Teacher Education Handbook

UNC GREENSBORO

School *of* Education

Sep 1, 2022

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.

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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 College of Visual & Performing Arts.

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 Success 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.

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.

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 21st century complexity and dynamic change.

The following programs lead to an undergraduate degree and Professional Educator Initial License (license at the entry level). Grade levels of the license are in parentheses.

COLLEGE OF ARTS AND SCIENCES
French (K-12)
Spanish (K-12)

COLLEGE OF ARTS AND SCIENCES/SCHOOL OF EDUCATION
Comprehensive Science/Education dual major (9-12)
English/Education dual major (9-12)
Social Studies/Education dual major (9-12)
A major in one of the following areas is required for Social Studies:
Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology

SCHOOL OF EDUCATION
Elementary Education (K-6)
Middle Grades (6-9)
Language Arts, Mathematics, Science, Social Studies
Professions in Deafness
        Education of the Deaf and Hard of Hearing (B-12)
Special Education (K-12)
Special Education (K-12)/Elementary Education (K-6) dual major

SCHOOL OF HEALTH AND HUMAN SCIENCES
Health and Physical Education (K-12)
Birth-Kindergarten (B-K)

COLLEGE OF VISUAL AND PERFORMING ARTS
Art (K-12)
Dance (K-12)
Music Education (K-12)

The following programs lead to a Master of Art in Teaching and Professional Educator Initial License (*), or a Master's in Education and graduate level "M" license (^). The grade levels of the license are in parentheses.

COLLEGE OF ARTS AND SCIENCES
French (K-12) *^
Spanish (K-12) *^

SCHOOL OF EDUCATION
Comprehensive Science (9-12) *^
Elementary Education (K-6) *^
Elementary Science (K-6)^
Elementary Mathematics (K-6)^
English (9-12)*^

Mathematics (9-12) *^
Middle Grades (6-9)*^
Language Arts, Mathematics, Science, Social Studies
Social Studies (9-12) *^
Special Education General Curriculum (K-12)^
Teaching English as a Second Language (K-12) *^

College of Visual & Performing Arts
Dance (K-12) *^

The following NC TEACH programs lead to Professional Educator Initial License (entry level license) through coursework at the <u>undergraduate</u> level. Candidates apply to Teacher Education for admission to these programs.
Grade levels of the license are in parentheses.

COLLEGE OF ARTS AND SCIENCES Art (K-12) **SCHOOL OF HEALTH AND HUMAN SCIENCES** Health and Physical Education (K-12) Birth-Kindergarten (B-K)	**College of Visual & Performing Arts** Dance (K-12) Music Education (K-12) **SCHOOL OF EDUCATION** Elementary Education (K-6) Middle Grades Education (6-9) Secondary Education (9-12) English as a Second Language (K-12)

The following NC TEACH license areas lead to Professional Educator Initial License (entry level license) through coursework at the <u>graduate</u> level. For qualified candidates, courses may transfer to a master's degree program unless otherwise noted. Application for these programs is made through the <u>Graduate School</u>.
Grade levels of the license are in parentheses.

COLLEGE OF ARTS AND SCIENCES French (K-12) Latin (9-12) Spanish (K-12)	**SCHOOL OF EDUCATION** Comprehensive Science (9-12) English (9-12) Mathematics (9-12) Middle Grades (6-9) Language Arts, Mathematics, Science, Social Studies Social Studies (9-12) A major in one of the following areas is required for Comprehensive Social Studies: Anthropology Economics History Political Science Psychology Sociology

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

SCHOOL OF EDUCATION
ESL (K-12) – Add-on program that leads to a Standard Professional I
    license. Candidates must hold a Standard Professional I
    teaching license in another licensure area.
Reading (K-12) – Add-on program that leads to an "M"
    (graduate-level) license. Candidates must hold a Standard
    Professional I teaching license in another licensure area.
	Special Education-General Curriculum (K-12) – Licensure-only
	    program (Post-baccalaureate Alternative Initial
	    Licensure – PAIL) that leads to Standard Professional I
	    license.
	SCHOOL OF HEALTH AND HUMAN SCIENCES
	Birth through Kindergarten (B-K) - Licensure-only program
	    (Post-baccalaureate Initial Licensure) that leads to
	    Standard Professional I license.

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.

For questions about any of the steps in teacher education/licensure programs, candidates should contact their academic/faculty advisor or the Office of Student Services.

PREPARE FOR TEACHER EDUCATION

Under-grad

UNDERGRADUATE DEGREE/LICENSURE CANDIDATES

1. Speak with academic/faculty advisors about professional education licensure programs.

<u>Deadline</u>

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.*

<u>Procedure</u>

The handbook can be downloaded from the School of Education's Office of Student Success website, http://oss.uncg.edu/academic-advising/handbooks/

<u>Deadline</u>

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.

