

Managing and Making  
Sense of the **N.C. Teacher**  
Evaluation Process

A seminar presented by the N.C. Principals & Assistant Principals' Association



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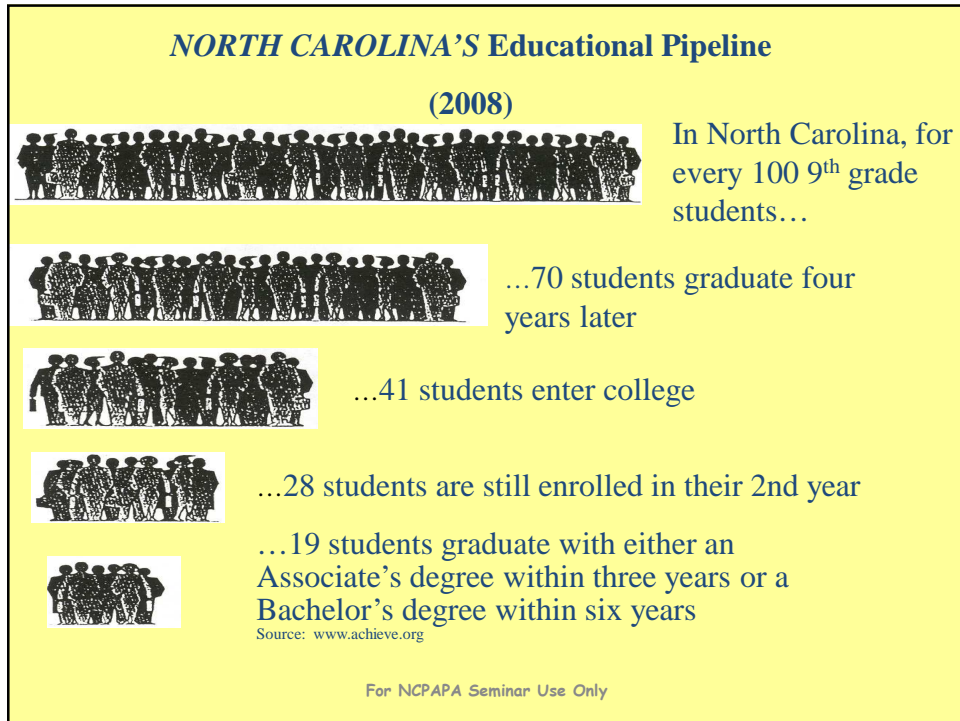
## Session Objectives:

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*Participants will learn how to:*

- Use the new teacher evaluation standards to transform learning environments
- Use the new teacher evaluation rubric as a classroom observation and documentation tool
- Differentiate between various levels of teacher performance on the rating scale
- Use the new teacher evaluation process as documentation for difficult employment decisions

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## Future-Ready Students for the 21<sup>st</sup> Century

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The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, ***globally competitive*** for work and postsecondary education and prepared for life in the 21st Century.

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# NC Teacher Evaluation Process VS TPAI

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## New Evaluation System vs. TPAI

- Higher-Level Practices (21<sup>st</sup> Century)
- Standards-Based
- More Focus on Learner
- Teacher as Leader & Collaborator
- Non-Observable as well as Observable
- Required Self-Assessment/PDP Component
- Teacher Responsibility for Evidences (Artifacts)
- Similar Observation Requirements, but Less-Defined Observation/Documentation Process
- Higher Bar to Achieve Top Ratings

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## The Rating Scale

- Developing—Has a Knowledge or Awareness and is growing towards a better understanding and a consistent application
- Proficient—Demonstrates competence and carries it out daily
- Accomplished—Exceeds basic competence the majority of the time and may be seen as an expert in the element
- Distinguished—Consistently and significantly exceeds the basic competence on a standard. He/She is an expert in the element and shares his/her knowledge with others.
- Not Demonstrated— Teacher did not demonstrate competence or adequate growth to achieving the standard--*The Clueless Level*

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## NC Standards for Teachers

- Standard 1: Teachers demonstrate leadership
- Standard 2: Teachers establish a respectful environment for a diverse population of students
- Standard 3: Teachers know the content they teach
- Standard 4: Teachers facilitate learning for their students
- Standard 5: Teachers reflect on their practice

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## Table Activity

**Standards In Action:**  
**List sample evidences for your**  
**assigned standards.**

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## The Observables

What does it all look like in the  
classroom?

