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INTRODUCTION

The mission of the Department of Education, Psychology and Health is to ensure candidates have the knowledge, disposition, and repertoire of skills to prepare widely diverse students for lifelong learning. The Conceptual Framework of the Department of Education, Psychology, and Health has been transformed into the organizing theme of 21st Century Professional Educator. The Department of Education, Psychology, and Health supports and embodies the mission of the University by promoting excellence in educator training as its primary responsibility. The Teacher Education Program (TEP) expands beyond the 21 county service areas in North Carolina through collaboration, cooperation and partnerships.

The Department of Education, Psychology, and Health directs a high quality teacher education program within the Conceptual Framework of 21st Century Professional Educator. The primary purpose of the TEP at Elizabeth City State University is to produce educators who use the decision-making process to guide student outcomes. The Teacher Education Program reflects its decision-making emphasis in its four curricular components: (1) general education, (2) specialty area courses, (3) professional studies, and (4) academic concentrations. The governing body of the Department of Education, Psychology, and Health’s Teacher Education Program is the Teacher Education Advisory Council. The Council consists of representatives from each area having education licensure programs, members of the campus, community, and representatives from P-12 schools.

Teacher candidates engage in a structured sequence of field and clinical experiences throughout their coursework. During coursework, candidates examine professional development which includes: comprehension, observation of, and reflection on both theory and practice through a structured sequence of field experiences. EDUC 210: Introduction to Education is the beginning point of the transition from recipient to active participant.

After the introduction to the foundations of teaching, candidates are involved in methods courses and internships. Candidates begin to examine many areas relevant to instruction and to analyze the planning needed to be effective in each area. Candidates learn to identify and sort appropriate and inappropriate instructional practices in simulations and micro-teaching settings. At this level of clinical and field experiences, candidates become familiar with:

- problems and decision-making within their specialty
- best practices used in problem-solving and decision-making
- instructional materials and strategies
- varied assessments and evaluations
- how to effectively use data

Clinical Practice, the culminating experience, is the full application of teaching knowledge and skill. At this point, candidates become educational decision-makers. During this practicum period, continuous staff meetings, debriefings, observation and conferences in conjunction with actual teaching allow and encourage evaluation of both theory and wisdom of practice. As candidates engage in teacher behavior, they have to execute content-specific problem-solving strategies appropriate to their discipline. The cooperating teacher and the university supervisor assist the

Revised: July 2017
candidate in reflecting upon the numerous decisions made. These reflective activities demand that candidates analyze, clarify and synthesize their knowledge and skills, as they relate to decision making.

This handbook has been prepared to facilitate the development of the prospective teacher by focusing on the role of the candidates, cooperating teachers, and university supervisors. It outlines the regulations governing the student teaching experience.
CONCEPTUAL FRAMEWORK

The Conceptual Framework of the Dr. Helen Marshall Caldwell Department of Education, Psychology, and Health is consistent with the mission of Elizabeth City State University. With a focus on the North Carolina Department of Public Instruction - 21st Century Skills and the State’s mission for all public school students, the Conceptual Framework was revised to depict the vision and purpose in preparing educators for employment in P-12 schools. These educators are global competitors, advocates of diversity, healthy and responsible citizens, critical thinkers and innovators, embedded technology users and effective communicators and collaborators who are capable of meeting the diverse needs of all learners.

Supported by a strong knowledge base, the Conceptual Framework provides a system for ensuring coherence and a well-articulated professional commitment to student knowledge of content, teaching competence, leadership, and learning. This is reflected in the curriculum, instruction, and clinical experiences provided to develop the knowledge, skills, and dispositions valued in educators. The Conceptual Framework provides the direction for programs, courses, candidate performance, scholarship, service, and unit accountability. Coherence exists among the conceptual framework, courses, field experiences, clinical practice, internships, and learner outcomes—what candidates know and are able to do.

The Conceptual Framework’s organizing theme changed during spring 2014 when the faculty and partners re-examined curriculum and program offerings. The research bases of cognitive development (Hunt, 1981), globalization and diversity (Banks & Banks, 2003; Carano & Berson, 2007; Gibson, Rimmington & Landwehr-Brown, 2008), effective teaching (Marzano, 2007; Stronge, 2007, Darling-Hammond (2011, reflective practice (Cruickshank, 1987; Brubacher, Case, & Regan, 2000; Reiman, 1999, 2007), and technology (Brabec, Fisher, & Pitler, 2004; ISTE-NETS, 2000; Klopfer, Osterweil, Groff, & Haas (2009), Groff & Mouza (2008); Crapell (2012); Helsper & Eynon

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(2010); Nasah, DaCosta, Kinsell, & Seok, S. (2010); & Valenza (2006),) were reviewed and
determined to continue to be essential in highlighting the qualities of the institutional standards. With
an emphasis on dispositions connected with professional behavior, the team reviewed the Code of
Ethics for North Carolina Educators (1998) as the source of defining educator standards of
commitment to students, the school and school system, and the profession. Thus, in 2014, the
Conceptual Framework organizing theme was revised to be 21st Century Professional Educator.

By design, the Conceptual Framework model is dynamic and is structured philosophically to embrace
the changing contexts of teaching and learning. Supported by multiple forms of knowledge drawn
from many disciplines, research, best practices, historical and cultural perspectives, and the
dispositions valued by the educational and local community, its major tenets encompass the
following three areas:

Area One, the triangle, includes the learning community collaborative partners that joined
together to develop the 21st Century Professional Educator. These three equal partners include the
university, local education agency, and family/community. These stakeholders believe in
accountability, quality assurance, collaboration, diversity, and equity.

Area Two, the hexagon, includes the six themes that describe the professional educator. These six
themes are paramount throughout preparation and as such are the outcomes expected of the
21st Century Professional Educator. The knowledge, dispositions, and skills were refined in
2014 and are delineated for one who is a global competitor, advocate of diversity, healthy and
responsible citizen, critical thinker and innovator, embedded technology user, and an effective
communicator and collaborator. These essential characteristics in the institutional standards are
assessed both formally and informally and are aligned with North Carolina Department of Public
Instruction Standards (NCDPI), the Interstate New Teacher Assessment and Support Consortium
(INTASC), the Council for the Accreditation of Educator Preparation (CAEP), and the North
Carolina Standards for School Executives (NCSSE).

Area Three, the three interlocking circles, includes the major components that encompass the
knowledge and skill requirements of candidates at the initial and advanced levels that include:
Professional Knowledge, Pedagogical Knowledge, and Content Knowledge. At the initial level,
the Teacher Education Program at Elizabeth City State University seeks to produce skilled educators
who demonstrate a potential for developing the expertise needed for high student achievement. At
the advanced level, students must have completed an equivalent liberal arts or science degree prior to
entering the graduate programs, and hold licensure as a highly qualified teacher. In addition, at the
advanced level for school leadership, students must have three years of teaching experience.

Candidate Proficiencies Aligned with Professional and State Standards

All specialty areas reflect the unit’s Conceptual Framework and appropriate professional
program standards for the NCDPI. These standards are correlated with the standards for beginning
teachers (INTASC).

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POLICIES AND PRACTICES THAT GOVERN THE CLINICAL PRACTICE EXPERIENCE

Purpose
The purpose is to afford the teacher candidate an opportunity to gain experiences in applying informed decision making skills while obtaining competence in all areas of classroom teaching.

Placement
Only one teacher candidate will be assigned a cooperating teacher during the school year. (Candidates will not be assigned clinical practice at their child’s nor immediate family members’ school.)

Cooperating Teacher
A stipend will be given to the cooperating teacher upon the completion of student clinical practice assignment in which he/she works with a candidate full-time.

Cooperating Teacher Qualifications
The cooperating teacher must be tenured. It is desirable that all cooperating teachers hold a master’s degree and/or National Board Certification. Additional LEA and state requirements may be requested.

Clinical Practice Assignment
All assignments of clinical practice must be approved by the Director of Teacher Education, U-STEP Director and LEA (when applicable).

Student-ECSU Public School Relationship
Candidates engaged in clinical practice must conduct themselves in a professional manner as defined by the Code of Ethics for teachers in North Carolina and in collaboration with the public school partners (please refer to pages 18-19).

School Districts Policies
The candidate must abide by the same policies of the local school as those required of regular teachers, in addition to those created by the local school system specifically for candidates.

Professional Appearance
The candidate is expected to present an acceptable professional appearance. He/she must also abide by any written dress code established by the local school or major department for professional personnel. Failure to do so or defiance of specific requests made by public school or university officials will be considered grounds for dismissal (please refer to page 10).

Professional Attitudes/Behavior
High standards of professional performance and attitude are expected of every candidate. The candidate should assume the role of classroom teacher as rapidly as evidenced by their professional their professional demeanor and to think, dress, and act according to the ideals of a teacher.

Courses During Student Teaching
Policy: Candidates will not be permitted to take courses concurrently with student teaching.
Lesson Plans
Lesson plans are required and must be submitted to and approved by the Cooperating Teacher. A format can be used that is acceptable to both the University Supervisor and Cooperating Teacher. Effective teaching performance can only be achieved through adequate preparation.

Triad Conference
Regularly scheduled professional conferences between the cooperating teacher and candidate are required. When the University Supervisor visits the school, three-way conferences prove valuable. A TRIAD Meeting will be held at the beginning of each semester.

Substitute Teaching
Candidates are not allowed to substitute teach during their student teaching experience.

Access to Student Records
Under the guidance of the cooperating teacher, the candidate may have access to school records. It is important that the candidate learn to use cumulative and objective data and to interpret the various records, grades, test scores, etc, in a professional, tactful, and confidential manner. Student records are confidential!