<u>Procedure</u>

The candidate should get a copy from his/her licensure area department (if available).

<u>Deadline</u>
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 Academic Skills Exam (or document passing scores on
   SAT or ACT).

<u>Procedure</u>

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 Academic Skills Exam in the areas of Reading, Writing and
Mathematics.

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

PRAXIS Core Academic Skills Exam
Passing Scores
Reading Score - 156
Writing Score - 162
Mathematics Score - 150
Composite Score - 468
SAT Scores **For Exemption**
Exempt from Reading - 600
Exempt from Writing - 600
Exempt from Math - Math 570
Exempt from Exam - Reading/Writing + Math = 1170

<u>Deadlines</u>

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 <u>sophomore year</u>. Junior transfer students take Praxis Core no later than their second semester on campus.

<u>NOTES</u>

- **Candidates are permitted to <u>submit only one test series of Praxis Core</u>. 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 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. 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

ETS also provides free test preparation information, such as *Test at a Glance,* is also available on the ETS website.

Grad

MASTER'S DEGREE/LICENSURE CANDIDATES

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

<u>Procedure</u>

M.Ed. programs lead to a master's degree graduate level North Carolina teacher license (^).
M.A.T. programs lead to a master's degree with Professional Educator Initial license (*).

<u>Deadline</u>

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

2. Read this *Teacher Education Handbook*.

The handbook can be downloaded at http://oss.uncg.edu/academic-advising/handbooks/

Deadline

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

NC TEACH UNDERGRADUATE AND GRADUATE-LEVEL ALTERNATIVE LICENSE CANDIDATES

1. Learn about alternative licensure programs

Procedure

For information about all alternative licensure-only programs (non-degree), contact Office of Student Success, at soeoss@uncg.edu or 336-334-3410.

For detailed information about a particular licensure program, read the *UNCG Undergraduate Bulletin, Graduate Bulletin* or the departmental website, or contact the program coordinator.

Deadline

All licensure programs rely heavily on early and adequate advising. Candidates should meet with the NC TEACH advisor before applying for admission to an alternative licensure-only program.

APPLY FOR ADMISSION TO TEACHER EDUCATION

UNDERGRADUATE DEGREE/LICENSURE CANDIDATES

1. Meet regularly with academic/faculty advisors (*and* major advisors for candidates whose majors are not in education, but who are seeking licensure).

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.

- Candidates will receive an email from a SOE Student Success representative when their applications have been reviewed and accepted. The candidate should check that they have been admitted to Teacher Education.

Requirements

Programs require

- a 2.7 overall GPA (some require higher, please check with program for GPA requirements)
- passing scores on the Praxis Core Exam, 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 advisor 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 of 3.0 or better, earn the required scores on the PRAXIS Core reading, writing, and mathematics tests, and complete departmental requirements.

Grad

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 faculty advisor for his/her teacher education program.

The candidate can obtain an application for admission to the master's degree programs from the Graduate School at 241 Mossman Building or online at 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 Success 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

Lic only

NC TEACH GRADUATE-LEVEL POST-BACCALAUREATE (RESIDENCY LICENSE TRACK)

1. Submit an application to the Graduate School.

Procedures

For information about the program, the candidate should meet with the faculty advisor for his/her teacher education program.

The candidate can obtain an application for admission to the non-degree programs from the Graduate School at 241 Mossman Building or online at 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 non-degree programs constitutes admission to Teacher Education. The department will notify the Office of Student Success that candidates have been admitted to a non-degree program.

Requirements

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

Applicants must hold a Bachelor's Degree in a major that meets the requirements of the non-degree area of license (or) a Bachelor's Degree <u>and</u> at least 24 semester hours that are relevant to the area of license.   In some instances, a Bachelor's Degree <u>and</u> passing scores on the Praxis II Exam(s) in the area of license will be accepted. In all cases, the Bachelor's Degree and semester hours must be obtained from a regionally accredited institution of higher education.

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

<u>Deadlines</u>

The deadlines for admission vary by program

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

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

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IMPORTANT INFORMATION FOR ALL APPLICANTS TO TEACHER EDUCATION

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All

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VIOLATIONS OF LAW: ALL CANDIDATES

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

In order to participate in any clinical experiences, all licensure candidates must complete the [Criminal Background Check Application](#) and pay the required fee **before** visiting a classroom or agency. Candidates that do not receive a *clear* background check must submit a statement of explanation to the Placement Coordinator detailing the nature, date, and outcome of the incident. This statement is required for charges, dismissals, prayer for judgment, no contest, and guilty or not guilty pleas (including minor traffic violations). Explanations will be kept on file (requiring update for any new charges) with limited information shared with partner districts/agencies as necessary. Serious charges or failure to disclose criminal history may result in a candidate's inability to secure field placements and/or removal from Teacher Education. *In such cases, the Placement Coordinator will make a total of 3 attempts to secure a placement before directing you to schedule an appointment with your advisor/faculty advisor.*

Rejection of Placements

If a School or District rejects a placement or removes a student from a placement due to criminal background, dispositions, or for any reason that is a result of the actions of the student, ***the Placement Coordinator will make two more attempts to place the student.*** If three placements are all rejected, then the student will be notified that they will need to withdraw from the program.