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## What are 21st century skills?

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- Digital-Age Literacies
- Inventive Thinking
- Effective Communication
- High Productivity

[www.metiri.com/features.html](http://www.metiri.com/features.html)

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## Digital-Age Literacy

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In the early 1900's, a person who had acquired simple reading, writing, and calculating skills was considered literate. There is now a broader range of literacies that have been identified as critical for students as they enter the work force. Among those skills are scientific, technological, cultural awareness, and information literacy.

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## Digital-Age Literacy

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- Basic Literacy
- Scientific Literacy
- Economic Literacy
- Technological Literacy
- Visual Literacy
- Information Literacy
- Multicultural Literacy
- Global Awareness

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## Basic Literacy

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Language proficiency (in English) and numeracy at levels necessary to function on the job and in society to achieve one's goals, and develop one's knowledge and potential in this Digital Age

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## Scientific Literacy

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Knowledge and understanding of the scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity.

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## Economic Literacy

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The ability to identify economic problems, alternatives, costs, and benefits, analyze the incentives at work in economic situations, examine the consequences of changes in economic conditions and public policies, collect and organize economic evidence, and weigh costs against benefits

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## Technological Literacy

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Knowledge about what technology is, how it work, what purposes it can serve and how it can be used efficiently and effectively to achieve specific goals

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## Visual Literacy

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The ability to interpret, use, appreciate, and create images and video using both conventional and 21st century media in ways that advance thinking, decision-making, communication, and learning

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## Information Literacy

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The ability to evaluate information across a range of media; recognize when information is needed; locate, synthesize, and use information effectively; and accomplish these functions using technology, communication networks, and electronic resources

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## Multicultural Literacy

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The ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others

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## Global Awareness

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The recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe

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## Inventive Thinking

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- Adaptability/Managing Complexity
- Self-Direction
- Curiosity
- Creativity
- Risk-taking
- Higher-Order Thinking and Sound Reasoning

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## Effective Communication

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- Teaming and Collaboration
- Interpersonal Skills
- Personal Responsibility
- Social and Civic Responsibility
- Interactive Communication

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## High Productivity

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- Prioritizing, Planning, and Managing for Results
- Effective Use of Real-World Tools
- Ability to Produce Relevant, High-Quality Products

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## What standards and elements address 21st century learning?

- Standard III: Elements a, c, d
  - a. Teachers align their instruction with the NCSCOS (literacy skills)
  - b. Teachers recognize the interconnectedness of content areas/disciplines (promotes global awareness)
  - d. Teachers make instruction relevant to students. (incorporates 21st century life skills deliberately, strategically, and broadly)

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## What standards and elements address 21st century learning?

- Standard IV: Elements d, e, f
  - 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.

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## What does this look like in the classroom?

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- Project based learning
- Debates/Socratic seminars
- Problem solving
- Cooperative learning/Teaming/Collaboration
- Writing intensive
- Technology integration/Focused on student learning
- Hands-on learning/Real world applications
- Goal setting/Group data charts/Data notebooks

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## Table Activity

### **Using the Standards to Transform Your School:**

**Look for opportunities embedded in the new standards that have the potential to move teachers away from “business as usual.”**

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## COMMON ADMINISTRATOR QUESTIONS REGARDING THE NEW TEACHER EVALUATION SYSTEM