Discipline
School systems have specific, legal procedures in matters related to discipline. These “Codes of Student Behavior” provide the pupils their due process under this law, provide a legal process for appropriate acts or actions teachers may take, and are obligatory on the part of faculty members. Violations of school district policy may result in court action

Teacher candidates should be thoroughly familiar with these policies and procedures of the school system.

Request for Absence
Request for leave of absence forms must be completed and submitted to the University Supervisor. Teacher candidates must notify the principal and cooperating teacher of any absences in advance when possible (telephone call, email). All absences must be made-up before clearance of your clinical experience. Candidates must complete 15 weeks (75 days) of clinical experience.
Elizabeth City State University
Teacher Education
Clinical Practice Dress Code Guidelines

All students visiting a school, to complete clinical practice for Elizabeth City State University, must
dress appropriately and professionally at all times.

You must abide by the following when completing field experiences:

- Dress and appearance must be clean. Appearance must not disrupt class or learning
  activities.
- Clothing and/or tattoos should not promote alcoholic beverages, tobacco, controlled
  substances, profanity, nudity, violence or sex by words or symbols.
- Any clothing made of denim cannot be worn, this includes: pants, skirts and jumpers.
- Denim skirts and jumpers/dresses may be worn if allowed by the participating school. Denim
  may be worn on a designated spirit day, workday, or casual day, if this has been adopted by
  the school.
- Sweatpants cannot be worn.
- Piercings can be worn in ears only.
- Clothing cannot be tight-fitting nor short. This includes pants, dresses and shorts. Clothing
  cannot be low-cut in the chest area. Halter-tops/tube-tops are permitted. The chest area cannot
  be exposed when standing, sitting or bending.
- Flip-flops, bedroom slippers or sneakers are prohibited (P.E. students can wear clean
  sneakers). Sneakers may be worn on a designated spirit day, workday, or casual day, if this
  has been adopted by the school.
- Shirts must be tucked inside. Ties must be worn for men during classroom instruction.
- Hairstyles must reflect professionalism and should not be a distraction to student learning.

Students will be required to adhere to the dress code as stated above and must adhere to any
additional policies set forth by the school where clinical practice is being completed. Those
who choose to violate guidelines instituted will be subject to removal from field placement.
Reasonable accommodations will be considered based on religion, cultural heritage or medical
reasons. A request for waiver must be submitted to the Office of Teacher Education.

9-17-12
TIMELINE

The clinical practice internship is 15 weeks (75 days).

North Carolina Department of Public Instruction requires teacher candidates to complete teacher education programs in North Carolina Institutions of Higher Education (IHEs) have varied clinical practice experience at each level indicated on the designated license. An example would be Elementary Education: License is designated K-6.

The first placement will last for 13 consecutive weeks. The second placement (observation) will last for 2 weeks.

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<th>Recommended Schedule</th>
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<td>Week 1</td>
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<td>Week 4</td>
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<td>Week 7</td>
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Students are expected to work during teacher workdays, attend seminars, trainings, open house, after school participation (parent teacher conferences, PTO meetings, special school events). These days will be counted toward the 75 required student teaching days.

Inclement weather days must be made up.
ROLE AND RESPONSIBILITIES OF THE CANDIDATE
GUIDELINES FOR CLINICAL PRACTICE

Candidate – A student who has been admitted to the Teacher Education Program and has completed all required courses leading to Clinical Practice.

Clinical Practice – A period of time (75 days) candidates are assigned to a school for training under a certified cooperating teacher.

Rules and Regulations Regarding Clinical Practice

1. Candidate must complete 15 weeks (75 days) of Clinical Practice.
2. Candidates are not to be employed during the daytime while they are in the field.
3. Candidates cannot substitute teach while they are doing their Clinical Practice.
4. Candidates are required to attend meetings as they are scheduled by the University. These days will not count as a part of the “75” days.
5. Candidates who need to be absent must complete the Request for Leave Form and have approval of the Cooperating Teacher and University Supervisor. In case of an emergency, the form must be completed immediately upon return.
6. All Candidates must attend meetings as designated by their Cooperating Teacher.
7. The Candidate is held accountable for making up days missed.
8. Classes should not be taken during the Clinical Practice period. Only with permission from Administration may a candidate take classes while being engaged in Clinical Practice.
10. Candidates who fail to meet any of the established guidelines may be removed from Clinical Practice.
11. If a student is unsuccessful in the completion of Clinical Practice II he or she may choose to graduate with a degree in their current major if they have required credit hours with the stipulation that they will not be able to apply for a NC Teaching License through Elizabeth City State University.
ROLE OF THE CANDIDATE

Clinical practice is a learning process in the teacher education curriculum. It involves the candidate, cooperating teacher, administrators, and the ECSU university supervisor working together. By accepting a clinical practice assignment, candidates are acknowledging they have the necessary knowledge, skills, and dispositions to be successful as a candidate. Teacher candidates will progress from observer with minimal participation to full teaching responsibilities.

The candidate understands and cooperates with all stakeholders who collaboratively share the responsibility for his or her learning and performance during the clinical experience. The following list of suggestions concerning day-to-day activities and responsibilities will help facilitate these collaborative relationships:

- place school duties and responsibilities ahead of personal wishes and accept all assigned duties
- strive to exemplify the attitudes and actions of a teacher rather than those of a student
- conform to school regulations and policies and to local standards of behavior and dress
- report for all school appointments and duties on schedule
- plan all work and submit plans to the cooperating teacher prior to the teaching of a class
- safeguard all personal and confidential information concerning pupils and use it only for professional purposes
- refrain from making unfavorable remarks about the college program, the cooperating school, and the community
- be courteous to both adults and children
- express appreciation for courtesies extended
- practice continual self-assessment as means for improving teaching performance
- treat everyone fairly and respectfully
- strive for personal and professional growth through continued study and effort

Plan for Guided Observations by the Candidate

An important part of the student teaching experience is observing procedures and techniques of a master teacher. The master teacher will guide the candidate in observations. During pre-conferences identify specifics to observe, such as:

- Pay attention to students, their activities, and their reactions as well as to the subject matter being taught
- Pay particular attention to the type of activities engaged in by those vitally interested in the lesson and by those who seem to have no interest and prepare to discuss these with the cooperating teacher
- Observe the different techniques and methods being used by the teacher
- Observe how the teacher relates class work to actual life situations
- Observe the balance of student/student and teacher/student participation in classroom discussions and activities
- Observe classroom management techniques
- Observe materials being used by the teacher to increase the effectiveness of the class
- Observe care for students with differing abilities
- Observe assessment techniques
- Observe student engagement practices

Equally important are follow-up conferences which allow for collaboration between the cooperating teacher and candidate to discuss what was observed and provide an opportunity to explain the “whys.” Talking through the decision-making process gives the candidate insight into the kinds of decisions teachers make and the contributing factors. These follow-up conferences provide opportunities for the cooperating teacher and the candidate to reflect on the observation such as what worked and why, what would be changed the next time, and how student characteristics influenced the lesson.
EXPECTATIONS FOR CLINICAL PRACTICE EXPERIENCE

Early participation in the classroom helps teacher candidates gain confidence. Readiness is further developed through observing all classroom activities, critically analyzing what is seen, planning carefully and gradually assuming the responsibility of a teacher. During the beginning weeks of clinical practice one is expected to become acquainted with the school and students. The following are a few suggestions:

- reading to children
- checking the roll
- passing out and collecting papers
- working with children who need individual or group assistance
- assembling teaching materials for use in the classroom
- writing assignments on the board
- reviewing student records
- observing in other classrooms

Candidates are expected to be on time for all assigned tasks and in attendance each day for school and classes. In case of illness or other emergencies that prevent attendance at school, the candidate must notify the University Supervisor and the Cooperating Teacher immediately. A record of all absences should be maintained by the University Supervisor and the Cooperating Teacher.

Candidates must attend all meetings and professional activities as the cooperating teachers. Such meetings and activities may include PTA and in-service workshops. If problems or concerns arise, involving the candidate such as tardiness, attendance, and participation during the internship, the cooperating teacher will contact the university supervisor immediately.

Planning is a continuous process. Since success in the classroom is paramount, the cooperating teacher and the candidate must collaborate to develop a program that utilizes the strengths of the candidate. The following are suggestions for planning sessions designed to accomplish this:

- the cooperating teacher and candidate should decide which units are to be taught by each and for how long
- methods of teaching and evaluating the candidates should be discussed and agreed upon
- the objective for each lesson should be cooperatively developed
- references and study materials should be selected and reviewed
- experience with a variety of teaching methods and techniques subject matter, kinds of candidates taught, and teaching aids should be planned
- the theory of learning through participation should be practiced and plans should be made to involve the candidate in a wide variety of active teaching situations
• the candidate should be allowed to teach from lesson plans without interference from the cooperating teacher unless situations develop which would be determined to the welfare of the pupils

The candidate will work cooperatively with the cooperating teacher in evaluating the students’ work. By working together skills are developed enabling the use of evaluation techniques for motivational purposes and measuring students’ academic achievement. The candidate must be knowledgeable of new trends in education and begin to develop skills necessary to become informed decision-makers.
CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS  
Adopted by the North Carolina State Board of Education (June 5, 1997) 

PREAMBLE  
The purpose of this Code of Ethics is to define standards of professional conduct. 

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship.

The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator will adhere to the following three commitments:

I.  **Commitment to the Student**

A. Protects students from conditions within the educator’s control that circumvent learning or are detrimental to the health and safety of students.