The Associate Dean of Academic Affairs 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.

All	REQUIRED PROFESSIONAL EDUCATION ORIENTATION: ALL CANDIDATES

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

The Office of Student Success will notify candidates upon acceptance to teacher education of the necessity to complete the Professional Education Orientation.

All	PROCEED THROUGH AND COMPLETE LICENSURE PROGRAM REQUIREMENTS: ALL CANDIDATES

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 residency teachers.

Procedure

The candidate completes a student teaching application in the SONIA system. Click here for more

information.

He/she must complete the application for student teaching placement and, when required, an additional criminal records check request.

Application forms may vary by the location of the student teaching placement. Advisors will provide information about this.

The candidate submits his/her completed application packet to

Judy Pelance
Field Placement Coordinator
Office of Student Success, 130 SOEB

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 and graduate candidates must have a minimum 2.7 GPA (some higher, check the GPA requirements for your specific program).

The candidate must have completed content and licensure program requirements and have acceptable evaluations on the *Candidate Dispositions Assessment Process 2.0* (CDAP) or be in compliance with a Behavior Intervention Process 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/coordinators about requirements for admission to student teaching.

Candidates must complete departmental and Teacher Education prerequisites 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 Success/Licensure Officer.

Deadlines

Applications for student teaching must be submitted to the Office of Student Success 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 Residency 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 educator or On Site Teacher Educator) at least three times using the ***Teacher Candidate Evaluation (TCE)*** rubric. Candidates must receive a score of proficient or better on all areas of TCE rubric 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 residency licensed teacher

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

Procedures, Requirements and Deadlines

Residency licensed teachers **must successfully complete at least one year** as a **residency licensed teacher** in the licensure area. All residency licensed teachers must provide proof of license upon acceptance to a program. If documentation is not provided, candidates will be required to student teach and meet student teaching guidelines for clinical experience.

Residency licensed teaching serves in place of student teaching. Their clinical performance will be evaluated by UNCG faculty and/or school-based faculty or administrators at at least three times using the ***Teacher Candidate Evaluation (TCE)*** rubric. Candidates must receive a score of proficient or better on all areas of rubric 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 and/or Pearson Exam)

<u>Procedure</u>

All candidates will compile and submit their edTPA portfolios via Pearson.

The edTPA must be submitted before a candidate can be recommended for North Carolina teaching licensure.

The final *Teacher Candidate Evaluation*, final *Candidate Dispositions Assessment Process 2.0*, and the *Certification of Teaching Capacity* 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.

<u>Requirement</u>

EdTPA, PRAXIS II and/or Pearson tests are required prior to recommendation for Initial Professional Licensure. Candidates should email SOE Student Success, soeoss@uncg.edu for the appropriate Praxis II and Pearson tests.

<u>Deadline</u>

The candidate should take Praxis II and/or Pearson exams during the semester prior to student teaching (or according to the schedule recommended by the program/advisor).

<u>NOTES</u>

Candidates are encouraged to use practice resources.

Praxis Study Guides: Study guides forPraxis 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. 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

Learning Express is accessed by the following steps:
Go to the Jackson Library Homepage
Click on the **Databases** link
Click on the **"L"** in the alphabetical index bar under the **Databases by Title** heading
Click on **Learning Express Library**
Under the heading **Featured Resources**, click **Teaching**
Click the red **Practice Now** button to the right of the practice exam you want to take
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.
Pearson also provides free test preparation information on the Pearson website.

5. Submit edTPA Teaching Portfolio

Procedure

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

Requirements

All candidates will compile and submit their edTPA for official scoring to Pearson.

All final assessments for initial teaching licensure should 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 edTPA, candidates may contact their program or Dr. Christie Cavanaugh, edTPA Coordinator, at clcavana@uncg.edu.

All

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 coursework 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 3.0 or higher that is required by their licensure programs. In addition, they must earn a C or better in all major and licensure related coursework. 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 grades of C.

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.

For more information, go to the Graduate School website at www.uncg.edu/grs .

- Demonstrate appropriate **professional practice**.

Licensure programs monitor students' performance in clinical settings during their programs (internships and student teaching), using the ***Teacher Candidate Evaluation (TCE)*** rubric. They may also use departmental assessments. Candidates must receive a score of proficient or better on all areas of the rubric 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 competencies through the successful completion of edTPA.

