant data to form small groups • Utilizes data analysis to develop appropriate goals to meet the unique needs of each individual student • Collaborates with regular educator in order to provide relevant student information to assist with appropriate IEP development including necessary instructional accommodations and/or modifications and behavioral plans when appropriate • Utilizes Functional Behavioral Assessment process to design appropriate behavioral interventions • Provides inclusive opportunities for students.

Element IV b: Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short-and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Proficient	<i>Big Ideas: EC Teachers collaborate, and co-teach with their colleagues. They use IEP data for short- and long-range planning. . They conduct progress monitoring and modify plans as needed. EC teachers involve parent/students in the IEP process. They respond to cultural diversity and learning needs of their students.</i>
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<input type="checkbox"/> Uses a variety of data for short-and long-range planning and instruction. Monitors and modifies instructional plans to enhance student learning.	<ul style="list-style-type: none"> Utilizes various formative and summative data to design and provide appropriate specialized instruction Continually monitors and modifies instruction as needed based on student data Utilizes various co-teaching models and practices in inclusive settings Collects and reflects upon behavioral intervention data to design student behavioral plans Routinely shares data regarding progress towards behavioral, academic and/or functional of students with staff and parents Adhere to timelines to invite parents the opportunity to help develop IEP's.
Element IV c: Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles and differentiated instruction.	
Proficient	<i>Big Ideas: EC Teachers choose methods and materials appropriate for their students. They employ a wide range of techniques and use resources available specifically to meet their needs including information and communication technology instruction.</i>
<input type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	<ul style="list-style-type: none"> Integrates technology in to lessons Addresses various learning styles in lesson planning and instruction Utilizes available EC resources for information in order to meet the academic, functional and/or behavioral needs of individual students Incorporates information gained from professional development opportunities in lesson planning and instruction Designs and provides appropriate social skills instruction to address behavioral and social needs as appropriate
Element IV d: Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate and collaborate.	
Proficient	<i>Big Ideas: EC Teachers know the appropriate use of technology, including assistive devices and ensure that their students are using it to maximize participation and progress in the curriculum. They help students to use technology to access information and to think, act, communicate and collaborate.</i>
<input type="checkbox"/> Demonstrate knowledge of how to utilize technology in instruction.	<ul style="list-style-type: none"> Uses various forms of available technology in lessons Participates in professional development on technology integration for new technology within the school Collaborates with technology support staff and general educators to ensure EC student access to technology Provides opportunities for students with behavioral needs to utilize technology and hands-on activities to enhance learning Provides students access to their individual assistive devices throughout the day not just as certain times.

Element IV e: Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand; connections; make complex choices; and frame, analyze and solve problems.

Proficient

Big Ideas: EC teachers teach and expect students to use critical thinking skills throughout the Bloom's taxonomy not limiting them to the bottom tier regardless of their cognitive level. They help students make connections and use available resources to problem solve and make decisions.

☐ Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills

- Models and teaches problem solving skills
- Uses Bloom's Revised Taxonomy when creating lessons and questions
- Designs instructions and assignments with Bloom's in mind
- Provides students with guidance to make appropriate choices and demonstrate acceptable behaviors

Element IV f: Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds and develop leadership qualities.

Proficient

Big Ideas: EC Teachers understand, teach and provide opportunities for students to collaborate and participate in group settings. They organize students in groups utilizing their strengths while enabling them to self-advocate and learn from others. They teach them socially acceptable ways of interacting.

☐ Organizes student learning teams for the purpose of developing cooperation, collaboration and student leadership.

- Collaborates with regular education teachers in inclusive settings to ensure optimal student grouping
- Routinely provides opportunities for students to work together
- Creates and utilizes small group rubrics to provide students with clear expectations and post assignment feedback
- Designs groups with clearly defined roles and rotating responsibilities so that all students have opportunity to lead
- Incorporates role-play opportunities during social skills instruction
- Provides clear opportunities for all students to engage in peer interactions.

Element IV g: Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students to articulate thoughts and ideas clearly and effectively.

Proficient	<i>Big Ideas: EC Teachers are active listeners. They listen and communicate to students in ways that are understandable, clear, and respectful. They discuss and encourage students to articulate their thoughts appropriately to others in a variety of situations.</i>
<input type="checkbox"/> Uses a variety of methods for communication with all students.	<ul style="list-style-type: none"> • Utilizes a variety of teaching styles to communicate directions • Utilizes a variety of questioning techniques • Models appropriate communication • Presents behavioral expectations through visual and verbal modes
<input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and efficiently.	<ul style="list-style-type: none"> • Designs instruction and assignments so that all students have opportunity to have input in class discussions • Creates a classroom management system that allows all students equitable opportunities to participate in classroom discussions • Instructs students on how to effectively participate in small group discussions • Provides opportunities for student to actively participate in developing behavioral expectations • Engages students in processing learning outcomes as well as behavioral performance through a variety of means including drawing, writing or verbal processing
Element IV h: Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance and dispositions.	
Proficient	<i>Big Ideas: EC Teachers consistently provide clear and concise directions to students so that they understand the classroom or assignment expectations, and provide them with supports for understanding and carrying them out. They teach students when and how to advocate for themselves. They progress monitor using a variety of formative assessments as well as classroom assessments to determine student growth and learning.</i>
<input type="checkbox"/> Uses a multiple indicators both formative and summative, to monitor and evaluate student progress and to inform instruction.	<ul style="list-style-type: none"> • Demonstrates understanding of how to interpret data and use data to guide instruction • Adjusts teaching based upon formative and summative assessment data • Provides students with accommodations for assessments as listed in IEP in order to have accurate data • Maintains behavioral and academic/functional performance data on a daily basis and reflects upon data over time, in order to gain better understanding of student academic, functional and/or behavioral patterns and progress
<input type="checkbox"/> Provides evidence that students attain 21st century knowledge, skills and dispositions.	<ul style="list-style-type: none"> • Uses a variety of technology to assess student progress • Progress monitors transition goals to determine readiness for participation in post-secondary activities

- Actively engages students in monitoring their own academic, functional and/or behavioral progress in order to assist students with determining strengths and needs when considering appropriate post –secondary goals
- Provides students and parents information regarding available community resources to assist students with exploring appropriate post-secondary activities in preparation for employment and/or post-secondary educational experiences.