B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

C. Evaluates students and assigns grades based upon the students’ demonstrated competencies and performance.

D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II.  **Commitment to the School and School System**

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

E. When acting in an administrative capacity:
1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
3. Protects the rights of others in the educational setting and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the school district, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.
LESSON PLAN GUIDE

Clinical practitioner instructional plans are to be submitted to the cooperating teacher for approval prior to teaching the class. Clarify with the cooperating teacher when and where the lesson plans are to be submitted. Time should be provided for the cooperating teacher to review the plans, make recommendations, if applicable, and return them to the candidate corrections or additions (initial and date the plans). Lesson plans should be neat, legible and free of grammatical errors. **CANDIDATES ARE NOT TO TEACH WITHOUT APPROVED LESSON PLANS BY THE COOPERATING TEACHER.**

This guide may be used to analyze planning strengths and areas needing improvement. It is not meant to be a checklist or a recipe for success. However, questions to guide the candidates thinking (reflection) in a productive manner are included in each section.

**Surroundings**
Sometimes the failure of the lesson is not the plan but what happened before or after the lesson.
If candidates are moving from a maximum activity class such as physical education to a math class they will need a different transition than a language arts lesson to math. Closely related to the flow or transition from lesson to lesson are management expectations. Check instructions to be sure they do not include too many gray areas of behavior which are not easily identified or discriminated.

- Are behavior expectations specified?
- Are consequences of inappropriate behavior specified?
- What are the routines you will expect candidates to follow?
- What cues should be used?
- Have sponge activities, extension tasks, or extended assignments been listed?

**Objectives**
Check your criteria for clarity. If it is too long and complex it will be difficult for you to teach to the objective. Secondly, check the level of the objective and the cognitive level of the evaluation for synthesis. Keep in mind that a good objective is effective only if a careful task analysis is done. The task analysis should be appropriate for the content and the students’ developmental level.

- Are objectives specific, observable, and measurable?
- Does the assessment align with the objective?

**Transfer**
It will be very difficult to gain students’ attention if they see no transfer of skills or knowledge from a previous lesson or their interests. The challenge is to integrate the lesson with the larger instructional goals. Comfortableness and a sense of control are both important to students learning. A lesson that is too different or too demanding may cause a behavior management issue.

- Should the lesson be two or three separate lessons?
- Should the task be redefined?
Checkpoints
It is very easy to assume the students know more than they do or less than they do. Unless you have extensive knowledge of the students, a guided practice step will save time and many headaches.

- Was guided practice used or did the lesson go directly from teacher input to independent practice?
- Did monitoring and adjusting continue throughout the lesson?
- Did the instructions and assignments allow for different learning styles?

Pacing
Probably the most difficult instructional skill to learn is correct pacing. The pacing will depend on the students, the context, and the content.

- Was the pace matched to the instructional approach?
- Was there collaboration with the cooperating teacher for best practices in pacing?

Materials
The selection and organization of materials and equipment are often overlooked but can make or break a lesson.

- Are the materials and equipment easily accessible?
- Has consideration been given to the distribution and use of materials and equipment easily accessible?
- Who is responsible for returning materials and equipment to the proper place?
# Six-Step Lesson Plan

**Name** ____________________________  
**School** ____________________________  

**Class/Subject** ____________________________  
**Block/Period** ________  
**Date** ____________  

**Objective**  

---

## Elements of Lesson Design

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activities and Setting</th>
<th>Materials and Supplies</th>
<th>Time</th>
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<tr>
<td><strong>1. Focus and Review</strong></td>
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<tr>
<td>&lt; Focus the learner’s attention</td>
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<td>&lt; Relate previous learning</td>
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<td>&lt; Diagnose prerequisite skills</td>
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<td>&lt; Give reasons why learning is important</td>
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<td><strong>2. Statement of Objectives</strong></td>
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<tr>
<td>&lt; Let candidates know exactly what is expected</td>
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<td>&lt; Alert candidates to essential learning</td>
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<td><strong>3. Teacher Input</strong></td>
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<tr>
<td>&lt; Presenting information (e.g., lecture, demonstration)</td>
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<td>&lt; Checking for understanding</td>
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<td>&lt; Monitoring and adjusting</td>
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<td><strong>4. Guided Practice</strong></td>
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<tr>
<td>&lt; Monitor all candidates’ first attempts at new learning</td>
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<td>&lt; Prevent candidates from repeating errors</td>
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<td><strong>5. Independent Practice</strong></td>
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<td>&lt; Practice new learning alone</td>
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<td>&lt; Internalize new skills</td>
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<tr>
<td>&lt; Acquire speed and fluency</td>
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<tr>
<td><strong>6. Closure</strong></td>
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<tr>
<td>&lt; Encapsulate lessons</td>
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<tr>
<td>&lt; Summarize major concepts</td>
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<tr>
<td>&lt; Allow learning to be expanded with later lessons or recalled for application</td>
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Revised: July 2017

22
5-E Lesson Plan Template

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Your E-Mail Address:</th>
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</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>Subject Area:</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>Lesson Length:</td>
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</tbody>
</table>

THE TEACHING PROCESS

Lesson Overview

Unit Objectives:

Standards addressed (NC ES SCS or national)

List of Materials

INSTRUCTIONAL SEQUENCE

Phase One: Engage the Learner
These activities mentally engage students with an event or question. Engagement activities capture students’ interest and help them to make connections with what they know and can do. The teacher provides an orientation to the unit and assesses students' prior understanding of the concepts addressed in the unit.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the students doing?</th>
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</thead>
<tbody>
<tr>
<td>Encouraging the students to use what they already know to make observations</td>
<td>Talking with their peers and with the teacher about observations</td>
</tr>
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</table>

Phase Two: Explore the Concept
Next, students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point, because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept. Students must spend significant time during this stage of the model talking about their experiences, both to articulate their own understanding and to understand another's viewpoint.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the student’s doing?</th>
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<tbody>
<tr>
<td>Walking around the room, talking to the students and encouraging them.</td>
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</table>

Phase Three: Explain the Concept and Define the Terms
Only after students have explored the concept does the curriculum and/or teacher provide the scientific explanation and terms for what they are studying. The teacher may present the concepts via lecture, demonstration, reading, or multimedia (video, computer-based). Students then use the terms to describe what they have experienced, and they begin to examine mentally how this explanation fits with what they already know.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking questions and listening to student’s responses to assess their understanding.</td>
<td>Sharing their answers with the class.</td>
</tr>
</tbody>
</table>
**Phase Four: Elaborate on the Concept**

The next stage of the model serves to help students elaborate on their understanding of the concept. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. By discussing their ideas with others, students can construct a deeper understanding of the concepts.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the students doing?</th>
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</thead>
<tbody>
<tr>
<td>Monitoring class behavior.</td>
<td></td>
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<tr>
<td>Encouraging and prompting students to make connections.</td>
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</tbody>
</table>

**Phase Five: Evaluate students' Understanding of the Concept**

The final stage of the model has a dual purpose. It is designed for the students to continue to elaborate on their understanding and to evaluate what they know now and what they have yet to figure out. Although the key word of the stage is evaluate, the word does not indicate finality in the learning process. Indeed, students will continue to construct their understanding of these broad concepts throughout their lives. Evaluation of student understanding should take place throughout all phases of the instructional model. The evaluate stage, however, is when the teacher determines the extent to which students have developed a meaningful understanding of the concept.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading the class in discussion about what they did and how it relates to them.</td>
<td>Sharing their work with the class and making connections about what they learned to what they already knew.</td>
</tr>
</tbody>
</table>
PRINCIPLES OF EFFECTIVE CLASSROOM MANAGEMENT

- Use clear instructional language so students understand the work and the procedures for accomplishing it.
- Establish accountability systems by monitoring work in progress, establishing routines for returning work, and providing regular feedback to students.
- Realize that each student has basic needs that must be met, including food, rest, self-respect, and freedom from fear.
- Avoid placing students in frustrating academic situations that will cause them to “act out.”
- Recognize that the manner in which a teacher addresses a student often affects the way the student responds.
- Monitor the behavior of the rest of the class while working with small groups.
- Use unobtrusive signals to inform students they are misbehaving.
- Know which distraction to ignore and which to act upon, since constant attention to monitor disturbances makes it more difficult to correct major ones.
- Talk with parents concerning their child’s problems.
- Use discipline methods appropriate to students’ maturity.
- Stop misbehavior before disciplinary measures becomes necessary.
- Refer discipline problems to the principal only in accordance with established procedures.
TIPS ON DISCIPLINE

• Never give an order you do not mean to enforce.
• The response of the child is action. Give your command to stimulate action, not to check it. Say, “do this” rather than don’t do that. Suggest an action which can be successfully obeyed.
• Give a child time for reaction.
• Be honest in what you say and do. A child’s faith in you is a great help.
• Always be fair and consistent. It isn’t punishment, but injustice that makes a child rebel against you.
• Be friendly. Always show an interest in what they are doing.
• Command good qualities and actions.
• Try being constructive, not responsive, in all dealings with children.
• Remember that a sense of humor is extremely valuable.
• Do not take your personal feelings and prejudices out on the children.
• Maintain poise at all times. Do not lose your temper.
• Look for good qualities – all children have them.
• Listen for suggestions and complaints from the children.
• Follow up on all discipline cases. Be certain that you still have the respect and confidence of the child.
• Set a good example.
• Be sincere in your work.
• Never hold a child up to public ridicule. It is the surest way of creating a discipline problem.
WHAT THE
COOPERATING
TEACHER
SHOULD KNOW
ROLE OF THE COOPERATING TEACHER

