Department of Specialized Education Services

STUDENT HANDBOOK

B.S in Elementary Education and Special Education: General Curriculum Dual Major

THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

Updated 5.3.16
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Introduction

“A Community of Professional Educators Committed to Preparing
And Supporting the Professional Development of Caring, Collaborative, and
Competent Educators who work in Diverse Settings”

Welcome to The University of North Carolina at Greensboro (UNCG) and the Bachelors of Science in Specialized Education Services program. It is essential that you become knowledgeable of the contents of the information in this Handbook. It is designed to give you the information needed to plan a successful course of study in the Specialized Education program at The University of North Carolina at Greensboro. The materials included serve as a guide to program requirements, procedures, program deadlines, and courses of study. In addition, several important forms are included in the Handbook. This Handbook is to be referred to in conjunction with The University of North Carolina at Greensboro Graduate School Bulletin (http://reg.uncg.edu/catalog/)

The primary goal of the Department of Specialized Education Services is to prepare professionals for diverse roles in working with individuals with disabilities across the lifespan in a variety of educational and community environments. Programs in the department emphasize the delivery of services in integrated settings, with a focus on interdisciplinary and interagency collaboration. Upon graduation, students are prepared for professional careers in public and private schools, residential settings, community agencies, clinics, and organizations. Faculty teaching, research, and service activities facilitate these outcomes.

NOTE: POLICIES AND PROCEDURES OUTLINED IN THIS HANDBOOK ARE SUBJECT TO CHANGE. STUDENTS SHOULD CONFIRM PROGRAM PLANS WITH THEIR ADVISOR.
Mission

To prepare exceptional professionals who value and support the dignity and rights of all individuals through excellence in community-engaged teaching, research, and service. Recognizing education’s power to transform, the School of Education values include but are not limited to: caring, trustworthy, and engaged programs, organizational arrangements, and decision-making that carry out the University’s role as simultaneously innovative and deliberative in a democratic society.

Core Values:

*Equity and inclusiveness*—dedicated to fairness, diversity, and the role of education in addressing social justice

*Collaboration*—working together across departmental and disciplinary boundaries in mutually enriching relationships

*Innovation*—creating and utilizing new knowledge, modes of inquiry, and practice

*Integrity*—conducting our work with honesty and honor as we strive to meet our highest potential

*Engagement*—joining with the university and community to participate in teaching, scholarship, and service

*Learner-centered*—focusing our teaching, scholarship, service, and community engagement on the best interest of students
EDUCATIONAL OBJECTIVES

Program goals of the B. S. in Special Education are to provide excellent preparation to special education teachers who will teach students with mild/moderate disabilities. These goals are as follows:

1. **Competency in working with parents and families.** Students will learn about, interact with, and have field experiences stressing culturally competent interactions with parents and families of individuals with disabilities. Particular emphasis will be placed on creating supportive and positive interactions.

2. **Competency in developing interprofessional collaboration and communication skills.** The strong emphasis placed on interprofessional collaboration will be an integral part of the program. Opportunities to work in interdisciplinary settings will be provided by offering experiences blending instruction and collaboration with other trainees in the university. Students will participate in university--community--multi-agency partnerships designed to find ways to share professional expertise and understandings of one another's perspectives.

3. **Competency in differentiated learning based on best practices in instruction.** Students will learn research-based, best practices for working with students with mild/moderate disabilities. The emphasis in coursework will be multi-level, with instruction relating to formal assessment for identification and eligibility and informal classroom assessment for the purpose of instruction using curriculum-based approaches.

4. **Competency in providing for transitions associated with school levels, school settings, and life span activities.** Emphasis will be placed in coursework and field experiences on assisting students and families during periods of transition, including those across school levels, those across settings, and those across the life span. This topic will be integrated throughout the program. Since the North Carolina licensure pattern is for K-12 credentialing in special education, a priority will be placed on providing students with experiences across age levels and settings and needs. In that way, they will be better prepared for the variety of teaching positions for which they will be eligible.

5. **Competency in instructional technology and universal design for learning.** Students will meet the rigorous requirements of the International Society for Technology in Education –National Educational Technology Standards for Teachers (ISTE/NETS) and the technology standards for teacher licensure in North Carolina. Coursework will address human factors associated with technology instruction, including hardware, software, and other materials and applications useful for teachers, including universal design for learning to meet instructional needs of diverse learners. Since the State of North Carolina requires that each teacher licensure candidate prepare a technology portfolio, this program goal will be clearly articulated and implemented.

6. **Competency in developing positive supports for student behavior.** This specific goal of the program is to emphasize positive supports for diverse learners. Students will examine a multitude of interventions in response to student behavior as well as exploring issues related to school
violence and prevention. Students will learn strategies and techniques for working with students’ behavior and emotional needs, including therapeutic approaches, interventions for crises, self-advocacy, and social skills training. A priority for this program goal is to address the many factors in the environment that affect student behavior, particularly in urban settings. A second priority will be the functional analysis of behavior and the development of effective strategies based on such assessment. Another perspective will be improving students’ understandings of cultural variations in behaviors and the implications for intervention. Finally, the role of parents and families in supporting positive student behavior will be stressed.

Program Philosophy

The undergraduate program in special education in the Department of Specialized Education Services at UNCG leads to a B.S degree with licensure in special education: general curriculum. The preparation program will be based on two complementary considerations. First, standards provided through state, professional, and accrediting bodies, including the North Carolina Department of Public Instruction (DPI), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Council for Exceptional Children (CEC) guides the implementation of the program to ensure that it represents best practices and rigorous standards. Second, the program will be directly responsive to community input to ensure that graduates are ready to address the realities of their profession and meet local needs.

The program will emphasize themes that capture contemporary thinking about preservice special education teacher preparation:

1. Parents and families
2. Interprofessional collaboration
3. Differentiated learning based on best practices in instruction
4. Transitions (school levels, settings, life span)
5. Technology
6. Positive supports for behavior

In addition the program follows the conceptual framework of the School of Education at UNCG.

The conceptual framework states that the mission of professional education at The University of North Carolina at Greensboro is to ensure “Access to Opportunities through Teaching, Learning and Caring.” This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.”
## Specialized Education Services K-12 Faculty & Staff

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cavanaugh, Christie</td>
<td>Visiting Professor</td>
<td>421</td>
<td><a href="mailto:clcavan@uncg.edu">clcavan@uncg.edu</a></td>
<td>334-5843</td>
</tr>
<tr>
<td>Jimenez, Bree</td>
<td>Assistant Professor</td>
<td>418</td>
<td><a href="mailto:bajimene@uncg.edu">bajimene@uncg.edu</a></td>
<td>517-7745</td>
</tr>
<tr>
<td>Johnson, Wayne</td>
<td>Administrative Assistant</td>
<td>444</td>
<td><a href="mailto:wmjohnso@uncg.edu">wmjohnso@uncg.edu</a></td>
<td>334-5843</td>
</tr>
<tr>
<td>Kurtts, Stephanie</td>
<td>Associate Professor</td>
<td>416</td>
<td><a href="mailto:sakurtts@uncg.edu">sakurtts@uncg.edu</a></td>
<td>256-1080</td>
</tr>
<tr>
<td>Little, Teresa</td>
<td>Clinical Assistant Professor</td>
<td>422</td>
<td><a href="mailto:tclittle@uncg.edu">tclittle@uncg.edu</a></td>
<td>334-3770</td>
</tr>
<tr>
<td>Rock, Marci</td>
<td>Associate Professor</td>
<td>424</td>
<td><a href="mailto:mlrock@uncg.edu">mlrock@uncg.edu</a></td>
<td>256-8640</td>
</tr>
<tr>
<td>Ryndak, Diane</td>
<td>Full Professor, Department Chair</td>
<td>444</td>
<td><a href="mailto:dlyndak@uncg.edu">dlyndak@uncg.edu</a></td>
<td>256-0153</td>
</tr>
<tr>
<td>Williamson, Pamela</td>
<td>Associate Professor</td>
<td>436</td>
<td><a href="mailto:pswilli2@uncg.edu">pswilli2@uncg.edu</a></td>
<td>334-3222</td>
</tr>
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All offices are in the School of Education Building (SOEB). All phone numbers use the 336 area code.
Admissions

To the University:
Admission to the UNCG is based on the criteria as set forth by the university. For specific information on admission to the university, visit [http://admissions.uncg.edu/](http://admissions.uncg.edu/) or contact Undergraduate Admissions at (336) 334-5243.