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### Classroom Management

- What indicators do we use to show poor classroom management?
  - Standard 1a—safe and orderly classroom
  - Standard 2a—provides an environment in which each child has a positive, nurturing relationship with caring adults
  - Standard 4
    - a: know the way in which learning takes place and the intellectual, physical, social, and emotional development of students
    - c: use a variety of instructional methods
    - f: help students work in teams to develop leadership qualities
    - g: communicate effectively

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## NCSCOS Aligned Instruction

- How does an administrator observe Standard 3A (teachers align their instruction with the NCSCOS)?
  - Standard 3A is observable by the standards and objectives being taught, the level of student engagement and work products, and student performance on assessments.
  - Literacy instruction for this element refers to elementary teachers providing explicit and thorough literacy instruction; whereas, middle and high school teachers incorporate literacy instruction through the content areas.

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## Global Awareness

- How does a teacher demonstrate he/she is embracing diversity and culturally sensitive materials?
  - Teachers can use various texts, selections, novels, websites, current events and articles that embrace various cultures, races, and socio-economic levels.
  - Teachers select materials and develop lessons that counteract stereotypes and incorporate histories and contributions from all cultures, races, and socio-economic levels.
  - Teachers can invite guest speakers and plan field trips that align with diversity and cultural awareness goals as well as the NCSCOS
  - Teachers can initiate a “pen pal” or “skype” relationship with a classroom in another region of the state, the US, or another country
  - Teachers can create a classroom environment that encourages “difficult conversations” about race, ethnicity, and culture whereby all students feel they have a voice and are heard.

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## The Artifacts

This process is NOT a teacher in a box!

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## What is an Artifact?

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- A product resulting from a teacher's work. Artifacts are a natural by-product of a teacher's work and are NOT created for the purpose of satisfying evaluation requirements.
- Examples
  - Lesson plans
  - PD Logs
  - Student Achievement Data
  - Student work examples
  - Parent/Teacher Communication Log

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## What is the purpose of an Artifact? How should Artifacts be used?

An artifact should augment a teacher's performance in the classroom. When a teacher's performance disconnects from an artifact, greater weight should be given to his/her performance. Artifacts should be used to encourage conversation between the administrator and teacher. Artifacts should be current within that school year to insure strongest value.

<http://www.dpi.state.nc.us/docs/profdev/resources/coaching/artifact-cover.pdf>

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## How to be successful with this process:

- Learn the Standards and their Elements
  - Embrace the idea that you will not see EVERYTHING every time and some things do overlap across standards
- Introduce the Standards to your Staff
  - Continual professional development throughout the school year
- Scheduling
  - Streamline the process with due dates for your staff
  - Observe your BTs and Probationary Teachers first and early
  - Work with your AP(s) to “spread the wealth”
  - Make sure you hold your post conference within 10 days of your observation

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## How to be successful with this process:

- Collecting Evidence
  - Get out of your office
    - Pay attention to teachers in cafeteria, hallway, parent/teacher conferences, staff meetings, and after-school functions
  - Know what the Rating Scale looks like in your school
    - Developing—Has a Knowledge or Awareness
    - Proficient—Demonstrates competence and carries it out daily
    - Accomplished—Exceeds basic competence the majority of the time and may be seen as an expert in the element
    - Distinguished—Consistently and significantly exceeds the basic competence on a standard. He/She is an expert in the element and shares his/her knowledge with others.

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## How to be successful with this process:

- Conferencing
  - Pre-Conference—only for first formal observation
    - Tell me about the lesson I am going to be observing.
  - Post-Conference—within 10 days of Observation
    - Ask teacher to elaborate on his her lessons
    - Address areas of strength
    - Address areas of weakness or gaps in instruction
    - Address elements of school's improvement plan and the teacher's efforts to meet those goals
    - <http://www.dpi.state.nc.us/docs/profdev/resources/coaching/conferencing-protocol.pdf>

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## Important Definitions, Procedures, and Forms

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### Definitions:

