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The University of North Carolina at Greensboro, in alignment with regulations of the State Department of Public Instruction, has developed policies and procedures for admission to professional education (including teacher education), retention in and progress through professional education programs, admission to student teaching/final internships, lateral entry teaching, and eligibility for licensure.

Candidates for teaching licensure must read, understand and comply with the procedures and policies of the State, UNCG Collaborative for Educator Preparation (CEP) and their licensure programs, and align their practice with state and national standards.

The Teacher Education handbook provides candidates for licensure, along with faculty, cooperating teachers and on-site teacher educators, information about these policies and procedures. Candidates who are seeking Standard Professional Licensure I, the North Carolina entry-level license for teachers or entry-level licensure and an M-level license as part of a master’s program license are responsible for knowing its contents.

Academic departments have additional handbooks with information specific to their licensure programs. All candidates should check with their advisors for complete program information.

Licensure programs are dynamic – they change as the profession and law change. Candidates must remain current about procedures, policies and law by reading the handbooks and other documents that are available on the Office of Student Services website and from the licensure programs.
SECTION I: Teacher Education at UNCG

AN OVERVIEW OF TEACHER EDUCATION AT UNCG

The University of North Carolina at Greensboro has been dedicated to the education of future teachers since it opened as the State Normal and Industrial School on October 5, 1892. Today, teacher education is a university-wide priority. Programs are offered by the College of Arts and Sciences, the School of Business, the School of Education, the School of Health and Human Sciences, and the School of Music, Theatre and Dance.

While individual licensure programs remain under the purview of the college and schools, the overall integrity of professional preparation and policies that affect all programs is the responsibility of the Dean of the School of Education. Under his/her direction, the Collaborative for Educator Preparation provides a structure that strengthens the university-wide approach to the education of prospective teachers and other school personnel. The Collaborative for Educator Preparation’s Council of Program Coordinators and Executive Council develop and implement policies that are aligned with state and national laws and with best professional practice, oversee the development of professional education programs, and coordinate teacher education programs across campus. The School of Education Office of Student Services supports these initiatives by providing information to licensure candidates and processing applications for admission to Teacher Education (professional education), admission to student teaching/final internships, and licensure.

All teacher education programs emphasize a strong foundation in the liberal arts and sciences, careful preparation in the content area that the candidate will teach, and rich experiences in professional studies. The programs provide a strong knowledge base along with opportunities to synthesize and apply this knowledge within the context of schools and schooling.

CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATION

In 2001, the University of North Carolina at Greensboro faculty, administrators and teachers from regional public schools, community members and students participated in the development of the Conceptual Framework for Professional Education at The University of North Carolina at Greensboro. The Conceptual Framework is reviewed annually. It was revised in 2006, and again in 2013.

The Conceptual Framework sets the directions, goals and expectations for all activities related to professional education at UNCG and the professional practice of faculty and candidates.

The executive summary that follows represents, in concise form, the School of Education/Collaborative for Educator Preparation Conceptual Framework for Professional Education. The complete text is also available on the Collaborative for Educator Preparation website, http://soe.uncg.edu/partners/collaborative-for-educator-preparation/conceptual-framework/
All candidates and faculty are expected to be knowledgeable about the Conceptual Framework and to align their practice with it. Candidates should read it and use it as they prepare for their professions.

### CONCEPTUAL FRAMEWORK MISSION STATEMENT

UNCG is guided by the belief that our work must ensure

**Accessibility to Life’s Opportunities through Teaching, Learning and Caring**

To achieve this overarching goal, we focus on

- **Leadership**
- **Professional Knowledge**
- **Professional Practice**
- **Educational Environment**
- **Data-driven Decision Making**
- **Professional Growth**

### Mission Statement

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 21\(^{st}\) century complexity and dynamic change.
# Undergraduate Licensure Programs

The following programs lead to an undergraduate degree and Standard Professional I Licensure (licensure at the entry level). Grade levels of the license are in parentheses.

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>School of Education</th>
<th>School of Health and Human Sciences</th>
<th>School of Music, Theatre and Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (K-12)</td>
<td>Elementary Education (K-6)</td>
<td>Health and Physical Education (K-12)</td>
<td>Dance (K-12)</td>
</tr>
<tr>
<td>French (K-12)</td>
<td>Middle Grades (6-9)</td>
<td></td>
<td>Music Education (K-12)</td>
</tr>
<tr>
<td>Latin (9-12)</td>
<td>Language Arts, Mathematics, Science, Social Studies</td>
<td></td>
<td>Theatre (K-12)</td>
</tr>
<tr>
<td>Spanish (K-12)</td>
<td>Professions in Deafness</td>
<td>Education of the Deaf and Hard of Hearing (B-12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education (K-12)</td>
<td>Special Education (K-12)/Elementary Education (K-6) dual major</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education (K-12)/Education of the Deaf (K-12) dual major</td>
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</tr>
<tr>
<td></td>
<td>Social Studies (9-12)</td>
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<tr>
<td></td>
<td>Teaching English as a Second Language (K-12)</td>
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<tr>
<td></td>
<td>Special Education General Curriculum (K-12)</td>
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<tr>
<td></td>
<td>Elementary Education (K-6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English (9-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLLEGE OF ARTS AND SCIENCES/SCHOOL OF EDUCATION</td>
<td>Comprehensive Science/Education dual major (9-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English/Education dual major (9-12)</td>
<td></td>
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<tr>
<td></td>
<td>Mathematics/Education dual major (9-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies/Education dual major (9-12)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>A major in one of the following areas is required for Social Studies:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Anthropology</td>
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<tr>
<td></td>
<td>Economics</td>
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<td></td>
<td>Geography</td>
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<td></td>
<td>History</td>
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<tr>
<td></td>
<td>Political Science</td>
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<tr>
<td></td>
<td>Psychology</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Graduate Licensure Programs

The following programs lead to a Master of Art and Standard Professional I Licensure (*), or a Master’s in Education and graduate level “M” licensure (^). The grade levels of the license are in parentheses.

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>School of Education</th>
<th>School of Music, Theatre and Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>French (K-12) ^</td>
<td>Mathematics (9-12) ^</td>
<td>Dance (K-12) ^</td>
</tr>
<tr>
<td>Spanish (K-12) ^^</td>
<td>Middle Grades (6-9) ^</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts, Mathematics, Science, Social Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies (9-12) ^</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education General Curriculum (K-12) ^</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching English as a Second Language (K-12) ^</td>
<td></td>
</tr>
</tbody>
</table>
### ALTERNATIVE LICENSURE PROGRAMS

The following NC TEACH programs lead to Standard Professional I Licensure (entry level licensure) through coursework at the undergraduate level. Candidates apply to Teacher Education for admission to these programs. Grade levels of the license are in parentheses.

<table>
<thead>
<tr>
<th>COLLEGE OF ARTS AND SCIENCES</th>
<th>SCHOOL OF MUSIC, THEATRE AND DANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (K-12)</td>
<td>Dance (K-12)</td>
</tr>
<tr>
<td>SCHOLL OF HEALTH AND HUMAN SCIENCES</td>
<td>Music Education (K-12)</td>
</tr>
<tr>
<td>Health and Physical Education (K-12)</td>
<td></td>
</tr>
<tr>
<td>Birth-Kindergarten (B-K)</td>
<td>Education of the Deaf and Hard of Hearing (K-12)</td>
</tr>
</tbody>
</table>

The following NC TEACH and PAIL licensure areas lead to Standard Professional I Licensure (entry level licensure) through coursework at the graduate level. For qualified candidates, courses may transfer to a master's degree program unless otherwise noted. Application for these programs is made through the Graduate School. Grade levels of the license are in parentheses.

<table>
<thead>
<tr>
<th>COLLEGE OF ARTS AND SCIENCES</th>
<th>SCHOOL OF EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>French (K-12)</td>
<td>Comprehensive Science (9-12)</td>
</tr>
<tr>
<td>Spanish (K-12)</td>
<td>English (9-12) (Does not lead to M.Ed. at this time)</td>
</tr>
<tr>
<td></td>
<td>Mathematics (9-12)</td>
</tr>
<tr>
<td></td>
<td>Middle Grades (6-9)</td>
</tr>
<tr>
<td></td>
<td>Language Arts, Mathematics, Science, Social Studies</td>
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<tr>
<td></td>
<td>Social Studies (9-12)</td>
</tr>
<tr>
<td></td>
<td>A major in one of the following areas is required for</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Social Studies:</td>
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<td></td>
<td>Anthropology</td>
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<td>Economics</td>
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<td>Geography</td>
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<td>History</td>
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<tr>
<td></td>
<td>Political Science</td>
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<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
</tr>
</tbody>
</table>

The following programs lead to licensure only. They do not lead to a degree. Application for these programs is made through the Graduate School.

<table>
<thead>
<tr>
<th>SCHOOL OF EDUCATION</th>
<th>SCHOOL OF HEALTH AND HUMAN SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL (K-12) – Add-on program that leads to a Standard Professional I license. Candidate must hold a Standard Professional I teaching license in another licensure area.</td>
<td>Special Education-General Curriculum (K-12) – Licensure-only program (Post-baccalaureate Alternative Initial Licensure – PAIL) that leads to Standard Professional I licensure.</td>
</tr>
<tr>
<td>Reading (K-12) – Add-on program that leads to an “M” (graduate-level) license. Candidate must hold a Standard Professional I teaching license in another licensure area.</td>
<td>Birth through Kindergarten (B-K) - Licensure-only program (Post-baccalaureate Initial Licensure) that leads to Standard Professional I licensure.</td>
</tr>
</tbody>
</table>
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<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Mathematics</td>
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<td>334-5836</td>
<td>118 Petty</td>
</tr>
<tr>
<td>Dr. XXXX-XXX</td>
<td>Library &amp; Information Studies</td>
<td></td>
<td>334-3481</td>
<td>446-A SOEB</td>
</tr>
<tr>
<td>Dr. David Teachout</td>
<td>Music</td>
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<td>334-4759</td>
<td>348 Music</td>
</tr>
<tr>
<td>Dr. Edward Hellen</td>
<td>Physics &amp; Astronomy</td>
<td><a href="mailto:ehhellen@uncg.edu">ehhellen@uncg.edu</a></td>
<td>334-5844</td>
<td>321 Petty</td>
</tr>
<tr>
<td>Dr. Melissa Floyd-Pickard</td>
<td>School Social Work</td>
<td><a href="mailto:mftaylo2@uncg.edu">mftaylo2@uncg.edu</a></td>
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<td>268-B Stone</td>
</tr>
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</tr>
<tr>
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<td>444-A SOEB</td>
</tr>
<tr>
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<td>Taylor Theatre</td>
</tr>
<tr>
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<td>334-3746</td>
<td>488-A SOEB</td>
</tr>
</tbody>
</table>
The information in this section of the handbook will help candidates understand procedures and policies that lead to licensure. Candidates should read and comply with all procedures and policies that are relevant to them.

Requirements vary by program. Candidates should know program-specific requirements, as well. This information is available on their department websites, handbooks of their licensure programs and/or in the UNCG Undergraduate Bulletin. Candidates should also speak with their advisors about requirements.

The graphics on the next three pages outline the procedures for seeking licensure. Detailed information is available on the subsequent pages. For questions about any of the steps in teacher education/licensure programs, candidates should contact their licensure advisors or the Office of Student Services.

**Titles of the topics and the following graphics will help guide you through Section II.**

Candidates seeking an undergraduate degree with licensure

Candidates seeking a master’s degree with licensure

Candidates seeking alternative license (non-degree)

All candidates

**NOTE:** These graphics provide guidance only for Section II. Other sections of the handbook pertain to all candidates.
PROFESSIONAL EDUCATION CHECKLIST FOR UNDERGRADUATE DEGREE/LICENSE CANDIDATES

Under-grad

Complete program of study, including student teaching

Complete Teacher Education Orientation

Submit application to Teacher Education in the second semester of sophomore year

Apply for admission to Teacher Education

Meet with counselor at Career Services about job search skills

Meet with teacher education advisor

You are ready.

Prepare for teacher education

Register for and take PRAXIS Core

Register for and take PRAXIS II subject area exams or Pearson (strongly recommended)

Complete licensure program

Successfully complete teaching portfolio

Apply to student teach one year in advance

Meet all program requirements, including acceptable scores on portfolio, TGAP and CDAP

Apply for licensure through the Office of Student Services

Read licensure program handbook

Read Teacher Education Handbook

Register for and take PRAXIS Core

Apply to student teach one year in advance

Meet with counselor at Career Services about job search skills

Meet with teacher education advisor

Submit application to Teacher Education in the second semester of sophomore year

You are ready.

See following pages for detailed information.
PROFESSIONAL EDUCATION CHECKLIST FOR GRADUATE DEGREE/LICENSURE CANDIDATES

1. Prepare for teacher education
   - Read Teacher Education Handbook
   - Read licensure program handbook

2. Complete licensure program
   - Apply for final internship one semester in advance
   - Complete program of study, including internship
   - Meet all program requirements, including acceptable scores on portfolio, TGAP and CDAP
   - Meet with counselor at Career Services about job search skills
   - Successfully complete teaching/master's portfolio

3. Apply for licensure
   - Register for and take the Praxis II subject area exams or Pearson, if required
   - Apply for admission to Graduate School
   - Submit application to the Graduate School

4. Final steps
   - Complete Teacher Education Orientation
   - Apply for licensure through the Office of Student Services
   - Meet with graduate advisor about teacher education

5. You are ready to teach!

See following pages for detailed information.
PROFESSIONAL EDUCATION CHECKLIST FOR LATERAL ENTRY AND LICENSURE-ONLY CANDIDATES

**Prepare for teacher education**

- Speak with Program Advisor about teacher education
- Read Teacher Education Handbook
- Read licensure program handbook

**Complete licensure program**

- Submit application to the UNCG Graduate School (Middle grades, secondary, Spanish, French, PAIL, BKIL) or Office of Student Services (B-K, Music & H.P.E.)
- Complete program of study, including student teaching or year of successful teaching
- Meet with counselor at Career Services about job search skills, if needed
- Apply for master’s program, if appropriate
- Successfully complete teaching portfolio
- Meet all program requirements, including acceptable scores on portfolio, TGAP and CDAP

**Apply for admission to Teacher Education**

- Complete Teacher Education Orientation
- Apply for licensure through the Office of Student Services
- Register for and take the PRAXIS II subject area exams or Pearson, if required
- Apply to student teach one year in advance or work as a lateral entry teacher

**You are ready for an SPI license!!**

See following pages for detailed information.
1. **Speak with major advisor about professional education licensure programs.**

   **Procedure**

   A candidate whose **major is in education**, should speak with his/her major advisor. This includes candidates in:

   - Art
   - American Sign Language
   - Birth-Kindergarten
   - Dance
   - Deaf & Hard of Hearing
   - Elementary
   - Health & Physical Education
   - Middle Grades
   - Music
   - Special Education
   - Theatre

   A candidate whose **major is not in education, but who is seeking licensure** along with his/her major, should speak with both the major advisor and the licensure program advisor. This would include candidates who are seeking licensure in:

   - Comprehensive Science
   - English
   - French
   - Latin
   - Mathematics
   - Social Studies (major in Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology)
   - Spanish

   **Deadline**

   All licensure programs rely heavily on early and adequate advising. Candidates should meet with their advisors as early in their academic programs as possible, before each registration period for each semester.

2. **Read this *Teacher Education Handbook*.**

   **Procedure**

   The handbook can be downloaded at the Office of Student Services website, http://soe.uncg.edu/services/office-of-student-services-advising/forms-and-applications/
Deadline

First semester that the candidate is on campus or as soon as she/he has decided on seeking licensure.

3. Read the licensure program handbook.
   Procedure

   The candidate should get a copy from his/her licensure area department.

   Deadline
   The candidate should obtain a licensure program handbook during the first semester that he/she is on campus or as soon as he/she has decided on a licensure area.

4. Register for, take and pass Praxis Core (or document passing scores on SAT or ACT).
   Procedure

   Candidates must register at the ETS website or by calling ProMetrics, 1-800-853-6773.