To the School of Education:
Admission to UNCG does not guarantee selection into any area of study. Some professional schools and majors have special additional admission requirements. The following are the requirements to be admitted to the teacher education program:

1. A minimum GPA of 3.0 based on all relevant undergraduate coursework, including transferable hours as determined by the UNCG admissions office
2. Completion of at least 12 semester hours at UNCG.
3. Recommendation of the department.
4. Achievement of minimum score requirements as set by the North Carolina Department of Public Instruction on the Pre-Professional Skills Tests (PPST). This test should be completed during the spring semester of the sophomore year. Use this link: [http://www.teACHERSTestprep.COM/Praxis_PPST](http://www.teACHERSTestprep.COM/Praxis_PPST) to review the PRAXIS I webpage with information about passing scores, exemption scores, and where to go to sign up for the exam.
   *Transfers should complete the Praxis I Core Academic Skills Exam during the semester they complete SES 250.

Additional SES requirements:
A 3.0 grade point average is required in all courses with an SES prefix in order to be admitted to student teaching. Students must earn a C or better in program course work. Students must also have a passing score on the Praxis I, as required by the North Carolina Department of Public Instruction, to be admitted to the Teacher Education Program.

1. A grade of C in SES 250.
2. Completion of all courses needed to fulfill the UNCG general education requirements. During the junior year, students already admitted to the program must apply for admission to student teaching.
General Education Core Requirements
(s.h.-semester hours)

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)
MAT 115 College Algebra
GRD—Reasoning and Discourse (6 s.h.)
ENG 101 College Writing I
   or
FMS 115 Freshman Seminar in Reasoning and Discourse I
   or
RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)
HDF 302 Infant and Child Development
SOC 101 Introduction to Sociology
General Education Marker Requirements

It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration. The requirements include:

GL/GN—Global/Global Non-Western Perspectives

Four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One SI (Speaking Intensive) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive. The speaking intensive course in the major is SES 447 Service Delivery Systems and Role Management.

One WI (Writing Intensive) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.
Major Requirements (74 s.h.)

(Refer to your bulletin year for specific course requirements [https://reg.uncg.edu/catalog/](https://reg.uncg.edu/catalog/))

Elementary Education
36–39 s.h. to include:

TED 250 Teaching as a Profession

and

TED 222 Mathematics for Teaching

or

SES 250 Introduction to Professions in Specialized Education
TED 320 Language Arts Education
TED 335 Language Foundations for Teachers
TED 350 Internship I: Inquiry in Teaching and Learning
TED 360 Elementary Social Studies Education
TED 370 Science Education in the Elementary School
TED 380 Mathematics Education
TED 400 Internship III: Inquiry in Teaching and Learning
TED 420 Reading Education
TED 428 Advanced Methods in the Elementary Grades
TED 461 Student Teaching and Seminar: Elementary Grades

TED 461: SES 465: Students will student-teach for a total of 12 s.h. Ten weeks in an elementary education setting that enrolls students with identified disabilities and six weeks in a secondary special education setting is required.

Special Education
38 s.h. to include:

SES 252 Survey of Learning and Behavior Differences
SES 350A Interprofessional and Instructional Field Experience
SES 350C Interprofessional and Instructional Field Experience
SES 360 Assessment for Exceptional Learners
SES 447 Service Delivery Systems and Role Management
SES 460 Home-School Partnerships for Students with Exceptional Needs
SES 465 Student Teaching and Seminar: Students with Mild and/or Moderate Disabilities
SES 466 Positive Behavior Supports for Exceptional Learners
SES 469 Reading Instruction for Learners with Disabilities
SES 469L Laboratory in Mild Disabilities: Reading Instruction
SES 471 Teaching Exceptional Learners the General Curriculum I
SES 472 Teaching Exceptional Learners the General Curriculum II

SES 465: Students will student-teach for a total of 12 s.h. Ten weeks in an elementary education setting that enrolls students with identified disabilities and six weeks in a secondary special education setting is required.
Teacher Licensure Requirements (16 s.h.)

1. **One of the following:**
   - **ARE 367**  Child Art and Teaching
   - **DCE 345**  Dance in Preschool and Elementary Settings
   - **MUE 361**  Music for Preschool and Elementary Teachers
   - **THR 315**  Creative Drama for the Classroom Teacher

2. **ELC 381**  The Institution of Education

3. **HDF 302**  Infant and Child Development

4. **HEA 341**  Health Pedagogy for Elementary School Teachers

5. **LIS 120/TED 120**  Introduction to Instructional Technology for Educational Settings

6. **One of the following:**
   - **SPA 101**  Beginning Spanish I
   - **SPA 121**  Basic Spanish for Teachers
SES Field Experiences

(Refer to Appendix for Field Placement policies)

In the three semesters prior to student teaching, students will complete 10 hours a week in the field. These field experiences in schools are completed through the course requirements of SES 350A and C: Interprofessional and Instructional Field Experiences.

Field experiences focus on both urban and rural settings, providing an opportunity to experience a tremendous range of student diversity. Field placements are located in surrounding school districts and may require travel beyond a 20 mile radius. The UNCG School of Education has developed strong partnerships with school districts in the Piedmont region of the state in order to provide these valuable field experiences.

The field experience component for the undergraduate special education teacher preparation program is intended to be a companion to students’ other coursework, providing them with increasingly demanding experiences in a variety of settings to implement techniques and strategies being learned in core program coursework, interact with colleagues in applied settings, and problem solve with peers about the interprofessional and instructional issues that they encounter.

This course embodies the six themes of the program: parents/families, instructional practices, collaboration, positive behavior supports, use of technology, and effective transitions. The course is also intended to provide a vehicle through which the special education program can coordinate efforts with the already-established Professional Development School model in place in the Department of Curriculum and Instruction.

Finally, it is through this field experience that it will be ensured that majors in the special education program have opportunities to work with a representative range of students.
Portfolio Requirements

During the five semesters of the professional teacher preparation program in special education, students work progressively on a teaching/technology portfolio. The teaching/technology portfolio addresses the NCDPI standards for Special Education: General Curriculum, CEC teaching standards in special education and the ISTE/NETS standards for instructional technology.

The professional course of study offers opportunities for students to complete projects, assignments, and field experiences that demonstrate their competency in each of the teaching standards. The teaching/technology portfolio is the product that showcases the completion of the coursework requirements for meeting the standards.

While students begin collecting evidence of their competencies beginning with the first professional courses, it is during the fall of the senior year that they begin organizing their teaching/technology portfolios. The students also complete activities associated with the reflective writing process to address each of the competencies.

Teaching/technology portfolios are completed during the spring semester of the senior year (student teaching). Then they are reviewed by faculty and public school special education teachers.
Teacher Licensure Requirements

Students must have a 3.0 overall grade point average to be admitted to teacher education. A 3.0 grade point average is required in all courses with an SES prefix in order to be admitted to student teaching. Students must earn a C- or better in program course work. **Students must also have a passing score on the Praxis I, as required by the North Carolina Department of Public Instruction, to be admitted to the Teacher Education Program.**

In conjunction with the General Core Requirements, the following courses must be taken for teacher licensure:

**ELC 381**       The Institution of Education

**LIS 120/TED 120** Introduction to Instructional Technology for Educational Settings

**SPA 101**       Beginning Spanish I

or

**SPA 121**       Basic Spanish for Teachers

**TED 450**       Psychological Foundations of Education

**TED 335**       Integrated Reading Instructions

**TED 545**       Diverse Learners

**PRAXIS**

All teacher licensure candidates must have satisfactory scores on the Pre-Professional Skills Test (PPST)-PRAXIS I- for admission to the teacher education program. To be licensed in North Carolina, students must meet the specific state requirements for licensure, including an adequate score on relevant PRAXIS exams in (1) general knowledge in special education and (2) mild/moderate disabilities and demonstration of technology competencies. Students should take the relevant PRAXIS exams during the third or fourth semester of their professional program.

To see NC requirements for licensure please visit: [http://www.ncpublicschools.org/licensure/](http://www.ncpublicschools.org/licensure/)

For more information about the PRAXIS exam please visit: [https://www.ets.org/praxis/nc](https://www.ets.org/praxis/nc)
Student Teaching

(Refer to Appendix for Student Teaching policies)

Students in this program will receive North Carolina K-12 licensure in Special Education: General Curriculum. Field experiences and student teaching will be carefully orchestrated to include a range of experiences. Students will spend a semester each in an elementary, middle school, and high school setting working with students with mild/moderate disabilities following the general curriculum prior to student teaching.