**Beginning Teacher** - Teachers who are in their first three years of teaching and who hold a Standard Professional 1 License

**Probationary Teacher** – Teachers who have not obtained Career Status in their district

**Career Status Teachers** – Teachers who have been granted Career Status in their district

**Formal Observation** – an observation of a teacher's performance for a minimum of 45 minutes or one complete lesson

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## Definitions:

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**Informal Observation** – An observation of a teacher for a minimum of 20 minutes

**North Carolina Teacher Rubric** – A composite matrix of the standards, elements and descriptors of the North Carolina Standards for Teachers

- **Performance Standard** – The distinct aspect of leadership or realm of activities which form the basis for the evaluation of a teacher
- **Performance Elements** – The sub-categories of performance embedded within the standard
- **Performance Descriptors** – The specific performance responsibilities embedded within the components of each performance standard
- **Performance Goals** - Goals for improvement in professional practice based on the self-evaluation and/or supervisor recommendation

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## Definitions:

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**School Executives** – Principals and assistant principals licensed to work in North Carolina

**Self-Assessment** – Personal reflection about one's professional practice to identify strengths and areas for improvement (conducted w/out input from others)

**Summary Evaluation Form** – A composite assessment of the teacher's performance based on the evaluation rubric and supporting evidence

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## The Evaluation Process

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### Component 1: Training:

- Complete training on process one time

### Component 2: Orientation:

- Every year
- Within two weeks of a teacher's first day
- Must include rubric, policy & schedule of evaluation

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### Component 3: Teacher Self-Assessment:

- Uses the teacher rubric
- Is done by individual (without input from others)
- Used in developing PDP
- Used in pre and post conference discussions

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### Component 4: Pre- Observation Conference

- A pre-observation conference occurs before any observations happen during the year
- Discuss: self-assessment, PDP & lesson(s) to be observed
- Teacher will have written description of lesson for first observation
- Subsequent observations do not require a pre-observation conference

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### Component 5: Observation(s)

- Probationary teachers require 4 formal observations: 3 administrative, 1 peer
- Career status teachers (in their summative year of evaluation) must have three observations: at least 1 must be formal

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### Component 5: Observations (cont.)

- The first observation must be a formal, announced observation occurring over one complete lesson (a minimum of 45 minutes). Informal observations occur over 20 minutes
- Subsequent observations may be unannounced
- Evaluator uses the rubric as a recording tool

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### Component 6: Post-Observation Conferences

- Must occur after each observation
- Must occur no later than 10 school days after the observation
- Designed for the purpose of identifying areas of strength and those in need of improvement
- Requires review and signature of rubric

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## Component 7: Summary Evaluation Conference

- Bring Self Assessment
- Review Observations
- Discuss Additional Artifacts
- Sign Summary Rating Form & Record of Teacher Evaluation Activities
- Begin discussion for future goals

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## Component 8: Professional Development Plans (PDPs)

### Goal Setting

- 2 – 3 goals established as part of a teacher's Individual Growth Plan (PDP) after completing self-assessment
- SMART Goals: Specific, Measurable, Attainable, Relevant and Time-Bound

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## Professional Development Plans After Year 1 of Implementation

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- Teachers who are rated as “Proficient” or higher on all Standards will develop a standard Professional Development Plan (PDP)
- Teachers who are rated as “Developing” on any Standard will be placed on a “Monitored” Growth Plan
- Teachers who are rated as “Not Demonstrated” on any Standard or who have a rating of “Developing” for two sequential years will be placed on a “Directed” Growth Plan
- Monitored and Directed Plans meet the guidelines of being an “action plan”

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## Managing the Process

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- Develop an observation matrix (who, by when, by whom)
- Establish artifact collection and submission guidelines (what, when, how detailed, etc.)