An important responsibility of the cooperating teacher is to oversee the progress of the candidate. At the same time, the cooperating teacher should accept the candidate as a professional associate and plan professional experiences that will enhance the candidate’s performance as a teacher. In carrying out his/her responsibilities, the cooperating teacher should plan for the initial orientation of the candidate to the classroom and to the school. The cooperating teacher should:

- Acquaint himself/herself with the program of clinical practice as proposed by the University
- Create an atmosphere of acceptance of the candidate on the part of the cooperating teacher, the students, the faculty and the community
- Introduce the candidate to classroom routines and instructional procedures
- Develop the candidate’s awareness of teaching strategies, techniques, and procedures
- Provide opportunities and participation on the part of the teacher in various classes and extra-class activities
- Introduce the candidate to the schedule of classes gradually
- Help the candidate understand, the background of the students, the class schedules, curriculum, materials and equipment, the school regulations, and reports to parents, etc.
- Orient the candidate to the accepted formats of planning
- Establish a climate in which the candidate gradually develops skill in planning and continuously evaluates their planning procedures
- Provide for the continuous evaluation of the candidate through frequently planned conferences, self-evaluation by the candidate evaluation forms, as well as self-evaluation
- Guide the candidate in attaining cooperatively established objectives
- Provide opportunities for professional growth through attending professional meetings, staff meetings, using of the library/Internet and building of a personal library
CHARACTERISTICS OF AN EFFECTIVE COOPERATING TEACHER

The influence of the licensed teacher who helps the candidate develop from novice to expert cannot be emphasized too strongly. The teacher who is working everyday with pupils has credibility and an array of practices to share with this novice.

Criteria for Selecting Cooperating Teachers

The following are basic criteria recommended in the selection of cooperating teachers:

- A tenured teacher is required in the area of specialization with a demonstrated capacity for conveying both theoretical and practical ideas to others.
- At least one year in the current teaching assignment.
- An expressed willingness to accept candidates and a commitment to spend the time necessary for supervision.

In addition to the above basic criteria, the following criteria are suggested:

- Possess a Master’s degree and/or National Board Certified Teacher.
- Be skilled at demonstrating methodology of teaching.
- Be able to evaluate the work of candidates objectively.
- Allow the candidate to be a teacher in the classroom.
- Allow the candidate to experiment.
- Be flexible enough to develop new methods and approaches in cooperation with the candidate.

Desired Dispositions

The following modeling characteristics are not meant to be definitive. However, these dispositions in cooperating teachers are valuable for candidates:

- evidence of knowledge of content
- enthusiasm for teaching
- evidence of continuous professional development
- management of classroom behavior and atmosphere
- respect for the dignity and worth of all individuals
- use of effective human relations skills in dealing with students, candidates, parents, and other professionals
- ability to plan effectively in speaking and writing including: clarifying and explaining as necessary
- successful application of theory and research in planning, instructing, evaluating, and management to classroom practice
- utilization of school and community resources
- knowledge of overall curricular goals and objectives
- construction of appropriate evaluation instruments for candidates
- ability to utilize effective techniques in supervising and evaluating the candidate
- collaboration with the candidate as a professional colleague
- provision of written and oral progress reports and conference opportunities for the candidate
- provision of encouragement, understanding, and cooperation for the candidate
Standard I: 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.

Teachers should:
- 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.

Teachers should:
- 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.

Teachers should:
- 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.

Teachers should:
- 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.

Teachers should:
- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

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| Standard 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.

Teachers should:
- 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.

Teachers should:
- 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.

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

Teachers adapt their teaching/or 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.

Teachers should:
- 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.

Teachers should:
- 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

Standard III: 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.

Teachers should:
- 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.
- 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.

Teachers should:
- 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, 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.

Teachers should:
- 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

**Standard 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.

Teachers should:
- 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.

Teachers should:
- 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.

Teachers should:
- 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.

Teachers should:
- 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.

Teacher should:
- 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.

Teachers should:
- 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.

Teachers should:
- 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.

Teachers should:
- 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

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<tr>
<th>Standard V: Teachers Reflect On Their Practice</th>
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**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

### Standard 6: Teachers Contribute to the Academic Success of Students

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

A teacher’s rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.

The student growth value places a teacher into one of three rating categories:
- Does not meet expected growth: the student growth value for the teacher is lower than what was expected per the statewide growth model.
- Meets expected growth: the student growth value for the teacher is what was expected per the statewide growth model.
- Exceeds expected growth: the student growth value for the teacher exceeds what was expected per the statewide growth model.

For the 2012-13 school year, a teacher’s student growth value is based only on the student growth values for the individual students taught by that teacher (i.e., this comprises 100% of the sixth standard rating for the teacher).

For the 2012-13 school year, if an educator does not have a growth value for his or her individual students, the growth value will be based on the data for the entire school.

Note: Teachers whose student growth value is based on data for the entire school will not have that data count toward a three-year rolling average for determination of effectiveness status (see Effectiveness of Teachers section below).

All local school boards shall use student growth values generated through a method approved by the State Board of Education.

**Effectiveness of Teachers**

Per federal requirements, the State must adopt definitions of effective and highly effective teachers.
A highly effective teacher is one who receives a rating of at least “accomplished” on each of the Teacher Evaluation Standards 1-5 and receives a rating of “exceeds expected growth” on Standard 6 of the Teacher Evaluation Instrument. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.

An effective teacher is one who receives a rating of at least “proficient” on each of the Teacher Evaluation Standards 1-5 and receives a rating of at least “meets expected growth” on Standard 6 of the Teacher Evaluation Instrument.

A teacher in need of improvement is one who fails to receive a rating of at least “proficient” on each of the Teacher Evaluation Standards 1-5 or receives a rating of “does not meet expected growth” on Standard 6 of the Teacher Evaluation Instrument.

A three-year rolling average of student growth values generates the sixth standard rating to determine teacher effectiveness. Only student growth values based on the individual students taught by a teacher will be used to determine the three-year rolling average for that teacher.
PLANNING FOR THE CANDIDATE

Introduction to School

- Prepare for the candidate; include a desk or work space.
- Introduce the candidate to administrative staff, fellow teachers, students, support staff and other building personnel.
- Supply the candidate with essential data concerning the student groups with whom he/she will work.
- Provide the clinical practitioner with information about school routine, policies and regulations; location of students’ records; co-curricular activities; your classroom policies on discipline, facilities; available teaching materials; sources of school supplies; policies regarding fund-raising and student purchasing supplies/materials. (Remind the candidate about limitations on supplies furnished by the schools and “ownership” of instructional materials made with school supplies).
- Acquaint the candidate with and monitor progress maintaining attendance registers, grade books, and other required records.
- Provide the candidate with a copy of the faculty handbook to read.
- Determine, with the clinical practitioner, procedures to follow in case of absences (Candidates are to notify you as soon as possible if they are to be absent. They are also responsible for submitting lesson plans and materials to the school in case of absence).
- Help him/her realize that you are concerned about his/her problems with you.
- Help him/her feel free and at ease in discussing his/her problems with you.
- Help him/her to get acquainted with the community. Invite him/her to participate in school and community activities
- Help him/her to get acquainted with the other staff members and encourage him/her to feel at ease in the school.
- Plan to conference regularly with him/her about his/her duties and responsibilities during his/her clinical practice assignment.
- Plan to give some responsibilities immediately.
- The cooperating teacher should accept the candidate as a professional associate.
Introduction into Teaching

Inducting candidates into the instructional process is a gradual process that depends on variables such as ability of the candidate, the characteristics of the students, and teaching responsibilities.

The observation-teaching schedule should be collaboratively planned by the university supervisor and the cooperating teacher. However, since many of the candidates are at their sites before the first visit of the university supervisor, initial experience may need to be planned.
THE COOPERATING TEACHER’S
GUIDELINES FOR SUPERVISING CANDIDATES

Candidates begin clinical practice with varying degrees of readiness for assumption of responsibilities. Regardless of their preparation program, personal, and professional readiness varies widely. The supervising teacher must determine the readiness of the candidate to assume teaching responsibilities. Skill in determining readiness and providing for growth can greatly enhance the effectiveness of the supervising teacher’s work with candidates.

GUIDELINE 1: Help the candidate develop a professional attitude toward all roles of the teacher.

CONCEPT: A prospective teacher who is treated as a professional is more apt to behave like a professional.

PROCEDURE: Introduce the candidate as an equal (i.e., another teacher who is going to assist you for a period of time).

GUIDELINE 2: Help the candidate maintain a professional self-image, fully aware of his/her strengths and areas needing improvement.

CONCEPT: A professional self-image is essential before desirable growth can take place.

PROCEDURES:

a. Encourage students to display courtesy, cooperation, and appreciation toward their candidate
b. Observe and review the strengths and weaknesses of the candidate

GUIDELINE 3: Develop a classroom atmosphere that will encourage acceptance of the candidate as a co-worker.

CONCEPT: An atmosphere of acceptance and security is conducive to professional growth.

PROCEDURES:

a. Demonstrate to the candidate that you are interested in him/her, and that you have confidence in his/her abilities.
b. Maintain an open mind toward the candidates’ suggestions and act on those which appear to be promising.
c. Develop a good working relationship with the candidate.
GUIDELINE 4: Plan carefully for the growth of the candidate.

CONCEPT: All beginning professionals tend to imitate their superiors but they should be encouraged to develop their own professional dispositions.

