

Standard I: Teachers Demonstrate Leadership
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- a. Teachers lead in their classrooms
- b. Teachers demonstrate leadership in the school
- c. Teachers lead the teaching profession
- d. Teachers advocate for schools and students
- e. Teachers demonstrate high ethical standards

EVIDENCE:

- **Rubrics** developed for students to take responsibility for their own learning (see survey project rubric for SSA).
- Students **self-evaluate** their science notebooks and peer review notebooks with Post-Its to provide feedback.
- Formative and embedded assessments evaluated to determine math **group placements** for enrichment or remediation.
- **Family Science Night**—coordinator, contacted 51 possible presenters, led Science Committee meetings, revised make and take stations to increase engagement, developed and distributed pizza vouchers, designed programs, confirmed speakers, designed certificates for each presenter and wrote name in calligraphy, created a Sign-Up Genius for staff involvement
- **Leadership Team**—active participant in Leadership Team meetings, led grade level team meetings, emphasized positive events, relayed information and answered questions
- Organized **field trips** and chaperones for the IMAX field trip and the Fort Caswell trip
- **Science Olympiad coach**—worked with students during elective time, after school daily until 5:15 from January-mid April, at lunch, in the morning, and during spring break (an event practice was held 9 am-3 pm at my house)
- **Mentor** for a beginning teacher—meets regularly to discuss classroom and instructional strategies
- **Collaboration** with colleagues to develop lessons, planning meetings, working with Mrs. Chamberlain who pushes in on Wednesdays
- **SIP**: Related to key process 3, development of formative assessment for math standards that were utilized at the grade level, developed sign in sheets for Family Science Night to record attendance, planning and implementation of Family Science Night with the most attendance of any previous Science Night event
- For **safety**, goggles are used in the classroom during science. Also, daily desk and floor inspections are held to ensure the safety and cleanliness in the classroom.
- With **ethical standards**, meetings were held with the team to discuss proper receipting of money and how to turn in money received for fifth grade dues. Reviewed protocol for testing.

LOCAL AND STATEWIDE LEADERSHIP:

- Served as **keynote speaker** at Meredith College student teacher and cooperating teacher banquet (“Teaching is Like...”)
- **Keynote speaker** for Meredith College Beginning Teacher Conference
- **Co-presenter** at the Meredith College Beginning Teacher Conference on Differentiation and Gifted learners (see PPT) with a focus on Revised Bloom’s Taxonomy in the classroom
- **Presenter** at the North Carolina Association of Elementary Educators (NCAEE) Conference on “Science Notebooks and Vocabulary Building” (see PTT under “Science Notebooks” section of website)

- NCAEE **board member, awards committee chair, student involvement committee chair, conference committee member**
- As awards committee chair, worked to evaluate scholarship applications to determine the annual award winner.
- Prior to the NCAEE annual conference, worked with fifth graders after school to create 60+ flower pots that were donated to conference attendees, worked with students to create 600 thank you notes to place at the seat of each attendee at the conference luncheon.

Standard II: Teachers establish a respectful environment for a diverse population of students

- a. Teachers provide an environment in which each child has a positive, nurturing environment with caring adults
- b. Teachers embrace diversity in the school community and world
- c. Teachers treat students as individuals
- d. Teachers adapt their teaching for the benefit of students with special needs
- e. Teachers work collaboratively with the families and significant adults in the lives of the students.

EVIDENCE:

- **Multi-cultural recipe project** for fraction multiplication. For an extension, students located recipes from their culture online and determined a fraction of the recipe.
- Worked with students of similar ability levels in **math groups** to ensure instruction met instructional needs. Development of assessments and projects that were shared with colleagues.
- **SSA:** Development of project-based learning materials to meet the needs of CC 6+ students.
- **Consulting** with special programs teacher about methods in which to best meet the needs of students with fractions standards.
- **Science Olympiad** was comprised of a diverse group of 30 students. Worked with student teams many hours for practice. Students completed a survey and ordered the science event topics on level of interest. Thirty-eight individual teams were formed based on a combination of survey results and student strengths.
- **Family Science Night** met the learning needs of both children and adults with a wide variety of presentations (approximately 20) and an increased number of make and takes (about 10) that included content discussions. These content handouts were prepared and placed in materials baskets prior to the event.
- **Introduction to Engineering for Boys and Girls** elective selected a variety of students for participation, especially those underrepresented in the science fields and students who would be the first in their family to attend college.
- **Instruction adapted** to meet a variety of learning styles: create a presentation, develop a song, or design a poster related to the content. Students completed a survey at the beginning of the year to determine their learning style. The survey showed that about 80% of the fifth graders were visual learners. Therefore, the continued development and implementation of **Quia** online games was supported. Students have a login and password with home access as well.

Standard III: Teachers know the content they teach.

- a. Teachers align their instruction with the *North Carolina Standard Course of Study*.
- b. Teachers know the content appropriate to their teaching specialty.
- c. Teachers recognize the interconnectedness of content areas/disciplines.
- d. Teachers make instruction relevant to students.