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

- Demonstrate appropriate **professional practice**.

Licensure programs monitor students' performance in clinical settings during their programs (internships and student teaching), using the ***Teacher Candidate Evaluation (TCE)*** rubric. They may also use departmental assessments. Candidates must receive a score of proficient or better on all areas of the rubric 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 competencies through the successful completion of edTPA.

Candidates for entry level licensure who hold a residency license to teach and are currently teaching

Candidates who are residency licensed 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 ***Candidate Dispositions Assessment Process*** rubric 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 proficient or better on all areas of rubric in order to be recommended for licensure. Lower scores require candidate's successful completion of a behavior intervention plan, as described in the ***Behavior Intervention Policy.***

- Adhere to the ***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 Behavior Intervention 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 can view licensure application information and requirements at the Office of Student Success website.

NOTE

Please submit the application and all of the above documents at the same time.

Deadline

The candidate should submit her/his licensure application **two weeks** after completing her/his licensure program. The application should not be submitted earlier. Applications cannot be processed until the Registrar certifies completion of a degree or licensure program, typically two weeks after graduation.

The processing of licensure applications usually takes 4-8 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 a minimum 2.7 GPA or higher required by the licensure program. *Graduate students must have a 3.0 GPA*.

QUALIFICATIONS FOR STUDENT TEACHING

Candidates must complete departmental and Teacher Education prerequisites 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 Success.

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" in 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. Conduct 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 Pre-service (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 will consult with the university supervisor as quickly as possible.

Selection of Placements for Field Experiences

Student teachers are governed by the NC State Board of Education Policy. The policy requires a student teaching placement of 16 weeks under the supervision of a clinical educator. At least one field experience must be in a low-performing school.

In addition to these state requirements, UNCG policy for the placement of student teachers 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 UNCG Placement Coordinator, and others who make placements, will make every effort to place UNCG students in urban, rural, and suburban locations; in settings with English learners; in settings with a majority of minority students; in inclusive settings, in low-performing schools, and in Title I schools.

UNCG's criteria for placement in a private school is that the school is included on a formal list of non-public and charter schools approved for licensure renewal by the NC Department of Public Instruction. This list is used because it provides us with an objective way of judging whether a school meets licensure standards.

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 Candidate Evaluation rubric (TCE) and the Candidates Dispositions Assessment Process 2.0 (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.

Cooperating Teachers, Principals, and University Supervisors are encouraged to review the Clinical Experience Guide for more information pertaining to student teaching.

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 educator or On Site Teacher Educator) at least 3 times using the CDAP 2.0 Disposition Assessment. Candidates must receive a score of proficient or better on all areas of rubric 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 Candidate Evaluation Rubric. 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 or the Office of Student Services.

SECTION IV – ADDITIONAL INFORMATION ABOUT STUDENT TEACHING

The following policies are adopted by the Council of Program Coordinators of the Collaborative for Educator Preparation to ensure high quality student teaching experiences. They are aligned with the 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.

Approvals to substitute teach may be granted after following the guidelines:

The candidate must have completed the substitute teaching application process required by the schools and school district and must have the approval of the university supervisor.
- *For short term substitute teaching* (1-3 days)
    - The candidate may email or otherwise contact his/her university supervisor for approval.
    - The supervisor will inform the UNCG Licensure Officer.
    - The candidate may substitute only for his/her cooperating teacher.
- *For long term substitute teaching* (more than 3 days)
    - The candidate must obtain a letter of approval signed by the principal, cooperating teacher and university supervisor and forward this letter to the School of Education Office of Student Success;
    - The candidate must successfully complete any training and paperwork that is required by the school district for substitute teachers;
    - The candidate must obtain written guarantees of continued university and on-site supervision during the substitute teaching positions;
    - The university supervisor must forward all letters of approval, support and guarantees regarding supervision to the Licensure Officer for final approval;
    - The candidate must remain enrolled in the student teaching course;
    - The candidate must successfully complete all licensure program requirements, including the teaching portfolio; and
    - At the end of the student teaching course, all evaluations and forms that are required for candidates must be completed and submitted to the university supervisor.

The candidate must contact their program coordinator for more details.

Residency licensed teachers must hold a bachelor's degree from a regionally accredited institution.

Residency licensed 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**. In some cases, residency licensed teachers may have teaching assignments in other licensure areas. However, 50% or more of their teaching responsibilities must be in their licensure content.

SECTION V – PROFESSIONAL, ETHICAL AND LEGAL ISSUES

ACADEMIC INTEGRITY POLICY & STUDENT CODE OF CONDUCT

Candidates must adhere to the 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 nor 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 [here](#).