PROCEDURES:

a. Provide opportunities for participation, first as a candidate and then as a novice teacher
b. Demonstrate procedures and methods to increase skill in teaching and to show the many responsibilities of the teacher
c. The candidate should know the plans a day in advance - - even if the teacher will be in charge of the class
d. As the candidate gains confidence, more independence in planning can be exercised (Unit plans are required to be designed in advance)

GUIDELINE 5: Help the candidate develop positive, constructive approaches for classroom management.

CONCEPT: Students may not stay on tasks due to poor classroom management strategies and techniques.

PROCEDURES:

a. Respect diversity.
b. Use a variety of teaching strategies.
c. Include behavioral management strategies in your lesson plans.

GUIDELINE 6: Help the clinical practitioner recognize evaluation as the chief means of professional growth and improvement.

CONCEPT: If the candidate is to make improvements now and to continue to grow (with more experience) he/she must be willing to seek and receive help and to develop an attitude of self-reflection.

PROCEDURES:

a. Establish good rapport with the candidate. Gain his/her confidence and respect; criticize with empathy; let him know that you have made mistakes and are still trying to learn.
b. Emphasize strengths and successes during the early phase of student teaching.
c. Never leave the candidate in doubt as to how he/she is getting along.
d. Progress reports and records can be used advantageously; trusting your memory for details is dangerous.
e. Make assessment comprehensive; do not let a single factor (such as personality, effort, or scholastic record) overly influence the final judgment.
f. Treat evaluation of the candidate cooperatively. All who share in directing his/her experiences should contribute to the evaluation.
# ADDRESSING CONCERNS OF THE COOPERATING TEACHER

<table>
<thead>
<tr>
<th>Concern</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to notify cooperating teacher before school day begins that he/she will be absent</td>
<td>Notify university supervisor immediately; warn candidate that this behavior will not be tolerated.</td>
</tr>
<tr>
<td>Arriving to school late</td>
<td>Talk with candidate; if this persists notify university supervisor.</td>
</tr>
<tr>
<td>Failure to submit lesson plan accordingly</td>
<td>Do <strong>NOT</strong> allow clinical practitioner to teach without lesson plans approved by you in advance. If plans are late, but you reviewed them, remind candidate of schedule for submitting plans; if this occurs more than once, contact the university supervisor.</td>
</tr>
<tr>
<td>Planning is inappropriate/inadequate</td>
<td>No teaching without approved lesson plans. Offer suggestions for improving plans. Notify the university supervisor as soon as possible.</td>
</tr>
<tr>
<td>Failure to incorporate suggestions or follow directions</td>
<td>Discuss expectations with candidate; if behavior continues notify the university supervisor.</td>
</tr>
<tr>
<td>Inadequate knowledge of content methodology</td>
<td>Offer assistance (books, online materials and resources, etc.); notify university supervisor immediately.</td>
</tr>
</tbody>
</table>

Discuss all concerns with the university supervisor (or call the Director of Teacher Education) before they become major problems. During these weeks, candidates will make mistakes. With your guidance, however, they can learn from all experiences. The candidates’ incompetence that interferes with your students’ learning should not be allowed to continue.
ROLE OF THE SCHOOL PRINCIPAL

The principal or designee will establish and maintain a strong positive environment for the candidate, will organize and manage school resources to support this effort, and will aid the candidate in developing a sense of professionalism. The principal or designee can help candidates understand the requirements to be a member of a public school faculty and can serve as an important resource toward the resolution of any problems that arise. The principal or designee, and the university supervisor working together will create those structures, policies or working procedures that make positive communication and strong professional experience. In addition, the principal’s or designee’s role in the clinical practice experience involves the following:

- establishing a strong working relationship with the university supervisor
- developing with his or her staff a sense of professional commitment to the candidate
- working cooperatively with the university supervisor to place candidates in classrooms with cooperating teachers and in classroom situations that will best meet their individual needs
- establishing procedures to inform parents and the community of the purposes and activities related to candidate
- providing space, materials, and time to support the candidate’s activities
- taking an active interest in the progress of the candidate and work with cooperating teachers to solve special problems arising from clinical practice experiences
- working with the university supervisor and cooperating teachers to solve problems that arise from clinical practice experiences.
ROLE OF THE UNIVERSITY SUPERVISOR
SUPERVISION OF CLINICAL PRACTICE

The University Supervisor is a representative from Elizabeth City State University who is the liaison between the clinical practice site and the Department of Education. For the candidate, the University Supervisor provides support, instructs the candidate in theory, practical methods of teaching, observations and evaluations. University Supervisors collaborate with cooperating teachers to establish an observation schedule.

The university supervisor’s responsibilities are:

- Visit, at least four times, each candidate who has been assigned specifically with the objectives of (a) initial visit/orientation, (b) two interim visits to check progress, and (c) a final visit during the full-time teaching period for evaluative purposes.

- Consult with cooperating teachers and other professionals in order to analyze the performance of candidates and plan experiences that will lead to greater understanding and improvement of their teaching.

- Consult with cooperating school personnel on curricular, instructional and organizational matters when requested.

- Submit all evaluation forms.

- Determine a final grade in conjunction with the cooperating teacher.

- With the candidate on the completion of required evidence.

- Evaluate candidate’s TaskStream Electronic Portfolio.

- Establish and maintain good relationships between Elizabeth City State University and the LEAs.

- Acquaint LEAs with the philosophy, objectives, organization and content of the Teacher Education Program.

NOTE: The final grade should be supported by a sufficient number of completed, dated and signed evaluation forms. The candidate should receive a copy of each evaluation form completed by the university supervisor and the cooperating teacher. The candidate should be informed of the final grade. In cases where the candidate challenges a final grade, the Director of Teacher Education should serve as the internal point of challenge.
OTHER POLICIES AND PROCEDURES

• EVALUATION & GRADING OF CANDIDATES

• WITHDRAWAL/DISMISSAL POLICIES

• POLICY FOR REINSTATEMENT OF CANDIDATES

• PROCEDURE FOR NOTIFYING ELIZABETH CITY STATE UNIVERSITY REGARDING CONCERNS

• WARRANTY PROGRAM PROCEDURE
EVALUATION AND GRADING OF CLINICAL PRACTICE EXPERIENCES

Clinical practice, feedback, and responses and reactions to the feedback are utilized to evaluate the candidate. Evaluation in the dynamic, classroom setting is considered an ongoing process to facilitate candidate development of knowledge, skills, and dispositions in becoming an effective teacher. Further, evaluation is considered an ongoing process used to assist candidates in becoming highly qualified teachers (HQT). The candidate, cooperating teacher, and university supervisor form the triad team involved in the evaluation process.

The evaluation and resulting grades will be based on the outcomes of the teacher evaluation instrument. These criteria (rating forms) should be applied in the following manner:

- During the initial clinical practice visit, the university supervisor should provide an overview of the clinical practice experience.

- During the three interim visits, the university supervisor observes the candidate and completes the Candidate Formative Assessment Form. The triad confers on the candidate’s progress.

- During the final week of the full-time teaching period, the IHE/LEA form should be completed and submitted directly to the Office of Teacher Education, by the cooperating teacher and university supervisor.

- Turn in university supervisor evaluation forms at the conclusion of the clinical practice period to the Office of Teacher Education.

Results and information from the rating forms will be used to help determine a letter grade for the clinical practice. The following grading scale will be used: A; B; C; D; F. If the university supervisor and cooperating teacher grades differ, a numerical grade must be submitted by each and the results averaged.
STUDENT TEACHING EARLY RELEASE GUIDELINES

The North Carolina Department of Public Instruction gives IHEs the opportunity to allow students to be released early from student teaching to accept full-time teaching positions.

Conditions to be met prior to releasing the student teacher/intern:

- At least 13 of the 15 weeks of student teaching internship must be completed
- At least three satisfactory or better observations on file in the Office of Teacher Education
- One satisfactory observation during the 15 consecutive days of full-time teaching
- A mentor assigned from the employing school system
- The intern must agree to be released but retains the right to refuse the release in order to complete the internship and shall do so without repercussion from the university.

Early Release Guidelines

- If a principal chooses to hire a student teacher early, the student must inform and seek approval from the Director of Teacher Education at ECSU.
- The Director of Teacher Education shall immediately notify the students’ current principal and cooperating teacher via telephone, email and/or school visit.
- The student will access the Request for Early Release Form on the Teacher Education website under forms and documents. The form is also located in the Clinical Practice II Handbook.
- If approval is granted, the following LEA personnel must sign the Request for Early Release Form:
  - Student
  - Cooperating Teacher
  - Principal
  - Employing District Mentor
  - Employing District Principal/Superintendent
  - University Supervisor
  - Director of Teacher Education
  - Chair – Department of Education, Psychology, and Health

- After all signatures have been obtained and the form is in the Office of Teacher Education, the student will be notified of official release. A copy of the form will be sent to the current and requested school principal.
Office of Teacher Education
Elizabeth City State University
Student Teaching Early Release Request Form

<table>
<thead>
<tr>
<th>EMPLOYING AGENCY</th>
<th>School District:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Employing School:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TO</th>
<th>Office of Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elizabeth City State University</td>
</tr>
<tr>
<td></td>
<td>Campus Box 856</td>
</tr>
<tr>
<td></td>
<td>Elizabeth City, NC 27909</td>
</tr>
<tr>
<td></td>
<td>Fax: 252.335.3554</td>
</tr>
</tbody>
</table>

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<th>FROM</th>
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<table>
<thead>
<tr>
<th>DATE</th>
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</table>

<table>
<thead>
<tr>
<th>Name of Student Teacher/Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Position Requested</td>
</tr>
<tr>
<td>Date Requested to Begin Employment</td>
</tr>
<tr>
<td>Name of the Assigned Mentor</td>
</tr>
</tbody>
</table>

Clinical Practice Acknowledgement

__________________________  __________________________
Principal                      Cooperating Teacher

Employing District

__________________________  __________________________
Student Teacher/Intern           Mentor

__________________________
Principal/Superintendent

Elizabeth City State University Approvals:

__________________________  __________________________
University Supervisor           Director of Teacher Education

Chair-Department of Education, Psychology, and Health
WITHDRAWAL/DISMISSAL POLICIES

A. Policies for Withdrawal

1. Appropriate officials of the University or Local Education Agency (LEA) may initiate a recommendation for dismissal.

2. The candidate may withdraw upon written request to the Director of Teacher Education. A response in writing and a conference will be held within 5 working days with the Clinical Practice Committee (Student, Program Chair, University Supervisor, Director of Teacher Education, and Chair of Education, Psychology, and Health.)