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**Using the New Teacher Evaluation  
Rubric as a Classroom Observation  
Tool :**  
*Real-World Examples*

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**Differentiating Teacher  
Performance with the New Rating  
Scale:**  
**Sample Evidences**

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## Accomplished / Distinguished

Teacher meets the learning needs of all special needs students:

- Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.
- Effectively engages special needs students in learning activities and ensures their unique learning needs are met.
- Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.
- Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.

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## Accomplished / Distinguished

Teachers recognize the interconnectedness of content areas/disciplines:

- Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the *North Carolina Standard Course of Study*. Relates content to other disciplines.
- Integrates global awareness activities throughout lesson plans and classroom instructional practices.
- Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.
- Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.

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## Accomplished / Distinguished

Teachers help students develop critical thinking and problem-solving skills:

Teaches students the processes needed to:

- think creatively and critically,
  - develop and test innovative ideas
  - synthesize knowledge,
  - draw conclusions
  - exercise and communicate sound reasoning,
  - Understand connections
  - make complex choices
  - frame, analyze and solve problems.
- Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.

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## Accomplished / Distinguished

Teachers use a variety of methods to assess what each student has learned:

- Uses the information gained from the assessment activities to improve teaching practice and student learning.
- Provides opportunities for students to assess themselves and others.
- Teaches students and encourages them to use peer and self assessment feedback to assess their own learning.
- Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.

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## Accomplished / Distinguished

Teachers link professional growth to their professional goals:

- Participates in professional development activities aligned with goals and student needs.
- Applies and implements knowledge and skills attained from professional development consistent with its intent.

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## Table Activity

Read and discuss the sample evidences and their placement on the rating scale. What patterns do you see?

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## Video

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- 6<sup>th</sup> Grade Math Teacher
- Standards 3 and 4
- <http://www.dpi.state.nc.us/docs/profdev/resources/coaching/standard24-tool-elements.pdf>



December 1, 2010 - Wake County Public Schools

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## Video

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- With a partner, share your evidence examples for standards 3 and 4
- Look at the rubric, where would you mark the teacher based on your evidences in
  - Standard 4 element c
  - Standard 4 element f
  - Standard 3 element a

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## Summary Rating Form

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## Summary Rating Form

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- ✓ Every element for every standard is marked (not demonstrated requires comment)
- ✓ Ratings are based on everything you know about that teacher, including observations
- ✓ Overall rating for each standard is chosen by the evaluator after reviewing all of the elements within a standard
- ✓ Comments may be added by evaluator and/or the teacher
- ✓ Signatures required on the final page

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# Using the New Teacher Evaluation Process to Document Difficult Employment Decisions : *More Real-World Examples*

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Professional Development Plan				
School Year: 2009-2010		Lateral Entry: Year 2		
Name: [REDACTED]		Position: Language Arts/Social Studies		
School: Spring Hill Middle School		Mentor: Rhonda Hester		
<p><b>A. NC Professional Teaching Standards</b></p> <ol style="list-style-type: none"> <li>1. Teachers Demonstrate Leadership</li> <li>2. Teachers Establish a Respectful Environment for a Diverse Population of Students</li> <li>3. Teachers Know the Content They Teach</li> <li>5. Teachers Reflect on Their Practice</li> <li>4. Teachers Facilitate Learning for Their Students</li> </ol>				
<p>Standards to be addressed: I. Teachers demonstrate leadership.</p>				
<p>Elements to be addressed: c. Teachers have knowledge of and contribute to establishing positive relationships and collaborate with colleagues. e. Teachers demonstrate high ethical standards.</p>				
<b>B. Teacher's Strategies</b>				
Goals:	Activities:	Evidence of Completion:	Resources:	Timeline:
Have clear rules and procedures for student behavior. When students do not comply, impose appropriate consequences for the infractions without embarrassing or humiliating students.	PD 360 Classroom Management	Completion of staff Development	PD 360	September
	Book: First Days of School (Harry Wong) Read and summarize selected articles related to classroom management. Meet weekly with the guidance counselor and administrator to discuss difficult students.	Summary of book Summaries of Articles Log of weekly meetings	Book Articles Counselor, Assistant Principal	August October Weekly, Ongoing
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Goal:	Activities:	Evidence of Completion:	Resources:	Timeline:
Work toward establishing positive working relationships with staff members, colleagues, and parents.	Log of contacts with parents (positive messages home)	Log		On-going
	Meetings with on-staff mentor	Record of meetings		On-going
Goal:	Activities:	Evidence of Completion:	Resources:	Timeline:
Acknowledge the diverse views of students, parents, and legal guardians and colleagues as they work collaboratively to shape the educational goals, policies, and decisions that affect student learning.	Read selected literature/articles and summarize.	Summaries	Articles	Monthly
	Logs of student meetings with summary	Logs		On-going
	(IEP meetings, SSMT meetings, CFST meetings, Team meetings)			