During the fourth semester of the professional program, the student teaching experience (12 weeks) will be completed at one educational setting with emphasis on inclusive learning environments.

Please see the teacher education handbook of the School of Education for specific requirements concerning student teaching. http://oss.uncg.edu/academic-advising/handbooks/

Criminal Background Check

At the request of the North Carolina Department of Public Instruction, the Teacher Academy at UNCG is requiring a criminal background check for all students who work in on-campus or off-campus placements with children and other adults. UNCG requires the criminal background check to be completed with Background Investigation Bureau, Inc. (even if you have another one with a different company for your job). This criminal background check must be completed prior to beginning on-campus or off-campus class assignments, practicum placements, or internships.

All students need to complete the UNCG Teacher’s Academy Consumer Reports Release Order Form for the criminal background check. You may download this form and instructions on how to submit the form using this link http://oss.uncg.edu/formsapplications/. The cost is $22 unless you have lived outside the United States (includes study abroad; see international costs table) or if you have had more than three legal names.

Make sure you have documentation/proof that you have submitted this form. You will need to provide this proof to the instructor(s) for each course in which you will work with children families, and other adults. If you are required to complete student teaching, you may be required to complete an additional criminal background check designated by your placement school/center. If you have questions, please contact the Teacher Academy.
Professional Liability Procedures

Procedure for purchasing Professional Liability Insurance:
Professional liability insurance (in the amount of $1,000,000) is required for any student who is enrolled in a class that requires field experience. Field experience is defined as any activity outside of the classroom walls which requires you to interact with the public (adults or children) whether it be in a school, church, YMCA, camp, non-profit organization, etc. This insurance will cover you in the instance that something was to happen while you are off campus.

Options for obtaining and demonstrating $1,000,000 in Professional Liability insurance coverage include: (a) joining Student North Carolina Association of Educators (SNCAE) for $33 annually, which includes as a benefit $1,000,000 in Professional Liability insurance coverage from September to September, or (b) providing a certificate of $1,000,000 in Professional Liability insurance from a personal insurance carrier. (c) members of Kappa Delta Pi ($65) can pay $25 for $1,000,000 in Professional Liability insurance coverage from April to April.

Students should email proof of membership or the certificate of insurance to the UNCG Risk Management Office, tadowns@uncg.edu.

Questions? Contact Tammy Downs, tadowns@uncg.edu or (336) 256-1102.
TECHNICAL STANDARDS FOR SUCCESSFUL PROGRAM COMPLETION

These technical standards are provided to applicants to the Special Education: General Curriculum Standard Professional I teacher licensure programs to help them make an informed decision regarding choice of career.

Technical standards include academic requirements and non-academic criteria essential for participation in the Special Education: General Curriculum teacher licensure program. Technical standards include, but are not limited to physical, cognitive, and attitudinal abilities essential to becoming a teacher of students with high-incidence disabilities, also referred to as mild disabilities, including specific learning disabilities, emotional disabilities and mild intellectual disabilities (as defined by the North Carolina Department of Public Instruction, Exceptional Children's Division and the Individuals with Disabilities in Education Act) as required by the North Carolina Department of Public Instruction (NC DPI), Council for Exceptional Children (CEC), and the International Society for Technology in Education (ISTE).

The Special Education: General Curriculum teacher licensure program is a rigorous program that places specific requirements and demands on students enrolling in it. The primary goal of this program is to prepare graduates to enter the profession of teaching students with high-incidence disabilities who are included in the North Carolina Standard Course of Study student assessments. Teachers in this field would also work with students without disabilities in inclusive educational settings. The technical standards set forth by the Special Education: General Curriculum teacher licensure program establish the essential qualities considered necessary for students admitted to the program so that they can achieve the knowledge, skills, competencies, and dispositions of an entry-level teacher of students with high-incidence disabilities. These standards also apply to the dual major in Elementary Education and Special Education: General Curriculum as this major includes teacher candidates for the initial license in Special Education: General Curriculum. It also applies to students in the Post-baccalaureate Alternative Initial Licensure (PAIL) program and to students earning a master's degree (M.Ed.) in special education.

The technical standards listed below must be met by all students admitted to the program. In the event that a student is unable to meet these technical standards, with or without reasonable accommodations, the student will not be admitted to the program or allowed to remain enrolled in or to graduate from the program.
To successfully complete *The Special Education: General Curriculum teacher licensure programs* each student must demonstrate:

**I. PHYSICAL CAPACITY**

*With or without reasonable accommodation,* a candidate for Special Education: General Curriculum teacher licensure must have sufficient stamina, ability to process auditory and visual/receptive skills sufficient to respond to students with high-incidence disabilities' and their nondisabled peers' communication; neuromuscular control sufficient to communicate with students with high-incidence disabilities and their nondisabled peers in order to:

a. Observe and participate in activities associated with preparing to be a teacher of students with high-incidence disabilities including, but not limited to, classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.

b. Observe students accurately at a distance and at close hand.

c. Perform the typical techniques used during instruction, such as assessment of student engagement and the management of a safe and orderly instructional environment.

d. Work a teacher's contracted day and perform extended and additional duties such as conducting parent conferences, attending after-school events, and other assigned duties.

**II. INTELLECTUAL REASONING**

*With or without reasonable accommodation,* a candidate for Special Education: General Curriculum teacher licensure must have sufficient cognitive-intellectual abilities and skills in order to

a. Comprehend, assimilate, and apply complex information presented in the form of lectures, small group work, class discussions, and written materials, and field experiences.

b. Independently analyze, synthesize, integrate concepts, and problem solve to formulate educational judgments appropriate to the practice of teaching students with high-incidence disabilities and their nondisabled peers.

c. Understand and apply strategies for creating contextually-relevant learning experiences for students with high-incidence disabilities and their nondisabled peers; and

d. Possess foundational knowledge and skills necessary for intellectual reasoning including reading (phonemic awareness; alphabetic principle; reading fluency; vocabulary; and comprehension), math (basic computational, problem solving, measurement, and algebraic skills), and written language (ideas, style, organization, spelling, mechanical conventions, grammar/usage, and sentence structure.)
III. COMMUNICATION

With or without reasonable accommodation, a candidate for the Special Education: General Curriculum teacher licensure must have sufficient communication skills in order to

a. Express himself/herself effectively in communication interactions with but not limited to, university faculty, students with or without high-incidence disabilities, their parents, cooperating teachers within the discipline, general education teachers, teaching assistants, school administrators, and related service providers including community agency personnel using

- Spontaneous written English
- Spontaneous communication in their first language via spoken English

b. Provide an accurate English model for spelling, grammar, and punctuation for students with high-incidence disabilities.

c. Communicate effectively, efficiently and sensitively with colleagues, supervisors, families, and students in a manner respectful of diverse gender, race, life-style, socioeconomic, disability, religious or cultural, and social backgrounds,

d. Engage in collaborative interactions with members of small groups.

IV. PROFESSIONAL BEHAVIOR and DISPOSITIONS

With or without reasonable accommodation, a candidate for the Special Education: General Curriculum teacher licensure program must possess the professional behaviors and dispositions in order to

a. Successfully demonstrate the characteristics of caring, collaborative, and competent teachers as defined in the UNCG School of Education Candidate Disposition Assessment process. These characteristics are as follows: reflective, ethical, inclusive, engaged and committed to professional practice, dedicated to life-long learning self-efficacious, receptive to feedback, affirming of diversity, responsible, collaborative

b. Organize time and materials, prioritize tasks, perform several tasks at once, and readily adapt to changing situations.

c. Demonstrate flexibility under stress (e.g., work under time constraints, concentrate in distracting situations, cope with variations in workload)

d. Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of a teacher's duties.
e. Attend professional commitments, including classes and field experiences or after-school obligations such as parent conferences and IEP meetings in a punctual manner, remaining alert and engaged at all times.

f. Seek assistance and follow supervision recommendations in a timely manner.

g. Accept and respond in a professional manner to constructive feedback from field supervisors and faculty.

h. Project an image of professionalism in personal hygiene, dress, self-discipline, honesty, perseverance, and diligence.

V. PROCESS for REQUESTING REASONABLE ACCOMMODATION

Optional Disclosure Prior to Admission. Candidates for admission to the Special Education: General Curriculum initial licensure programs are not required, prior to admission, to disclose that they will require reasonable accommodations in order to meet the Technical Standards. Candidates may, however, voluntarily disclose prior to admission the fact that they will require reasonable accommodations to meet the Technical Standards. If the student elects voluntarily disclosure before admission, this information will not be considered by the University on the question of whether the student should be admitted. Instead, assuming the student is admitted, the information will be used after admission to determine whether the student will be provided any requested accommodations pursuant to the process described below.