Student Complaints

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

PROFESSIONAL LIABILITY INSURANCE

All candidates enrolled in courses that include field experience **are required** to have professional liability insurance while enrolled in 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**.

Professional liability insurance accompanies each internship/experiential learning course through lab fees of $7.50. For questions about this fee please contact Risk Management Office (Ms. Tammy Downs, tadowns@uncg.edu).

Students may also receive coverage through one of the following options:

- 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 must provide proof of having $1,000,000 in Professional Liability insurance to the Risk Management Office (Ms. Tammy Downs, tadowns@uncg.edu) to avoid being automatically billed for the insurance through the university. *Only the professional organizations have the benefit of membership and insurance.*

THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

UNCG Teacher Candidate Dispositions Rubric

This rubric was developed by the UNCG school of education (SOE) assessment department with extensive input and feedback from faculty members within the SOE and external reviewers. To meet CAEP Standards and provide relevant and useful data, the rubric is aligned with the specific needs and expectations of UNCG teacher licensure programs as well as the North Carolina Professional Teaching (NCPT) Standards and the national InTASC Standards.

Instructions:

Please read each disposition and descriptive element carefully, then select (highlight or circle) the response that best represents the candidate. This is a **holistic** evaluation of the candidate's dispositions, **which will require you to draw on all of your experiences with and knowledge of the candidate (e.g., conversations, observations, interactions, etc.).**

Date dispositions assessment was completed:	
EVALUATOR'S First Name:	
EVALUATOR'S Last Name:	
EVALUATOR'S email address:	
Candidate First Name:	
Candidate Last Name:	

Candidate UNCG ID # (if available)	
Candidate licensure program or area:	

Performance Level Descriptors →	Unacceptable (e.g., indicates that candidate needs immediate, corrective intervention plan)	Developing	Proficient	Accomplished	Evidence and Comments
Dispositions:					
Ethical. The candidate upholds all relevant laws and/or policies, protecting students' rights and conducting themselves in honest and trustworthy ways. *InTASC Mapping: 6, 9* *NCPT Standard Mapping: 1*	The candidate: Defies relevant laws, policies, and/or reporting/document ation procedures	The candidate: **Acknowledges** and **explains** relevant laws, policies, and reporting/ documentation procedures that should be upheld	The candidate: **Carries out** relevant laws, policies, and reporting/ documentation procedures	The candidate: **Analyzes** the extent to which their teaching practices are well-aligned with relevant laws, policies, and reporting/document ation procedures	
	Shares personally identifiable data or information about learners with inappropriate or unapproved person(s)	**Identifies** various procedures for maintaining or protecting learners' confidentiality	**Applies** procedures that maintain and protect learners' confidentiality	**Examines** their confidentiality procedures to improve any potential areas of weakness	
	Intentionally misleads or deceives learner, their family, school personnel, supervisor, and/or faculty member	**Understands** and can explain ethical implications of misleading or deceiving a learner, their family, school personnel, supervisor,	**Implements** practices with all learners, their families, school personnel, supervisors, and/or faculty members that promote honesty and trustworthiness	**Evaluates** and **critiques** their practices to ensure that they are being honest and trustworthy with all learners, their families, school personnel,	

		and/or faculty member		supervisors, and/or faculty members	
	Uses assessment instruments and/or assessment data for unethical or inappropriate purposes	**Infers** ethical and/or appropriate uses of assessment instruments and assessment data	**Implements** ethical and/or appropriate uses of assessment instruments and assessment data	**Examines** their practices to continuously improve their uses of assessment instruments and assessment data	
Responsible. The candidate is prompt, organized and prepared, completing required duties or tasks, taking initiative, and assuming responsibility for learners' growth. *InTASC Mapping: 1,9* *NCPT Standard Mapping: N/A*	The candidate: Misses class sessions, field placements, field experiences, and/or and other meetings without prior notification or approval.	The candidate: **Arrives late** to class sessions, field placements, field experiences, and/or other meetings	The candidate: **Arrives on time** to class sessions, field placements, field experiences, and/or other meetings	The candidate: **Arrives early** to class sessions, field placements, field experiences, and/or other meetings	
	Refuses to organize or prepare for instruction; does not value organization or preparation	**Acknowledges** unorganized or unprepared behaviors and **identifies** ways in which they can be better organized and prepared to instruct	**Organizes** their time, materials, etc. such that they are prepared to instruct for effective student learning	**Critiques** their organization strategies and levels of preparedness to strengthen potential areas of weakness in their teaching practices	
	Ignores and/or fails to complete important duties/tasks	**Summarizes** the important duties/tasks that they need to complete	**Applies** strategies to complete important duties/tasks	**Prioritizes** the order in which (or the ways in which) they complete duties/tasks based on the duties/tasks' varying levels of importance	
	Fails to take the initiative to solve problems	**Infers** when it is appropriate to take initiative and **understands** how to solve problems	Takes initiative and **implements** strategies to solve problems	**Evaluates** the ways in which they take initiative and **judges** the effectiveness of their strategies to solve problems	
	Considers themselves to have no personal responsibility for	**Understands** that they should take personal responsibility for learners'	**Implements** practices that attempt to balance- and appropriately shift- the responsibility for	**Checks** the extent to which their practices actually balance- and appropriately shift- the responsibility for	

