Aligning Study Island with the NC Teacher Evaluation

Study Island is a state specific standard mastery program designed to support teachers to increase student achievement. Using the suggestions below, in conjunction with a variety of ways to address student academic success, Study Island will assist in enhancing teaching practices and meeting the needs of students.

Teacher Evaluation Standards	Artifacts using Study Island
1a. Provides evidence of data driven instruction throughout all classroom activities	Analyzing SI pre assessments to drive instruction Using the class summary report to progress monitor student comprehension during unit. Monitor student progress during learning to differentiate instruction. Analyze post assessments to determine remediation or extension.
1a Evaluates student progress using a variety of assessment data.	Monitoring group/ individual assignments, use of the custom assessment builder, create your own topic, students answer questions from specific objectives so that the teacher can use the individual, RTI, the class comparison report, etc.
1d. Participates in developing policies and practices to improve student learning.	Using the SIP, develop action steps that effectively implement Study Island. Teacher takes an active role in implementing the program effectively in other classrooms.
1d. Actively participates promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	Offers support to colleagues through staff development, PLC's, etc. to integrate SI into daily learning
2d. Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	Modifies SI student assignments. Offers text to speech throughout SI activities. Limits distractor choices on assignments.
2e. Communicates and collaborates with the home and community for the benefit of the students.	Sets up email alerts and offer up to 5 different reports to each parent that communicates their child's progress.
3a. *Elementary and Secondary*: Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	Takes advantages of individual and group charts to monitor proficiency in order reteach or extend as needed.
3d. Teachers incorporate 21st century life skills to make instruction relevant to students	Use of rubrics and other graphic organizers from SI writing section. Use of and incorporation of SI digital tools. Access to multi-media lessons to enhance and reinforce learning.
4a. Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.	Increasing difficulty measures for individual students. Assigning individual students to the Common Core and NC Essential Standards available through SI. Teacher assigns assignments with varying degrees of difficulty. Utilizes the printable worksheet to offer multiple choice or explanation responses.
4a. Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths and weaknesses.	Utilizes SI learning tools such as highlighting, scratchpad, text to speech, and calculators to assist the students in their learning.
4b. Monitors student performance and responds to individual learning needs in order to engage students in learning.	Creating and analyzing pre assessments to group students according to their background knowledge of the objective/content.
4c. Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	Creating topics or assignments that are assigned to groups or individual students in order to maximize student learning.

4d. Demonstrates knowledge of how to utilize technology instruction.	Assigns students to SI during centers, stations, computer lab, etc. Utilize CRS system if applicable. Apply activities to interactive whiteboards during whole or small groups.
4d. Integrates technology with instruction to maximize student learning.	Assigns students to SI with specific tasks such as: writing prompt, teacher created assignment, teacher created topic, use CRS system with SI, SI at centers, or interactive whiteboards.
4g. Creates a variety of methods to communicate with all students.	In addition to content objectives, language objectives, learning outcomes use SI writing rubrics for writing, math, and science. Incorporate SI messaging to comment on progress in all subject areas. Allow students to communicate with the teacher in a way that may be comfortable to them.
4h. Uses multiple indicators both formative and summative to monitor and evaluate student progress.	The teacher can use the test builder for pre assessments and post assessments. CRS system for pre assessment and e-assignments to monitor throughout learning. Use of SI benchmarks four times a year. Access the stats page to monitor individual and group work.
4h. Uses multiple indicators… to improve teaching practice and student learning.	The teacher can use pre assessments, blue ribbons, clickers, and post assessments all in SI to monitor student progress. The teacher can use this information to reteach difficult content, scaffold content, and offer enrichment content.
5b. Participates in professional development activities aligned with goals and student needs.	Leads in the development and implementation of Study Island based on the goals from the SIP
5c. Actively investigates and considers alternative research-based approaches to improve teaching and learning.	Due to fact that SI is a web based application a teacher can use the free webinars, recorded tutorials, Teacher's Lounge, and Announcements to stay abreast of any additions to SI. The teacher can also use the activities in the "teacher resource" section.

Standard 6 will be added upon release from the NC DOE.