Disclosure After Admission. If the student timely requests a reasonable accommodation, an interactive process involving the student, program coordinator, relevant faculty members and the Office of Disability Services will be commenced to determine what, if any, accommodations will be provided to the student.

In all cases where a student has timely requested an accommodation, the student must cooperate with the program coordinator and Office of Disability Services in an interactive process to determine whether the student is qualified for accommodations and what, if any, accommodations will be provided pursuant to applicable laws. The Office of Accessibility Resources & Services will assist the student in coordinating documentation and evaluation of the student, which may include asking the student to provide requested documentation of a qualified disability.

No accommodation will be offered that would jeopardize the safety or educational progress of students with high-incidence disabilities or the University student. No accommodation will be offered that would fundamentally alter or substantially compromise these technical standards or any other academic standards deemed essential to graduation by the University, including all coursework, fieldwork/practica, and internships.
SPECIAL EDUCATION: GENERAL CURRICULUM TEACHER LICENSURE
PROGRAM

TECHNICAL STANDARDS FOR ADMISSION

Signature Page

Student Name (Printed): _________________________________

Teacher licensure program: Please check your program

_____ Dual major in Elementary Education and Special Education: General Curriculum
_____ Undergraduate major in Special Education: General Curriculum
_____ Post-baccalaureate Alternative Initial Licensure (PAIL) program in Special Education

Education: General Curriculum

_____ Master's degree (M.Ed.) in Special Education

I have read and understand the technical standards for admission to the teacher licensure program listed above, and I believe to the best of my knowledge that I meet each of these standards with or without reasonable accommodations. I understand that if I am unable to meet these standards, with or without reasonable accommodations, I will not be allowed to remain enrolled in the program.

__________________________________________________  __________________
Signature of Applicant  Date
PROFESSIONAL ORGANIZATIONS

Student Council for Exceptional Children

UNCG is host to a student chapter of the Council for Exceptional Children, the foremost professional organization for service to children with disabilities. Led by active and involved students from the fields of specialized education services, volunteerism and service to individuals with special needs is a major goal of the organization. Members work with community agencies such as the ARC, Partnership Village, and Special Olympics. Members also have extensive opportunities for professional development through attendance at local, state, and national meetings of the Council for Exceptional Children. For more information contact Dr. Bree Jimenez at bajimene@uncg.edu.

UNCG SNCAE (Student North Carolina Association of Educators)

SNCAE is a professional organization for college students preparing to become teachers. The organization provides members with opportunities to connect with those pursuing the same goals as well as gain resources for professional learning and development beyond the classroom. SNCAE also serves as the student’s voice in public education in North Carolina. Opportunities include conference attendance, professional development workshops, and special events that promote student engagement with teaching professionals currently in the field. Members can pursue leadership positions on campus as well as at the state level. Additionally, UNCG student members also coordinate, volunteer, and plan education activities during campus events such as the annual Children’s Festival and serve as reading volunteers at the local elementary schools. Membership dues include professional liability insurance. For local chapter information contact soeinfo@uncg.edu

Kappa Delta Pi

Kappa Delta Pi is the oldest and largest international honor society in education in the United States. With more than 500 chapters spread across the world, Kappa Delta Pi is dedicated to scholarship and excellence in education through the worthy ideals of Fidelity to Humanity, Service, Science, and Toil. Membership is based on several factors, including cumulative GPA, potential or achieved leadership, and exemplification of worthy educational ideals. Membership is open to juniors, seniors, and graduate students; an active Kappa Delta Pi member must nominate candidates for membership. For local chapter information contact uncgkdp@gmail.com

For more information visit: http://soe.uncg.edu/about-us/student-organizations/
UNCG ASNC (Autism Society of North Carolina)

The Autism Society North Carolina UNCG chapter is part of a statewide network of college student volunteers who are committed to supporting people with autism and their families through direct service. As a chapter they provide recreational, educational, community awareness, and fundraising projects that meet the needs of families in the community. Also, they organize and hold one fundraising event per year, host one service project per month, and participate in one ASNC fundraising event per year. They are here to add support and serve the autism community. For local chapter information contact sgage@autismsociety-nc.org

For more information visit: www.camproyall.org
Academic Policies

This handbook has specifically included university policies on academic integrity, grading policies and grades, and class attendance. For further information, students should visit the Student Affairs website to review the Student Policy Handbook http://sa.uncg.edu/handbook/

Attendance
Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Student's Responsibility
1. Knowledge of each instructor's attendance policy and monitoring his or her class absences throughout the term.
2. Familiarity with all materials covered in each course during absences and makeup of any work required by the instructor.
3. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.
4. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Grading Systems
For an extensive review of the grading systems in place at UNCG, refer to the following website: http://reg.uncg.edu/grades/gpa/#sys

Honor Code
Students are expected to know and abide by the UNCG Academic Honor Code. On all the course work and examinations, each student shall add the following statement:

"I have abided by the UNCG Academic Honor Policy on this assignment or examination."

______________________________ ___________________
Signature                                                Date

From the UNCG Academic Integrity Code/Policy:
To review the Academic Integrity Policy in its entirety visit http://sa.uncg.edu/handbook/academic-integrity-policy/

The following acts are considered violations of the Academic Integrity Policy and are typical, but not exhaustive, examples of the acts which constitute breaches of the Policy.
**Plagiarism:** Intentionally or knowingly representing the words of another as one's own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including web-sites, as one's own work:
• Failure to cite references: From requiring the student to redo the paper to "F" on the paper. This includes intentional or obvious failures to properly cite sources.

**Falsification:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that either the process or the product is shown to be different from what actually occurred; falsely reporting having met responsibilities of attendance or participation in class, practicum, internship, or other types of field work experience; or submission of falsified excuses for attendance or participation in such experiences. Falsification also includes submitting work to meet the requirements of one course when it was done in whole or in part, to meet the requirements of another course. Exceptions to this provision must be given prior approval by the instructor to whom the work is to be submitted.

**Policy for Making Course Accommodations for Students with Disabilities**
The School of Education and Department of Specialized Education Services fully support the University’s policy of making its programs accessible to all qualified students. It is policy for faculty members to make accommodations in courses to consider appropriate modifications in the program of studies to meet the needs of students with disabilities. The Office of Accessibility Resources and Services offers a variety of services and resources for students with physical and learning disabilities. Some of these are note takers, assistive listening devices, and transportation ideas.
Their goal is to help students with disabilities become independent and autonomous individuals, along with creating community support and understanding. In order for students to request accommodations with faculty members they must:

1. Register with the Office of Accessibility Resources and Services
2. Put any requests in writing to the appropriate faculty member

The contact information for the Office of Accessibility Resources and Services is:

Office of Accessibility Resources and Services, UNCG
1000 Spring Garden St.
101 Park Building
Greensboro, NC 27402
(336) 334-5440
http://ods.uncg.edu/
Financial Aid and Scholarships

Loans
For information on loans, write directly to the Financial Aid office:

Financial Aid Office
723 Kenilworth St
Greensboro, NC 27402

Phone: (336) 334 5702
Fax: (336) 334 3010

Free Application for Federal Student Aid (FAFSA)
Information: 1-800-433-3243

You may also access all information and download forms from the Financial Aid Office website:
http://fia.uncg.edu/

MARCH 1ST IS THE PRIORITY MAILING DATE FOR UNCG STUDENTS WISHING TO OBTAIN FINANCIAL AID FOR THE FOLLOWING SCHOOL YEAR. SUBMITTING YOUR FAFSA IS STRONGLY ENCOURAGED; FINANCIAL AID IS A REQUIREMENT FOR SOME SCHOLARSHIPS.

Tuition payment plans
UNCG offers the AMS Tuition Pay Monthly Plan. This is an interest-free way to divide your tuition into monthly installments, rather than making a lump-sum payment. For more information contact AMS at 1-800-635-0120 or on the website:

On-campus Employment
For information concerning on-campus jobs contact Career Services at (336) 334-5454, or on the website at http://csc.uncg.edu/

Scholarship Information
A variety of scholarship and grant opportunities are available to students through financial aid, the School of Education and the Department of Specialized Education Services.