Plan: Individual   
 Monitored   
 Directed


Teacher Signature: \_\_\_\_\_  
 Principal's Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

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## Spring Hill Middle School

22801 Airbase Road  
 Laurinburg, North Carolina 28352  
 Phone: (910) 369-0590



Beth Ammons, Principal Patrick Peed, Assistant Principal

Employee: [REDACTED]  
 Position: 8<sup>th</sup> Grade Teacher  
 School: Spring Hill Middle School  
 Principal: Beth Ammons

Date Action Plan Initiated: February 1, 2010  
 Date to be Completed: April 30, 2010

[REDACTED] will have 90 calendar days to improve her performance as indicated on this Action Plan beginning today, February 1, 2010.

If performance has not improved at the end of the 90 day period, termination of employment will result.

Evaluator's Signature: Beth Ammons  
 Teacher's Signature: \_\_\_\_\_

*Ms [REDACTED] refuses to sign this action plan.*  
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Employee Name: _____ Principal: <u>Beth Ammons</u> School: <u>Spring Hill Middle</u> Date: <u>February 1, 2011</u>				
Problem	Goal	Strategies	Evidence of Completion	Completion Date
_____ is not taking responsibility for the progress of students to ensure that they graduate from high school.	_____ will take responsibility for the progress of students to ensure that they graduate from high school.	1. Lessons will be prepared and mastered prior to presenting the lesson to students.	Presentation of lesson plans with detailed presentation notes attached. Michelle Gray and Pam Lewis will review the detailed presentation notes each week.	Weekly 90 Days
		2. _____ will meet weekly with Michelle Gray and/or Pam Lewis to discuss lesson plans and how they will be implemented.	Log of meetings	Weekly 90 Days
		3. _____ will attend all math and science planning sessions conducted at Spring Hill Middle and the Central Office.	Log of meetings/training sessions attended	Weekly/Monthly 90 Days
		4. Daily assessment data will be maintained to ensure that students understand concepts.	Daily assessment data	Daily 90 Days
		5. _____ will be observed daily by one of the following: Michelle Gray Pam Lewis Patricia Peed Beth Ammons	Observation forms	Daily 90 Days
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Employee Name: _____ Principal: <u>Beth Ammons</u> School: <u>Spring Hill Middle</u> Date: <u>February 1, 2011</u>				
Problem	Goal	Strategies	Evidence of Completion	Completion Date
_____ is not communicating effectively with her students. Students do not understand the content that they are being taught.	_____ will communicate effectively with her students. Students will understand the content that they are being taught.	1. _____ will review all lessons with Michelle Gray and/or Pam Lewis and/or Rachel Jones in weekly meetings.	Log of Meetings	Weekly 90 Days
		2. _____ will conduct daily assessments to ensure that students are learning the material.	Daily assessment tools and data	Daily Submitted Weekly 90 Days
		3. _____ will review the daily assessments chosen with Michelle Gray, Rachel Jones, and/or Pam Lewis.	Log of Meetings	Weekly 90 Days
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Employee Name: \_\_\_\_\_ Principal: Beth Ammons School: Spring Hill Middle Date: February 1, 2010

