

Collaborative for Educator Preparation
Handbook of Policy and Procedures
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Approved by the CPC 4/6/2023



This handbook contains the most recent versions of the policies and procedures adopted by members of Council of Program Coordinators to be followed by all members of the Collaborative for Educator Preparation. In all cases, University policy supersedes these policies.

Collaborative for Educator Preparation Policies-Approved April 2023

Policies are also detailed in the Teacher Education Handbook

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Policies	Procedures
<i>POLICIES FOR ADMISSION TO EDUCATOR PREPARATION</i>	
Criminal Background Check All professional education candidates must request a criminal background check when enrolling in their first course that includes a field experience. The Office of Student Success and Advising under the direction of the Associate Dean of Academic Affairs and Student Success, 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.	Students applying to any licensure program must complete the Criminal Background Check Form located at https://secureapplicant.com/student//unc-greensboro/ and submit it as part of their application. The Office of Student Success and Advising will advise students of any findings as a result of the background check.
Professional Liability Insurance All professional education candidates enrolled in courses that include field experience are required to purchase professional liability insurance prior to starting any internship, practicum, or student teaching experience. Professional liability insurance should be in effect for each course that requires a field experience, as well as during student teaching. 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.	<i>UNCG policy: (https://policy.uncg.edu/university-policies/professional-general-insurance/), all courses that include internship, practicum, student teaching and clinical designations will have a student fee of \$7.50 attached to the student accounts upon registering for the course and the student will be added to the liability insurance policy. This fee will only be charged one time per semester regardless of the number of identified courses that the student may register for. The fee may be waived if the student already has liability insurance that satisfies that requirements of the policy. Please have the student provide proof of coverage to the Office of Institutional Risk Managements in order for their account to be reimbursed for the fee. An Evidence of Insurance is available for this coverage. Please forward any requests for the Certificate of Insurance to the Office of Institutional Risk Management. Feel free to contact the Office of</i>

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	<i>Institutional Risk Management with any questions or concerns that you may have.</i> Additional options for obtaining \$1,000,000 in Professional Liability insurance include (a) joining SNCAE for \$30 annually, which includes \$1,000,000 in Professional Liability insurance Sept. to Sept., (b) be initiated into Kappa Delta PI (\$65) and then paying \$25 for \$1,000,000 in Professional Liability insurance for April to April; (c) joining PENC (Professional Educators of North Carolina) for \$25 annually, which includes \$1,000,000 in Professional Liability insurance form July-June annually, or (d) provides a certificate of \$1,000,000 in Professional Liability insurance from their own carrier. • Forward your confirmation of liability insurance to Tammy Downs, tadowns@uncg.edu.
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Admission to Collaborative for Educator Preparation

- All candidates must have a GPA of at least 2.7, or a higher GPA if required by the specific licensure program

Undergraduates

- Candidates must have passing scores on the Praxis Core reading, writing, and mathematics tests, or meet the minimum SAT or ACT score to waive the Praxis Core.
- Other program-specific requirements for admission

Transfer Students

- Transfer students should apply to Teacher Education when they are admitted to the university if they have completed General Education Courses.
- Meet required scores on the PRAXIS Core reading, writing, and mathematics tests or meet the minimum score on the SAT or ACT, and complete departmental requirements.

Postbaccalaureate Licensure Only Students

- Applicants must hold a Bachelor's Degree with a transcript that meets the requirements of the program
- Admission to the program constitutes admission to Professional Education.

Graduate Students

- Applicants must hold a Bachelor's Degree and a major that meets the requirements of the master's program
- Admission to the graduate program constitutes admission to Professional Education.

Candidates should know program specific requirements.

This information is available on department websites, handbooks of licensure programs and/or in the *UNCG Bulletin*.

- Candidates should also speak with their advisors about admission requirements.
- Undergraduate candidates should apply for admission to Teacher Education at the end of their sophomore year. All candidates should be admitted no later than the first semester of their junior year.
- Graduate candidates and licensure only candidates must complete an online application for admission to the Graduate School online at www.uncg.edu/grs.
- All candidates must request background check
- The admitting department should notify the Office of Student Success when candidates have been admitted to a graduate level program.
- Programs may decide if they will also require a certain GPA in the major (in addition to the overall 2.7 GPA requirement) for admission to their professional education program. If they do, this will be posted in their program documents and on appropriate webpages (e.g., UNCG Bulletin, department and program webpages).