   Additional details regarding registration, fees, application deadlines and practice booklets can be found at the ETS website.

   Candidates must take the Praxis Core tests in Reading, Writing and Mathematics.

   Programs that require passing scores on Praxis Core will permit minimum SAT or ACT scores to be substituted. See the following table for Praxis Core scores and acceptable substitutions.

<table>
<thead>
<tr>
<th>PRAXIS Core Academic Skills Exam Passing Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Score - 156</td>
</tr>
<tr>
<td>Writing Score - 162</td>
</tr>
<tr>
<td>Mathematics Score - 150</td>
</tr>
<tr>
<td>Composite Score - 468</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Exemption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt from Reading - Verbal 550 (SAT) OR Verbal 24 (ACT)</td>
</tr>
<tr>
<td>Exempt from Writing - Verbal 550 (SAT) or Writing 24 (ACT)</td>
</tr>
<tr>
<td>Exempt from Math - Math 550 (SAT) or Math 24 (ACT)</td>
</tr>
<tr>
<td>Exempt from Exam - Verbal + Math = 1100 (SAT) or Composite 24 (ACT)</td>
</tr>
</tbody>
</table>
Deadlines

If a candidate’s program requires testing for admission, the candidate should check registration and test administration dates during the first week of the fall semester of the sophomore year and take Praxis Core no later than the second semester of their sophomore year. Junior transfer students take Praxis I no later than their second semester on campus.

NOTES

- Candidates are permitted to submit only one test series of Praxis Core. Scores from two different Praxis Core series will not be accepted.
- Candidates should keep the original score reports for Praxis Core.
- SAT writing test scores are not included in the calculations for substituting SAT scores for Praxis Core scores.
- Candidates who are required to submit passing Praxis Core scores are encouraged to use practice resources.

**Praxis Study Guides:** Several study guides for Praxis Core and Praxis II exams are available in the Teaching Resources Center (TRC). Candidates may find out which guides are available by searching the Jackson Library catalog at [http://library.uncg.edu](http://library.uncg.edu). They may reserve a guide by calling the TRC at (336) 334-4035.

**Praxis Review Software/Learning Express Library:** The Jackson Library website provides access to the Learning Express Library that offers practice exams free of charge for

- Praxis Core - Pre Professional Skills Test - 2 practice Exams
- Praxis II Early Childhood: Content Knowledge - 2 practice Exams
- Praxis II Middle School Content Knowledge - 2 practice exams

**ETS** also provides free test preparation information, such as *Test at a Glance*, is also available on the [ETS website](http://library.uncg.edu).

**Pearson Exam Study:** Available on the [Pearson website](http://library.uncg.edu).

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**MASTER’S DEGREE/LICENSURE CANDIDATES**

1. Speak with a graduate program advisor about the professional education licensure program that is of interest to you.

**Procedure**

M.Ed. programs lead to a master’s degree graduate level North Carolina teacher licensure (\(^\)). M.A. programs lead to a master’s degree with Standard Professional I licensure (*). The programs are offered in the following licensure areas.
Comprehensive Science *^  
Comprehensive Social Studies *^  
Dance *^  
Elementary Education *^  
English ^  
Teaching English as a Second Language (TESOL) *^  
Math *^  
Middle Grades Education *^  
Reading ^  
Spanish *^  
Special Education^  

Deadline

All licensure programs rely heavily on early and adequate advising. Candidates should meet with their advisors as early in their academic programs as possible, before each registration period for each semester.

2. Read this Teacher Education handbook.


Deadline

As soon as the candidate is admitted to the master’s degree program

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**LATERAL ENTRY AND LICENSURE-ONLY CANDIDATES**

1. Learn about alternative licensure programs

Procedure

For information about all alternative licensure-only programs, contact SOE Student Services, at soeoss@uncg.edu or 336-334-3414.

For detailed information about a particular licensure program, read the **UNCG Undergraduate Bulletin, Graduate Bulletin** or the departmental website, or contact the program coordinator. See the Professional Education Directory above for contact information.

Deadline

All licensure programs rely heavily on early and adequate advising. Candidates should meet with the program advisor before applying for admission to an alternative or licensure-only program.
APPLY FOR ADMISSION TO TEACHER EDUCATION

UNDERGRADUATE DEGREE/LICENSURE CANDIDATES

1. Meet regularly with teacher education advisor (and major advisor for candidates whose majors are not in education, but who are seeking licensure; see list above).

2. Submit an application for admission to Teacher Education.

   **Procedures**
   - The candidate will complete an online Teacher Education application. The application can be found here: [http://soe.uncg.edu/services/office-of-student-services-advising/forms-and-applications/](http://soe.uncg.edu/services/office-of-student-services-advising/forms-and-applications/)
   - Candidates will receive an email from the Office of Student Services and Advising when their applications have been reviewed and accepted. The candidate should check that they have been admitted to Teacher Education.

   **Requirements**

   Programs require
   - a 3.0 overall grade point average
   - passing scores on the Praxis Core tests, SAT or ACT, as seen in the table above
   - other program-specific requirements for admission

   Admissions requirements vary by program. **Candidates should know program specific requirements.** This information is available on their department websites, handbooks of their licensure programs and/or in the *UNCG Undergraduate Bulletin*. Candidates should also speak with their advisors about admission requirements.

   Progress through the licensure courses is limited prior to a candidate’s admission to Teacher Education.

   **Deadlines**

   Candidates should apply for admission to Teacher Education at the end of their sophomore year. Some programs require that all candidates be admitted no later than the first semester of their junior year.

   **Transfer students** should apply to Teacher Education when they are admitted to the university if they have completed General Education Courses. Transfer students who do not meet all requirements for admission to Teacher Education must complete at least 12 semester hours at
UNCG with a GPA 2.5 or better, earn the required scores on the PRAXIS I reading, writing, and mathematics tests, and complete departmental requirements.

**MASTER’S DEGREE/LICENSURE CANDIDATES**

1. Submit an application to the Graduate School

**Procedures**

For information about the program, the candidate should meet with the advisor for his/her teacher education program and read about it online at [http://tehe.uncg.edu/](http://tehe.uncg.edu/) for Elementary, French, Middle Grades, Science, Social Studies, or Spanish); or [www.uncg.edu/dce](http://www.uncg.edu/dce) for Dance. All of the programs lead to a Master’s of Art or Master’s in Education.

The candidate can obtain an application for admission to the master degree programs from the Graduate School at 241 Mossman Building or online at [www.uncg.edu/grs](http://www.uncg.edu/grs).

The candidate submits the completed application to the Graduate School online. The application will be forwarded to the department in which the candidate’s program resides for a final decision about admission to the program.

Admission to the graduate program constitutes admission to Teacher Education. The department will notify the Office of Student Services that candidates have been admitted to a master degree program.

**Requirements**

Applicants must hold a Bachelor’s Degree in a major that meets the requirements of the master’s program.

The Graduate Program will review candidates’ GPAs and GRE scores, along with other required documents, in making a decision about admission.

**Deadlines**

The deadlines for admission vary by program

**LICENSURE-ONLY CANDIDATES**

**Licensure Areas**
1. Submit an application for NC Teach Undergraduate.

**Procedures**

- Obtain an application for admission from the Office of Student Services website. [Click here.]
- Complete the undergraduate licensure-only application with the appropriate licensure area designated.
- Complete the North Carolina residency form, if appropriate.
- Enclose the $45.00 processing fee (check/money order) Made out to UNCG.
- Enclose sealed official transcripts from all post-secondary schools attended or request that the transcripts be sent directly to Student Services.
- Submit the completed application, required materials and application fee to:

  School of Education Building  
The University of North Carolina at Greensboro  
Office of Student Services, PO Box 26170  
Greensboro, NC 27402-6170

**Requirements**

**Grade Point Average**

A minimum GPA of 3.0 is required for admission in disciplines.

**Candidates should know program-specific requirements.** This information is available on their department websites, handbooks of their licensure programs and/or in the *UNCG Undergraduate Bulletin*. Candidates should also speak with their advisors about admission requirements.

**Candidates must have a major or at least 24 semester hours** that are relevant to the teaching licensure area in North Carolina and passing scores on the Praxis II exam(s) in the licensure area to be recommended for licensure.

**Deadlines**

- **April 1** for summer semester admission  
- **July 1** for fall semester admission  
- **October 1** for spring semester admission

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**NC TEACH AND PAIL CANDIDATES**

**Licensure Areas**

Middle Grades (Language Arts, Math, Science, Social Studies),  
Secondary (English, Latin, Mathematics, Science, Social Studies), Birth-Kindergarten,  
French and Spanish
1. **Submit an application**

**Procedures**

- The candidate can obtain an application for admission from the Graduate School at 241 Mossman Building or online at [www.uncg.edu/grs](http://www.uncg.edu/grs).

  The candidate submits the completed application to the Graduate School online. The application will be forwarded to the department in which the candidate’s program resides for a final decision about admission to the program.

- Candidates who hold lateral entry license and/or a lateral entry teaching positions submit the following to the Office of Student Services
  - A letter from her/his principal or personnel officer confirming employment in the subject/grade level for which application is being made
  - A copy of the North Carolina teaching license

  Admission to the graduate program constitutes admission to Teacher Education.

**Requirements**

- A GPA of 3.0 is required with strong letters of recommendation.

- Candidates are expected to maintain an overall GPA of 3.0 to be eligible for to continue in the program.

- Candidates must have a teaching position in their content area at an NCDPI accredited school by the first week of classes for the fall semester that they begin their clinical experience seminar.

- A successful year of lateral entry teaching in a public school is a requirement for both licensure and a co-requisite for some of the NCTEACH courses.

- Candidates must have a major or at least 24 semester hours that are relevant to the teaching licensure area in North Carolina and passing scores on the Praxis II exam(s) in the licensure area to be recommended for licensure.

**Deadlines**
The deadline for receipt of an application and all supporting documents by the Graduate School is

- **July 1** for fall semester admission
- **October 1** for spring semester admission
- **April 1** for summer semester admission

**IMPORTANT INFORMATION FOR ALL APPLICANTS TO TEACHER EDUCATION**

**VIOLATIONS OF LAW: ALL CANDIDATES**

All candidates must **COMPLETE a background check before BEING PLACED IN SCHOOLS OR AGENCIES FOR ANY REQUIRED FIELD EXPERIENCES.**

**NOTE**

**Violations of law:** Candidates should be aware that school districts require applicants to disclose to the school district all violations of law, even those that have been expunged. A candidate may be denied a student teaching or internship placement and/or employment based on a history of violations of law. If a candidate does not disclose a violation to the school district when applying for a teaching position, he/she may be dismissed from his/her position.

**Given these potential problems,** candidates are urged to disclose all violations to the Director of Student Services when they apply for admission to Teacher Education. Candidates should write description of the violation, attach court documents, and deliver these items in a sealed envelope to the director. Records will be reviewed confidentially for eligibility to teach.

The Associate Dean of Academic Affairs and Student Services will examine any findings made in connection with the background check and conduct any further investigation deemed necessary to determine whether a student will be allowed to continue in the program, and if so, under what circumstances.

**REQUIRED PROFESSIONAL EDUCATION ORIENTATION: ALL CANDIDATES**

All candidates admitted to initial licensure programs are required to complete a **Teacher Education Orientation followed by an assessment.**

The Office of Student Services and program advisors will notify candidates of the Teacher Education Orientation dates.
1. Complete program of study

   **Procedure**

   The candidate proceeds through all course work and other requirements in the sequence outlined by his/her licensure program.

2. Apply for student teaching/final internship placement

   **Note that this section does not apply to lateral entry teachers.**

   **Procedure**


   He/she must complete the application for student teaching placement and, when required, an additional criminal records check request. Click [here](http://soe.uncg.edu/services/office-of-student-services-advising/forms-and-applications/) for a Criminal background form.

   Additional application forms may be necessary dependent upon the location of the student teaching placement. The Placement Coordinator, Ms. Judy Pelance, will provide information about this.

   **Requirements**

   In order to be eligible to student teach, the candidate must have been admitted to Teacher Education by the last date to “drop/add courses” the semester before student teaching. This deadline may be found on the University Registrar’s website.

   The undergraduate candidates must have the minimum GPA required by the licensure program. Graduate students must have a 3.0 GPA.

   The candidate must have completed content and licensure program requirements and have acceptable evaluations on the *Candidate Dispositions Assessment Process* (CDAP) or be in compliance with a Professional Improvement action plan before student teaching.

   - **Candidates should know program specific requirements**, which are available on their department website, handbooks of their licensure programs and/or in the *Undergraduate Bulletin*. Candidates should also speak with their advisors about requirements for admission to student teaching.

   Candidates must complete departmental and Teacher Education pre-requisites for student teaching before they are eligible to student teach.
• **Individuals who transfer to UNCG** must complete appropriate coursework at UNCG prior to students teaching. Exceptions require the permission of the program coordinator and the Director of the Office of Student Services.

**Deadlines**

Applications for student teaching must be completed one year prior to student teaching, according to the following schedule:

- November 1 of the year before fall student teaching
- February 15 of the year before spring student teaching

Note: Late applications may be approved on an individual basis.

3. **Student teach/complete final internship**

   **Note that this section does not apply to lateral entry teachers.**

**Procedures, Requirements and Deadlines**

Details about student teaching are in Section III of this handbook and, in some cases, also in the licensure program handbook. Candidates should read these handbooks carefully and comply with the requirements noted there.

Candidates’ clinical performance will be evaluated by UNCG faculty and the cooperating teacher (also called clinical faculty or On Site Teacher Educator) at least three times using the *Teacher Growth and Assessment for Pre-service* rubric. Candidates must receive a score of 3 or better on a six point scale at the end of student teaching/final internship in order to be eligible for a recommendation for licensure.

Candidates’ clinical performance will also be evaluated by UNCG faculty and the cooperating teacher at the end of student teaching/final internship using the *North Carolina Certification of Teaching Capacity*. Candidates must receive a rating of “met” in all categories in order to be eligible for a recommendation for licensure.

4. **Work as lateral entry teacher**

   **Note that this section does not apply to candidates who student teach or have final internships.**

**Procedures, Requirements and Deadlines**

Lateral entry teachers must successfully complete at least one year as a lateral entry teacher in the licensure area.

Lateral entry teaching serves in place of student teaching. Their clinical performance will be evaluated by UNCG faculty and/or school-based faculty or administrators at least three times using the *Teacher Growth and Assessment for Pre-service* rubric. Candidates must receive a
score of 3 or better on a six point scale at the end of student teaching/final internship in order to be eligible for a recommendation for licensure. In addition, candidates must have a letter from their principals that states that the candidates successfully completed one year in their licensure areas and would be re-hired barring budgetary restrictions. Their summative evaluations by their school administrators must show ratings of proficient on all standards.

5. Take Standardized Exam (Praxis II or Pearson Exam)

Procedure

All candidates will compile and submit their portfolios via TaskStream®.

The Teaching Portfolio must be submitted and receive a passing evaluation before a candidate can be recommended for North Carolina teaching licensure.

The contents of the portfolio for initial teaching licensure must demonstrate the candidate’s proficiency in meeting the North Carolina Professional Teaching Standards and licensure area content standards, proficient clinical performance and acceptable professional dispositions.

Candidates for a master’s degree must also provide evidence of meeting the North Carolina Standards for Graduate Teacher Candidates.

Candidates may read information regarding registration and passing scores and register for the appropriate exam(s) at www.ets.org.

Praxis II preparation booklets for many tests are available from www.ets.org and bookstores.

Pearson Exam preparation materials are available on the Pearson website.

Requirement

Effective July 1, 2016, all teachers who qualify for an initial license are deemed “highly qualified” given they attempt to pass the NC State Board of Educator exam(s) associated with their licensure area during the 1st year of classroom teaching. Candidates must pass all necessary licensure exam(s) before the conclusion of the 2nd year of classroom teaching.

The UNCG Council of Program Coordinators strongly recommends students take the appropriate licensure area exam(s) during the last program year, rather than waiting until the 1st year of classroom teaching.