EVIDENCE:

- **Development of projects and assessments** for fifth grade learners, shared these projects and assessments with colleagues. Project connect the content of math and science with literacy, art, and music.
- Instructional **practices modified** to meet the needs of students. For instance, a math group worked on a project that used word problems to practice basic fraction skills where another group designed their own word problem project. Created assignments for the SSA 6+ group that connected content to real life.
- **Integration of writing and literacy** throughout content: Problem of the Week requirements have students rephrasing the problem, explaining a strategy, and reflecting on the problem (see Homework Corner section of website). Science notebooks include the integration of writing to explain thought processes through the focus question, prediction, data collection, claims and evidence, conclusion, and reflection (see Science Notebook section of website).
- Student curiosity is sparked through all **non-worksheet based instruction**, CC 6+ class, and the entire Science Olympiad program that extended science content into the middle and high school level (i.e. Super Sleuths event were instructed with high school forensic science materials to practice).
- **Family Science Night** helps to promote global awareness as speakers from various science disciplines and background use hands-on materials to demonstrate and have participants experience science. Staff members assisted as volunteers by registering on the Sign-Up Genius.
- **Collaboration** with teachers related to knowledge of students in prior grade level. This knowledge assisted with consistency and understanding of previous struggles in content areas.
- The use of the **reflection section in the science notebook** allows students to deepen their understanding by describing next steps and new questions in the investigation. They are then allowed to explore these next steps and new questions.

Standard IV: Teachers facilitate learning for their students

- a. Teachers know ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- b. Teachers plan instruction appropriate for their students
- c. Teachers use a variety of instructional methods
- d. Teachers integrate and utilize technology in their instruction
- e. Teachers help students develop critical-thinking and problem solving skills.
- f. Teachers help students work in teams and develop leadership qualities.
- g. Teachers communicate effectively.
- h. Teachers use a variety of methods to assess what a student has learned.

EVIDENCE:

- **Developed and shared curriculum materials** with colleagues for math and science instruction. Included all fifth grade students on my Quia site where each fifth grader has his/her own log in and password.
- Stays abreast of current issues as a member of **NCAE** and **NEA**. Also, attended the North Carolina Association of Elementary Educators (**NCAEE**) conference where I am also a board member. Attended various conference sessions, the keynote by Dave Burgess on *Teach Like a Pirate* and motivating learners in the classroom. Ideas of using props with enthusiasm were incorporated into lessons (real life decimal points, tossing of talking object to respond to questions).
- **Technology** is integrated in the classroom through Quia games, kahoot.it games, UNC-W games, online research activities (example: 6+ survey project), projector and laptop used for videos and Problem of the Day, iPads, iPads video for recording Math Talk examples from students.
- **Higher level thinking skills** evident when students create game questions for the online game programs. Also co-developed and presented a session about AIG Differentiation at the Meredith College Beginning Teacher Conference where participants explored Revised Bloom's Taxonomy using a kahoot.it game. At the final part of the sessions, attendees worked with grade level teams to develop AIG lessons that implemented Revised Bloom's.
- **Problem solving skills** seen in the daily Problem of the Day, weekly Problem of the Week homework assignment, science investigations in the Making Meaning Conference as well as the claims and evidence section, Science Olympiad Program, Introduction to Engineering and Physics in Action electives where students are given a scenario with materials and work with a team to determine solutions to the problem posed in the scenario (inquiry based). Tours come through the electives where students explain the inquiry science process.
- **Student teamwork** fostered through specific jobs, student leaders in math and science, and the use of Math Talk in cooperative teams. Kagan chants are also used to celebrate student leaders.
- **Communication** is seen through my website (updated weekly), management of fifth grade Member Hub, letters home as needed, phone calls, in-person meetings, and emails.
- **Encourages** students to self-assess learning by evaluating each component of the problem solve process, self and peer evaluation of science notebooks through the use of components poster guidelines.
- **Math group meetings** to assist with mitigation of misunderstandings that are based on weekly embedded assessments for math concepts. Worked with PLT to discuss misunderstandings and ideas to assist in enhanced learning.
- Worked with students to present two sessions (ecosystems and Science Olympiad) at Family Science Night where they communicated their learnings from ecosystems and the events at the Science Olympiad competition.

Standard V: Teachers reflect on their practice

- a. Teachers analyze student learning.
- b. Teachers link professional growth to their professional goals.
- c. Teachers function effectively in a complex, dynamic environment.

EVIDENCE:

- Uses Case 21 **subcategory analysis** to examine patterns and trends. Then, review questions are developed using UNC-W games as a resource.
- **Promotion of inquiry science processes** through presenter selection for Family Science Night. Also, encouraging underrepresented populations in science through the Introduction to Engineering for Boys and Girls program. Enthusiasm related to inquiry science by speaking with weekly tour groups.
- Use of **weekly math assessment data to guide instruction**, which assists with design of enrichment and remediation groups. Students in the remediation group review the concepts in a different way (example: more visuals, manipulatives) and then take the assessment again to show progress/mastery.
- **Presented sessions** at the NCAEE conference and at Meredith College about improving student learning. The presentation at Meredith College involved AIG students and differentiating instruction to meet the needs of gifted learners. The NCAEE session was about how to implement science notebooks in the classroom and various strategies to implement vocabulary building into content areas. All of these strategies are also implemented in the classroom.