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Provisional Admission, Re-admission to Educator Preparation, and Leaves of Absence • Candidates who are admitted provisionally must meet the requirements outlined on their provisional admission letters within the stated time period in order to continue in the program. • Students may be re-admitted to an educator preparation program if the program coordinator determines they can fulfill all program requirements . • Once admitted to professional education, candidates who will not be enrolled in professional education courses for one or more semesters must apply for a leave of absence from professional education. A leave of absence shall be granted for no more than one academic year (two consecutive semesters). A candidate wishing to take a leave of absence of longer than two consecutive semesters must withdraw from professional education and reapply at a later date.	• Each program area should include any details about its policies on provisional admission and re-admission in their program handbook • If the provision is met, the student gains full admission to the program. If not, the student must leave the program. • Applications for students seeking re-admission to an educator preparation program must be reviewed by the program coordinator to determine if they can fulfill all program requirements. Students seeking re-admission to an educator preparation program after withdrawing for personal or medical reasons may be re-admitted as soon as they are able to fulfill all the requirements of a program. If dismissed for cause from a program, students must wait one year to re-apply to any educator preparation program. Any changes in the program must be met by re-admitted students
Orientation for Educator Preparation Program Students • All candidates for initial teaching licensure are required to participate in an online Professional Education Orientation before student teaching.	The Office of Student Success is responsible for arranging student orientations for initial licensure programs, contacting students, and maintaining records of student participation in the orientation, indicating they were informed of Collaborative for Educator Preparation and OSS policies.

<i>POLICIES REGARDING EXPECTATIONS FOR CANDIDATE CONDUCT</i>	
Ethical Behavior • Candidates must adhere to <i>University of North Carolina at Greensboro Academic Integrity Policy</i> <u>and</u> <i>Student Code of Ethics, the Code of Ethics for North Carolina Educators</i> and public school laws of North Carolina. • Students who violate the UNGC Academic Integrity Policy and/or the Student Code of Conduct will be subject to the sanctions outlined and published by the university.	Violations of law will be dealt with by the appropriate governmental body. When a student's behavior is deemed unacceptable by school or university personnel but subject neither to the UNGC codes or policies nor to law, the Professional Improvement Policy (PIP) will govern the disposition of the concerns.
Professional Dispositions for Initial Teaching Licensure Candidates • All programs evaluate and rate their students at a minimum of three times. 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. The third rating is done when candidates are exiting the program. Supervisory personnel in the program must rate the candidates. For the final administration of the CDAP 2.0, BOTH the cooperating teacher and the University Supervisor must evaluate the teacher candidate, independently, using the CDAP 2.0. • Initial teacher licensure candidates must receive a score of at least "Proficient" in all rows on the final administration of the	For the final administration of the CDAP 2.0, <u>if</u> the cooperating teacher and University Supervisor scores are non-adjacent¹ on any row of the CDAP 2.0 or if either rater gives a rating below "Proficient" on any row of the CDAP 2.0, a conference is required for the raters to discuss evidence for and resolve non-adjacent and/or below "Proficient" ratings. During the conference, raters will try to come to consensus on final ratings given additional evidence they may gather from the discussion. After the discussion, the University Supervisor will be responsible for entering the final ratings for submission using the "Adjudicated CDAP". Each teacher candidate will receive one final CDAP 2.0 score that will determine licensure eligibility. That score shall not be determined by calculating the average of the cooperating teacher and University Supervisor's ratings. "Unable to rate" cannot

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Candidate Dispositions Assessment Process 2.0 rubric in order to be recommended for licensure. • Lower scores require the candidate's successful completion of a behavior intervention plan, as described in the <i>Professional Improvement Policy (PIP)</i>.	be used on the final administration of the CDAP 2.0. Note, adjacent agreement is defined as two raters providing either exactly the same rating or ratings that are only one point different.
Professional Improvement Policy Both graduate and undergraduate candidates recommended by UNCG for a professional license will receive feedback about their scholarship, pedagogical skills, and professional dispositions in both courses and supervised clinical settings. Performance expectations and dispositions related to a student's area of licensure are detailed in rubrics used to evaluate professional knowledge, skills, and dispositions. Failure to improve when problems are identified may result in dismissal from the program. All educator 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;	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 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. 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.