NOTES

Candidates who are required to submit passing Praxis II scores are encouraged to use practice resources.
**Praxis Study Guides:** Study guides for Praxis II exams are available in the Teaching Resources Center (TRC). Candidates may find out which guides are available by searching the Jackson Library catalog at [http://library.uncg.edu](http://library.uncg.edu). They may reserve a guide by calling the TRC at (336) 334-4035.

Praxis **Review Software/Learning Express Library:** The Jackson Library website provides access to the Learning Express Library that offers practice exams free of charge for

- Praxis II Early Childhood: Content Knowledge - 2 practice Exams
- Praxis II Middle School Content Knowledge - 2 practice exams

**Learning Express** is accessed by the following steps:
1. Go to the Jackson Library Homepage
2. Click on the **Databases** link
3. Click on the “L” in the alphabetical index bar under the **Databases by Title** heading
4. Click on **Learning Express Library**
5. Under the heading **Featured Resources**, click **Teaching**
6. Click the red **Practice Now** button to the right of the practice exam you want to take
7. Create a Username & password. This information does not have to be the same as the candidate’s University ID. **Make a note of this username/password.** The TRC and Jackson library do not have access to this information and cannot retrieve access information.

**ETS** also provides free test preparation information available on the [ETS website](http://library.uncg.edu).

**Pearson** also provides free test preparation information on the [Pearson website](http://library.uncg.edu).

5. **Submit Teaching Portfolio**

**Procedure**

Information about the Teaching Portfolio is provided by the licensure program.

**Requirements**

All candidates will compile and submit their portfolios via TaskStream®.

The Teaching Portfolio must be submitted and receive a passing evaluation before a candidate can be recommended for North Carolina teaching licensure.

The contents of the portfolio for initial teaching licensure must demonstrate the candidate’s proficiency in meeting the North Carolina Professional Teaching Standards and licensure area content standards, proficient clinical performance and acceptable professional dispositions.

Candidates for a master’s degree must also provide evidence of meeting the North Carolina Standards for Graduate Teacher Candidates.

For information about TaskStream®, candidates may contact their advisor or Sandra Hart, SOE Director of Instructional Technology, at [smbatesh@uncg.edu](mailto:smbatesh@uncg.edu) or 336-334-3402.
6. Meet with Career Services Center counselor (recommended but optional)

**Procedure**

The candidate may contact the Career Services Center at 334-5454 to arrange an appointment to learn resume preparation and interviewing skills and to start a credentials file.

**Deadline**

The candidate may choose to begin to work with the Career Services Center during the semester before student teaching. She/he should check her/his credentials file and meet with a career counselor during and after student teaching.

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**THROUGHOUT THE PROGRAM: ALL CANDIDATES**

1. To progress through teacher education and be eligible for licensure, students must meet the following requirements.

   - Successfully complete the **licensure program’s courses**, including student teaching

     The candidate proceeds through course work and other requirements in the sequence outlined by his/her licensure program.

   - **Maintain the required GPA**

     **Undergraduate candidates**

     Undergraduate candidates for a degree and licensure and for licensure-only must maintain the minimum GPA of 2.5 or higher that is required by their licensure programs. In addition, they must earn a C or better in a minimum of 24 semester hours in their content/licensure areas. An overall GPA of 3.0 is required for application to Teacher Education.

     Programs may have additional requirements. Candidates are responsible for knowing the program specific requirements which are available on their department website, handbooks of their licensure programs and/or in the *Undergraduate Bulletin*. Candidates should also speak with their advisors about requirements.

     **Graduate-level candidates**

     Graduate candidates for a master’s degree must maintain a 3.0 and receive no more than two Cs.

     Post-baccalaureate certificate candidates must maintain a 3.0 and receive no more than one C.

     Graduate-level candidates who are admitted provisionally must meet the grade requirements outlined on their admission letters within the stated time period in order to continue in master’s and post-baccalaureate programs.
Demonstrate appropriate professional practice.

Licensure programs monitor students’ performance in clinical settings during their programs (internships and student teaching), using the Teacher Growth and Assessment for Pre-service (TGAP) rubric. They may also use departmental assessments. Candidates must receive a score of 3 or better on a six point scale in all categories on the final administration of the TGAP in order to be recommended for licensure.

Licensure programs also use the North Carolina Certification of Teaching Capacity to evaluate candidates’ clinical performance at the end of student teaching/final internship. Candidates must receive a rating of “met” on all items on this evaluation.

Demonstrate required teaching and technology competencies in an electronic teaching portfolio,

Candidates work with program faculty on the development of the portfolio for one or more semesters and post their portfolio to TaskStream®.

Undergraduate and graduate candidates for entry level licensure (not including lateral entry teachers)

Candidates for entry level licensure must demonstrate proficiency with all of the North Carolina Professional Teaching Standards via evidences posted in this portfolio.

Candidates for entry level licensure who hold lateral entry teaching licenses and are currently teaching

Candidates who are lateral entry teachers will follow the requirements as outlined by their advisors or program documents.

Candidates for “M” licensure who already hold initial licensure

Candidates for “M” licensure must demonstrate proficiency with the North Carolina Standards for Graduate Teacher Candidates.

Demonstrate appropriate professional dispositions.

The Collaborative for Educator Preparation (CEP) has developed a rubric (the Candidate Dispositions Assessment Process - CDAP) that outlines professional dispositions and is used at least three times to evaluate candidates’ dispositions early in the program as decided by the licensure program, before admission to student teaching, and near the end of the student teaching. Candidates must receive a score of 3 or better on a six point scale in all categories in order to be recommended for licensure. Lower scores require candidate’s successful completion of a Professional Improvement action plan, as described in the Professional Dispositions Policy.

Adhere to University of North Carolina at Greensboro Academic Integrity Policy and Student Code of Ethics, the Code of Ethics for North Carolina Educators and public school laws of North Carolina. In the event that a behavior is inappropriate and not dealt with by one of these codes,
the Teacher Education Professional Improvement action plan procedures will be operationalized.

NOTE

Links to the UNCG Academic Integrity Policy, the Student Code of Ethics, and the Code of Ethics for North Carolina Educators can be found in Section VI of this handbook. Other policies can be found in the appendices of this handbook. Candidates should read and comply with the content of these documents.

APPLY FOR TEACHING LICENSURE: ALL CANDIDATES

Procedure

The candidate will complete an electronic licensure application using the NC DPI online portal located on the Office of Student Services website: http://soe.uncg.edu/services/office-of-student-services-advising/forms-and-applications/

Requirements

Instructions and Requirements for those applying for a NC license are located under “Licensure” by clicking here.

Deadline

The processing of online licensure applications usually takes 3-5 weeks.

Candidates are encouraged to submit applications for licensure within a year of program completion. Candidates who submit applications a year after program completion may have to meet additional requirements.

SECTION III - RESPONSIBILITIES AND PROCEDURES FOR STUDENT TEACHING

Student teaching is a collaborative effort that requires the resources of The University of North Carolina at Greensboro, the local education agency (LEA) – school districts and individual schools – and the community. Those most directly involved in making student teaching a successful experience are cooperating teachers, school principals, university supervisors, and the student teachers themselves. Each of these individuals makes unique contributions to the pre-service teacher’s professional development.

ADMISSION FOR STUDENT TEACHING

In order to be eligible to student teach, the candidate must have completed the student teaching application by the deadline noted below.

November 1 of the year before fall student teaching.
February 15 of the year before spring student teaching.

Undergraduate candidates must have the minimum GPA required by the licensure program. Graduate students must have a 3.0 GPA.

**QUALIFICATIONS FOR STUDENT TEACHING**

Candidates must complete departmental and Teacher Education pre-requisites for student teaching before they are eligible to student teach.

**Individuals who transfer to UNCG** must complete appropriate coursework at UNCG prior to student teaching. Exceptions require the permission of the program coordinator and the Director of the Office of Student Services.

To facilitate reading the following policies, **UNCG students will be referred to as student teachers, LEA supervising teachers will be referred to as cooperating teachers, UNCG faculty will be referred to as university supervisors, and preschool through 12th grade students will be called students.**

In addition, “student teaching” will be used for all final clinical experiences which may be called “final internships” or “final clinical placements” by some programs. “Cooperating teachers” will be used for the classroom teacher in whose classrooms student teachers are placed. They may be called “clinical teachers” or “onsite teacher educators/OSTEs” by some programs.

**SUPPORT AND SUPERVISION**

**THE COOPERATING TEACHER**

The student teacher works closely with the teacher who is responsible for the classroom in which she/he is placed. This cooperating teacher, in guiding the progress of a student teacher, will be a member of a team collaborating in the preparation of teachers. The cooperating teacher should recognize that a student teacher is a developing professional and should create and maintain an environment that is conducive to the student teacher's professional growth.

In keeping with his/her responsibilities, the cooperating teacher

1. Identifies the student teacher's personal and professional qualifications and assists the student teacher in adjusting to the school setting;
2. Works with the university supervisor in planning a well-balanced program of learning activities consistent with the teaching assignment;
3. Provides the student teacher with a place to work and store personal items;
4. Acquaints the student teacher with the school's administration, appropriate faculty, background of the students, class schedules, curriculum materials, and equipment;
5. Acquaints the student teacher with school regulations, reports to parents, extracurricular activities, and school patterns;
6. Explains school policies and procedures for evaluation and grading of students and assists the student teacher in the evaluation of students;
7. Conducts regular formal and informal conferences with the student teacher to plan, share information, answer questions, evaluate the student teacher's professional performance, and make appropriate decisions;
8. Encourages the student teacher to participate in non-instructional activities such as faculty meetings, professional meetings, school organizations, and school-related activities;
9. Develops an overall plan for observation and evaluation. This plan should be discussed with the student teacher and university supervisor before the student teacher assumes full-time teaching responsibilities. This includes evaluations using the Teacher Growth and Assessment for Preservice (TGAP) and Candidate Dispositions Assessment Process (CDAP) and evaluation of the candidate’s Teaching Portfolio, as decided by the university supervisor and cooperating teacher; and

10. Participates in evaluation of the student teacher’s performance and completes and submits a Certification of Teaching Capacity that documents this evaluation of the final internship, if the candidate is completing an entry level teaching licensure program. Forms are sent to the Office of Student Services as directed by the Placement Coordinator.

**Qualifications of Cooperating Teachers/OSTEs (on-site teacher educators)**

Teachers must meet all the qualifications established by the North Carolina Department of Public Instruction and the district in which they teach to be eligible to supervise UNCG student teachers.

**NOTE**

*It is important that, if the cooperating teacher has concerns about the candidate’s performance or dispositions, he or she consult with the university supervisor as quickly as possible.*

**Selection of Placements for Field Experiences**

UNCG has a strong preference for placing interns and student teachers in diverse settings with strong leadership and inclusive practices. Preferred placements include schools and agencies that provide our students with experiences working with diverse students and teachers. Diversity may include race/ethnicity, SES, language, and location (e.g., urban, rural).

**THE SCHOOL PRINCIPAL**

The school principal is very important to the overall success of the student teaching experience. The administrator gives direction and leadership to the school and sets the tone for the environment in which the student teacher works. In addition to participating in the selection of cooperating teacher, the school administrator

1. Aids in the orientation of student teachers to the school community and the general operation of the school;
2. Makes administrative provisions for adequate conferences between the cooperating teacher and the student teacher, and participates in conferences when desirable;
3. Provides the student teacher opportunities to participate in staff meetings, school-related activities, and school planning; and
4. Works closely with the university supervisors to ensure that the experience of the student teacher is meaningful for the student teacher and beneficial to the students.
THE UNIVERSITY SUPERVISOR

The university supervisor serves as a liaison between the university and the local education agency (LEA) school. The supervisor visits and observes student teachers in the school, evaluates student teaching performance, and discusses observations with the student teacher and cooperating teacher as a part of a continuous, systematic evaluation process.

The university supervisor has the overall responsibility for ensuring that student teaching is a rigorous, intellectual, educational experience. In keeping with his or her responsibilities, the university supervisor completes the following specific tasks.

Orientation

1. Acts as liaison in acquainting the public school personnel with the philosophy and objectives of the student teaching program;
2. Provides information to the cooperating teacher relating to the supervision of student teachers;

Observation/Evaluation of Student Teaching

3. Visits and observes the student teacher five or more times during the semester including a minimum of one time every two weeks during the student’s full-time teaching experience;
4. Completes a written evaluation after each visit to be given to the student teacher within two days of the visit;
5. Confers with the student teacher after each evaluation to discuss strengths and make suggestions for improvement;
6. Ensures open lines of communication among student teachers, cooperating teachers and supervisors;
7. Completes a formal evaluation of the student teacher at the end of the student teaching period using the Teachers Growth and Assessment for Pre-service (TGAP) and the Candidates Dispositions Assessment Process (CDAP);
8. Participates in evaluation of the intern’s performance and completes and submits a Certification of Teaching Capacity that documents this evaluation of the final internship, if the candidate is completing an entry level teaching licensure program. Forms are sent to the Office of Student Services or school district central office, as directed by the Placement Coordinator.

9. Assigns a final grade for the student teaching placement;
10. Completes other paperwork/forms as appropriate;

Other

11. Works within the guidelines of the Professional Behavior Intervention Procedures, addressing problems in a professional manner and as quickly as possible;
12. Discusses with the Director of Collaborative for Educator Preparation situations that may lead to the removal of a student teacher or intern from a school placement before any action is taken.

Collaborative for Educator Preparation Policy for the Evaluation UNCG Supervisors
Program coordinators or Department Chairs will recommend University Supervisors to the Placement Coordinator annually.

**NOTE**

*If the university supervisor, in evaluating candidate performance and dispositions, determines that there are difficulties with the candidate’s continuation or progression in the program or with satisfactory completion of the program, he or she must consult with the department chair. The chair and supervisor must then notify the Director of Collaborative for Educator Preparation.*

**THE GUIDELINES FOR STUDENT TEACHING**

The pre-professional field observation is the initial field experience in both undergraduate and graduate initial licensure programs. While the act of observing teachers and students will be completed throughout a licensure candidate’s internship/student teaching experience, clinical experiences formally designated as field observations will be among a candidate’s first experiences in a classroom/agency setting and also may occur prior to formal admission to Teacher Education. During the field observation, candidates should learn as much as possible about classroom structure and management, teaching, planning, preparing, organizing, and adapting for individual differences. Candidates should ask cooperating teachers about the use of certain approaches and techniques and pay attention to the multiple roles and responsibilities of the professional. Candidates may use this time to assess their interest in formally pursuing careers in education and should look for opportunities to relate their observation findings to the concepts presented in their professional education courses. The range of field observation hours required in a semester, depending on the program, is between 6 and 50 hours, or an average of 20 hours. Below is a chart displaying potential stages of student teaching that may be implemented for the candidate.