Problem	Goal	Strategies	Evidence of Completion	Completion Date
_____ does not see the need to improve student learning in the classroom. Students are not improving their skills.	_____ will see the need to improve student learning in her classroom. Students will improve their skills.	1. _____ will improve the learning in her classroom by proper planning for lessons and assessments.	Weekly Meetings with Michelle Gray and/or Rachel Jones and/or Pam Lewis	Weekly 90 Days
		2. _____ will share assessments that will be used daily with Michelle Gray and/or Rachel Jones and/or Pam Lewis in weekly planning sessions.	Weekly Meetings with Michelle Gray and/or Rachel Jones and/or Pam Lewis	Weekly 90 Days

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Employee Name: \_\_\_\_\_ Principal: Beth Ammons School: Spring Hill Middle Date: February 1, 2010

Problem	Goal	Strategies	Evidence of Completion	Completion Date
_____ does not demonstrate a basic knowledge of her content and is not preparing adequately for lessons.	_____ will demonstrate a basic knowledge of her content and will prepare adequately for all lessons.	1. _____ will meet weekly with her team and/or Michelle Gray and/or Rachel Jones and/or Pam Lewis to develop lesson plans.	Log of planning sessions Submitted lesson plans	Weekly 90 Days
		2. _____ will develop a set of dialogue notes that will outline how lessons will be developed and implemented.	Submitted dialogue notes for math and science	Weekly 90 Days
		3. In weekly meetings with Michelle Gray and/or Pam Lewis and/or Rachel Jones, _____ will discuss how she will develop her lessons for math and science.	Discussion notes	Weekly 90 Days
		4. All lesson materials will be prepared PRIOR to the next day's lessons. _____ will remain after school each day until the checklist has been completed.	Observation of prepared materials by Lewis, Gray, Peed or Ammons Completed Checklist	Daily 90 Days

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## Teacher Responsibilities:

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- Know and understand the North Carolina Professional Teaching Standards
- Understand the North Carolina Teacher Evaluation Process
- Prepare for and fully participate in each component of the evaluation process

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## Teacher Responsibilities Cont.:

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- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals
- Develop and implement strategies to improve personal performance/attain goals in areas identified individually or collaboratively identified

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## Principal/AP Responsibilities:

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- Identify the teacher's strengths and areas for improvement and make recommendations for improving performance
- Ensure that the contents of the Teacher Summary Evaluation Report accurately reflect the teacher's performance
- Develop and supervise implementation of action plans as appropriate

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## Principal/AP Responsibilities:

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- Know and understand the North Carolina Professional Teaching Standards
- Participate in training to understand and implement the Teacher Evaluation Process
- Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process

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## Closing

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- Questions & Answers
- Comments
- Evaluation

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In what ways can a teacher model/ demonstrate  
Teacher Leadership in the classroom, the school  
and the teaching profession?

*Table Activity:*

- Choose a recorder and discuss the question above
- List selected ideas on chart paper (at least 1-2 ideas each for the three areas above)
- Select a reporter to report out to the group

Standard 1

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## Standard II Think/Pair/Share Activity

- **Pair with a person and share:**
  - One strategy you have seen or done that models an environment that is inviting, respectful, supportive, inclusive & flexible
- **When time is called, go to a second person and share:**
  - One strategy for maintaining high expectations for students
- **When time is called, choose a third person and share:**
  - One strategy for collaboration with families/significant adults of students

Standard 2

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## Today's Classroom

First grade girls get excited about the digital possibilities!

[http://www.teachertube.com/view\\_video.php?viewkey=c611904a467b4892806a](http://www.teachertube.com/view_video.php?viewkey=c611904a467b4892806a)

Looking into the eyes of our children and our future

<http://www.youtube.com/watch?v=Wm9XIJ-1Wa4>

Did you know

[Video](#)

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