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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.	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 Success/Licensure Officer for the purpose of keeping accurate records. The content of the Professional Improvement Plan (PIP) should include at least the following information: ● Student Name
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	● UNCG Instructor Name(s) ● Date of meeting ● Description and justification of dispositions or performance that need to be improved ● Comments or responses from the student ● Plan of action for student to address ● Timeline including date for follow-up meeting ● Signatures with date If a candidate's disposition or performance does not improve after a plan has been developed and appropriate time and opportunities for improvement have been provided, the team working with the candidate may recommend that the candidate be dismissed from the program and not be recommended for licensure. Generally, the intent of this review is to promote a candidate's professional growth and retain them 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
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	reasons for the dismissal or non-licensure and a copy of the Dismissal Appeal Procedures.
<i>POLICIES REGARDING FIELD PLACEMENTS</i>	
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.	The UNCG Placement Coordinator, and others who make placements, will make every effort to place UNCG students with teachers who represent the diversity of the BK-12 student population in North Carolina.
Selection of Placements for Field Experiences UNCG has a strong preference for placing interns and student teachers in diverse settings with strong leadership and inclusive practices. Preferred placements include schools and agencies that provide our students with experiences working with diverse students and teachers. Diversity may include race/ethnicity, SES, language, and location (e.g., urban, rural).	The 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.

Evaluation of Clinical Practice during Field Placements The clinical performance of initial teaching candidates will be evaluated at least three times (beginning, middle, and end of program) using the Teacher Candidate Evaluation (TCE) rubric. Candidates must receive a score of proficient or better on all elements of the TCE at the end of student teaching/final internship in order to be eligible for a recommendation for licensure.	Programs set the expectations for when the three evaluations will take place, depending on the structure of the program. Programs determine who completes the early and midpoint evaluations. Final evaluations must be completed by both the University Supervisor and the Cooperating Teacher (see Evaluation During Student Teaching). All evaluations are completed in Sonia.
<i>POLICIES REGARDING STUDENT TEACHING</i>	
Admission to Student Teaching - In order to be eligible to student teach, the candidate must have been admitted to Teacher Education by the <u>deadline noted below</u>. - November 1 of the year before fall student teaching - February 15 of the year before spring student teaching - Candidates must have maintained a GPA of at least 2.7 (or higher if required by the program) in order to be eligible for student teaching.	Late applications may be approved on an individual basis.

Qualifications for Student Teaching • Candidates must complete departmental and Teacher Education prerequisites for student teaching or receive a waiver 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. • Candidates who are employed as teachers of record in a public school unit in North Carolina and hold a Residency License do not student teach but rather complete their clinical experience requirements in their own classroom.	Candidates who hold a residency license should supply the Office of Student Success with a copy of that license when they apply for their final clinical experience.
Evaluation during Student Teaching • Candidates' clinical performance will be evaluated by both UNCG faculty and the cooperating teacher (also called clinical faculty or On Site Teacher Educator) using the TCE rubric. Candidates must receive a score of proficient or better on all elements of the TCE at the end of student teaching/final internship in order to be eligible for a recommendation for licensure. • Candidates' professional dispositions will be evaluated by both UNCG faculty and the cooperating teacher (also called clinical faculty or On Site Teacher Educator) using the CDAP 2.0. Candidates must receive a score of proficient or better	For the final administration of the TCE, if the cooperating teacher and University Supervisor scores are non-adjacent¹ on any row of the TCE or if either rater gives a rating below "Proficient" on any row of the TCE, a conference is required for the raters to discuss evidence for and resolve non-adjacent and/or below "Proficient" ratings. During the conference, raters will try to come to consensus on final ratings given additional evidence they may gather from the discussion. After the discussion, the University Supervisor will be responsible for entering the final ratings for submission using the "Adjudicated TCE". Each teacher candidate will receive one final CDAP 2.0 score that will determine licensure eligibility. That score shall not be determined by calculating the average of the cooperating teacher and University Supervisor ratings. "Unable to rate" cannot be used on the final administration of the TCE.