Scholarships are based on merit and/or need. They are available to full and part-time students. Please note that if you are awarded a scholarship based on need it may affect the financial aid you are already receiving. That is, loans and grants may be reduced or eliminated if a scholarship affects a student’s unmet need.

In general, all funds require that students be accepted to or enrolled in a degree or certificate program at UNCG. Students must also meet eligibility requirements as set forth in the Satisfactory Academic Progress Policy for Financial Aid Eligibility. To review this policy visit:
http://fia.uncg.edu/sap/
Any further questions concerning these or other financial aid policies should be directed to the Office of Financial Aid through the above contact information.

For UNCG Scholarships visit http://fia.uncg.edu/scholarships/
For non UNCG Scholarships visit http://fia.uncg.edu/searches/

School of Education Scholarships
The 2015-2016 School of Education Application will be available February 1, 2015 – April 1, 2015. School of Education scholarships are awarded based on merit, financial need, and other specific criteria for certain scholarships. You must be a current UNCG student with a minimum GPA of 3.0 to be considered. Priority is given to those students who have already been admitted into Teacher Education or into their particular program of study. To fill out a scholarship application please click on the link provided at http://soe.uncg.edu/academics/soe-scholarships/

Department of Specialized Education Services Scholarships

ARC Greensboro Special Education Scholarship- Scholarship recipients shall be full-time undergraduate or graduate students enrolled in the licensure-granting programs for special education teachers offered by the UNCG SES department.

Amy R. Benedict Scholarship Fund for Deaf/Hard of Hearing- Recipients shall be full-time students with at least a junior standing and declared a major that leads to a degree from SES Deaf/Hard of Hearing Teacher preparation program.

Harlan S. Cato Scholarship- For scholarship assistance to students enrolled in deaf and hard of hearing-related programs offered by UNCG's SES department.

Pilot Club of Greensboro Scholarship Fund- For deserving students enrolled in the Specialized Education program. The scholarship may be renewed from year to year. If a student remains in good academic standing it may be renewed throughout the student's entire educational career at UNCG.

Sharma Family Scholarship- For students who have declared a field of study within the SES department. Recipients will be deserving students with financial need.

Crystal Dawn Wood Scholarship- Recipients shall be either rising juniors or seniors enrolled in the UNCG School of Education's Educational Interpreter Preparation program. Merit and or preference for need may be considered by the scholarship committee in selection of recipients.

Martha E. Carroll Scholarship in Special Education- Recipients will be outstanding students majoring in programs within the Department of Specialized Education Services. Recipients will have a cumulative GPA of 3.3 or higher and 3.4 in major.
Frequently Asked Questions

1. What kinds of teaching positions will I be qualified to teach if I complete the undergraduate program?

Your certification in the state of North Carolina will be in Special Education: General Curriculum which refers to the inclusion of students with mild/moderate disabilities (learning disabilities, behavioral and emotional disabilities, and mild developmental disabilities) who are responsible for the North Carolina Standard Course of Study. You may also work with students with mild disabilities in the category of Other Health Impaired.

2. Do I have an area for my 2nd concentration?

You should always work with your advisor on your course selections. North Carolina does not require the 2nd Concentration for the degree in special education, but at UNCG you do take courses that meet this requirement. You should work with your advisor on courses that provide you with a focus of study to support your study of special education.

3. Can I do my student teaching in my hometown?

Field experiences and student teaching experiences are arranged so that you can receive supervision and support from the UNCG faculty and so that you are in classrooms that will give you experiences that reinforce your coursework. You will be given the opportunity to have input with your advisor and the field placement coordinator.

4. Where can I get some help if I am having difficulty in one of my courses?

There are several sources of academic assistance in the Student Success Center:

The Learning Assistance Support services include walk-in, group, and individual tutoring; academic skills assessment; computer assisted academic skills enhancement; and academic skills workshops throughout the academic year. See http://success.uncg.edu/lac/ for additional information.

The Special Support Services program is available to assist first-generation college students and students with disabilities. SSS promotes support services that help students overcome academic, social, and cultural barriers to higher education. Program students receive cover an array of comprehensive services that include: counseling; academic skills assessment and development; individualized peer and professional tutoring; graduate school guidance; workshops and opportunities to attend educational and cultural events. See http://success.uncg.edu/sss/ for additional information.

The Writing Center is a free service available to all members of the UNCG community, including students, faculty, and staff. We offer one-on-one consulting in person and online about a variety of writing issues, from developing thesis statements and organization to citation styles and last-minute polishing. While most of our visitors bring in papers they are writing for courses, we also help with personal writing (application essays, cover letters, personal statements, and personal letters) and business writing (articles for publication, professional letters). See http://www.uncg.edu/eng/writingcenter/default.php for additional information.
Relevant Names, Phone Numbers, and Office Locations

**Office of Student Services**
School of Education Building  
http://oss.uncg.edu/  
(336) 334-3410

**Registrar’s Office**
180 Mossman Building  
http://reg.uncg.edu/  
(336) 334-5946

**Graduate School Office**
241 Mossman Building  
http://grs.uncg.edu/  
(336) 334-5596

**University Career Services Center**
Elliott University Center  
http://csc.uncg.edu/  
(336) 334-5454

**Cashier’s Office**
151 Mossman Building  
http://csh.uncg.edu/  
(336) 334-5841

**Student Health Services**
Anna M. Gove Student Health Center  
107 Gray Drive  
http://shs.uncg.edu/  
(336) 334-5340

**Elliott University Center**  
*Info Desk:* (336) 334-5510  
*Bookstore:* (336) 334-5563  
*Spartan Card Center:* (336) 334-5651
Appendix A: SES k-12 programs (SPED, DUAL and Initial Licensure: PAIL)

Field Placement/ Student Teaching Policies

All placements for field experiences and Student Teaching will be made by the Placement Coordinator. No student should contact a school or teacher for their own placement.

Students are not to complete their field placements/students teaching:

- In a school they attended:
- In a school their child/immediate family member is attending:
- In a school their family member is employed by:

All SPED and DUAL majors must complete 1 field placement in each of these developmental settings: Elem/Middle/HS.

All SES field placement and student teaching courses must be completed with a cooperating teacher who is licensed and serves students with disabilities who follow the general curriculum.

Requirements for:

<table>
<thead>
<tr>
<th>Charter</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
</table>
| - Special education licensed teacher with at least 3 yrs. Experience (SPII license)  
- Must serve at least 5 students on IEP  
- School must pull funds for students on IEP (headcount) – NC DPI legal requirements for serving students with IEP | - Special education licensed teacher with at least 3 yrs. Experience (SPII license)  
- Must serve at least 5 students on IEP | - Same as PUBLIC  
- Special Permission only |
# Appendix B: Undergrad Evidences

<table>
<thead>
<tr>
<th>Evidences</th>
<th>Evidence Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Content: Breadth of Knowledge</td>
<td>465</td>
</tr>
<tr>
<td>2) In-depth Inquiry Project</td>
<td>465</td>
</tr>
<tr>
<td>3) Pedagogical Knowledge and Skills: Planning</td>
<td>465/350c</td>
</tr>
<tr>
<td>4) Pedagogical Knowledge and Skills: Clinical Performance</td>
<td>465</td>
</tr>
<tr>
<td>5) Impact on Student Learning</td>
<td>469</td>
</tr>
<tr>
<td>6) Leadership, Advocacy, and Professional Practice</td>
<td>447</td>
</tr>
</tbody>
</table>
### Evidence 1

**Content: Breadth of Knowledge**

<table>
<thead>
<tr>
<th>NCPTS 3b.1</th>
<th>Product: Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Not Met</td>
<td>Proficient</td>
</tr>
<tr>
<td>Candidate’s transcript does not document at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C or better.</td>
<td>Candidate’s transcript documents at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C or better.</td>
</tr>
<tr>
<td>and/or</td>
<td>and/or</td>
</tr>
<tr>
<td>The candidate has not earned satisfactory Praxis II scores in the licensure area, as required by the UNCG licensure program.</td>
<td>The candidate has earned satisfactory Praxis II scores in the licensure area, as required by the UNCG licensure program.</td>
</tr>
</tbody>
</table>