Recent research and thinking about student teaching advocates for a co-teaching model for student teaching, rather than a completely solo experience (Feiman-Nemser & Beasley, 1997; Fosnot, 1996). The stages that pre-service teachers encounter when following this model are as follows. These stages are recursive (not linear) and at a given time a pre-service teacher may be in more than one stage.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Observation</th>
<th>Co-planning and Co-teaching with cooperating teacher as lead</th>
<th>Independent Planning/Teaching for 1 on 1/Small group</th>
<th>Independent Planning/Teaching for lesson segments to the whole group</th>
<th>Co-planning and Co-teaching with Pre-Service Teacher as lead</th>
<th>Independent Planning and delivery of whole units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Activities</td>
<td>Learn the names of students</td>
<td>Assist cooperating teacher with preparing lesson plans</td>
<td>Plan for and teach individual students;</td>
<td>Present a special report or conduct an activity relevant to the topic under study</td>
<td>Plan lessons and units with assistance from the cooperating teacher</td>
<td>Collaborate with other professionals</td>
</tr>
<tr>
<td></td>
<td>Become familiar with student work</td>
<td>Assist cooperating teacher in delivering instruction planned by the cooperating teacher by working with small groups, assisting during whole group instruction, parallel teaching or other co-teaching structure.</td>
<td>Plan and lead small group activities or discussions</td>
<td>Develop plans and conduct the class for two or three consecutive periods, in middle or high school, or for several activities in elementary school, followed by consultation with the cooperating teacher</td>
<td>Deliver instruction by co-teaching with the cooperating teacher assisting, working with small groups, parallel teaching (lessons are planned primarily by student teacher)</td>
<td>Incorporate different points of view in instruction</td>
</tr>
<tr>
<td></td>
<td>Become familiar with teaching materials such as textbooks</td>
<td>Act as an advisor for a group of students involved in a supplementary project, a dramatization, debate, or similar activities</td>
<td>Guide a group of students in make-up or remedial work, a special assignment, or laboratory work</td>
<td>Integrate effective literacy instruction throughout the curriculum</td>
<td>Integrate technology with instruction</td>
<td>Integrate 21st century knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>Become familiar with school policies and procedures</td>
<td>Integrate 21st century knowledge and skills</td>
<td></td>
<td>Integrate technology with instruction</td>
<td>Integrate 21st century knowledge and skills</td>
<td>Organize student learning teams</td>
</tr>
<tr>
<td></td>
<td>Observe the roles and functions of the teacher assistant, volunteers, guidance counselor and other professionals such as physical therapists, occupational therapists, or speech therapists, and support staff</td>
<td>Guide a group of students in make-up or remedial work, a special assignment, or laboratory work</td>
<td></td>
<td>Organize student learning teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assist the cooperating teacher with the development of teaching materials, classroom displays, bulletin boards</td>
<td>Integrate technology with instruction</td>
<td></td>
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</tbody>
</table>

Throughout all stages, cooperating teachers and pre-service teachers should give attention to classroom management, integration of technology, differentiation of instruction, accommodation for students with special needs and English Language Learners, formative and summative assessment, and 21st century knowledge and skills.
<table>
<thead>
<tr>
<th>organizational tasks, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Become familiar with and participate in record keeping (such as attendance, checking homework, etc.)</td>
</tr>
</tbody>
</table>
Observation – The pre-service teacher needs to become familiar with the students, the subject area, the cooperating teacher’s philosophy and objectives, and the general school organization. During observation, the pre-service teacher should work actively with the cooperating teacher in developing observational and monitoring skills as well as discussing goal-setting, instructional planning, assessment strategies, and classroom management. Collaboration between the pre-service teacher and the cooperating teacher is essential in order to familiarize the pre-service teacher with the clinical teaching situation.

Co-Planning and Co-Teaching with Cooperating Teacher as Lead – Through collaborative planning in which the cooperating teacher takes the lead in determining the lesson goals, objectives, activities, anticipated outcomes, and assessment measures, the pre-service teacher should work actively with the cooperating teacher to determine how lessons will be delivered and the pre-service teacher’s role in this lesson delivery. Strategies for co-teaching may include the cooperating teacher delivering whole group instruction while the pre-service teacher supports individuals throughout the room or conducts a focused observation of the students; team teaching in which the teachers jointly provide instruction; parallel teaching in which each teacher teaches the same lesson to one half of the class; or guided small-group instruction.

Planning/Teaching for One-on-One/Small Group – Initial teaching responsibility should be delegated to the pre-service teacher when she/he becomes reasonably well acquainted with the students in the class and the learning environment. It is important that the pre-service teacher be as successful as possible in this initial teaching experience. During this period the pre-service teacher should be working actively with the cooperating teacher in developing skills in goal-setting, instructional planning, assessment, and classroom management. As the pre-service teacher gains ability and confidence, the extent of her/his participation in actual teaching should increase according to her/his ability and may progress from one-on-one work with students to providing small-group instruction. Again, collaboration between the pre-service teacher and the cooperating teacher is essential for a successful clinical teaching experience.

Planning/Teaching for Lesson Segments to the Whole Group – With the support of the cooperating teacher, the pre-service teacher should be further integrated into the whole-class instruction by involving the pre-service teacher in the planning and instruction of certain segments of the lesson. While the cooperating teacher maintains primary responsibility for instruction, the pre-service teacher may perform pre-identified duties in regards to lesson planning and instructional delivery to the whole group.

Co-Planning and Co-Teaching with Pre-Service Teacher as Lead – Through collaborative planning in which the pre-service teacher takes the lead in determining the lesson goals, objectives, activities, anticipated outcomes, and assessment measures, the pre-service teacher should work actively with the cooperating teacher to determine how lessons will be delivered and the cooperating teacher’s role in this lesson delivery. Strategies for co-teaching may include the pre-service teacher delivering whole group instruction while the cooperating teacher supports individuals throughout the room or conducts a focused observation of the students, team teaching in which the teachers jointly provide instruction, parallel teaching in which each teacher teaches the same lesson to one half of the class, or guided small-group instruction.

Independent Planning and Delivery of Whole Units – The student teacher performs all of the activities of a full time teacher (although the legal responsibility for student learning, behavior and safety remains with the cooperating teacher). The student teacher performs all duties related to teaching, including planning and directing instruction, managing teaching and learning materials, constructing and administering tests, evaluating student activities and products, reporting, implementation of classroom management, and other teaching-related activities. This may include working as the lead teacher or as a co-teacher with the cooperating teacher. This is the culmination of the student teacher’s progress through the teacher education curriculum and provides the opportunity for the student teacher to demonstrate her/his professional competence. At UNCG, the
expectation is that all student teachers will assume full planning and teaching responsibility for at least one full unit of instruction.

FEEDBACK AND EVALUATION

Candidates’ clinical performance will be evaluated by UNCG faculty and the cooperating teacher (also called clinical faculty or On Site Teacher Educator) at least 3 times using the Teacher Growth and Assessment for Preservice rubric. Candidates must receive a score of 3 or better on a 6-point scale at the end of student teaching/final internship in order to be eligible for a recommendation for licensure.

Candidates’ clinical performance will also be evaluated by UNCG faculty and the cooperating teacher at the end of student teaching/final internship using the North Carolina Certification of Teaching Capacity. Candidates must receive a rating of “met” in all categories in order to be eligible for a recommendation for licensure.

Should a student not meet the requirements of student teaching, the University supervisor will discuss alternatives with the candidate, which may include additional practicum experience, graduation without licensure or other outcomes that are appropriate to the situation. Evaluations of candidate performance and University supervisor feedback are recorded. These reports are to be kept with departmental records of student teachers; they are not sent to the Office of Student Services or Collaborative for Educator Preparation.

SECTION IV – ADDITIONAL INFORMATION ABOUT STUDENT TEACHING

The following policies are supported by the Council of Program Coordinators of the Collaborative for Educator Preparation to ensure high quality student teaching experiences. They are aligned with North Carolina Department of Public Instruction regulations. Policies concerning student teaching are subject to change, and some variability exists among the individual schools and departments.

TIME REQUIREMENTS FOR STUDENT TEACHING

Schedule for Student Teaching

Generally, student teaching assignments coincide with the university calendar, i.e., begin as classes begin for the semester and end during final exam week. The schedule may be adjusted when doing so is in the best interest of the B-12 students or the student teacher’s clinical experience.

Attendance and Extended Absence

Absence from the student teaching assignment is excused only in cases of serious illness or emergency. Absences exceeding five days must be made up before the student can be given credit for the course. Student teachers are not expected to make up days when the schools are closed because of inclement weather or other emergency situations if make-up days would occur after the last day of university examinations for the semester.

Illness and Other Emergencies

The student teacher should notify the principal and/or cooperating teacher and the university supervisor as soon as possible regarding absences due to illness or other emergencies.
Withdrawal from Student Teaching

When circumstances are such that withdrawal from a student teaching assignment is necessary, whether because of illness, other personal reasons, or upon the written request of the principal or the university supervisor, university policy and procedures regarding withdrawal from a course shall be applicable. The Director of the Collaborative for Educator Preparation must approve a request for withdrawal.

Extra Activities for the Student Teacher during Student Teaching

Because program requirements and candidates’ needs vary, it is each department’s responsibility to monitor closely those activities in which their student teachers are engaged and offer counsel and guidance where necessary.

A candidate may be asked to withdraw from student teaching if his/her department determines that the “extra activities” are unduly influencing or negatively impacting the candidate’s student teaching and/or the candidate’s student teaching performance is unsatisfactory.

VISITING STUDENT TEACHING

Under special circumstances, students may be approved to student teach under the supervision of another college or university.

EXPENSES FOR STUDENT TEACHING

Costs Related to Student Teaching

Student teachers are responsible for expenses incurred in the student teaching phase of the teacher education program. The normal expenses that should be anticipated are for daily travel, subsistence while living away from the university campus, and dormitory expenses during the time residence halls are closed (e.g., Fall & Spring Breaks).

Transportation

Student teachers are responsible for providing their own transportation to and from their assigned schools.

SECTION IV-1 SUBSTITUTE TEACHING

Approvals to substitute teach may be granted after following the guidelines. The candidate must contact their program coordinator for more details.

SECTION IV-2 LATERAL ENTRY TEACHING

Lateral entry teachers must hold a bachelor’s degree from a regionally accredited institution.

Lateral entry teachers are required to complete the requirements for licensure that are prescribed by their licensure programs. They must also successfully teach for one academic year in their licensure area, which clinical experience replaces student teaching.
SECTION V – PROFESSIONAL, ETHICAL AND LEGAL ISSUES

ACADEMIC INTEGRITY POLICY & STUDENT CODE OF CONDUCT

Candidates must adhere to University of North Carolina at Greensboro Academic Integrity Policy and Student Code of Ethics, the Code of Ethics for North Carolina Educators and public school laws of North Carolina.

Students who violate the UNCG Academic Integrity Policy and/or the Student Code of Conduct will be subject to the sanctions outlined and published by the university.

PROFESSIONAL IMPROVEMENT PLAN

As noted above, when a student’s behavior is deemed unacceptable by school or university personnel, but subject neither to the UNCG codes or policies nor to law, the Professional Improvement Plan Procedures will govern the disposition of the concerns.

The Professional Improvement Plan can be found in the appendices of this handbook. Candidates should read and comply with the content of these documents.

APPEAL POLICY AND STUDENT COMPLAINTS

Students have the right to appeal a program or departmental decision.

All licensure programs under the Collaborative for Educator Preparation must adhere to the university’s grade appeal policy.

UNCG’s grade appeal policy can be found at http://web.uncg.edu/reg/bulletin/current/acaregs/grading.aspx

Student Complaints

Written student complaints will be directed to and logged electronically by the School of Education’s Associate Dean for Academic Affairs.

PROFESSIONAL LIABILITY INSURANCE

All candidates enrolled in courses that include field experience are strongly encouraged to purchase professional liability insurance prior to starting any internship, practicum, or student teaching experience. Professional liability insurance should be in effect for each semester where field experience or student teaching will occur. In instances in which a student causes damage or injury during the field experience or student teaching, neither the University nor the state of North Carolina will be responsible for providing legal defense for that student or for paying for any judgment which may be entered against the student.

- The following professional organizations include professional liability as part of membership enrollment: (a) joining SNCAE for $33 annually, which includes $1,000,000 in Professional Liability insurance Sept. to Sept.,
or (b) be initiated into Kappa Delta PI ($65) and then paying $25 for $1,000,000 in Professional Liability insurance for April to April.

- Students may also purchase $2,000,000 in Professional Liability insurance through the Risk Management Office (Ms. Tammy Downs, tadowns@uncg.edu). *Only the professional organizations have the benefit of membership and insurance.*
COLLABORATIVE FOR EDUCATOR PREPARATION

“A community of professional educators committed to preparing and supporting the professional development of caring, collaborative, and competent educators who work in diverse settings.”

Candidate Disposition Assessment Process
Developed 2005, Revised 2011

The Candidate Disposition Assessment Process is used for formative and summative assessment of teacher education candidates. It enables programs to identify difficulties that candidates may have early in their programs so that these issues can be corrected. Programs vary in when and how they administer the Candidate Disposition Assessment, but all collect data from multiple sources (at a minimum from the candidate, mentor teacher, and university supervisor), and at least three times (early in the program as decided by the licensure program, before admission to student teaching, and by the end of student teaching). If a candidate does not receive an acceptable evaluation on any element in Candidate Disposition Assessment, the difficulty is brought to the attention of the candidate and plans for development are created in accordance with the Professional Behavior Intervention Procedures.

While the primary purpose of the Candidate Disposition Assessment Process is to provide candidates with candid, constructive feedback so that they can improve as teachers, this process may also become grounds for removing a candidate from the teacher education program if, after repeated efforts, improvement in identified areas is not seen. Candidates must have acceptable scores on all elements in their summative evaluation in order to be recommended for licensure.

Candidates are also expected to adhere to University of North Carolina at Greensboro Academic Integrity Policy ("Honor Policy") and Student Code of Ethics, the North Carolina Code of Ethics for Educators and Standards of Professional Conduct, and the Public School Laws of North Carolina.
The Candidate Dispositions Assessment Process, listed below, reflect professional attitudes, values and behaviors that are characteristic of caring, collaborative and competent teachers. Candidates must have acceptable evaluations by their university and school-based supervisors in order to be recommended for licensure.

**Proficient**

1. **Ethical behavior**
   - The candidate
     - protects the rights of all students and their families to confidentiality, freedom from harassment and physical and verbal abuse;
     - behaves in an impartial and prudent manner, avoiding conflicts of interest; and
     - is honest and trustworthy in the performance of professional duties.

2. **Responsible**
   - The candidate
     - puts in sufficient time and effort to complete required tasks to high standards,
     - troubleshoots problems and find solutions,
     - is prompt and reliable, and
     - is well prepared and well organized.

3. **Personal and Professional Conduct**
   - The candidate
     - communicates in a respectful and open manner with students, colleagues, families and other stakeholders;
     - serves as a role model for students, parents and the community;
     - demonstrates a high standard of personal character and conduct; and
     - continuously seeks to establish and maintain fair, impartial and appropriate professional relationships with all students, their families, school personnel and others stakeholders.

4. **Inclusive and affirming of diversity**
   - The candidate
     - demonstrates appreciation and affirmation of multiple perspectives and that one’s perspective is mediated by one’s identities, characteristics and experiences;
     - is sensitive to power differentials;
     - values and uses as a resource the diversity within the school;
     - is responsive to diversity, welcomes students and families; and
     - treats people equitably and with respect.
5. **Collaborative**

The candidate
- actively participates in collegial activities;
- has positive relationships with colleagues;
- shares successful practices;
- contributes to group endeavors;
- values the contributions of colleagues; and
- involves learners, families, and the community in appropriate aspects of the instructional programs.

6. **Reflective practitioner and learner**

The candidate
- demonstrates curiosity about learning and professional development;
- asks questions and questions assumptions;
- reflects on personal attitudes, professional beliefs, professional practice, and student outcomes;
- engages in behaviors that demonstrate the motivation to improve; and
- participates in a variety of avenues for professional growth.

7. **Receptive to feedback**

The candidate
- is receptive and responsive to constructive feedback;
- listens to constructive criticism from supervisors, colleagues and other stakeholders;
- engages in critical thinking about the feedback;
- makes necessary adjustments after critically assessing the information; and
- seeks out the perspectives of others on issues relating to professional practice.

8. **Self-efficacious**

The candidate
- demonstrates confidence in his/her ability to make decisions;
- organizes and executes actions needed to complete professional tasks;
- is self-reliant but seeks support and resources when appropriate; and
- believes that the collaborative actions of the candidate and his/her colleagues positively impact all learners.

9. **Engaged and committed to teaching as a profession**

The candidate
- articulates and demonstrates a high interest in, a respect for and commitment to teaching;
- seeks ways to improve the profession; and
- is an advocate on behalf of learners and their families.
Professional Improvement Plan

Education is a profession that requires mastery of content, knowledge of pedagogy, and a disposition that is self-aware, open to constructive feedback, and contributes to the learning and development of self and others through interpersonal competence.