	learners' growth or development	growth or development	learners' growth between themselves and the learners	learners' growth between themselves and the learners	
Reflective. The candidate reflects on personal and professional attitudes, beliefs, and practices, identifying biases and seeking to improve areas of weakness. *InTASC Mapping: 4, 9*	The candidate: Refuses to reflect on personal and professional attitudes, beliefs, and practices	The candidate: Reflects on personal and professional attitudes, beliefs, and practices by **providing rationale for previous actions**	The candidate: Reflects on personal and professional attitudes, beliefs, and practices by **considering controversial viewpoints** and **exploring alternative rationale** for previous actions	The candidate: Reflects on personal and professional attitudes, beliefs, and practices by **considering larger historical, social, cultural or political factors**	
NCPT Standard Mapping: 5	Asserts and believes that there are no areas of weakness and/or bias in their own teaching practices	**Understands** various areas of weakness and/or bias within their own teaching practices	**Applies** strategies to address areas of weakness and/or bias within their own teaching practices	**Evaluates** and **judges** the efficacy of the strategies they used to address areas of weakness and/or bias within their own teaching practices	
	Refuses to identify or acknowledge their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.)	**Acknowledges** and **explains** their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.)	**Applies** an understanding of their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) in a way that supports quality teaching practices	**Critiques** the ways in which they apply their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) to further improve the quality of their teaching practices	
	Allows their frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) to negatively impact their relationships with learners and their families	**Infers** various ways in which their frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) may impact relationships with learners and their families	**Uses** their frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) to positively impact relationships with learners and their families	**Analyzes** the ways in which their frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) are impacting relationships with learners and their families to improve areas of weakness	

Receptive to feedback. The candidate seeks out and values constructive feedback, understanding and applying perspectives from outside of their own discipline and using feedback to make necessary adjustments to their attitudes, beliefs, and/or practices.	The candidate: Refuses to seek out constructive feedback (from any sources OR from appropriate sources such as colleagues or other teaching professionals)	The candidate: **Understands** where/how they could obtain constructive feedback from appropriate sources (e.g., colleagues or other teaching professionals)	The candidate: **Obtains** constructive feedback from appropriate sources (e.g., colleagues or other teaching professionals)	The candidate: **Organizes** constructive feedback from multiple sources, determining how feedback from various sources overlap or relate	
	Acts hostile and/or unprofessional when presented with feedback	**Accepts** constructive feedback in a professional way and **interprets** it appropriately	**Applies** constructive feedback to adjust their beliefs, attitudes, and/or practices	**Analyzes** the extent to which they were able to improve their beliefs, attitudes, and/or practices through the use of constructive feedback	
InTASC Mapping: 1, 4, 5 *NCPT Standard Mapping: N/A*	Dismisses or disparages knowledge and/or perspectives of relevant stakeholders from outside of their own discipline or content area	**Acknowledges** and **summarizes** knowledge and/or perspectives of relevant stakeholders from both inside and outside their own discipline/ content area	**Uses** knowledge and/or perspectives of relevant stakeholders from outside their discipline/content area to adjust their beliefs, attitudes, and teaching practices (e.g., planning, instruction, assignments, assessments, feedback, etc.)	**Differentiates** the various ways in which the knowledge and/or perspectives of relevant stakeholders that they applied from outside of their discipline/content area helped them refine their attitudes, beliefs, or practices, and improve their teaching practices	
Collaborative. The candidate demonstrates positive relationships with colleagues and works collaboratively with learners, colleagues, families, school personnel, and other stakeholders, to positively impact learning.	The candidate: Fails to share relevant information with colleagues	The candidate: **Understands** strategies they could use to share relevant information with colleagues	The candidate: **Shares** relevant information with colleagues, willingly and openly	The candidate: **Evaluates** their information sharing **strategies** to determine ways in which they can make information sharing more effective/successful	
InTASC Mapping: 3, 7, 10	Refuses to work with colleagues or other professional groups to plan instruction, modify pedagogies,	**Infers** the benefits of working with diverse, inclusive groups of colleagues and/or other	**Works** with diverse, inclusive groups of colleagues and/or other teacher professionals to plan instruction, modify pedagogies,	**Organizes** or co-leads diverse, inclusive groups of colleagues and/or other teacher professionals in planning instruction, modifying	