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on all elements of the CDAP 2.0 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, as well as by the school principal, at the end of student teaching/final internship using the <i>North Carolina Certification of Teaching Capacity</i>. Candidates must receive a rating of "met" in all categories in order to be eligible for a recommendation for licensure.	For the final administration of the CDAP 2.0, <u>if</u> the cooperating teacher and University Supervisor scores are non-adjacent¹ on any row of the CDAP 2.0 or if either rater gives a rating below "Proficient" on any row of the CDAP 2.0, a conference is required for the raters to discuss evidence for and resolve non-adjacent and/or below "Proficient" ratings. During the conference, raters will try to come to consensus on final ratings given additional evidence they may gather from the discussion. After the discussion, the University Supervisor will be responsible for entering the final ratings for submission using the "Adjudicated CDAP". Each teacher candidate will receive one final CDAP 2.0 score that will determine licensure eligibility. That score shall not be determined by calculating the average of the cooperating teacher and University Supervisor ratings. "Unable to rate" cannot be used on the final administration of the CDAP 2.0. All evaluations are completed in Sonia.
Schedule for Student Teaching • Student teaching placements must be at least sixteen weeks long and may occur over more than one University term. • 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. Student teachers follow the	

calendar of the placement school for breaks (e.g. Spring Break).	
Attendance and Extended Absence during Student Teaching ● 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 during Student Teaching ● 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.	During the initial interview with the principal and cooperating teacher, the student teacher should learn the policy for notification of absence required by that particular school or school system.
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	Candidates are reminded that involuntary withdrawal is not in their best interest. Candidates who are asked to leave a student teaching placement may have difficulties being accepted for a second placement. Should problems or concerns arise during the student teaching placement, the candidate should inform his/her university supervisor and should seek ways to resolve the situation as quickly as possible.

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Advising and Student Success 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 program 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.	The Collaborative for Educator Preparation strongly recommends that student teachers have no other major obligations during this period.
Visiting Student Teaching ● Under special circumstances, students may be approved to student teach under the supervision of another college or university.	Students who must teach outside of the usual UNCG student teaching area must seek prior approval of their program coordinator and the Office of Student Success and Advising, who will seek a field placement. The student will be responsible for the usual tuition and fees, as well as additional fees that may be assessed by the host school
Transportation ● Student teachers are responsible for providing their own transportation to and from their assigned schools.	

Substitute Teaching during Student Teaching

- Approval to substitute teach may be granted after following the guidelines outlined in the Procedures section.

- 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 Director of Student Success and Advising.
 - 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 position;
 - The university supervisor must forward all letters of approval, support and guarantees regarding supervision to the Director of Student Success 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

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	required for candidates must be completed and submitted to the university supervisor.
<i>POLICIES REGARDING PROGRAM COMPLETION AND LICENSURE</i>	
Program Completion Requirements • Candidates for initial teaching licensure are required to submit evidence of their submission of edTPA for official scoring in order to graduate and/or complete the licensure program.	• The university supervisor, program coordinator, or other department personnel should collect evidence of submission of edTPA from each candidate prior to approving their graduation/completion.

Licensure Eligibility Requirements

Initial Licensure Candidates

- Candidates are expected to maintain a minimum overall GPA of 2.7 to be eligible to continue in the program.
- In order to be recommended for licensure, candidates for initial licensure must demonstrate proficiency with all of the *North Carolina Professional Teaching Standards* by
 - completing the edTPA and submitting it to Pearson for official scoring;
 - achieving “Proficient” on the final administration of the TCE and “Proficient” in all categories of the CDAP 2.0;
 - achieving a rating of “met” on all items on the *North Carolina Certification of Teaching Capacity* (COTC) used to evaluate candidates’ clinical performance at the end of student teaching/final internship; and
 - attempting all state required licensure exams (e.g. Pearson and Praxis 2) and submitting official scores.

Advanced Licensure Candidates

- Candidates for an advanced level master’s degree in teaching (e.g. MEd) must provide evidence of meeting the North Carolina Standards for Graduate Teacher Candidates.
- Candidates for Advanced Licensure (e.g. MLIS, MSA, MS, MSW) must demonstrate

- The university supervisor, program coordinator, or other department personnel should report the results of any unsatisfactory evaluations to the application processor in the Office of Student Success.
- Candidates should take Praxis II exams or Pearson Testing in North Carolina during the semester prior to student teaching (or according to the schedule recommended by the licensure program advisor).
- Candidates are required to submit Praxis II scores and/or Pearson Testing in North Carolina to the Office of Student Success in order to be recommended for licensure.