POLICY
Both graduate and undergraduate candidates recommended by UNCG for a professional license will receive feedback about their scholarship, pedagogical skills, and professional dispositions in both courses and supervised clinical settings. Performance expectations and dispositions related to a student’s area of licensure are detailed in rubrics used to evaluate professional knowledge, skills, and dispositions. Failure to improve when problems are identified may result in dismissal from the program.

All licensure preparation programs at UNCG evaluate performance measures using a dispositions matrix and rubric with a 6-point scale. (i.e. Initial teacher licensure – CDAP and TGAP; School Administrators – School Executive Standards (SES) and Descriptors of Competency (DOC) etc.). All licensure granting programs may add elements and indicators specific to their program. Similar rubrics that are used in other areas leading to professional licensure are included in this policy. Ultimately, all criteria on these rubrics must be met.

Serious unprofessional behaviors such as plagiarism; cheating on tests; rude outbursts at faculty, fellow candidates or school partners; illegal activities; intoxication; possession, distribution, sale, and/or use of illegal drugs; violation of the Student Code of Conduct, FERPA or the Academic Integrity Policy; and words or conduct that indicate a propensity to harm self or others may warrant immediate faculty intervention and/or dismissal from the program.

Other unprofessional behaviors that may warrant intervention and/or dismissal from the program include chronic tardiness, failure to assume responsibility for one’s actions, lack of dependability, inappropriate or insensitive social interactions, and difficulty accepting constructive feedback.

PROCEDURES
The following procedures are used to provide licensure candidates with feedback about their professional behavior and to establish program expectations:

- Each program rates all their candidates’ professional dispositions. Teacher licensure programs use CDAP to evaluate dispositions and teaching performance is evaluated using TGAP. School executive licensure programs use the School Executive Standards (SES) and Descriptors of Competency (DOC) to evaluate leadership dispositions and performance. All programs evaluate and rate their students at a minimum of three times. Similar rubrics that are used in other areas leading to professional licensure are included in this policy.

  Teacher Licensure: The first rating is done early in the program as soon as the program faculty believe they know the candidates. The second rating occurs midpoint in the program, and for teacher candidates at the time they apply for student teaching. The third rating is done when candidates are exiting the program. Supervisory personnel in the program must rate the candidates. Individual programs may also require self-ratings and multiple supervisor ratings. Programs may also add items to the rubric(s), but all must complete the basic items.
Principal licensure: The first rating is a self-rating in collaboration with supervisory personnel completed early in the program. The second, third and perhaps a fourth rating occurs during the beginning, middle and end of the yearlong internship experience. A site supervisor/mentor and university supervisor rates the candidates. A final rating is done by two university supervisors when candidates are exiting the program.

- Ratings on the CDAP and TGAP for teacher licensure candidates, or on rubrics used by other professional licensure programs, are an essential element in the evaluation of candidates for licensure; therefore these ratings are a form of grading and are an important responsibility of program faculty. When a candidate receives a rating of 1 (or 1 or 2 on a 6 point scale) on any of the disposition rubrics, the program faculty discusses the candidate’s behavior to determine whether other faculty members working with the candidate see the same difficulties. If so, those who work with the candidate become an ad hoc team for developing an action plan for the candidate. This ad hoc team of program faculty must provide the candidate with specific feedback about the reasons for the low rating, expectations for successful performance and a timetable by which a successful performance is expected. This information will be known as the Professional Improvement Plan (PIP). A written record of the content of this conference is developed and signed by the candidate and the ad hoc committee members and kept by the Program faculty/coordinator. A copy is also sent to the Director of the Collaborative for Educator Preparation for the purpose of keeping accurate records.

- The content of the Professional Improvement Plan (PIP) should include at least the following information:
  - Student Name
  - UNCG Instructor Name(s)
  - Date of meeting
  - Description and justification of dispositions or performance that need to be improved
  - Comments or responses from the student
  - Plan of action for student to address
  - Timeline including date for follow-up meeting
  - Signatures with date

- If a candidate’s disposition or performance does not improve after a plan has been developed and appropriate time and opportunities for improvement have been provided, the team working with the candidate may recommend that the candidate be dismissed from the program and not be recommended for licensure.

- Generally, the intent of this review is to promote a candidate’s professional growth and retain him or her in the program; however, if a serious episode of unprofessional behavior occurs, immediate dismissal from the program and withdrawal of licensure candidacy without an opportunity for improvement may be recommended by the faculty team who work with the candidate.

- Unless circumstances do not reasonably permit it, any candidate who is being considered for dismissal or non-licensure shall first be given notice of the potential dismissal/non-licensure, the grounds therefore and an opportunity to be heard as to why dismissal/non-licensure should not occur. Any candidate dismissed or non-licensed from a program shall be provided written notice setting forth the reasons for the dismissal or non-licensure and a copy of this document containing the following Dismissal Appeal Procedures.
**PROFESSIONAL IMPROVEMENT FORM**

**Name of Candidate**

**Name of Evaluator**

**Date of Plan**

Attach the most recent Task Stream dispositions assessment (as applicable) and other relevant documentation.

<table>
<thead>
<tr>
<th>Area(s) of Concern</th>
<th>Description of Area(s) of Concern</th>
<th>Plans for Remediation</th>
<th>Person(s) Responsible</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name item(s) of concern from the Dispositions and/or TGAP (for example, “receptive to feedback”)</td>
<td></td>
<td></td>
<td></td>
<td>Include dates/timeline for reassessments</td>
</tr>
</tbody>
</table>

NOTE: If a candidate’s dispositions do not improve after an action plan has been developed and appropriate time and opportunities for improvement have been provided, the candidate may be dismissed from the program. Further, the action plan will be revisited and reevaluated throughout all of the candidate’s internship and student teaching semesters.

**Signature of Candidate**

**Date**

**Signature of Evaluator**

**Date**

---

*Appeal Procedures When Program Dismissal Is Recommended*
DISMISSAL APPEAL PROCEDURES
Dismissed candidates have a right to an appeal in conformance with due process. Grounds for an appeal are (1) failure to provide the candidate with clear, fair, and constructive feedback; (2) failure to provide adequate opportunities for remediation; and/or (3) dismissal for reasons that violate University Policy or applicable law. Dissatisfaction with a grade or disagreement with the feedback provided is not grounds for appeal, unless there is also a charge of (1), (2) or (3) above. Grounds for appeal are the same whether the student makes an appeal through his/her major department or to the Collaborative for Educator Preparation Appeals Committee as outlined below.

Appeals must be in writing and should be sent to the candidate’s department chair when there is an appeals process in place for licensure candidates. If there is not departmental appeals process for licensure candidates in place, then the candidate can send the appeal directly to the Collaborative for Educator Preparation (CEP) Appeals Committee (through the Director of the Collaborative for Educator Preparation). Appeals must be received no more than ten (10) business days after the candidate’s receipt of notice of the dismissal. The steps below describe the appeal process for candidates:

Steps for Appeal to CEP Appeals Committee (where no departmental appeals process exists)
1. In the written appeal, the candidate must explain the basis of her/his appeal. If the candidate has set forth grounds for appeal as are allowed in this policy, the CEP Appeals Committee will investigate the facts and circumstances set forth in the appeal. NOTE: The members of the CEP Executive Council will constitute the CEP Appeals Committee until such time as the CEP Council of Program Coordinators (CPC) votes in a different process for membership.
2. After reviewing a written appeal, if the CEP Appeals Committee decides to uphold the dismissal this will be the final level of appeal, and the candidate will be notified in writing, setting forth the reasons for the decision.
3. If, after the review, the Collaborative for Educator Preparation Appeals Committee decides that the candidate has a legitimate basis for appeal, and that the candidate should be readmitted, program faculty will be charged with recommending a remedial plan for the candidate, which plan will be subject to approval by the Collaborative for Educator Preparation Appeals Committee. The candidate will then be notified in writing of his/her opportunity to be readmitted to the program, subject to any requirements set forth in the remedial plan.
4. Copies of the notice of dismissal, the appeal decision, and remedial plan, if any, that have been provided to the candidate, will be sent to the Director of the Collaborative for Educator Preparation for placement in the candidate’s file. If a remedial plan is recommended and accomplished, the file will be updated to reflect this fact prior to graduation.

Steps for Appeal to Student’s Major Department (where there is a departmental process)
1. In the written appeal, the candidate must explain the basis of her/his appeal. If the candidate has set forth grounds for appeal as are allowed in this policy, the Department Chair will investigate the facts and circumstances set forth in the appeal.
2. After reviewing a written appeal, if the Department Chair decides to uphold the dismissal this will be the final level of appeal, and the candidate will be notified in writing, setting forth the reasons for the decision.
3. If, after the review, the Department Chair decides that the candidate has a legitimate basis for appeal, and that the candidate should be readmitted, program faculty will be charged with recommending a remedial plan for the candidate, which plan will be subject to approval by the Department Chair. The candidate will then be notified in writing of his/her opportunity to be readmitted to the program, subject to any requirements set forth in the remedial plan.
4. Copies of the notice of dismissal, the appeal decision, and remedial plan, if any, that have been provided to the candidate, will be sent to the Director of the Collaborative for Educator Preparation for placement in the candidate’s file. If a remedial plan is recommended and accomplished, the file will be updated to reflect this fact prior to graduation.

Note: Any conflicts between the procedures applied at the departmental level and the procedures set forth herein shall be resolved in favor of the procedures set forth herein.
PURPOSE: In order to provide feedback on the expectations of pre-service teachers for standards-based performance during the learning-to-teach process, we have adapted the SERVE Model for Teacher Growth and Assessment (© 2000, SERVE) as a summative assessment tool. This Assessment Matrix, which is based on the Interstate New Teacher Assessment and Support Consortium principles, or INTASC, clearly describes what pre-service teachers should know and be able to do by the end of their student teaching experience. This Assessment Matrix is to be used by field-based and UNCG supervisors (e.g., OSTE) at the end of every semester to assess the progress of every Intern and Student Teacher as they develop and grow in these areas. Each program has designated specific performance dimensions to be targeted and assessed for each internship, and every student teacher must be assessed on all performance dimensions at the end of the student teaching experience. Self-assessment and continuous improvement using this matrix as a guide also remain a primary goal. This system is not to be used for single lesson observations. Instead it is meant to take into account all the efforts of the pre-service teacher during an entire semester.

DIRECTIONS: Preservice Teacher Self-Assessment: Use this matrix as rubric to help you assess your current level of performance on each of the designated performance dimensions that are the focus of assessment during your Internships. You should also work on developing an understanding of the remaining dimensions in preparation for student teaching.

Supervisor Assessment (Cooperating Teachers (OSTEs) and UNCG Supervisors): Use this matrix as a rubric to guide your formative observations and the oral and written feedback you give to each preservice teacher you are evaluating. At the end of the semester use the Teacher Growth and Assessment for Pre-Service (TGAP) Assessment Matrix to indicate your summative evaluation of the preservice teacher’s performance for that semester. Please base your assessment on observations of the pre-service teacher’s preparation for and execution of instruction in the classroom, including their required Critical Performance(s). Please refer to the Scoring Guide to determine which performance dimensions you are scoring for Interns or Student Teachers.
### PLANNING

#### 1. Long-range planning with sequencing (INTASC 1, 4, 7, 9) (NCPTS 2b.1)

<table>
<thead>
<tr>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
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<tbody>
<tr>
<td>There is evidence of inconsistent or sporadic planning of daily goals. There are no clear instructional and/or assessment goals or strategies. Plans consist of little more than pages of texts or topics to be addressed. Unit planning, if applicable, is inadequate or weak.</td>
<td>There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment. The teacher can provide a clear rationale for the design and sequence of units. The teacher plans lessons that encourage students to see, question, and interpret ideas from diverse perspectives.</td>
<td>There is evidence of strong daily, weekly or unit planning focusing on key topics. The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past plans, student performance, and student feedback in developing and/or modifying ideas for subsequent plans. The teacher plans lessons that encourage students to see, question, and interpret ideas from diverse perspectives.</td>
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</tbody>
</table>

#### 2. Alignment with curriculum (INTASC 1, 7) (NCPTS 3a.2, 3d.1)

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<tbody>
<tr>
<td>The evidence indicates that instructional content is inconsistently aligned with the North Carolina state curriculum (e.g., NC Standard Course of Study). Key topics or goals of curriculum may be missing in plan(s).</td>
<td>The evidence indicates that instructional content is consistently aligned with North Carolina state curriculum (e.g., NC Standard Course of Study). The plan(s) indicate that instructional goals of the curriculum are met. The teacher integrates effective literacy instruction throughout the curriculum and across content areas to enhance student learning. The teacher integrates 21st century skills and content in instruction.</td>
<td>The evidence indicates instructional content is consistently aligned with the North Carolina state curriculum (e.g., Standard Course of Study). The teacher has developed a plan or method to ensure that all appropriate instructional goals of the curriculum for this lesson(s) are met. Manageable sets of curriculum goals/objectives within this lesson/unit are prioritized. The teacher integrates, evaluates and reflects on effective literacy instruction throughout the curriculum and across content areas to enhance student learning. The teacher consistently integrates 21st century skills and content in instruction.</td>
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#### 3. Materials/equipment (INTASC 1, 4, 6)

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<tbody>
<tr>
<td>Necessary instructional materials are often missing or not ready prior to the beginning of the lesson. For example, students may be sent to retrieve equipment or materials from other locations during class.</td>
<td>The teacher is prepared for class with all necessary materials and equipment readily accessible and working properly.</td>
<td>Advance planning ensures that the lesson(s) move smoothly. All materials and equipment are prepared ahead of class. The teacher has a well-organized system for managing materials (for example, a filing system) to ensure that materials are available and easily accessible.</td>
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</table>
## INSTRUCTION

### 4. Context of the lesson (INTASC 1, 2, 3, 7) (NCPTS 2b.1, 2b.2, 4g.1, 4g.2)

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<th>5-6</th>
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<tbody>
<tr>
<td>Context of the lesson may be set, but expectations for learning are not clear. Instructional goals/objectives of the lesson may be stated but are often confusing or unrelated to the lesson’s activities. The teacher does not frame the context of the lesson in a key problem or question and rarely stimulates the students to reflect on prior experiences.</td>
<td>Context of the lesson is set with reference to prior knowledge/activities. Expectations for student learning are clearly stated. The teacher frames the context in a key problem or question. The teacher stimulates student reflection on past experiences and prior knowledge. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family or community norms.</td>
<td>The teacher sets context of lesson in a creative way that engages students from the beginning. Expectations for student learning are well articulated and clearly understood by all students. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family or community norms. The teacher stimulates student reflection on past experiences and prior knowledge. The teacher effectively links new ideas to familiar ideas.</td>
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</table>

### 5. Content knowledge; presentation (INTASC 1, 4, 7) (NCPTS 3b.2, 4g.1)

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<tbody>
<tr>
<td>The teacher displays some errors or lack of depth in content and has difficulty explaining the relevancy of the material. Attempts are made to explain content, but there is little follow-up to student questions.</td>
<td>The teacher displays solid content knowledge and can clearly explain relevancy of material to students. Explanations are clearly stated. Student questions are followed up by attempts to present the material more effectively, using alternative explanations to assist student understanding. The teacher encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge. The teacher provides relevant experiences to engage students in interpreting ideas from a variety of perspectives. The teacher is creative and flexible in presentation ensuring that all students understand before moving on. The teacher prompts students’ curiosity for learning beyond the required coursework.</td>
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</table>

### 6. Appropriateness of the lesson; pacing (INTASC 4, 7) (NCPTS 4e.1)

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<th>5-6</th>
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<tbody>
<tr>
<td>The pacing of the lesson (e.g., flow of lesson or appropriate allocation of time to activities) is inconsistent. Opportunities for student engagement are limited with inconsistently appropriate use of instructional time. Frequent off-task behaviors observed. Activities are not always developmentally appropriate.</td>
<td>The pacing of the lesson (e.g., flow of lesson including transitions and closure) consistently offers opportunities for active student engagement with appropriate use of instructional time. Activities reflect developmentally appropriate practices and promote critical thinking and problem solving.</td>
<td>Throughout the lesson, all students are actively engaged in a variety of meaningful ways with maximum use of instructional time including effective transitions and closure. Activities are based on developmentally appropriate practices that challenge without overwhelming students. Lessons encourage students to think critically and problem solve in meaningful contexts.</td>
</tr>
</tbody>
</table>
7. Use of technology and instructional resources (INTASC 6) (NCPTS 4c.1, 4d.1)

1-2 The evidence indicates limited or inappropriate use of available technology and/or other supplementary instructional resources (e.g., math manipulatives).