3. Copies of the termination letter submitted to the candidate by the Director of Teacher Education will be provided for the designated LEA representative, the Cooperating Teacher, the University Supervisor.

B. Procedures

1. Candidate may be dismissed for failure to meet the established clinical practice guidelines and responsibilities.

2. Written recommendation for dismissal may be initiated by the cooperating teacher, other appropriate LEA officials, the university supervisor, and/or appropriate university officials. This recommendation, stating reasons, will be submitted to the Director of Teacher Education.

3. Dismissal for failure to maintain acceptable levels of teaching proficiency.
   
   a. The cooperating teacher will notify the university supervisor regarding any serious concerns. Specific deficiencies should be identified and written suggestions and a time line for improvement will be provided for the candidate. The university supervisor will respond with an immediate site visit, evaluation and conference with the cooperating teacher and candidate.
   
   b. If the candidate fails to improve during the specified period, or as soon as the deficiencies are deemed significant enough to inhibit pupil’s progress, termination of the candidate’s assignment should be recommended.

4. Upon making a decision for dismissal, the Director of Teacher Education will notify the candidate and the above policies will be implemented.

5. The candidate has the right to appeal the dismissal to the Teacher Advisory Council.
PROCEDURE FOR NOTIFYING
ELIZABETH CITY STATE UNIVERSITY REGARDING CONCERNS

*Procedure to follow for notifying ECSU of possible problems/concerns regarding assigned candidate(s):*

If after all the recommendations and implementation strategies have been exhausted without positive results, the candidate will be removed from the field with proper documentation.

Once the candidate has been removed from the field the Clinical Practice Committee will counsel the student regarding his/her options:

a. The candidate may elect to receive an “I” in clinical practice provided he/she is willing to rectify the identified areas of concern and problems in the current semester.

b. The candidate may remove the “I” in the following semester by successfully completing the clinical practice experience.

After the first five (5) week period, periodic reports will be made by the cooperating teacher in conjunction with the university supervisor.
ELIZABETH CITY STATE UNIVERSITY'S
NEW TEACHER SUPPORT INITIATIVE

NEEDS-BASED  The Office of Teacher Education developed a beginning teacher assistance program. This program is designed to ensure excellence in teaching performance of the Teacher Education Program graduates by providing to them and to employing schools a system of needs-based professional improvement. The program, begun in the Spring of 1989, provides a three-year “warranty” for any teaching graduate who has achieved initial North Carolina licensure and who is employed in a participating North Carolina School System in the area of licensure.

TEAM  Any graduate experiencing professional difficulties in demonstrating acceptable teaching performance during the first year of employment will be provided professional services through the first two years of teaching. The Office of Teacher Education, in collaboration with a clinical team consisting of appropriate university faculty and site personnel, will develop an individually-prescribed improvement plan.

INDIVIDUAL ASSISTANCE PLAN  The Individual Assistance Plan is designed to include experiences to be pursued, and specifics for assessment. By providing such services as on-site direct assistance, counseling, campus-based workshops or courses, and individual assistance with university specialists, the Office of Teacher Education becomes an advocate for its graduates, a resource to local school systems, and an active participant in the evaluation of teaching by graduates in the real context of teaching and learning.

EXPECTED OUTCOMES  • greater retention of beginning teachers in the teaching pool;
• improved public image of the ECSU Teacher Education Program;
• increased quality in the performance of teaching graduates;
• improved professional relationships between the Teacher Education Program and local school systems; and
• improved P-12 student learning
RELATED INFORMATION

- LICENSURE PROCESS
- UNIVERSITY-SCHOOL TEACHER EDUCATION PARTNERSHIP (U-STEP)
- 2 + 2 TEACHER PREP PROGRAM
- TASKSTREAM
- SCHOOL LEADERSHIP PROJECT/IMPACT ON STUDENT LEARNING PROJECT
THE LICENSURE PROCESS

After successfully completing the clinical practice experience and all course requirements, candidates may seek licensure. In order for candidates to apply for their license, the following documentation from the clinical practice experience must be submitted to the Office of Teacher Education:

- Progress Report
- Mid-term Grade Report
- Observation Report
- Candidate Formative Assessment
- LEA/IHE Certification of Teaching Capacity
- Pearson Foundations of Reading, General Curriculum, PRAXIS II Specialty Test Score Report, if applicable

Occasionally, you will receive a job offer before you receive your license. In that case your potential employer will ask for a license verification letter. The Office of Teacher Education will gladly generate a letter for you once you complete the licensure process and request a license verification letter.

Applying for your NC Teaching License

NCDPI Online Licensure System
https://vo.licensure.ncpublicschools.gov/datamart/loginNCDPI.do;jsessionid=120D14CA52776667E5FC612AD4902D52.1-3f4de6c0

This is a one-stop shop for educators, school systems, and the general public to verify North Carolina educators' licenses. Additionally, educators and school systems can submit license applications, renew a license, and update their contact information, among other services.

North Carolina’s Initial License

Standard Professional 1 (SP1) Licenses are valid for three years. To be issued a SP1 License, an individual must have: 1) completed a state approved teacher education program from a regionally accredited college or university, or 2) completed another state's approved alternative route to licensure, met the federal requirements to be designated as “Highly Qualified,” and earned a bachelor's degree from a regionally accredited college.
Licensure Testing Policy Update

Effective for Degrees Conferred On or After July 1, 2014 for Both In-State and Out-of-State Applicants
All Middle Grades, Secondary Grades, and K-12 initial SP1 licensure applicants (with the exception of Elementary Education and Exceptional Children: General Curriculum) are required to:
1. Take the North Carolina State Board of Education (SBE) approved licensure exam(s) for each initial licensure area at least once during the first year of teaching
2. Pass the SBE approved licensure exam(s) for each initial licensure area in order to convert the initial SP1 to the SP2 license
3. All Exceptional Children license area applicants, other than Exceptional Children: General Curriculum, are required to pass all SBE approved licensure exams for the teaching area prior to the license being issued

Note: If the degree was conferred prior to July 1, 2014 previous SBE testing requirements apply.

Effective for Degrees Conferred On or After October 1, 2014 for Both In-State and Out-of-State Applicants
A. Elementary Education (K-6) initial SP1 licensure applicants are required to pass all of the following SBE approved licensure exams in order to qualify for licensure:
   - Pearson Foundations of Reading Test (090): **minimum required score - 229**
   - Pearson General Curriculum Test
     - Multi-subjects Subtest (103): **minimum required score - 227**
     - Mathematics Subtest (203): **minimum required score - 227**

Note: If the degree was conferred prior to October 1, 2014 current SBE testing requirements apply.

B. Exceptional Children: General Curriculum (K-12) initial SP1 licensure applicants are required to:
   - Pass Praxis II test 5543 - Special Education: Core Knowledge and Mild to Moderate Applications prior to the license being issued: **minimum required score - 158**
   - Take all of the following tests at least once during the first year of teaching:
     - Pearson Foundations of Reading Test (090)
     - Pearson General Curriculum Test for North Carolina
     - Multi-subjects Subtest (103)
     - Mathematics Subtest (203)
   - Pass all of the following tests in order to convert the initial SP1 to the SP2 license:
     - Pearson Foundations of Reading Test (090): **minimum required score - 229**
     - Pearson General Curriculum Test
     - Multi-subjects Subtest (103): **minimum required score - 227**
     - Mathematics Subtest (203): **minimum required score - 227**

Note: If the degree was conferred prior to October 1, 2014 current SBE testing requirements apply.

Grace Period for Transition to New Pearson Testing Requirements Ended 12-31-14
A. Fall 2014 Elementary Education approved program completers will be allowed to use Praxis II test 5015 to meet licensure requirements if the test was taken and passed before October 1, 2014
B. Fall 2014 EC: General Curriculum approved program completers will be allowed to use Praxis II tests 0511/5511 and 0543/5543 to meet licensure requirements if both were passed before October 1, 2014

North Carolina State Board of Education Approved Licensure Testing Websites
A. Praxis II Testing - [https://www.ets.org/praxis/nc](https://www.ets.org/praxis/nc)

2-3-15

Revised: July 2017
UNIVERSITY-SCHOOL TEACHER EDUCATION PARTNERSHIP (U-STEP)

U-STEP is designed to unite the university education system to the public school system. In this collaboration, the University and the public school system will work together to train University students to become skilled teachers. The partnership focuses on the mutual goal of enhancing teaching, learning and research in schools.

The present partnership is between the Department of Education, Psychology, and Health at Elizabeth City State University and area school systems.