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proficiency with the relevant North Carolina standards and/or national standards for the specialty area in order to be recommended for the advanced license.	
<i>Policies on the Evaluation of Courses, Faculty, and Clinical Supervisors</i>	
Student Course Evaluations • Every course related to licensure is evaluated by students every time it is taught.	Instructors should use the student course evaluation forms and/or questions approved by their department or unit. Evaluations below expectations will be addressed appropriately by the Department Chair. Departments aggregate these data in electronic form by program area and course. Aggregated data is used by programs for continuous self-improvement as appropriate.
Annual Faculty Reports • All faculty and lecturers teaching in licensure programs will complete their department or unit annual faculty report form.	

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Collaborative for Educator Preparation Policy for the Evaluation of Cooperating Teachers • UNCG supervisors and/or program coordinators will make a recommendation to the Placement Coordinator regarding the continued use of cooperating teachers each semester.	• University supervisors and/or program coordinators will respond to a survey - from the Placement Coordinator regarding their recommendation to continue or not continue using cooperating teachers. • Recommendation will be based on conversations with cooperating teachers, observations in the field, feedback from teacher candidates, and principal recommendations, as well as consideration of our policy about placements for field experiences. • Programs may collect additional information about cooperating teachers to aid their decision making.
Collaborative for Educator Preparation Policy for the Evaluation of UNCG Supervisors • Program Coordinators or Department Chairs will recommend University Supervisors to the Placement Coordinator annually. • University Supervisors are evaluated by their supervisor annually according to University policies for their employment category (i.e. tenure track faculty, clinical faculty, lecturer, graduate assistant).	• Program Coordinators and/or Department Chairs will respond to a survey from the Placement Coordinator regarding which University supervisors will be designated/hired each year. • Recommendation will be based on conversations with university supervisors, feedback from faculty and/or other supervisors, feedback from teacher candidates, and the needs of the program.
<i>Policies on Appeals and Complaints</i>	
Student Appeals • Students have the right to appeal a program/departmental decision.	Students wishing to appeal a program/departmental decision should send a statement or letter that describes the concern under appeal to the Department Chair. The appeal will be reviewed to determine whether the issue is one that may be appealed. Assuming the concern may be appealed, the student will be notified and an investigation will be conducted. The student will be

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	notified in writing about the decision. Students wishing to appeal the department decision should send a statement or letter that describes the initial concern to the School of Education Associate Dean for Academic Affairs & Student Success. The last level of appeal would be submitted to the Collaborative for Educator Preparation Appeals Committee by way of the Chair of the Collaborative for Educator Preparation.
Grade Appeals • All licensure programs under the Collaborative for Educator Preparation must adhere to the university's grade appeal policy.	
Student Complaints • Written student complaints will be directed to and logged electronically by the School of Education Associate Dean for Academic Affairs and Student Services.	The School of Education Associate Dean for Academic Affairs and Student Success and The Office of Student Success and Advising will receive any written student complaints and will keep them in an electronic log.

Note: We have extensive guidelines/parameters for field and university supervisors and candidate responsibilities and activities during students teaching and practica. These can be found in the Collaborative for Educator Preparation Clinical Experiences Handbook and program handbooks.

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UNCG Teacher Candidate Dispositions Rubric (CDAP 2.0)

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:	

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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. <i>InTASC Mapping: 6, 9</i> <i>NCPT Standard Mapping: 1</i>	The candidate: Defies relevant laws, policies, and/or reporting/documentation 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/documentation 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, and/or faculty member	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, 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. <i>InTASC Mapping: 1,9</i> <i>NCPT Standard Mapping: N/A</i>	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	

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	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 judgets the effectiveness of their strategies to solve problems	
	Considers themselves to have no personal responsibility for learners' growth or development	Understands that they should take personal responsibility for learners' growth or development	Implements practices that attempt to balance- and appropriately shift- the responsibility for learners' growth between themselves and the learners	Checks the extent to which their practices actually balance- and appropriately shift- the responsibility for 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. <i>InTASC Mapping: 4, 9</i> <i>NCPT Standard Mapping: 5</i>	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	
	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 judgets 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	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	

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discipline and using feedback to make necessary adjustments to their attitudes, beliefs, and/or practices. <i>InTASC Mapping: 1, 4, 5</i> <i>NCPT Standard Mapping: N/A</i>	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	
	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. <i>InTASC Mapping: 3, 7, 10</i> <i>NCPT Standard Mapping: 1, 2, 4</i>	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	
	Refuses to work with colleagues or other professional groups to plan instruction, modify pedagogies, improve teaching practices, etc.	Infers the benefits of working with diverse, inclusive groups of colleagues and/or other teacher professionals to plan instruction, modify pedagogies, improve teaching practices, etc.	Works with diverse, inclusive groups of colleagues and/or other teacher professionals to plan instruction, modify pedagogies, improve teaching practices, etc.	Organizes or co-leads diverse, inclusive groups of colleagues and/or other teacher professionals in planning instruction, modifying 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 <i>InTASC Mapping: 9, 10</i> <i>NCPT Standard Mapping: 5</i>	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	

