

## Standard IV: Teachers facilitate learning for their students

Observation	<b>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.</b> 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 resources to address the strengths and weaknesses of their students.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Understands developmental levels of students and recognizes the need to differentiate instruction.	. . . and <input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction.	. . . and <input type="checkbox"/> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.	. . . and <input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with students' developmental levels.	
✓		<input type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students.	<input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	<input type="checkbox"/> 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.	
	<b>b. Teachers plan instruction appropriate for their students.</b> 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.				
✓	<input type="checkbox"/> Recognizes data sources important to planning instruction.	. . . and <input type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	. . . and <input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning.	. . . and <input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	
	<b>c. Teachers use a variety of instructional methods.</b> 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.				
✓	<input type="checkbox"/> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	. . . and <input type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	. . . and <input type="checkbox"/> Ensures the success of all students through the selection and utilization of appropriate methods and materials.	. . . and <input type="checkbox"/> Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	