
Working Conditions Standard 8—Instructional Practices and Support

Schools provide support for data analysis and teachers' collaboration to improve teaching and learning.

Teachers utilize their expertise in the application of formative and summative assessment data to drive instructional practice and to guide differentiation of instruction to meet the diverse learning needs of students.

Teachers apply their broad knowledge of effective collaborative practices across multiple settings and through Professional Learning Communities (PLCs). Teachers are well-supported by school and district leadership to collaborate and receive professional development on effective practices for collaboration. Best practices are developed, disseminated, and communicated in order to align curriculum and instructional practices.

Teachers are assigned classes that maximize their likelihood of success with students.

Working Conditions Standard 8: Instructional Practices and Support

- 8a Teachers use formative and summative assessment data to drive instructional practice.
 - ✓ Formative and summative assessment data are utilized to drive instructional practices.

- 8b Teachers are supported to work collaboratively to develop, align, and improve instructional practices.
 - ✓ Effective collaborative practices across multiple settings are evident.
 - ✓ Best practices are developed and shared through Professional Learning Communities and professional support personnel.

- 8c Teachers are assigned classes that maximize their likelihood of success with students.
 - ✓ Teachers are assigned classes intentionally to meet students' needs and impact learning.
 - ✓ School leadership actively involves teachers to effectively match teachers' expertise and strengths to students' needs.

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Element	Developing	Proficient	Accomplished	Distinguished
<p>8a Teachers use formative and summative assessment data to drive instructional practice.</p> <p><i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 9.1A, 9.1B, 9.1C</i></p>	<p>Teachers implement assessments as required by the school, district, and state. Teachers generally use summative assessment to inform grading.</p>	<p>Teachers use some formative and summative assessment data to guide some decisions about classroom instruction.</p>	<p>Teachers routinely use formative and summative assessment data to guide differentiation of instruction to meet the diverse learning needs of students and to assess their own efficacy in delivering instruction.</p>	<p>Teachers use formative and summative assessment data to refine differentiation in ways that consistently advance student learning. Formal and informal assessments are seamlessly integrated into lesson planning and instructional practice.</p>
<p>8b Teachers are supported to work collaboratively to develop, align, and improve instructional practices.</p> <p><i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 9.1D, 9.1E, 9.1F, 9.1G, 9.1H</i></p>	<p>Teachers have little knowledge of or support for effective collaborative practices formally or informally. Professional Learning Communities seldom meet in a focused way that improves instruction.</p> <p>Teachers rarely receive or incorporate feedback from collaboration or available support personnel to align and improve instructional practices</p> <p>Teachers are not assigned classes with attention to their qualifications and expertise.</p>	<p>Teachers have adequate knowledge of and support for effective formal and informal collaborative practices to support purposeful collaboration.</p> <p>Teachers incorporate strategies developed in Professional Learning Communities or through work with support personnel to align and improve instructional practices.</p> <p>Teachers are assigned classes for which they are highly qualified and have sufficient expertise.</p>	<p>Teachers meet in formal and supported effective Professional Learning Communities.</p> <p>Teachers collaboratively develop and incorporate strategies from Professional Learning Communities and through work with support personnel to align and improve instructional practices.</p> <p>Teachers are assigned classes that maximize their likelihood of success with students.</p>	<p>Teachers utilize expert knowledge of collaborative practices in ways that advance effective teaching and student learning in formal and supported Professional Learning Communities.</p> <p>Best practices developed in Professional Learning Communities and work with support personnel are analyzed, discussed, and disseminated throughout the school to align and improve instructional practices.</p> <p>The faculty collectively assesses teachers' knowledge, skills, dispositions, and qualifications and works collaboratively to ensure teachers are assigned classes that maximize their likelihood of success with students.</p>
<p>8c Teachers are assigned classes that maximize their likelihood of success with students</p> <p><i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 9.1G</i></p>	<p>Little or no consideration is taken of teachers' course load, teaching ability, content knowledge, or experience in assigning class sizes and assignments.</p> <p>School leadership does not involve teachers in the assignment of classes.</p>	<p>Teachers are assigned classes with some intentional planning to match teacher expertise with students' needs.</p> <p>School leadership seeks some input from teachers in class sizes and assignment of classes.</p>	<p>Teachers are assigned classes intentionally in ways that utilize teacher expertise to meet students' needs and impact learning.</p> <p>School leadership actively involves teachers in the class size and assignment process to effectively match teacher expertise and strengths to students' needs.</p>	<p>Teachers are systematically assigned classes that fully utilize teacher expertise, meet students' needs, and maximize student learning.</p> <p>Teachers are engaged collaboratively with colleagues and school leadership about assignments to provide teachers and students the best opportunity to succeed.</p>