3-4 The evidence indicates consistent integration of available computer technology and other supplementary instructional resources as appropriate to objectives of the lesson.

5-6 The evidence indicates that the teacher consistently expands the integration of available computer technology and a wide variety of other supplementary instructional resources. The teacher creates tasks within a lesson to further student expertise and use of available computer technology and resources.

8. Effectiveness of instructional strategies (INTASC 1, 2, 3, 4) (NCPTS 1d.1, 2d.2, 4e.1)

1-2 The evidence indicates limited knowledge of a variety of appropriate instructional strategies. Teacher relies heavily on one or two strategies regardless of effectiveness.

3-4 The evidence indicates growing knowledge and consistently effective use of a variety of research-verified instructional strategies that are developmentally appropriate and promote critical thinking and problem solving. The teacher is able to gauge effectiveness of selected strategies based on student outcomes and student feedback. The teacher implements and adheres to policies and practices positively affecting students’ learning.

5-6 The evidence indicates the teacher has selected and created a wide range of research-verified instructional strategies that effectively meet the unique learning needs of all students and consistently engages students in critical thinking and problem solving in meaningful contexts. The teacher places an emphasis on creativity and effectiveness based on student outcomes and student feedback. The teacher implements and adheres to policies and practices positively affecting students’ learning.

9. Strategies for differentiation (INTASC 3, 4) (NCPTS 2d.1, 2d.2)

1-2 There is evidence that the teacher is inconsistent in implementing specific strategies to raise the performance level of under-achieving students (any student not performing at expected level).

3-4 There is evidence that the teacher implements specific strategies to raise the performance level of under-achieving students (any student not performing at expected level). The teacher differentiates instruction, cooperates with specialists, and uses resources to support the special learning needs of all students. The teacher uses research-verified strategies to provide effective learning activities for all students, including students with special needs.

5-6 The teacher strives to know each student as an individual learner and uses this knowledge to adapt strategies and resources to ensure the unique learning needs of under-achieving students (any student not performing at expected level) are met. The teacher monitors and adjusts strategies in response to student outcomes and student feedback. The teacher coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.
<table>
<thead>
<tr>
<th>10. Questioning Techniques (INTASC 6, 8) (NCPTS 4g.1, 4g.2)</th>
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<tbody>
<tr>
<td><strong>1-2</strong> Teacher questioning techniques rarely assesses student understanding or encourages higher level thinking skills. Most questions focus on low-level content with little or no follow-up. Most, if not all, questions are fact-oriented relying on student recall. (Refer to Bloom's taxonomy.)</td>
</tr>
<tr>
<td><strong>3-4</strong> Teacher questioning techniques consistently provide an assessment of most students’ understanding and encourage higher level thinking skills. (Refer to Bloom's taxonomy.) The teacher asks questions and stimulates discussion in a variety of ways to assess student understanding; probe for critical thinking; and promote risk-taking and problem-solving.</td>
</tr>
<tr>
<td><strong>5-6</strong> Teacher questioning techniques assess understanding of all students and encourage higher level thinking skills. The teacher effectively uses questioning to evaluate the effect of classroom activities. (Refer to Bloom's taxonomy.) The teacher asks questions and stimulates discussion in a variety of ways to assess student understanding; probe for critical thinking; promote risk-taking and problem-solving; encourage divergent and convergent thinking; and stimulate student curiosity.</td>
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<thead>
<tr>
<th>ASSESSMENT</th>
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<thead>
<tr>
<th>11. Analysis of student assessment results (INTASC 2, 8) (NCPTS 1a.1, 4h.2, 5a.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-2</strong> The teacher is beginning to analyze student assessment results (formal and informal) and to reflect on how instructional planning and intervention strategies may be structured around results.</td>
</tr>
<tr>
<td><strong>3-4</strong> The teacher demonstrates proficiency in analyzing student assessment results (formal and informal) within a lesson or unit in order to adjust instruction or plan future intervention strategies. The teacher evaluates the progress of students toward high school graduate using a variety of assessment data measuring goals of the <em>North Carolina Standard Course of Study</em>. The teacher provides evidence that students attain 21st century knowledge, skills and dispositions. The teacher uses technology for formative assessment.</td>
</tr>
<tr>
<td><strong>5-6</strong> The teacher demonstrates exceptional skill in analyzing student assessment results. The teacher demonstrates skill in implementing classroom assessment strategies (formal and informal) to adjust instruction during the lesson and to plan future lessons and future intervention strategies. The teacher takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <em>North Carolina Standard Course of Study</em>. The teacher provides evidence that students attain 21st century knowledge, skills and dispositions, and provides opportunities for students to assess themselves and others. The teacher uses technology for formative assessment.</td>
</tr>
<tr>
<td>12. Meaningful student work assignments (INTASC 5, 8) (NCPTS 4c.1, 4h.1)</td>
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<tr>
<td>The evidence indicates inconsistent engagement of students in assessment activities and/or assignments. There is inconsistent effort by the teacher to vary assessments or assignments to reflect desired goals and/or objectives.</td>
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<thead>
<tr>
<th>13. Quality of feedback to students (INTASC 6, 8) (NCPTS 4g.1, 4g.2, 5a.1)</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
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<tbody>
<tr>
<td>Written and/or verbal feedback is minimal. Feedback does not adequately address individual student strengths or weaknesses. Re-direction is inconsistent or limited. Feedback is general (e.g., “Good job!”) rather than specific.</td>
<td>The teacher effectively communicates appropriate written and verbal feedback that consistently addresses individual student strengths and weaknesses. Feedback provides students with appropriate information concerning how they can improve.</td>
<td>The teacher effectively communicates appropriate written and verbal feedback that consistently addresses individual student strength and weaknesses. The teacher encourages student self-reflection. Feedback is fair and demonstrates high expectations for all students. Feedback is specific enough to build on student knowledge and address individual student need.</td>
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</table>

**STUDENT MOTIVATION AND MANAGEMENT**

<table>
<thead>
<tr>
<th>14. Expectations/procedures (INTASC 2, 5) (NCPTS 1a.3, 1a.4, 4g.1)</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
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<tbody>
<tr>
<td>Explicit expectations and procedures for classroom and school safety are inconsistently enforced as evidenced by significant difficulties in managing student behavior in the classroom. Disruption of instructional time by student behavior is frequent.</td>
<td>Explicit expectations and procedures for classroom and school safety are clearly communicated and understood as evidenced by generally successful management of student behavior in the classroom. Disruption in instructional time by student behavior is rare and does not adversely impact instruction.</td>
<td>Explicit expectations and procedures for classroom and school safety are clearly communicated and understood. There is evidence that students take ownership of their behavior and learning. Disruption of instruction by student behavior is generally prevented through prior intervention and knowledge of students.</td>
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<tr>
<td>15. Expectations for student success (INTASC 2, 3, 5) (NCPTS 2a.1, 2c.1)</td>
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<tr>
<td>1-2</td>
<td>The teacher has moderate expectations for student achievement for some students and inconsistently uses effective motivational techniques or strategies. Teacher does not initiate any efforts beyond those of colleagues or school to celebrate or recognize student success.</td>
<td>3-4</td>
<td>The teacher has high expectations for student achievement and consistently uses effective motivational techniques or strategies. The teacher initiates efforts to celebrate and recognize student success within the classroom.</td>
</tr>
</tbody>
</table>

| 16. Student interest and participation (INTASC 5) (NCPTS 3b.2) |
|---|---|---|
| 1-2 | Student interest and participation is inconsistent. There is inconsistent meaningful engagement of students in learning experiences. | 3-4 | Student interest and participation is often high. There is consistent meaningful engagement of students in learning experiences. | 5-6 | Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences and activities involving choice, authentic tasks and highly challenging projects. |

| 17. Student collaboration (NCPTS 4f.1) |
|---|---|---|
| 1-2 | The teacher demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams. | 3-4 | Organizes student learning teams for the purpose of developing cooperation, collaboration and student leadership. | 5-6 | The teacher encourages students to create and manage student learning teams. |

| 18. Classroom climate (INTASC 5, 10) (NCPTS 1a.4, 2a.1, 2b.1, 4g.2) |
|---|---|---|
| 1-2 | Attention is distributed inequitably. The teacher demonstrates an emerging awareness of the diversity of student needs. Interactions among students and with the teacher do not consistently demonstrate mutual respect. | 3-4 | The teacher demonstrates sensitivity to all students. Interactions between students and teacher demonstrate mutual respect, support and openness to diverse perspectives. The teacher talks with and listens to students in an effort to better understand diverse student needs. The teacher uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for diffusing and de-escalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint. | 5-6 | The teacher creates through the use of resources (time, space, materials) a supportive classroom climate of openness, mutual respect, and inquiry. The teacher talks with and listens to students to address diverse student needs. Students accept responsibility for their own learning. The teacher uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for diffusing and de-escalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint. |
**APPENDIX D – CERTIFICATION OF TEACHING CAPACITY (COTC)**

**LEA/IHE Certification of Teaching Capacity**

Candidate Name: ___________________________  School: ___________________________

Cooperating Teacher Name: ___________________________  Grade: ___________________________

LEA: ___________________________  IHE: ___________________________

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
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<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td>1e.1 Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>.</td>
<td>Met □  Not Met □</td>
</tr>
<tr>
<td><strong>Classroom Climate/Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</td>
<td>Met □  Not Met □</td>
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<tr>
<td></td>
<td>1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</td>
<td>Met □  Not Met □</td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>2a.1 Maintains a positive and nurturing learning environment.</td>
<td>Met □  Not Met □</td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student.</td>
<td>Met □  Not Met □</td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.1 Uses a variety of methods to communicate effectively with all students.</td>
<td>Met □  Not Met □</td>
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<tr>
<td></td>
<td>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td>Met □  Not Met □</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
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<tr>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td>Met □  Not Met □</td>
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<td></td>
<td>2b.2 Incorporates different points of view in instruction.</td>
<td>Met □  Not Met □</td>
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</table>

Candidate initials: _______
<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a.</td>
<td>Teachers align their instruction with the <em>North Carolina Standard Course of Study</em>.</td>
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<td></td>
<td>3a.2 Integrates effective literacy instruction throughout the curriculum and across</td>
<td>Met ☐ Not Met ☐</td>
</tr>
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<td></td>
<td>content areas to enhance students’ learning.</td>
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<tr>
<td>3b.</td>
<td>Teachers know the content appropriate to their teaching specialty.</td>
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<tr>
<td></td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>satisfy their natural curiosity.</td>
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<tr>
<td>3d.</td>
<td>Teachers make instruction relevant to students.</td>
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<tr>
<td></td>
<td>3d.1 Integrates 21st century skills and content in instruction.</td>
<td>Met ☐ Not Met ☐</td>
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<tr>
<td>4c.</td>
<td>Teachers use a variety of instructional methods.</td>
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<tr>
<td></td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>students.</td>
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<tr>
<td>4d.</td>
<td>Teachers integrate and utilize technology in their instruction.</td>
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<tr>
<td></td>
<td>4d.1 Integrates technology with instruction to maximize students’ learning.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td>4e.</td>
<td>Teachers help students develop critical-thinking and problem-solving skills.</td>
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<tr>
<td></td>
<td>4e.1 Integrates specific instruction that helps students develop the ability to apply</td>
<td>Met ☐ Not Met ☐</td>
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<tr>
<td></td>
<td>processes and strategies for critical thinking and problem solving.</td>
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<tr>
<td>4f.</td>
<td>Teachers help students to work in teams and develop leadership qualities.</td>
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</tr>
<tr>
<td></td>
<td>4f.1 Organizes student learning teams for the purpose of developing cooperation,</td>
<td>Met ☐ Not Met ☐</td>
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<td></td>
<td>collaboration, and student leadership.</td>
<td></td>
</tr>
<tr>
<td>Evaluation/Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a.</td>
<td>Teachers lead in their classrooms.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>1a.1 Evaluates the progress of students toward high school graduation using a variety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of assessment data measuring goals of the <em>North Carolina Standard Course of Study</em>.</td>
<td></td>
</tr>
<tr>
<td>4h.</td>
<td>Teachers use a variety of methods to assess what each student has learned.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>students’ progress and to inform instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4h.2 Provides evidence that students attain 21st century knowledge, skills and</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>dispositions.</td>
<td></td>
</tr>
<tr>
<td>5a.</td>
<td>Teachers analyze student learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5a.1 Uses data to provide ideas about what can be done to improve students’ learning.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td>Impact on Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d.</td>
<td>Teachers advocate for schools and students.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>1d.1 Implements and adheres to policies and practices positively affecting students’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning.</td>
<td></td>
</tr>
<tr>
<td>2d.</td>
<td>Teachers adapt their teaching for the benefit of students with special needs.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>2d.1 Cooperates with specialists and uses resources to support the special learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>needs of all students.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>2d.2 Uses research-verified strategies to provide effective learning activities for</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>students with special needs.</td>
<td></td>
</tr>
</tbody>
</table>

Candidate initials: _____
LEA/IHE Certification of Teaching Capacity

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

**SIGNATURES**

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal (or designee)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments (optional):**
### Evidence 1
Content: Breadth of Knowledge

**NCPTS 3b.1**
**Product:** Transcript

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Met</strong></td>
<td><strong>Proficient</strong></td>
<td><strong>Exceeds Expectations</strong></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. and/or The candidate has not earned satisfactory Praxis II or Pearson scores in the licensure area, as required by the UNCG licensure program.</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. and/or The candidate has earned satisfactory Praxis II or Pearson scores in the licensure area, as required by the UNCG licensure program.</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. and/or The candidate has earned satisfactory Praxis II or Pearson 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>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>

**Content**
- 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.
- The significance of the topic to the discipline is not explained or is not explained adequately and/or accurately.
- The candidate demonstrates deep knowledge and understanding of a focused topic in the content area.
- Literature of the discipline (scholarly and theoretical work) is not cited or 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
- Literature of the discipline (scholarly and theoretical work) is cited and is used to support the ideas that are presented in the product.
  - 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.
- Literature of the discipline (scholarly and theoretical work) is cited and is used to provide rich and complex support of the ideas that are presented in the product.
  - 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 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.
- The significance of the topic to the discipline is explained adequately and accurately.
- The candidate demonstrates deep knowledge and understanding of the content and complexity of a focused topic in the content area.
- Literature of the discipline (scholarly and theoretical work) is cited and is used to support the ideas that are presented in the product.
  - 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 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.
- The significance of the topic to the discipline is explained accurately and persuasively.
- The candidate demonstrates deep knowledge and understanding of the content and complexity of a focused topic in the content area.
- Literature of the discipline (scholarly and theoretical work) is cited and is used to provide rich and complex support of the ideas that are presented in the product.
  - 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.
<table>
<thead>
<tr>
<th>The candidate does not explain the connections between this literature and the topic.</th>
<th>The candidate explains the connections between this literature and the topic.</th>
<th>The candidate explains the connections between this literature and the topic, demonstrating critical thinking and insight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The candidate collects, interprets and uses data from multiple sources and other information appropriate to the topic and discipline.</td>
<td>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.</td>
</tr>
<tr>
<td>The candidate demonstrates limited no understanding of the complexity of the topic.</td>
<td>The candidate demonstrates an understanding of the complexity of the topic and provides multiple interpretations.</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>
<tr>
<td>The candidate does not draw or draws limited appropriate and logical conclusions about the data and ideas related to the topic. and/or The candidate demonstrates limited or no independent, critical thinking.</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>
<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>

**Presentation**

| The format and organization of the product is not appropriate to the discipline and/or The product lacks clarity and/or employs several inaccurate language conventions. | The format and organization of the product is appropriate to the discipline. The product is clearly presented and employs appropriate language conventions. | The format and organization of the product is appropriate to the discipline. 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. |