**Comments**
### Evidence 2

Content: In-depth Inquiry Project

**NCPTS 3b.1**

**Product:** Content investigation, such as an academic research paper, performance, etc.

<table>
<thead>
<tr>
<th></th>
<th>1 Not Met</th>
<th>2 Proficient</th>
<th>3 Exceeds Expectations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Content</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate does not identify and/or does not clearly state a topic (a major understanding, concept, controversy or question in the content area, not pedagogy or pedagogical content knowledge) that is significant in his or her academic field.</td>
</tr>
<tr>
<td>The candidate identifies and clearly states a topic (a major understanding, concept, controversy or question in the content area, not pedagogy or pedagogical content knowledge) that is significant in his or her academic field.</td>
</tr>
<tr>
<td>The candidate identifies and articulately states a topic (a major understanding, concept, controversy or question in the content area, not pedagogy or pedagogical content knowledge) that is significant in his or her academic field.</td>
</tr>
<tr>
<td>The significance of the topic to the discipline is not explained or is not explained adequately and/or accurately.</td>
</tr>
<tr>
<td>The significance of the topic to the discipline is explained adequately and accurately.</td>
</tr>
<tr>
<td>The significance of the topic to the discipline is explained accurately and persuasively.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Depth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate does not demonstrate or demonstrates limited knowledge and understanding of a focused topic in the content area.</td>
</tr>
<tr>
<td>The candidate demonstrates deep knowledge and understanding of a focused topic in the content area.</td>
</tr>
<tr>
<td>The candidate demonstrates deep knowledge and understanding of the content and complexity of a focused topic in the content area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Rigor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature of the discipline (scholarly and theoretical work) is not cited</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| **or** | - The literature is current, accurate, relevant and authoritative.  
- Sufficient literature is cited to develop a convincing argument or understanding of the topic. It includes multiple perspectives about the topic.  
- The use of the literature demonstrates an understanding of how knowledge in the discipline is generated; how information is analyzed, interpreted and applied; what qualifies as data; and how data are used.  
- The candidate explains the connections between this literature and the topic. | - The literature is current, accurate, relevant and authoritative.  
- Extensive literature is cited to develop a convincing argument or understanding of the topic. It includes multiple perspectives about the topic.  
- The use of the literature demonstrates an understanding of and insight into how knowledge in the discipline is generated; how information is analyzed, interpreted and applied; what qualifies as data; and how data are used.  
- The candidate explains the connections between this literature and the topic, demonstrating critical thinking and insight. |
| Literature is cited. However,  
- The literature is not current, accurate, relevant and/or authoritative, and/or  
- The literature offers limited support and perspectives to develop an understanding of the topic, and/or  
- The use of the literature demonstrates a limited understanding of how knowledge in the discipline is generated; how information is analyzed, interpreted and applied; what qualifies as data; and how data are used, and/or  
- The candidate does not explain the connections between this literature and the topic. | **The candidate does not collect, interpret and/or use data appropriate to the topic and discipline.**  
**or**  
The candidate collects, interprets and uses data from limited and/or inappropriate sources. | The candidate collects, interprets and uses data from multiple sources and other information appropriate to the topic and discipline. **The candidate collects and uses data from an extensive number of sources and other information appropriate to the topic and discipline, and interprets with insight and understanding the topic.**
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The candidate demonstrates limited no understanding of the complexity of the topic.</td>
</tr>
<tr>
<td>2</td>
<td>The candidate demonstrates an understanding of the complexity of the topic and provides multiple interpretations.</td>
</tr>
<tr>
<td>3</td>
<td>The candidate demonstrates deep understanding of the complexity of the topic and provides multiple interpretations that reflect insight into the relationships and contradictions among those interpretations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The candidate does not draw or draws limited appropriate and logical conclusions about the data and ideas related to the topic.</td>
</tr>
<tr>
<td>2</td>
<td>The candidate draws conclusions that demonstrate appropriate and logical integration of data and ideas related to the topic, as well as independent, critical thinking.</td>
</tr>
<tr>
<td>3</td>
<td>The candidate draws conclusions that demonstrate appropriate, logical and complex integration of data and ideas related to the topic, as well as independent, critical thinking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The candidate demonstrates limited or no independent, critical thinking.</td>
</tr>
<tr>
<td>2</td>
<td>The candidate demonstrates limited or no independent, critical thinking.</td>
</tr>
<tr>
<td>3</td>
<td>The candidate demonstrates limited or no independent, critical thinking.</td>
</tr>
</tbody>
</table>

**Presentation**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The format and organization of the product is not appropriate to the discipline.</td>
</tr>
<tr>
<td>2</td>
<td>The format and organization of the product is appropriate to the discipline.</td>
</tr>
<tr>
<td>3</td>
<td>The format and organization of the product is appropriate to the discipline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The product lacks clarity and/or employs several inaccurate language conventions.</td>
</tr>
<tr>
<td>2</td>
<td>The product is clearly presented and employs appropriate language conventions.</td>
</tr>
<tr>
<td>3</td>
<td>The product is clearly presented, reflects a sophisticated use of the language of the discipline, presents complex ideas with clarity, and employs appropriate language conventions.</td>
</tr>
</tbody>
</table>

**Comments**

*This item is necessary for the project, but is not explicitly aligned with the NCPTS.*
### Evidence 3

**Pedagogical Knowledge and Skills: Planning**

**NCPTS** 1a.2, 1a.3*, 2b.1*, 2b.2*, 2b.3, 2d.1, 3a.1, 3a.2*, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 4h.1*, 5c.1

**Product:** Unit plan, lesson plans and reflection

**Note:** The unit plan and reflection demonstrate the candidate’s ability to use research-verified approaches to instructional design, with attention to the *North Carolina Standard Course of Study*, 21st century knowledge and skills, individual and group differences, formative and summative assessments, and the interdisciplinary nature of knowledge and learning.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Met</td>
<td>Proficient</td>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>

| The unit and lesson plans are not aligned, or are insufficiently aligned, with the *North Carolina Standard Course of Study*. and/or The unit and lesson plans do not integrate |
|---|---|
| The unit and lesson plans are aligned with the *North Carolina Standard Course of Study* and integrate |
| content from other disciplines and grade levels |
| literacy instruction |
| 21st century skills and content |
| global awareness |

They include multiple learning strategies/activities that integrate:

- content from other disciplines and grade levels
- literacy instruction
- 21st century skills and content
- global awareness
<table>
<thead>
<tr>
<th>The unit and lesson plans do not include multiple formative assessments</th>
<th>The unit and lesson plans include multiple formative assessments, including • assessments for identifying students’ entry-level skills and • plans and procedures for monitoring progress during instruction</th>
<th>The unit and lesson plans include a comprehensive and innovative plan for formative assessment, with multiple assessments that include • assessments for identifying students’ entry-level skills and • plans and procedures for monitoring progress during instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>The unit and lesson plans include formative assessments for either • identifying students’ entry-level skills or • plans and procedures for monitoring progress during instruction</td>
<td>The unit and plans include summative assessments that are innovative, differentiated and/or incorporate procedures for feedback to students.</td>
</tr>
<tr>
<td>The unit plan does not include summative assessments, or the unit plan includes summative assessments that measure some of the unit goals and objectives of the lessons.</td>
<td>The unit plan includes summative assessments that measure students’ mastery of the unit goals and objectives of the lessons.</td>
<td>The unit plan includes summative assessments that are innovative, differentiated and/or incorporate procedures for feedback to students.</td>
</tr>
<tr>
<td>Materials include little or no attention to counteracting stereotypic thinking, acknowledgement of the contributions of all cultures and/or meeting the needs of diverse students.</td>
<td>Materials included in the unit counteract stereotypic thinking, acknowledge the contributions of all cultures, and meet the needs of diverse students.</td>
<td>Materials included in the unit counteract stereotypic thinking, acknowledge the contributions of all cultures, and meet the needs of diverse students, and provide extensive opportunities for students to consider the impact of various cultures on the learning content.</td>
</tr>
<tr>
<td>Materials and activities include one or limited points of view/ways of thinking about the instructional content.</td>
<td>Materials and activities expose students to different points of view/ways of thinking about the instructional content.</td>
<td>Materials and activities provide extensive opportunities for students to experience and understand multiple points of view/ways of thinking about the instructional content.</td>
</tr>
<tr>
<td>Materials and activities include little or no attention to the relevance of the instructional content to students.</td>
<td>Materials and activities focus on the relevance of the instructional content to students.</td>
<td>Materials and activities include multiple explicit learning activities/strategies that focus on</td>
</tr>
<tr>
<td>The candidate draws on inappropriate or insufficient data in making instructional decisions.</td>
<td>The candidate draws on appropriate data about students in making instructional decisions.</td>
<td>The candidate draws on multiple sources of appropriate data in making instructional decisions.</td>
</tr>
<tr>
<td>Lesson plans are developed for one or limited types of learners, with little or no attention to differentiation for individual and group differences.</td>
<td>Lesson plans are differentiated to address the developmental and learning needs of all students, including students from diverse backgrounds, students with special needs and students who speak English as a second language.</td>
<td>Lesson plans are differentiated in multiple ways and/or at a variety of levels and meet the needs of all students over the course of the unit. Differentiation includes attention to the needs of students from diverse backgrounds, students with special needs and students who speak English as a second language.</td>
</tr>
<tr>
<td>The unit plan and lesson plans do not integrate technology into instruction or do not integrate them sufficiently or effectively to maximize students’ learning.</td>
<td>The unit and lesson plans integrate technology with instruction to maximize students’ learning.</td>
<td>The unit and lesson plans integrate technology with instruction in multiple, creative and/or innovative ways to maximize students’ learning.</td>
</tr>
<tr>
<td>The unit and lesson plans do not integrate instruction, or integrate instructions that are insufficient or ineffective, to help students apply processes and strategies for critical thinking and problem solving.</td>
<td>The unit and lesson plans integrate specific instruction that helps students apply processes and strategies for critical thinking and problem solving.</td>
<td>The unit and lesson plans integrate multiple specific elements in instruction and learning activities that help students apply processes and strategies for critical thinking and problem solving.</td>
</tr>
<tr>
<td>The unit plan does not include activities or includes insufficient or ineffective activities for students to develop knowledge and skills in the following areas: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction and social responsibility.</td>
<td>The unit plan includes activities for students to develop knowledge and skills in the following areas: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction and social responsibility.</td>
<td>The unit plan includes multiple and/or innovative activities for students to develop knowledge and skills in the following areas: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction and social responsibility.</td>
</tr>
<tr>
<td>Description</td>
<td>Lesson plans do not include or include limited or ineffective procedures for creating a safe, orderly and welcoming classroom.</td>
<td>Lesson plans include procedures for creating a safe, orderly and welcoming classroom.</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Instructional planning does not reflect or reflects insufficient collaboration with colleagues, including special educators and other relevant specialists (i.e., speech and language specialists, social workers, school nurses and content specialists).</td>
<td>Instructional planning reflects collaboration with colleagues, including special educators and other relevant specialists (i.e., speech and language specialists, social workers, school nurses and content specialists). This collaboration is documented in the reflection.</td>
<td>Instructional planning reflects collaboration with colleagues, including special educators and other relevant specialists (i.e., speech and language specialists, social workers, school nurses and content specialists). The collaboration is clearly and explicitly connected to the needs of students and instructional plans and includes multiple meetings when necessary. This collaboration is documented in the reflection.</td>
</tr>
<tr>
<td>Collaboration is not documented in the reflection.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| A reflection is not included or the reflective document has limited connections with the unit and lesson plans. | The reflective document is comprehensive, logical, and connected to the unit and lesson plans. It includes attention to:  
  - the use of research-verified strategies  
  - instructional decision-making processes  
  - students’ prior and future learning  
  - students’ development of 21st century knowledge and skills  
  - connections with a greater context (global awareness). | The reflective document is comprehensive, logical, and connected to the unit and lesson plans. It includes attention to and critical thinking about:  
  - the use of research-verified strategies  
  - instructional decision-making processes  
  - students’ prior and future learning  
  - students’ development of 21st century knowledge and skills  
  - connections with a greater context (global awareness). |
- students’ development of 21st century knowledge and skills and/or
- connections with a greater context (global awareness).

<table>
<thead>
<tr>
<th>The format and organization of the product is not logical and comprehensive.</th>
<th>The format and organization of the product is logical and comprehensive. The product is clearly presented and employs appropriate language conventions.</th>
<th>The format and organization of the product is logical and comprehensive. The product is clearly presented, reflects a sophisticated use of the language of the discipline, presents complex ideas with clarity, and employs appropriate language conventions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>and/or</td>
<td>and/or</td>
<td>and/or</td>
</tr>
<tr>
<td>The product lacks clarity.</td>
<td>The product employs several inaccurate language conventions.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

* These items are assessed in Evidence 4.
Evidence 4
Pedagogical Knowledge and Skills: Clinical Performance

**NCPTS** 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4b.2, 5a.1

**Product:** Successful student teaching or lateral entry teaching.

**Instrument:** Certification of Teaching Capacity

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<tbody>
<tr>
<td></td>
<td>Not Met</td>
<td>Proficient</td>
<td>Exceeds Expectations</td>
</tr>
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</table>

The candidate has met each of the descriptors identified in the Certification of Teaching Capacity.

Comments
### Evidence 5

**Impact on Student Learning**

#### NCPTS

1a.1, 1a.2*, 4a.1*, 4a.2*, 4e.1, 4b.1, 4h.1, 4h.2, 5a.1

#### Product:
Positive Impact on Student Learning

**Note:** Candidates must carry out a project that demonstrates their positive impact on student achievement. The data for this project must be collected on a diverse group of students for a period of time/series of lessons that provide the opportunity for substantive instruction and data collection (typically four consecutive weeks), contain multiple assessment measures/approaches, be based upon the use of research-verified instructional practices, and focus on 21st century skills and knowledge. In most cases, this project will include aggregated data for at least one group (typically a class) and in-depth data for at least three individual students or three subgroups.

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<tbody>
<tr>
<td></td>
<td>Not Met</td>
<td>Proficient</td>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>

#### Teaching Context

- **Teaching Context**
- The project does not provide an overview or provides an overview that does not adequately describe the teaching context.
- The project provides an overview of the teaching context that is sufficient for making instructional decisions for all students. This includes the characteristics of the community, school, classroom, student differences, and implications of these characteristics for assessment and instruction.
- The project provides an overview of the teaching context, with insights into connections, relationships and/or data, that supports making instructional decisions for all students. The overview includes the characteristics of the community, school, classroom, student differences, and implications of these characteristics for assessment and instruction.

- Assessment data available to the teacher in student records (class data) are not summarized or are not summarized adequately.
- Assessment data available to the teacher in student records (class data) are adequately summarized.
- Assessment data available to the teacher in student records (class data) related to multiple characteristics of students are summarized and explained.
| Subgroups are not identified. | Relevant student subgroups are identified. A rationale for the selection of the subgroups is provided. Pertinent data about the subgroups are summarized. | Relevant student subgroups are identified. A rationale for the selection of the subgroups is provided and includes attention to | Relevant student subgroups are identified. A rationale for the selection of the subgroups is provided and includes attention to |
| or | Pertinent data about the subgroups are not summarized. | characteristics that are relevant to the learning goals |
| and/or | Pertinent data about the subgroups are not summarized. | reasons for grouping according to these characteristics |
| Pertinent data about the subgroups are not summarized. | potential advantages and disadvantages of this grouping in relationship to the learning activities in this project. | Pertinent data about the subgroups are summarized. |

### Instructional Goals and Objectives

<p>| The project is not aligned with or is insufficiently aligned with the instructional goals and objectives of the North Carolina Standard Course of Study (expected outcomes). | The project includes specification of instructional goals and objectives of the North Carolina Standard Course of Study (expected outcomes), and clear and appropriate rationale for the selection of these goals and objectives. | The project includes specification of instructional goals and objectives of the North Carolina Standard Course of Study (expected outcomes). The rationale for the selection of these goals and objectives is clear, appropriate and detailed. |
| The project includes specification of instructional goals and objectives of the North Carolina Standard Course of Study (expected outcomes), and clear and appropriate rationale for the selection of these goals and objectives. | The goals and objectives are relevant to students |
| The goals and objectives integrate 21st century content, skills, dispositions and technology |
| The goals and objectives are developmentally appropriate. | The goals and objectives are relevant to students |
| The goals and objectives integrate 21st century content, skills, dispositions and technology |
| The goals and objectives are developmentally appropriate. |</p>
<table>
<thead>
<tr>
<th>The goals and objectives</th>
<th>The goals and objectives include higher-level critical thinking and problem solving.</th>
<th>The goals and objectives include higher-level critical thinking and problem solving.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• are not relevant to students, and/or</td>
<td></td>
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</tr>
<tr>
<td>• do not integrate 21st century content, skills, dispositions and technology, and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• are not developmentally appropriate and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The goals and objective do not include higher-level critical thinking and problem solving.</td>
<td></td>
<td></td>
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</tbody>
</table>