PHASE I- YEAR-LONG STUDENT CLINICAL PRACTICE

Field experiences in Elizabeth City State University’s Teacher Education Program are systematically planned to involve students in increasingly real teaching experience activities. Students begin their field experiences in the sophomore year in EDUC 210- Professional Studies I- Introduction to Education completing 15 hours and continue this process for each methods course. The field experience required for all methods courses is the basis for the time in the field during the first semester prior to the candidates’ student teaching experience. The courses in this sequence constitute the first semester of the year-long experience.

Cooperating teachers are chosen by the principals and central office administrators at the respective schools. The university selects university supervisors with extensive public school experiences. To enhance communication, the cooperating teacher and the university supervisor will have an orientation as part of the collaborative efforts to provide a workable productive experience for the candidates throughout the clinical process.

Candidates will benefit from a longer period of classroom clinical experiences. During the second semester of the candidate’s senior year, the candidate will complete 15 weeks of teaching with the cooperating teacher as mentor. This includes 2 weeks of observation. Candidates will develop a portfolio using TaskStream, keep a reflective daily journal and/or videotape conferences to use as tools for analysis and professional development. Performance of the candidates will be assessed by using rubric, observation, reflection, and feedback practices.
PHASE II- SUPPORT FOR INITIALLY LICENSED TEACHERS

Faculty in institutions of higher education which prepares teachers are expected to be involved with the public schools in genuine ways that go beyond simply supervising candidates. Phase II of the U-STEP program is to ensure that faculty members support the initially licensed teacher through the first three years of teaching and beyond.

Assistance may include the following:

- Providing learning materials for new teachers
- Continue ongoing relationship with new teachers through school visits and email
- Collaboratively designing curriculums for public school students and teacher education programs
- Formalized partnerships
- Grant activities
- Conducting/sponsoring professional development activities or in service teachers which would offer CEU’s
- Working with groups of public school students on campus or at the school site
- Sponsor after-school programs for public school students

*Students are encouraged to contact the Teacher Education Office once a teaching contract has been signed.*
2 + 2 TEACHER PREPARATION PARTNERSHIP PROGRAM

The 2 + 2 Teacher Preparation Partnership Program is a joint initiative that has been established with our community college partners. This collaborative initiative has been a significant step towards producing "home grown" teachers to meet the demand for classroom teachers in North Carolina.

College of The Albemarle (Manteo, NC) and Halifax Community College (Weldon, NC) are the two off-site programs that offer the Bachelor of Science/Elementary Education Degree at their locations through ECSU. Students earn an Associate of Arts Degree in pre-elementary education at the community college. Students in the 2 + 2 Teacher Preparation Partnership Program then complete their junior and senior level courses through ECSU for their Bachelor of Science/Elementary Education Degree at the community college site.
TASKSTREAM

TaskStream is web-based software used to manage curriculum design, assessment, evaluation, and monitoring in a single, systematic approach. TaskStream solutions are designed to support and improve processes such as assessment and reporting, the recording of achievement, and quality assurance (www.taskstream.com). All education majors are required to have a TaskStream portfolio. Students submit assignments by various checkpoints as they matriculate through the program. All checkpoints must be met preferably by mid-term during the final semester (during clinical practice).

SCHOOL LEADERSHIP PROJECT/IMPACT ON STUDENT LEARNING

The North Carolina Department of Public Instruction requires that all candidates seeking a teaching license through an approved Teacher Education Program submit evidence in four areas. Two of those areas are Impact on Student Learning (Evidence #5) and School Leadership (Evidence #6). Students must work with their advisors, program coordinators, and course instructors to ensure that they are meeting the minimum requirements.

The School Leadership Project’s proposal may be completed the semester prior to clinical practice. The project is implemented during clinical practice. This requirement will show the evidence that the student demonstrates leadership and collaboration abilities. The Impact on Student Learning Project shows how teaching effectively has an impact on student learning and how analyzing data and using various assessment strategies should be used for driving instruction. Students will be required to complete the projects by the deadline given.

UNIT PLAN

The unit plan should demonstrate your ability pedagogical knowledge, specifically your ability to plan sequential lessons that are differentiated for a diverse population of students, utilize technology appropriately to enhance student learning, and integrate at least two subject areas, one of which must be literacy instruction (reading and/or writing) and the other which must be your content area. The unit plan serves as Electronic Evidence 3 (EE3) for the North Carolina Department of Education. It should have been completed and evaluated in one of your methods courses. Please use the evaluation feedback you received in the course to revise the unit plan if necessary and attach it here.
CLINICAL PRACTICE GUIDELINES AND RESPONSIBILITIES

1. The candidate must abide by the same policies of the local school as those required of regular teachers, in addition to those created by the local school system specifically for candidates.

2. The candidate is expected to present an acceptable professional appearance. He/she must also abide by any written dress code established by the local school or major department for professional personnel. Failure to do so or defiance of specific requests made by public school or university officials will be considered grounds for dismissal.

3. Candidates are not allowed to use cell phones during regular working hours.

4. Lesson plans are required and must be submitted to and approved by the Cooperating Teacher. A format can be used that is acceptable for both the University Supervisor and Cooperating Teacher.

5. Candidates are not allowed to substitute teach during student teaching experience.

6. Request for leave of absence forms must be completed and submitted to the University Supervisor. Teacher candidates must notify the principal and cooperating teacher of any absences in advance when possible (telephone, email). All absences must be made-up before clearance of clinical experience. Candidate must complete 75 days of clinical experience. Students who fail to contact the school when absent (“no show”) will be subject to removal from the field.

7. Candidates are held to the same standards of behavior as expected of regular teachers employed by the local education agency including: social standards, dress, attendance, use of appropriate language, or cooperative relationships with the school system.

8. All candidates must have a clear background on file. If changes occur, the Office of Teacher Education must be notified immediately.

9. Candidates must report to school and for all school appointments, duties and meetings on schedule.

10. Candidates must safeguard all personal and confidential information concerning students and use it only for professional purposes.

11. I have read the Elizabeth City State University Clinical Practice Handbook including the Code of Ethics for North Carolina Educators in the Clinical Practice Handbook.

12. I have read the dress code guidelines required by Teacher Education at Elizabeth City State University.

I have read the above statement, CLINICAL PRACTICE GUIDELINES AND RESPONSIBILITIES, and agree to accept and abide by the policies and conditions stated herein.

Candidate Name: ________________________________ Date: ________________________________

ACKNOWLEDGE OF SIGNATURE

Cooperating Teacher: ________________________________ Date: ________________________________

Principal: ________________________________ Date: ________________________________

Revised: July 2017
Candidate

Date ___/___/____

Cooperating Teacher

Recommended Mid-Term Grade

Comments:
CANDIDATE OBSERVATION REPORT

Candidate  ____________________________________________  ____________________________  ____________________________

Last  First  Middle

Subject(s) Taught  ____________________________  Grade(s) ____________________________

Total Days Observed  ________________  Total Days Taught  ________________

Dates:  Beginning: _____/_____/______  Ending: _____/_____/______

School  ____________________________

Address  ____________________________

City  State  Zip

County  ____________________________

Approved by:  ____________________________  _____/_____/_____

Principal  Date

______________________________  _____/_____/_____

Cooperating Teacher  Date

______________________________  _____/_____/_____

University Supervisor  Date

______________________________  _____/_____/_____

Director of Teacher Education  Date
CANDIDATE REQUEST FOR LEAVE FORM

NAME _______________________________ DATE ______________________

Date(s) of absences ______________________________________________

Notified: Cooperating Teacher _____Yes _____No

University Supervisor _____Yes _____No

Nature of absence (Explain) _______________________________________

(For example: family emergency; personal illness; child care, etc.)

__________________________________________  ______________________

University Supervisor Date

__________________________________________  ______________________

Cooperating Teacher Date
Rubric for Evaluating North Carolina Teachers (Required)

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation.

Name: ___________________________ Date: ___________________________

School: ___________________________ District: ___________________________

Evaluator: ___________________________ Title: ___________________________

Start Time: ___________________________ End Time: ___________________________

Standard I: Teachers demonstrate leadership

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 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.</td>
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</tr>
<tr>
<td>Takes responsibility for the progress of students to ensure that they graduate from high school.</td>
<td>Communicates to students the vision of being prepared for life in the 21st century.</td>
<td>Evaluates student progress using a variety of assessment data.</td>
<td>Encourages students to take responsibility for their own learning.</td>
<td></td>
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</tr>
<tr>
<td>Provides evidence of data driven instruction throughout all classroom activities.</td>
<td></td>
<td>Creates a classroom culture that empowers students to collaborate.</td>
<td>Uses classroom assessment data to inform program planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes a safe and orderly classroom.</td>
<td></td>
<td></td>
<td>Empowers and encourages students to create and maintain a safe and supportive school and community environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses data to understand the skills and abilities of students.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

| b. 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 monitor and support teachers to improve the effectiveness of their departments or grade levels. |
| Attends professional learning community meetings. | . . . and | . . . and | . . . and |
| Participates in professional learning community. | Assumes a leadership role in professional learning community. | Collaborates with school personnel on school improvement activities. |
| Displays awareness of the goals of the school improvement plan. | | Assumes a leadership role in implementing school improvement plan throughout the building. | |

Approved as of August 2008

Revised: July 2017
### c. 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.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</td>
<td>. . . and Contributes to the improvement of the profession through professional growth.</td>
<td>. . . and Promotes positive working relationships through professional growth activities and collaboration.</td>
<td>. . . and Seeks opportunities to lead professional growth activities and decision-making processes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### d. 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.