**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 Not Met</th>
<th>2 Proficient</th>
<th>3 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The unit and lesson plans are not aligned, or are insufficiently aligned, with the <em>North Carolina Standard Course of Study</em> and/or The unit and lesson plans do not integrate content from other disciplines and grade levels literacy instruction 21st century skills and content and/or global awareness</td>
<td>The unit and lesson plans are aligned with the <em>North Carolina Standard Course of Study</em> and integrate content from other disciplines and grade levels literacy instruction 21st century skills and content and/or global awareness</td>
<td>The unit and lesson plans are aligned with the <em>North Carolina Standard Course of Study</em> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant and They include multiple learning strategies/activities that integrate content from other disciplines and grade levels literacy instruction 21st century skills and content and/or global awareness</td>
</tr>
<tr>
<td>The unit and lesson plans do not include multiple formative assessments or 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 lesson plans include multiple formative assessments, including assessments for identifying students’ entry-level skills and plans and procedures for monitoring progress during instruction</td>
<td>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</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</td>
<td>Materials included in the unit counteract stereotypic thinking.</td>
<td>Materials included in the unit counteract stereotypic thinking.</td>
</tr>
<tr>
<td>stereotypic thinking, acknowledgement of the contributions of all cultures and/or meeting the needs of diverse students.</td>
<td>acknowledge the contributions of all cultures, and meet the needs of diverse students.</td>
<td>acknowledge the contributions of all cultures, 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>
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</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 the relevance of the instructional content to students.</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 student 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>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>
<td>Lesson plans include differentiated procedures and/or procedures specifically aligned with learning activities for creating a safe, orderly and welcoming classroom.</td>
</tr>
<tr>
<td>---</td>
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</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). and/or Collaboration is not 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). 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>
</tbody>
</table>
| A reflection is not included or the reflective document has limited connections with the unit and lesson plans. and/or The reflection does not include attention, or includes limited 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 and/or  
  - 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  
  - 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). |
| The format and organization of the product is not logical and comprehensive. and/or The product lacks clarity. and/or The product employs several inaccurate language conventions. | The format and organization of the product is logical and comprehensive. The product is clearly presented and employs appropriate language conventions. | 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. |

* 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

<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>
<tr>
<td></td>
<td>The candidate has met each of the descriptors identified in the Certification of Teaching Capacity.</td>
<td></td>
</tr>
</tbody>
</table>

Comments
**Evidence 5**  
**Impact on Student Learning**

**NCPTS** 1a.1, 1a.2*, 4a.1*, 4a.2*, 4e.1\(^2\), 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.

<table>
<thead>
<tr>
<th></th>
<th>1 Not Met</th>
<th>2 Proficient</th>
<th>3 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Context</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project does not provide an overview or provides an overview that does not adequately describe the teaching context.</td>
<td>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.</td>
<td>The project provides an overview of the teaching context with insights into connections, relationships and/or data, which 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.</td>
<td></td>
</tr>
<tr>
<td>Assessment data available to the teacher in student records (class data) are not summarized or are not summarized adequately.</td>
<td>Assessment data available to the teacher in student records (class data) are adequately summarized.</td>
<td>Assessment data available to the teacher in student records (class data) related to multiple characteristics of students are summarized and explained.</td>
<td></td>
</tr>
</tbody>
</table>
| Subgroups are not identified.  
or  
A rationale for selection of the subgroups is not provided or is incomplete or inaccurate.  
and/or  
Pertinent data about the subgroups are not summarized. | 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 subgroups is provided and includes attention to  
- characteristics that are relevant to the learning goals  
- reasons for grouping according to these characteristics  
- potential advantages and disadvantages of this grouping in relationship to the learning activities in this project. |
## Instructional Goals and Objectives

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 a clear and detailed explanation of the connection between the latter elements (paragraphs 2 and 3) and the learning goals and objectives.

### Plans for Assessment

<table>
<thead>
<tr>
<th>Plan for Assessment</th>
<th>Plan for Assessment</th>
<th>Plan for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment/baseline, formative and/or post-assessment measures are not identified.</td>
<td>Pre-assessment/baseline, formative and post-assessment measures are identified.</td>
<td>Pre-assessment/baseline, formative and post-assessment measures that are innovative, differentiated and/or include procedures for feedback to students are identified.</td>
</tr>
<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>
<td>---</td>
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<td>---</td>
</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)

<table>
<thead>
<tr>
<th>Pre-assessment/baseline data are not presented or are presented without a sufficient and/or accurate accompanying discussion of the analysis of the data.</th>
<th>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?)</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<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>
<td>Formative assessments are used sufficiently in making instructional decisions and are presented in the data reporting.</td>
<td>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.</td>
</tr>
<tr>
<td>Summative data are not presented and/or discussed and/or positive impact on student learning is not demonstrated.</td>
<td>Summative data are presented and discussed. Positive impact on student learning is demonstrated.</td>
<td>Summative data are presented, discussed, and critically reviewed in terms of students’ performance and instructional plans. Positive impact on student learning is demonstrated.</td>
</tr>
</tbody>
</table>

### Data Collection and Analysis (Students Representing Each of the Selected Subgroups)

<table>
<thead>
<tr>
<th>Pre-assessment/baseline data are not presented or are presented without a sufficient and/or accurate accompanying discussion of the analysis of the data.</th>
<th>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?)</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<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>
<td>Formative assessments are used sufficiently in making instructional decisions and are presented in the data reporting.</td>
<td>A comprehensive and innovative plan for formative assessment, with multiple formative assessments, is used in making instructional decisions for subgroup learning activities. The formative assessments are 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>
<td>Summative data are presented and discussed. Positive impact on student learning is demonstrated.</td>
<td>Summative data is presented, discussed and critically reviewed in terms of students’ performance and instructional plans. Positive impact on student learning is demonstrated.</td>
</tr>
</tbody>
</table>

**Instructional Monitoring and Lesson Adaptations (Differentiation)**

| There is little or no evidence of lesson adaptations that are directly and logically connected to the assessment data. | Lesson adaptations are directly and logically connected to the assessment data. | Multiple lesson adaptations are directly and logically connected to the assessment data and are explained in detail. |

| 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 and plan in connection with the data. | Instructional adaptations reflect collaboration with relevant specialists (special educators, speech and language specialists, social workers, school nurses and content specialists) to review data and plan in connection with the data. | Instructional adaptations reflect extensive collaboration with relevant specialists (special educators, speech and language specialists, social workers, school nurses and content specialists) to review data and plan in connection with the data. |

| A summary of lesson adaptations to address the strengths and weaknesses of students, including students with special needs, is not presented or is incomplete. | A summary of lesson adaptations to address the strengths and weaknesses of all students, including students with special needs, is presented. | A summary and explanation of lesson adaptations to address the strengths and weaknesses of all students, including students with special needs, is presented. |

**Reflection**

| A reflection is not included or the reflective document is limited in its coverage and connections to the project. | The reflective document is comprehensive, logical, and connected to the project. It includes attention to:  
- changes in thinking about the role of assessment in teaching and teachers’ responsibility to impact learning, and/or  
- the impact of assessment results and decisions made during the project on future courses of action. | The reflective document is comprehensive, logical, and connected to the project. It includes attention to and critical thinking about:  
- changes in thinking about the role of assessment in teaching and teachers’ responsibility to impact learning, and  
- the impact of assessment results and decisions made during the project on future courses of action. |

**Presentation**

<p>| 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. | The project is organized, descriptions of procedures are thorough, and data are presented clearly (for example, as charts and tables) and provide evidence of student progress/learning/growth. | The product is well organized, descriptions of procedures are thorough and clear, and data are presented clearly (for example, as charts and tables) and provide evidence of student progress/learning/growth. |</p>
<table>
<thead>
<tr>
<th>progress/learning/ growth and/or employs inappropriate language conventions.</th>
<th>The candidate employs appropriate language conventions.</th>
<th>progress/learning/ growth. The candidate uses appropriate language conventions, uses language appropriate to data analysis and pedagogy, and presents complex ideas with clarity</th>
</tr>
</thead>
</table>

Comments

*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.
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 Not Met</th>
<th>2 Proficient</th>
<th>3 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<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>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. or</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>
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<td><strong>The candidate provides evidence of limited engagement in collaborative and collegial relationships and/or professional networking.</strong></td>
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<tr>
<td><strong>The candidate does not provide evidence that he/she engaged in communication and collaboration with home and community for the benefit of students.</strong></td>
<td></td>
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<tr>
<td><strong>or</strong></td>
<td></td>
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<tr>
<td><strong>The candidate provides evidence of limited engagement in communication and collaboration with home and community for the benefit of students.</strong></td>
<td></td>
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<tr>
<td><strong>The candidate provides evidence that he/she engaged in communication and collaboration with home and community for the benefit of students.</strong></td>
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<tr>
<td><strong>The candidate provides evidence that he/she engaged in multiple activities involving communication and collaboration with home and community for the benefit of students.</strong></td>
<td></td>
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<tr>
<td><strong>and/or</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>The candidate provides evidence that he/she engaged in these communication and collaboration activities with clear and explicitly described insights into the connections between the activities and the school improvement project.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td></td>
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<tr>
<td><strong>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.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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.</strong></td>
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</table>

**Comments**
North Carolina Professional Teaching Standards

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st Century.

A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students’ lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

I. STANDARD 1: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.
• Take responsibility for all students’ learning
• Communicate vision to students
• Use data to organize, plan, and set goals
• Use a variety of assessment data throughout the year to evaluate progress
• Establish a safe and orderly environment
• Empower students

_Teachers demonstrate leadership in the school._

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

• Work collaboratively with all school personnel to create a professional learning community
• Analyze data
• Develop goals and strategies through the school improvement plan
• Assist in determining school budget and professional development
• Participate in hiring process
• Collaborate with colleagues to mentor and support teachers to improve effectiveness

_Teachers lead the teaching profession._

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

• Strive to improve the profession
• Contribute to the establishment of positive working conditions
• Participate in decision-making structures
• Promote professional growth

_Teachers advocate for schools and students._

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

• Advocate for positive change in policies and practices affecting student learning
• Participate in the implementation of initiatives to improve education

_Teachers demonstrate high ethical standards._

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

• Demonstrate ethical principles
• Uphold the Code of Ethics and Standards for the Professional Conduct
II. STANDARDS II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

*Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.*

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

*Teachers embrace diversity in the school community and in the world.*

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child’s development, personality, and performance
- Consider and incorporate different points of view

*Teachers treat students as individuals.*

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

*Teachers adapt their teaching for the benefit of students with special needs.*

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

*Teachers work collaboratively with the families and significant adults in the lives of their students.*

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community.

Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.
• Improve communication and collaboration between the school and the home and community
• Promote trust and understanding and build partnerships with school community
• Seek solutions to overcome obstacles that prevent family and community involvement

III. STANDARDS 3: TEACHERS KNOW THE CONTENT THEY TEACH

*Teachers align their instruction with the North Carolina Standard Course of Study.*

In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

• Teach the North Carolina Standard Course of Study
• Develop and apply strategies to make the curriculum rigorous and relevant
• Develop literacy skills appropriate to specialty area

*Teachers know the content appropriate to their teaching specialty.*

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students’ natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

• Know subject beyond the content they teach
• Direct students’ curiosity into an interest in learning

*Teachers recognize the interconnectedness of content areas/disciplines.*

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

• Know links between grade/subject and the North Carolina Standard Course of Study
• Relate content to other disciplines
• Promote global awareness and its relevance

*Teachers make instruction relevant to students.*

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, account-ability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

• Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

IV. STANDARDS IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

**Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.**

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

**Teachers plan instruction appropriate for their students.**

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

**Teachers use a variety of instructional methods.**

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

**Teachers integrate and utilize technology in their instruction.**

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
• Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

**Teachers help students develop critical thinking and problem-solving skills.**

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

• Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
• Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

**Teachers help students work in teams and develop leadership qualities.**

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

• Teach the importance of cooperation and collaboration
• Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

**Teachers communicate effectively.**

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

• Communicate clearly with students in a variety of ways
• Assist students in articulating thoughts and ideas clearly and effectively

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

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students’ 21st Century knowledge, skills, performance, and dispositions.

• Use multiple indicators, both formative and summative, to evaluate student progress
• Provide opportunities for self-assessment
• Use assessment systems to inform instruction and demonstrate evidence of students’ 21st Century knowledge, skills, performance, and dispositions

V. STANDARDS V: TEACHERS REFLECT ON THEIR PRACTICE

**Teachers analyze student learning.**
Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

**Teachers link professional growth to their professional goals.**

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

**Teachers function effectively in a complex, dynamic environment.**

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS COMMISSION MEMBERS, 2006–2008

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Diana Beasley - Hickory City Sheree Covey - Dare County
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Dr. Delores Parker - NC Community Colleges
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Connie Barbour - Program Assistant

For More Information: Carolyn McKinney, Executive Director 6328 Mail Service Center | Raleigh, NC 27699-6328 Phone: 919.807.3423, 919.807.3423 | Fax: 919.807.3426 | www.ncptsc.org
APPENDIX G - STANDARDS FOR GRADUATE TEACHER CANDIDATES

North Carolina
Educator Evaluation System

Teacher Candidate Evaluation Rubric
Teacher Candidate Evaluation Rubric

The following rubric was developed to align with and reflect the North Carolina Professional Teaching Standards approved by the North Carolina State Board of Education on June 7, 2007. The rubric also parallels the North Carolina Inservice Teacher Evaluation Rubric that is used to assess the professional performance of inservice teachers throughout the state. However, the Teacher Candidate Evaluation Rubric has been adapted to reflect the specific contexts and opportunities available to teacher candidates throughout their programs, and to allow distinctions to be made across each of four levels of performance on the North Carolina Professional Teaching Standards.

Preservice teacher (candidate) performance should be rated on each element within each Standard as characteristic of a practitioner at one of four levels: Emergent Candidate, Developing Candidate, Proficient Candidate or Accomplished Candidate. These levels are cumulative across the rows of the rubric in that a “Proficient Candidate” teacher must exhibit the characteristics encompassed under the “Emergent Candidate” and “Developing Candidate” levels in addition to those described at the “Proficient Candidate” level. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the Proficient Candidate level on each element and on each standard.
### Standard 1: Teachers demonstrate leadership

#### 1a. Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

<table>
<thead>
<tr>
<th>Observation Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledges the importance of high school graduation for students.</td>
<td>Demonstrates how teachers contribute to students’ progress toward high school graduation by following the <em>North Carolina Standard Course of Study</em>.</td>
<td>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <em>North Carolina Standard Course of Study</em>.</td>
<td>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <em>North Carolina Standard Course of Study</em>.</td>
<td>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</td>
<td></td>
</tr>
<tr>
<td>Identifies the types of data that are commonly available to and used in schools.</td>
<td>Uses data to identify the skills and abilities of students.</td>
<td>Draws on appropriate data to develop classroom and instructional plans.</td>
<td>AND</td>
<td>AND</td>
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<td>AND</td>
<td>Describes the characteristics and importance of a safe and orderly classroom environment.</td>
<td>Maintains a safe and orderly classroom that facilitates student learning.</td>
<td>AND</td>
<td>AND</td>
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<tr>
<td>AND</td>
<td>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</td>
<td>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</td>
<td>AND</td>
<td>AND</td>
<td></td>
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</tbody>
</table>
### 1b. Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

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<tr>
<th>Observation Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
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<tr>
<td><strong>Recognizes</strong></td>
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<td><strong>opportunities</strong></td>
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<td><strong>Engages in</strong></td>
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<td><strong>collaborative</strong></td>
<td><strong>collaborative</strong></td>
<td><strong>collaborative</strong></td>
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<td><strong>and collegial</strong></td>
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### 1c. Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

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<tr>
<th>Observation Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
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### 1d. Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

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### Standard 1: Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the *Code of Ethics for North Carolina Educators* (effective June 1, 1997) and the *Standards for Professional Conduct* adopted April 1, 1998 (www.ncptsc.org).