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	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	
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. <i>InTASC Mapping: 1, 2, 3, 7, 8, 10</i> <i>NCPT Standard Mapping: 1, 2, 4</i>	The candidate: Insults or dishonors the differing backgrounds, beliefs, and/or cultures of learners, their families, school personnel, and/or other stakeholders.	The candidate: Understands and interprets differences in the backgrounds, beliefs, and/or cultures of learners, their families, school personnel, and other stakeholders.	The candidate: 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.)	The candidate: 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 learners' needs, addressing biases, and establishing flexible learning environments. <i>InTASC Mapping: 4, 5, 6, 7, 8</i> <i>NCPT Standard Mapping: 1, 2, 5</i>	The candidate: Creates or contributes to inequitable or biased relationships with learners, their families, school personnel, and/or other stakeholders	The candidate: Identifies inequitable relationships with learners, their families, school personnel, and/or other stakeholders and understands strategies to establish relationships that are more equitable	The candidate: Implements strategies to help establish equitable relationships with learners, colleagues, families, school personnel, and other stakeholders	The candidate: Evaluates the extent to which they were able to establish equitable relationships with learners, colleagues, families, school personnel, and other stakeholders	

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	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 <i>and</i> 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 <i>and</i> 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. <i>InTASC Mapping: 10</i> <i>NCPT Standard Mapping: 1</i>	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 and their families	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 <i>and</i> adjusts as necessary	
	Dismisses or disparages learners' rights, concerns, and/or perspectives	Interprets students' rights and concerns in an accurate way <i>and</i> 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	

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NC Teacher Candidate Evaluation Rubric

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.

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	Emergent Candidate value: 1.00	Developing Candidate value: 2.00	Proficient Candidate value: 3.00	Accomplished Candidate value: 4.00	Score/Level
Standard 1: Teachers demonstrate leadership 1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.	Acknowledges the importance of high school graduation for students. Identifies the types of data that are commonly available to and used in schools.	Demonstrates how teachers contribute to students' progress toward high school graduation by following the North Carolina Standard Course of Study. Uses data to identify the skills and abilities of students. Describes the characteristics and importance of a safe and orderly classroom environment. Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.	Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study. Draws on appropriate data to develop classroom and instructional plans. Maintains a safe and orderly classroom that facilitates student learning. Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the North Carolina Standard Course of Study. Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.	

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1b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.	Recognizes opportunities for involvement in professional learning activities.	Recognizes the need and identifies opportunities for professional growth.	Participates in professional development and growth activities. Begins to develop professional relationships and networks.	Seeks additional opportunities for professional development and growth. Extends professional relationships and networks.	
1c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.	Recognizes the responsibility of teachers for professional improvement and support.	Recognizes the need and identifies opportunities for professional growth.	Participates in professional development and growth activities. Begins to develop professional relationships and networks.	Seeks additional opportunities for professional development and growth. Extends professional relationships and networks.	

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1d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.	Demonstrates awareness of school practices and policies.	Identifies the policies and practices affecting students' learning.	Implements and adheres to policies and practices positively affecting students' learning.	Works with others to develop and/or revise policies and practices to improve students' learning.	
1e. 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).	Recognizes the need for ethical professional behavior.	Articulates the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct, and encourages others to do the same.	
Standard 2: Teachers establish a respectful environment for a diverse population of students 2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.	Articulates the importance of appropriate and caring learning environments for children.	Recognizes and can explain aspects of a respectful and effective learning environment.	Maintains a positive and nurturing learning environment.	Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	

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2b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction. Accomplished Candidate	Acknowledges that diverse cultures impact the world. Identifies the range and aspects of diversity of students in the classroom.	Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. Acknowledges the influence of all aspects of diversity on students' development and attitudes.	Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. Incorporates different points of view in instruction. Understands the influence of diversity and plans instruction accordingly.	Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum. Builds on diversity as an asset in the classroom.	
2c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.	Articulates the need to treat students as individuals.	Encourages and values individual student contributions, regardless of background or ability.	Maintains a learning environment that conveys high expectations of every student.	Enhances a learning environment that meets the needs of individual students.	
2d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.	Recognizes that students have individual learning needs.	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	Cooperates with specialists and uses resources to support the special learning needs of all students. Uses research-verified strategies to provide effective learning activities for students with special needs.	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensures their unique learning needs are	

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				met.	
2e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school, the home, and the community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.	Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.	Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.	Communicates and collaborates with the home and community for the benefit of students.	Seeks and implements solutions to overcome obstacles to participation of families and communities.	