### Plans for Assessment

<table>
<thead>
<tr>
<th>Pre-assessment/baseline, formative and/or post-assessment measures are not identified.</th>
<th>Pre-assessment/baseline, formative and post-assessment measures are identified.</th>
<th>Pre-assessment/baseline, formative and post-assessment measures that are innovative, differentiated and/or include procedures for feedback to students are identified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment measures are not aligned with each other and/or are not used in a logical and responsible manner.</td>
<td>Multiple assessment measures are aligned with each other and used in a logical and responsible manner.</td>
<td>Multiple assessment measures are aligned with each other and used in a logical and responsible manner, and include opportunities for students to be actively engaged in the assessment process.</td>
</tr>
<tr>
<td>Assessment measures are not differentiated or are insufficiently or inappropriately differentiated to meet the needs of diverse students (subgroups).</td>
<td>Assessment measures are differentiated to meet the needs of diverse students (subgroups).</td>
<td>Assessment measures are differentiated to meet the needs of diverse students (subgroups), with attention to multiple characteristics of learners and/or appropriate adaptations.</td>
</tr>
<tr>
<td>The methods and timetable for collecting data are not provided or are not adequately described.</td>
<td>The methods and timetable for collecting data are thoroughly described.</td>
<td>The methods and timetable for collecting data are thoroughly described and explained.</td>
</tr>
<tr>
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</tr>
<tr>
<td>The rationale for the selection of the measure is not provided or is insufficient and/or contains unsupported or inaccurate explanations.</td>
<td>The rationale for the selection of these measures is provided.</td>
<td>The rationale for the selection of these measures is provided and includes references to instructional goals, differentiation and the alignment of measures.</td>
</tr>
</tbody>
</table>
| **Data Collection and Analysis**  
(Whole Class Data) | | |
| Pre-assessment/baseline data are not presented or are presented without a sufficient and/or accurate accompanying discussion of the analysis of the data. | Pre-assessment/baseline data are presented with an accompanying accurate discussion of the analysis of the data. (What did the data mean and how did the data influence instructional planning?) | Pre-assessment/baseline data are presented with an accompanying accurate and detailed discussion of the analysis of the data and their relationship to the instructional goals, instructional plans and differentiation. |
| Formative assessments are not used, or are not used sufficiently, in making instructional decisions or are not presented in the data reporting. | Formative assessments are used sufficiently in making instructional decisions and are presented in the data reporting. | A comprehensive and innovative plan for formative assessment, with multiple formative assessments, is used in making instructional decisions for whole group learning activities. The formative assessments are presented in the data reporting. |
| Summative data are not presented and/or discussed and/or positive impact on student learning is not demonstrated. | Summative data are presented and discussed. Positive impact on student learning is demonstrated. | Summative data are presented, discussed, and critically reviewed in terms of students’ performance and instructional plans. Positive impact on student learning is demonstrated. |
| Data Collection and Analysis  
(Students Representing Each of the Selected Subgroups) |
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Pre-assessment/baseline data are not presented or are presented without a sufficient and/or accurate accompanying discussion of the analysis of the data.</td>
</tr>
<tr>
<td>Formative assessments are not used, or are not used sufficiently, in making instructional decisions or are not presented in the data reporting.</td>
</tr>
<tr>
<td>Summative data is not presented and/or discussed and/or positive impact on student learning is not demonstrated.</td>
</tr>
</tbody>
</table>

| Instructional Monitoring and Lesson Adaptations  
(Differentiation) |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>There is little or no evidence of lesson adaptations that are directly and logically connected to the assessment data.</td>
</tr>
<tr>
<td>There is little or no evidence that instructional adaptations reflect collaboration with relevant specialists (special educators, speech and language specialists, social workers, school nurses and content specialists) to review data</td>
</tr>
<tr>
<td>and plan in connection with the data.</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>A summary of lesson adaptations to address the strengths and weaknesses of students, including students with special needs, is not presented or is incomplete.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
</tr>
<tr>
<td>A reflection is not included or the reflective document is limited in its coverage and connections to the project.</td>
</tr>
<tr>
<td>and/or</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td>The project is not well organized, has incomplete descriptions of procedures, lacks clarity in the presentation of data, does not provide (or provides limited) evidence of student progress/learning/growth and/or employs inappropriate language conventions.</td>
</tr>
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<td></td>
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<td>--------------------------------</td>
</tr>
<tr>
<td>Comments</td>
</tr>
</tbody>
</table>

*These items are assessed in Evidence 3.

**This item is assessed in Evidences 3 and 4.

***This item is necessary for the project, but is not explicitly aligned with the NCPTS.
**Evidence 6**  
Leadership, Advocacy and Professional Practice

**NCPTS** 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1

**Product:** Project that addresses collaboration and leadership for school improvement, engaging in professional development, and community/family involvement.

**Note:** The project may be carried out by groups of students, but the contributions of individuals to each descriptor must be documented and evident.

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td><strong>Not Met</strong></td>
<td><strong>Proficient</strong></td>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td>The candidate does not identify the characteristics of a School Improvement Plan or identifies the characteristics incompletely or inaccurately.</td>
<td>The candidate identifies the characteristics of a School Improvement Plan.</td>
<td>The candidate identifies the characteristics of a School Improvement Plan (SIP) in detail, with insight into the connections between the SIP and student, school and/or community needs.</td>
</tr>
<tr>
<td>The candidate does not use appropriate data, or uses limited or inappropriate data, to identify an area of need that should be addressed in the School Improvement Plan in order to promote student growth in terms of SBE priorities, 21st century skills and knowledge and/or global awareness.</td>
<td>The candidate uses appropriate data to identify an area of need that should be addressed in the School Improvement Plan in order to promote student growth in terms of SBE priorities, 21st century skills and knowledge and/or global awareness.</td>
<td>The candidate uses appropriate data from multiple sources to identify an area of need that should be addressed in the School Improvement Plan in order to promote student growth in terms of SBE priorities, 21st century skills and knowledge and/or global awareness.</td>
</tr>
<tr>
<td>The candidate does not identify, or incompletely or inaccurately identifies, the benefits for students of the project.</td>
<td>The candidate clearly identifies the benefits for students of the project.</td>
<td>The candidate identifies the benefits for the students of the project, providing detail, data and/or insightful explanations.</td>
</tr>
<tr>
<td>The candidate does not use data, or uses insufficient or inappropriate data, to support and evaluate the plan for the project.</td>
<td>The candidate uses data to support and evaluate the plan for the project.</td>
<td>The candidate uses data from multiple sources to support and evaluate the plan for the project.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>The candidate does not provide evidence that he/she engaged in relevant, high quality professional development or provides evidence of limited engagement in high quality professional development.</td>
<td>The candidate provides evidence that he/she engaged in relevant, high quality professional development.</td>
<td>The candidate provides evidence that he/she engaged in relevant, high quality professional development and describes clear connections between the professional development and the school improvement project.</td>
</tr>
<tr>
<td>The candidate does not provide evidence that he/she engaged in collaborative and collegial professional learning activities and began to develop a network of professional relationships.</td>
<td>The candidate provides evidence that he/she is engaged in collaborative and collegial professional learning activities and began to develop a network of professional relationships.</td>
<td>The candidate provides evidence that he/she engaged in multiple and/or extensive collaborative and collegial professional learning activities and began to develop a network of professional relationships.</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate provides evidence of limited engagement in collaborative and collegial relationships and/or professional networking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate does not provide evidence that he/she engaged in communication and collaboration with home and community for the benefit of students.</td>
<td>The candidate provides evidence that he/she engaged in communication and collaboration with home and community for the benefit of students.</td>
<td>The candidate provides evidence that he/she engaged in multiple activities involving communication and collaboration with home and community for the benefit of students.</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>and/or</td>
</tr>
<tr>
<td>The candidate provides evidence of limited engagement in communication and collaboration</td>
<td></td>
<td>The candidate provides evidence that he/she engaged in these</td>
</tr>
</tbody>
</table>
with home and community for the benefit of students.

communication and collaboration activities with clear and explicitly described insights into the connections between the activities and the school improvement project.

| The project is not well organized, thoroughly and logically developed to meet expected outcomes; is not clearly written and complete; and/or includes inappropriate language conventions. | The project is organized, as well as thoroughly and logically developed, to meet the expected outcomes. The project report is detailed, clearly written and uses correct language conventions. | The project is organized, as well as thoroughly and logically developed, to meet the expected outcomes. The project report is well organized and detailed, and all elements of the project are thoroughly and clearly described. The candidate uses appropriate language conventions, uses language appropriate to project planning and evaluation, and presents complex ideas with clarity. |

Comments