NCPT Standard Mapping: 1, 2, 4	improve teaching practices, etc.	teacher professionals to plan instruction, modify pedagogies, improve teaching practices, etc.	improve teaching practices, etc.	pedagogies, improving teaching practices, etc.	
	Creates or contributes to negative relationships among colleagues, learners, families, school personnel, and/or other stakeholders	**Understands** strategies for promoting positive relationships among their colleagues, learners, families, school personnel, and/or other stakeholders	**Implements** strategies that promote positive relationships among their colleagues, learners, families, school personnel, and/or other stakeholders	**Examines** the extent to which they were able to increase the amount of positive relationships among their colleagues, learners, families, school personnel, and/or other stakeholders	
Committed to the teaching profession. The candidate demonstrates a commitment to learning and professional development, as well as high interest in, understanding of, and respect for teaching as a profession	The candidate: Fails to identify and/or refuses to attend professional learning opportunities (or other opportunities that can enhance their teaching practices)	The candidate: **Identifies** high quality professional learning opportunities (or other opportunities that can enhance their teaching practices)	The candidate: **Attends and/or participates** in high quality professional learning opportunities (or other opportunities that can enhance their teaching practices)	The candidate: **Analyzes** new knowledge/skills gained from professional learning opportunities (or other opportunities that can enhance their teaching practices) and **integrates** this new knowledge/skill into their current teaching practices	
InTASC Mapping: 9, 10 *NCPT Standard Mapping: 5*	Disrespects teaching as a profession (e.g., by disparaging the role of teachers, etc.)	**Understands** ways in which they could advance their own professional growth or development as a teacher	**Applies** strategies to advance their own professional growth or development as a teacher (e.g., supporting professional learning opportunities, conducting action research, advocating on behalf of teachers)	**Judges** the effectiveness of strategies to advance their own professional growth or development as a teacher, **making modifications** when necessary	

	The candidate:	The candidate:	The candidate:	The candidate:	
Respectful. The candidate understands and honors learners as individuals with differing backgrounds, beliefs, skills, interests, needs, etc., applying that understanding to processes and teaching practices. *InTASC Mapping: 1, 2, 3, 7, 8, 10* *NCPT Standard Mapping: 1, 2, 4*	Insults or dishonors the differing backgrounds, beliefs, and/or cultures of learners, their families, school personnel, and/or other stakeholders.	**Understands** and **interprets** differences in the **backgrounds**, **beliefs**, and/or **cultures** of learners, their families, school personnel, and other stakeholders.	**Implements** their understanding of the differing **backgrounds, beliefs**, and/or **cultures** of learners, their families, school personnel, and other stakeholders into their teaching practices (e.g., planning, instruction, assignments, assessments, feedback, etc.)	**Checks** their understanding of the differing **backgrounds, beliefs**, and/or **cultures** of learners, their families, school personnel, and other stakeholders *and* **critiques** the ways in which they are implementing this understanding into their teaching practices	
	Insults or disregards the differing skills, abilities, and/or needs of learners	**Understands** and **interprets** differences in the **skills, abilities**, and/or **needs** of individual learners	**Implements** their understanding of the differing **skills, abilities**, and/or **needs** of individual learners into their teaching practices (e.g., planning, instruction, assignments, assessments, feedback)	**Checks** their understanding of the differing **skills, abilities**, and/or **needs** of individual learners *and* **critiques** the ways in which they are implementing this understanding into their teaching practices	
	Dismisses or disparages the use of a variety of languages, dialects, and/or communication styles/tools	**Identifies** and **interprets** a variety of languages, dialects, and/or communication styles/tools (e.g., styles that vary based on beliefs, norms, perspectives)	**Applies** a variety of languages, dialects, and/or communication styles/tools to communicate with learners, their families, school personnel, and other stakeholders	**Critiques** their own use of various languages, dialects, and/or communication styles/tools to ensure effective and respectful communication with learners, their families, school personnel, and other stakeholders	
Equitable. The candidate establishes and maintains equitable relationships with learners, their families, school personnel, and other stakeholders, making accommodations or adjustments based on	The candidate: Creates or contributes to inequitable or biased relationships with learners, their families, school	The candidate: **Identifies** inequitable relationships with learners, their families, school personnel,	The candidate: **Implements** strategies to help establish equitable relationships with learners, colleagues, families, school	The candidate: **Evaluates** the extent to which they were able to establish equitable relationships with learners, colleagues, families, school	