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Standard 3: Teachers know the content they teach 3a. Teachers align their instruction with the North Carolina Standard Course of Study. In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.	Demonstrates awareness of the North Carolina Standard Course of Study. Understands the importance of literacy instruction across all subjects, grades and ages.	Demonstrates knowledge of the North Carolina Standard Course of Study by referencing it in the preparation of lesson plans. Integrates literacy instruction in individual lessons and in particular subject areas.	Develops and applies lessons based on the North Carolina Standard Course of Study. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	Develops and applies strategies reflecting the North Carolina Standard Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant. Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.	
3b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.	Successfully completes general education coursework across the required range of disciplines.	Demonstrates a basic level of content knowledge in the teaching specialty.	Demonstrates an appropriate level of content knowledge in the teaching specialty. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	Demonstrates extensive knowledge of content in the teaching specialty. Prompts students' curiosity for learning beyond the required coursework.	

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3c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.	Recognizes the importance of interdisciplinary learning. Understands the importance of global awareness for students.	Articulates the links between grade/subject and the North Carolina Standard Course of Study. Displays global awareness.	Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines. Relates global awareness to the subject.	Integrates the links and the vertical alignment of the grade or subject area and the North Carolina Standard Course of Study. Effectively and broadly relates content to other disciplines. Integrates global awareness activities throughout lesson plans and classroom instructional practices.	
3d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.	Recognizes the relationship between the North Carolina Standard Course of Study and life in the 21st century. Identifies 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.	Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century. Demonstrates understanding of 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.	Integrates 21st century skills and content in instruction.	Consistently integrates 21st century skills and content throughout classroom instruction and assessment.	

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Standard 4: Teachers facilitate learning for their students 4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.	Understands the developmental levels of students.	Demonstrates awareness of the influence of developmental levels on students' learning. Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students. 4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.	Identifies developmental levels of individual students and plans instruction accordingly. Assesses and uses resources needed to address strengths and weaknesses of students.	Appropriately differentiates instruction.	
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4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.	Recognizes data sources important to planning instruction.	Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	
4c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.	Understands a range of methods and materials that can be applied in the classroom.	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	Uses a variety of appropriate methods and materials to meet the needs of all students.	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	
4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.	Demonstrates knowledge of methods for utilizing technology in instruction.	Assesses effective types of technology to use for instruction.	Integrates technology with instruction to maximize students' learning.	Engages students in higher level thinking through the integration of technology.	

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4e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.	Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	
4f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.	Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Encourages students to create and manage learning teams.	
4g. 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.	Communicates effectively both orally and in writing. Recognizes a variety of methods for communicating effectively with students.	Demonstrates the ability to communicate effectively with students. Provides opportunities for students to articulate thoughts and ideas.	Uses a variety of methods to communicate effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	Establishes classroom practices that encourage all students to develop effective communication skills.	

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4h. 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.	Demonstrates awareness of multiple indicators or measures of student progress.	Interprets data on student progress accurately and can draw appropriate conclusions.	Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills and dispositions.	Uses information gained from assessment activities to improve teaching practice and students' learning. Provides opportunities for students to assess themselves and others.	
Standard 5: Teachers reflect on their practice 5a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.	Recognizes multiple sources of information on students' learning and performance.	Identifies data sources to improve students' learning.	Uses data to provide ideas about what can be done to improve students' learning.	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	

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5b. Teachers link professional growth to their professional goals. Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.	Acknowledges the importance of ongoing professional development.	Attends required or expected activities for professional growth.	Participates in recommended activities for professional learning and development.	Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	
5c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.	Acknowledges the importance of using research-verified approaches to teaching and learning.	Demonstrates knowledge of current research-verified approaches to teaching and learning.	Uses a variety of research-verified approaches to improve teaching and learning.	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	