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<tr>
<td><strong>1e.</strong> Teachers demonstrate high ethical standards.</td>
<td>Recognizes the need for ethical professional behavior. AND</td>
<td>Articulates the importance of ethical behavior as outlined in the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct.</em> AND</td>
<td>Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct.</em> AND</td>
<td>Models the tenets of the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct,</em> and encourages others to do the same.</td>
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### Standard 2: Teachers establish a respectful environment for a diverse population of students

#### 2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.

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<tr>
<td><strong>2a.</strong> Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>Articulates the importance of appropriate and caring learning environments for children.</td>
<td>Recognizes and can explain aspects of a respectful and effective learning environment.</td>
<td>Maintains a positive and nurturing learning environment.</td>
<td>Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.</td>
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#### 2b. Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

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<tr>
<td><strong>2b.</strong> Teachers embrace diversity in the school community and in the world.</td>
<td>Acknowledges that diverse cultures impact the world. AND</td>
<td>Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. AND</td>
<td>Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. AND</td>
<td>Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum. AND</td>
<td>Builds on diversity as an asset in the classroom.</td>
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### 2c. Teachers treat students as individuals

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.

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<tr>
<td>Articulates the need to treat students as individuals.</td>
<td>Maintains a learning environment that conveys high expectations of every student.</td>
<td>Enhances a learning environment that meets the needs of individual students.</td>
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<td>Encourages and values individual student contributions, regardless of background or ability.</td>
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### 2d. Teachers adapt their teaching for the benefit of students with special needs

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

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<th>Observation Artifact</th>
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<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
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</thead>
<tbody>
<tr>
<td>Recognizes that students have individual learning needs.</td>
<td>Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td>Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.</td>
<td>Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</td>
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<td><strong>AND</strong></td>
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<tr>
<td>Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.</td>
<td>Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
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<td><strong>AND</strong></td>
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<tr>
<td>Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
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</table>

### 2e. Teachers work collaboratively with the families and significant adults in the lives of their students

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school, the home, and the community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

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</thead>
<tbody>
<tr>
<td>Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.</td>
<td>Communicates and collaborates with the home and community for the benefit of students.</td>
<td>Seeks and implements solutions to overcome obstacles to participation of families and communities.</td>
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<td><strong>AND</strong></td>
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<tr>
<td>Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.</td>
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<td><strong>AND</strong></td>
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<tr>
<td>Communicates and collaborates with the home and community for the benefit of students.</td>
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<td><strong>AND</strong></td>
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<tr>
<td>Seeks and implements solutions to overcome obstacles to participation of families and communities.</td>
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</table>
Standard 3: Teachers know the content they teach

3a. Teachers align their instruction with the *North Carolina Standard Course of Study*. In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

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</thead>
<tbody>
<tr>
<td>3a. Teachers align their instruction with the <em>North Carolina Standard Course of Study</em>.</td>
<td>Demonstrates awareness of the <em>North Carolina Standard Course of Study</em>. Understands the importance of literacy instruction across all subjects, grades and ages. AND Demonstrates knowledge of the <em>North Carolina Standard Course of Study</em> by referencing it in the preparation of lesson plans. AND Integrates literacy instruction in individual lessons and in particular subject areas.</td>
<td>Develops and applies lessons based on the <em>North Carolina Standard Course of Study</em>. AND Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</td>
<td>Develops and applies strategies reflecting the <em>North Carolina Standard Course of Study</em> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant. AND Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.</td>
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</table>

3b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students’ natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

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<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>Successfully completes general education coursework across the required range of disciplines. AND Demonstrates a basic level of content knowledge in the teaching specialty.</td>
<td>Demonstrates an appropriate level of content knowledge in the teaching specialty. AND Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>Demonstrates extensive knowledge of content in the teaching specialty. AND Prompts students’ curiosity for learning beyond the required coursework.</td>
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</table>
3c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.

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<tr>
<td></td>
<td>Recognizes the importance of interdisciplinary learning.</td>
<td>Articulates the links between grade/subject and the North Carolina Standard Course of Study.</td>
<td>Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.</td>
<td>Integrates the links and the vertical alignment of the grade or subject area and the North Carolina Standard Course of Study. Effectively and broadly relates content to other disciplines.</td>
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<tr>
<td></td>
<td>Understands the importance of global awareness for students.</td>
<td>Displays global awareness.</td>
<td>Relates global awareness to the subject.</td>
<td>Integrates global awareness activities throughout lesson plans and classroom instructional practices.</td>
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</table>

3d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

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### Standard 4: Teachers facilitate learning for their students

**4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.** Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

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<td></td>
<td>Understands the developmental levels of students. AND Demonstrates awareness of the influence of developmental levels on students’ learning. Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.</td>
<td>Identifies developmental levels of individual students and plans instruction accordingly. AND Assesses and uses resources needed to address strengths and weaknesses of students.</td>
<td></td>
<td>Appropriately differentiates instruction.</td>
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**4b. Teachers plan instruction appropriate for their students.** Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

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<tr>
<td></td>
<td>Recognizes data sources important to planning instruction. AND Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.</td>
<td>Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</td>
<td></td>
<td>Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.</td>
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**4c. Teachers use a variety of instructional methods.** Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

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<tr>
<td></td>
<td>Understands a range of methods and materials that can be applied in the classroom. AND Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</td>
<td>Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
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<td>Consistently enables the success of all students through the selection and use of appropriate methods and materials.</td>
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### 4d. Teachers integrate and utilize technology in their instruction.
Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

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<tr>
<td></td>
<td>Demonstrates knowledge of methods for utilizing technology in instruction. AND</td>
<td>Assesses effective types of technology to use for instruction. AND</td>
<td>Integrates technology with instruction to maximize students’ learning. AND</td>
<td>Engages students in higher level thinking through the integration of technology.</td>
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### 4e. Teachers help students develop critical-thinking and problem-solving skills.
Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

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<tr>
<td></td>
<td>Demonstrates an understanding of the importance of developing students’ critical-thinking and problem-solving skills. AND</td>
<td>Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills. AND</td>
<td>Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. AND</td>
<td>Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.</td>
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</table>

### 4f. Teachers help students work in teams and develop leadership qualities.
Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

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<tbody>
<tr>
<td></td>
<td>Recognizes the need to encourage the development of cooperation, collaboration, and student leadership. AND</td>
<td>Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams. AND</td>
<td>Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. AND</td>
<td>Encourages students to create and manage learning teams.</td>
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<tr>
<td>Observation Artifact</td>
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<tr>
<td><strong>4g. Teachers communicate effectively.</strong></td>
<td>Communicates effectively both orally and in writing. Recognizes a variety of methods for communicating effectively with students.</td>
<td>Demonstrates the ability to communicate effectively with students. Provides opportunities for students to articulate thoughts and ideas.</td>
<td>Uses a variety of methods to communicate effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td>Establishes classroom practices that encourage all students to develop effective communication skills.</td>
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<tr>
<td><strong>4h. Teachers use a variety of methods to assess what each student has learned.</strong></td>
<td>Demonstrates awareness of multiple indicators or measures of student progress.</td>
<td>Interprets data on student progress accurately and can draw appropriate conclusions.</td>
<td>Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills and dispositions.</td>
<td>Uses information gained from assessment activities to improve teaching practice and students’ learning. Provides opportunities for students to assess themselves and others.</td>
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</tbody>
</table>
### Standard 5: Teachers reflect on their practice

#### 5a. Teachers analyze student learning

Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

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</thead>
<tbody>
<tr>
<td></td>
<td>Recognizes multiple sources of information on students’ learning and performance. AND Identifies data sources to improve students’ learning.</td>
<td>Uses data to provide ideas about what can be done to improve students’ learning. AND Based upon data, selects or develops instructional approaches that are intentionally tailored to students’ learning needs.</td>
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#### 5b. Teachers link professional growth to their professional goals

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

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<tbody>
<tr>
<td></td>
<td>Acknowledges the importance of ongoing professional development. AND Attends required or expected activities for professional growth.</td>
<td>Participates in recommended activities for professional learning and development. AND Seeks out and engages in opportunities to expand professional knowledge and build professional skills.</td>
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#### 5c. Teachers function effectively in a complex, dynamic environment

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

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<tbody>
<tr>
<td></td>
<td>Acknowledges the importance of using research-verified approaches to teaching and learning. AND Demonstrates knowledge of current research-verified approaches to teaching and learning.</td>
<td>Uses a variety of research-verified approaches to improve teaching and learning. AND Investigates and implements innovative, research-verified approaches to improve teaching and learning.</td>
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Glossary of Terms

Accomplished Candidate: The fourth of four performance levels used to rate a candidate’s proficiency on elements of the standards. Reflects only those candidates who possess and demonstrate truly exemplary understanding, mastery, and consistent integration of relevant concepts and skills in their professional practice. Such candidates regularly engage in activities that intentionally and proactively encourage the professional growth of colleagues, continually evaluate their own performance, and actively seek ways to improve their performance.

Artifact: A product used to demonstrate a teacher candidate’s performance or proficiency.


Developing Candidate: The second of four performance levels used to rate a candidate’s proficiency on elements of the standards. Reflects a candidate with the skills and knowledge of a student who has successfully completed some teacher education coursework. Such candidates have mastered important concepts and demonstrated the ability to apply these to concrete problems, but in contexts of limited complexity (e.g., case study analysis, simulations, early field experiences, etc.).

Diversity: Differences in the characteristics of people, places or things (e.g., age, race, ethnicity, culture, gender, education, learning styles, religion, and any other ways in which differences occur).

Electronic Evidence: The artifacts or other materials that are used by the institution to support licensure candidates’ performance ratings and that are accessible by the North Carolina State Board of Education for programmatic review.

Emerging Candidate: The first of four performance levels used to rate a candidate’s proficiency on elements of the standards. Reflects a candidate who is a new student to the field of education. Such candidates are engaged in their baccalaureate, and perhaps teacher education, coursework. However, the Emerging Candidate possesses only a limited or superficial knowledge and awareness of concepts associated with educational concepts.

Evaluator: The person or persons designated by an institution as responsible for overseeing and completing the summative evaluation of licensure candidate’s performance.

Formative: Evaluation conducted during a program that produces information used primarily to make modifications and improvement; may be conducted as often as necessary.

Literacy: (i) Age-appropriate knowledge (reading, writing, comprehension, skills) in any particular content area or field; (ii) ability to understand, communicate, and apply principles associated with 21st Century Skills (e.g., financial, economic, business, and entrepreneurial literacy, civic literacy, information and media literacy, and ICT literacy). See Framework for 21st Century Learning and Critical Elements for Creating 21st Century Skills.

North Carolina Standard Course of Study: The materials that establish competencies for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. Where this document is referenced in this manual and in the rubric, other state-approved standards (e.g., North Carolina Early Learning Standards, North Carolina Standards for Career and Vocational Technology, etc.) also apply.

Performance Descriptor: Discrete statements of specific competency that collectively reflect a performance level in the rubric.

Performance Level: The label (e.g., Emergent Candidate, Developing Candidate, Proficient Candidate, and Accomplished Candidate) applied to each of four categories used to rate a teacher candidate’s overall performance for a performance element in the rubric.

Performance Standard: A statement reflecting a domain of professional practice against which educator performance is judged. The rubric contains five separate performance standards.

Professional Learning Community (PLC): Describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

Proficient Candidate: The third of four performance levels used to rate a candidate’s proficiency on elements of the standards. Reflects a candidate who has mastered important concepts and demonstrated the ability to apply these concepts consistently in real-world contexts (e.g., internships). Such candidates have the knowledge and skills to perform effectively. This is the minimum performance level required to be recommended for licensure.

Rubric: The instrument comprised of standards, elements and descriptors used to evaluate pre-service school executive performance against the North Carolina Professional Teaching Standards.

Special needs: Students with diverse abilities and disabilities who are not achieving optimal education outcomes. This may include students with identified disabilities, students from culturally and linguistically diverse backgrounds, and students who are academically and intellectually gifted.

Summative: Evaluation conducted at the end of a program that leads to a concluding judgment about performance.

Works with others: Phrase used in some descriptors that indicates that a candidate has completed a task in collaboration with additional individuals such as a cooperating teacher and/or program advisor.
APPENDIX H - STANDARDS FOR GRADUATE TEACHER CANDIDATES

The North Carolina Professional Teaching Standards Commission developed teaching standards based on a “new vision of teaching” in light of 21st century opportunities, needs and demands. The following five graduate program standards are parallel to and expand upon those standards. These are advanced standards, appropriate for teacher education programs to use as guidelines in developing their graduate level teaching programs. Teachers granted the master’s degree license are expected to be teacher leaders in their specialty area, to facilitate the creation of healthy educational environments, to have deep knowledge and skills in their content and curriculum, to use research in making decisions about effective practice for student learning, and to be continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation.

Standard 1: Teacher Leadership

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

Standard 2: Respectful Educational Environments

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.
Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.

(a) To Maintain Order and Discipline. – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall report to the principal acts of violence in school and students suspended or expelled from school as required to be reported in accordance with State Board policies.

(b) To Provide for General Well-Being of Students. – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.

(c) To Provide Some Medical Care to Students. – It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers or any other public school employee when given such authority by the board of education or its designee to provide medical care to students as provided in G.S. 115C-375.1.

(d) To Teach the Students. – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to teach as thoroughly as they are able all branches which they are required to teach; to provide for singing in the school, and so far as possible to give instruction in the public school music.

(e) To Enter into the Superintendent’s Plans for Professional Growth. – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to enter actively into the plans of the superintendent for the professional growth of the teachers.

(f) To Discourage Nonattendance. – Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he may report all violators of the compulsory attendance law to the school social worker in accordance with rules promulgated by the State Board of Education.

(g) To Make Required Reports. – A teacher shall make all reports required by the local board of education. The superintendent shall not approve the voucher for a teacher’s pay until the required monthly and annual reports are made.

The superintendent may require a teacher to make reports to the principal.

A teacher shall be given access to the information in the student information management system to expedite the process of preparing reports or otherwise providing information. A teacher shall not be required by the local board, the superintendent, or the principal to (i) provide information that is already available on the student information management system; (ii) provide the same written information more than once during a school year unless the information has changed during the ensuing period; or (iii) complete forms, for children with disabilities, that are not necessary to ensure compliance with the federal Individuals with Disabilities Education Act (IDEA). Notwithstanding the forgoing, a local board may require information available on its student information management system or require the same information twice if the local board can demonstrate a compelling need and can demonstrate there is not a more expeditious manner of getting the information.
Any teacher who knowingly and willfully makes or procures another to make any false report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public schools, payroll data sheets, or other reports required to be made to any board or officer in the performance of their duties, shall be guilty of a Class 1 misdemeanor and the certificate of such person to teach in the public schools of North Carolina shall be revoked by the Superintendent of Public Instruction.

(h) To Take Care of School Buildings. – It shall be the duty of every teacher to instruct children in proper care of property and to exercise due care in the protection of school property, in accordance with the provisions of G.S. 115C-523. (1955, c. 1372, art. 17, ss. 4, 6; 1959, cc. 1016, 1294; 1969, c. 638, ss. 2, 3; 1971, c. 434; 1981, c. 423, s. 1; 1985, c. 642; c. 686, s. 2; 1989, c. 585, s. 4; 1993, c. 539, s. 884; 1994, Ex. Sess., c. 24, s. 14(c); 1997-443, s. 8.29(k); 2000-67, s. 8.18(a); 2005-22, s. 2(a).)

§ 115C-309. Student teachers.

(a) Student Teacher and Student Teaching Defined. – A "student teacher" is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a local board of education to student-teach under the direction and supervision of a regularly employed certified teacher.

"Student teaching" may include those duties granted to a teacher by G.S. 115C-307 and 115C-390 and any other part of the school program for which either the supervising teacher or the principal is responsible.

(b) Legal Protection. – A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.

(c) Assignment of Duties. – It shall be the responsibility of a supervising teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching. (1969, c. 638, s. 1; 1981, c. 423, s. 1.)

APPENDIX J - NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS

For review of the NC Professional Teaching Standards, please visit the NC Department of Public Instruction website.