learners' needs, addressing biases, and establishing flexible learning environments. *InTASC Mapping: 4, 5, 6, 7, 8* *NCPT Standard Mapping: 1, 2, 5*	personnel, and/or other stakeholders	and/or other stakeholders *and* **understands** strategies to establish relationships that are more equitable	personnel, and other stakeholders	personnel, and other stakeholders	
	Refuses to make accommodations or adaptations to instructional plans, testing, and/or other classroom conditions (when necessary or appropriate)	**Infers** when it is appropriate to make accommodations or adaptations to instructional plans, testing, and/or other classroom conditions *and* **understands** what the accommodations or adaptations would be	**Carries out** accommodations or adaptations to instructional plans, testing, and/or other classroom conditions	**Analyzes** accommodations or adaptations that they carried out to determine how they relate or contribute to learners' growth	
	Considers their representation of the content to be completely unbiased	**Identifies** and **explains** specific instances of bias in their representation of the content	**Adapts** their representation of the content to try to address instances of bias	**Analyzes** their adapted representation of the content to determine if they have sufficiently addressed all instances of bias	
	Establishes rigid learning environments that discourage learner exploration, discovery, and expression	**Interprets** the purpose of flexible learning environments *and* **summarizes** strategies for implementing these types of environments	**Implements** flexible learning environments that promote learners' exploration, discovery, and expression	**Distinguishes** between teaching practices that support flexible learning environments and practices that do not	
Advocacy. The candidate uses professional knowledge and skills to advocate on behalf of learners and their families- when necessary. *InTASC Mapping: 10* *NCPT Standard Mapping: 1*	The candidate: Opposes or works to eliminate practices and/or policies that address diverse needs of learners and their families	The candidate: **Summarizes** various practices and/or policies that address diverse needs of learners	The candidate: **Applies** practices and/or policies that address diverse needs of learners and their families	The candidate: **Checks** the extent to which their practices and/or policies are addressing diverse needs of learners and their families	

		and their families		and **adjusts** as necessary	
	Dismisses or disparages learners' rights, concerns, and/or perspectives	**Interprets** students' rights and concerns in an accurate way *and* **understands** learners' perspectives	**Advocates** for students' rights, concerns, and perspectives	**Empowers** learners to advocate for their own rights, concerns, and perspectives by supporting/believing in them	

Professional Improvement Plan
UNCG, Approved by the CPC on 2/23/12
Revision approved 11/21/13
Revision approved 11/1/18

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 and 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 4-point scale (i.e. Initial teacher licensure – CDAP 2.0 and TCE; 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, or 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 2.0 to evaluate dispositions and teaching performance is evaluated using TCE. 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 2.0 and TCE 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 0 on any of the disposition rubrics, the program faculty discuss the candidate's behavior to verify that a Professional Improvement Plan is warranted. 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 Student Services/Licensure Officer for the purpose of keeping accurate records.

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

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 are 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 Co-Chairs 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.
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 CEP 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 CEP 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 Co-Chairs of the CEP 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 Co-Chairs 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

PROFESSIONAL IMPROVEMENT PLAN FORM

Name of Candidate _____

Name of Evaluator _____

Date of Plan _____

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

Area(s) of Concern Name item(s) of concern from the Dispositions and/or TGAP (for example, "receptive to feedback"	Description of Area(s) of Concern	Plans for Remediation	Person(s) Responsible	Timetable Include dates/timeline for reassessments

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 semester.

Signature of Candidate   Date

Signature of Evaluator   Date

edTPA emphasizes and measures the knowledge and skills all beginning teachers need.

Candidates complete 3 tasks that reflect planning, teaching lessons, and assessing student learning. Each of the tasks have 5 rubrics, and with each rubric comes 5 levels of scoring.

Candidates submit written material, student samples, and video files of themselves teaching.

Program coordinators and faculty will teach the requirements and share details for portfolio completion.

For more information on edTPA and the 3 tasks, please click here, or contact your Program Coordinator or Faculty. You can also log into your edTPA account for a list of available resources.

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

IIII. 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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North Carolina
Educator Evaluation System

Teacher Candidate Evaluation Rubric

Teacher Candidate Evaluation Rubric

University of North Carolina at Greensboro
TCE for Pre-Service

PURPOSE: In order to provide feedback on the expectations of pre-service teachers for standards-based performance during the learning-to-teach process, we use the TCE as a summative assessment tool. The TCE 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's) at the end of every semester to assess the progress of every Intern and Student Teacher as they develop and grow in these areas. Every student teacher must be assessed on all performance dimensions at the end of each semester. Self-assessment and continuous improvement using the TCE 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.

Supervisor Assessment (Cooperating Teachers (OSTE's) and UNCG Supervisors): Use the TCE 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 TCE 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.

For more information or to view the Teacher Candidate Evaluation Rubric, please contact the Program Coordinator or Advisor associated with the particular licensure area. All other inquiries should be directed to Dr. Christina O'Connor, ckoconno@uncg.edu.

The Public School Laws of North Carolina related to the Duties of Teachers, enacted by the North Carolina General Assembly and subject to related laws and court interpretation, can be read here**.**