<table>
<thead>
<tr>
<th>Observation</th>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows about the policies and practices affecting student learning.</td>
<td>. . . and Supports positive change in policies and practices affecting student learning.</td>
<td>. . . and Participates in developing policies and practices to improve student learning.</td>
<td>. . . and Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### e. 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.ncptsi.org](http://www.ncptsi.org)).

<table>
<thead>
<tr>
<th>Observation</th>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</td>
<td>. . . and Demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</td>
<td>. . . and Knows and upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</td>
<td>. . . and 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments

### Examples of Artifacts:
- Lesson plans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees
- Relevant data
- Class rules and procedures
- Participation in The Teacher Working Condition Survey
- Professional Learning Communities
- Membership in professional organizations
- Formal and informal mentoring
- Surveys
- National Board Certification
- Discipline records
### Standard II: Teachers establish a respectful environment for a diverse population of students

**a. 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.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>• Appreciates and understands the need to establish nurturing relationships.</td>
<td>• and</td>
<td>• Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.</td>
<td>• and</td>
<td>• Maintains a positive and nurturing learning environment.</td>
</tr>
</tbody>
</table>

**b. 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.

| ✓           | • Acknowledges that diverse cultures impact the world. | • and | • Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. | • and | • Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. | • and | • Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. |
| ✓           | • Demonstrates awareness of the diversity of students in the classroom. | • and | • Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student’s development and attitudes. | • and | • Consistently incorporates different points of view in instruction. | • and | • Capitalizes on diversity as an asset in the classroom. |

**c. 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.

| ✓           | • Holds high expectations of students. | • and | • Communicates high expectations for all students. | • and | • Encourages and values contributions of students, regardless of background or ability. | • and | • Helps students hold high expectations for themselves and their peers. |

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Approved as of August 2008

Revised: July 2017
### d. Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with a 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.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Is knowledgeable of effective practices for students with special needs.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>❑ Recognizes that students have a variety of learning needs.</td>
<td></td>
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</tr>
<tr>
<td>❑ Collaborates with specialists who can support the special learning needs of students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>❑ Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>❑ Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>❑ Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</td>
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<td></td>
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</tr>
<tr>
<td>❑ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>❑ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</td>
<td></td>
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</tbody>
</table>

### e. 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.

<table>
<thead>
<tr>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Responds to family and community concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Communicates and collaborates with the home and community for the benefit of students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>❑ Recognizes obstacles to family and community participation and consciously seeks solutions to overcome them.</td>
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</tr>
<tr>
<td>❑ Promotes trust and understanding throughout the school community.</td>
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</tbody>
</table>

### Comments

### Examples of Artifacts:

- Student profiles
- Student surveys
- Cooperation with ESL teachers
- Lessons that integrate international content
- Documentation of referral data and use of IEPs
- Communications with parents/community
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons
**Standard III: Teachers know the content they teach**

**a. 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.

<table>
<thead>
<tr>
<th>Observation</th>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Demonstrates an awareness of the North Carolina Standard Course of Study and references it in the preparation of lesson plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Elementary: Begins to integrate literacy instruction in selected lessons.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>Secondary: Recognizes the importance of integrating literacy strategies within the content areas.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Elementary: Integrates effective literacy instruction throughout the curriculum.</td>
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<tr>
<td>✓</td>
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</tr>
<tr>
<td>Secondary: Incorporates a wide variety of literacy skills within content areas to enhance learning.</td>
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</tr>
<tr>
<td>✓</td>
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<tr>
<td>Elementary: Evaluates and reflects upon the effectiveness of literacy instruction.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary: Evaluates and reflects upon the effectiveness of literacy instruction within content areas.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**b. Teachers know the content appropriate to their teaching specialty:** Teachers bring a richness and depth of understanding to their classrooms by knowing their subject 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.

<table>
<thead>
<tr>
<th>Observation</th>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extends knowledge of subject beyond content in their teaching specialty and sparks students’ curiosity for learning beyond the required course work.</td>
<td></td>
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</tr>
</tbody>
</table>

Revised: July 2017
### North Carolina Teacher Evaluation Process

#### c. 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.

<table>
<thead>
<tr>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Understand the links between grade/subject and the North Carolina Standard Course of Study.</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ✔️ Displays global awareness. | | | | | |}
| | | and | Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study. | | Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. | |
| | | | Promotes global awareness and its relevance to the subjects. | | Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school. | |
| | | | Integrates global awareness activities throughout lesson plans and classroom instructional practices. | | | |

#### d. 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.

<table>
<thead>
<tr>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identifies relationships between the core content and 21st century content.</td>
<td>Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.</td>
<td>Deepens students’ understandings of 21st century skills and helps them make their own connections and develop new skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identifies relationships between the core content and 21st century content.</td>
<td>Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.</td>
<td>Deepens students’ understandings of 21st century skills and helps them make their own connections and develop new skills.</td>
</tr>
</tbody>
</table>

#### Comments


#### Examples of Artifacts:
- Display of creative student work
- Use of NC Standard Course of Study
- Lesson plans
- Content standards

Revised: July 2017
## Standard IV: Teachers facilitate learning for their students

### a. 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.

<table>
<thead>
<tr>
<th>Observation</th>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Understands developmental levels of students and recognizes the need to differentiate instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Underststands developmental levels of students and appropriately differentiates instruction.</td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Assesses resources needed to address strengths and weaknesses of students.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>☑ Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>☑ Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</td>
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</tr>
<tr>
<td>☑ Encourages and guides colleagues to adapt instruction to align with students' developmental levels.</td>
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</tr>
<tr>
<td>☑ Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.</td>
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</tbody>
</table>

### b. 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.

<table>
<thead>
<tr>
<th>Observation</th>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Recognizes data sources important to planning instruction.</td>
<td>☑</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>☑ Uses a variety of data for short- and long-range planning of instruction.</td>
<td>☑</td>
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</tr>
<tr>
<td>☑ Monitors and modifies instructional plans to enhance student learning.</td>
<td>☑</td>
<td></td>
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</tr>
<tr>
<td>☑ Monitors students' performance and responds to individual learning needs in order to engage students in learning.</td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.</td>
<td>☑</td>
<td></td>
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</tr>
</tbody>
</table>

### c. 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.

<table>
<thead>
<tr>
<th>Observation</th>
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<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Ensures the success of all students through the selection and utilization of appropriate methods and materials.</td>
<td>☑</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>☑ Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.</td>
<td>☑</td>
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</tr>
</tbody>
</table>
### d. 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.

<table>
<thead>
<tr>
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<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>. . and</td>
<td>. . and</td>
<td>. . and</td>
<td>. . and</td>
<td>Provides evidence of student engagement in higher level thinking skills through the integration of technology.</td>
</tr>
<tr>
<td>EQ</td>
<td>Assesses effective types of technology to use for instruction.</td>
<td>Demonstrates knowledge of how to utilize technology in instruction.</td>
<td>Integrates technology with instruction to maximize student learning.</td>
<td>Provides evidence of student engagement in higher level thinking skills through the integration of technology.</td>
<td></td>
</tr>
</tbody>
</table>

### e. 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.

<table>
<thead>
<tr>
<th>Observation</th>
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<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>. . and</td>
<td>. . and</td>
<td>. . and</td>
<td>. . and</td>
<td>Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.</td>
</tr>
<tr>
<td>EQ</td>
<td>Understands the importance of developing students’ critical-thinking and problem solving skills.</td>
<td>Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.</td>
<td>Teaches students the processes needed to:</td>
<td>Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>provides critical thinking and problem solving skills.</td>
<td></td>
<td>. . and . . and . . and</td>
<td>Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.</td>
<td></td>
</tr>
</tbody>
</table>

### f. 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.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>. . and</td>
<td>. . and</td>
<td>. . and</td>
<td>. . and</td>
<td>Fosters the development of student leadership and teamwork skills to be used beyond the classroom.</td>
</tr>
<tr>
<td>EQ</td>
<td>Provides opportunities for cooperation, collaboration, and leadership through student learning teams.</td>
<td>Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td>Encourages students to create and manage learning teams.</td>
<td>Fosters the development of student leadership and teamwork skills to be used beyond the classroom.</td>
<td></td>
</tr>
</tbody>
</table>
g. **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.

<table>
<thead>
<tr>
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<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to effectively communicate with students.</td>
<td>Uses a variety of methods for communication with all students.</td>
<td>Creates a variety of methods to communicate with all students.</td>
<td>Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</td>
<td>Establishes school-wide and grade-appropriate vehicles to encourage students throughout the school to develop effective communication skills.</td>
<td></td>
</tr>
<tr>
<td>Provides opportunities for students to articulate thoughts and ideas</td>
<td>Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively</td>
<td>Establishes classroom practices, which encourage all students to develop effective communication skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

h. **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.

<table>
<thead>
<tr>
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<th>Accomplished</th>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses indicators to monitor and evaluate student progress.</td>
<td>Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.</td>
<td>Uses the information gained from the assessment activities to improve teaching practice and student learning.</td>
<td>Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.</td>
<td>Encourages and guides colleagues to assess 21st-century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</td>
<td></td>
</tr>
<tr>
<td>Assesses students in the attainment of 21st-century knowledge, skills, and dispositions.</td>
<td>Provides evidence that students attain 21st-century knowledge, skills and dispositions.</td>
<td>Provides opportunities for students to assess themselves and others.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

**Examples of Artifacts:**
- Lesson plans
- Display of technology used
- Professional development
- Use of student learning teams
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
- Collaborative lesson planning

**Approved as of August 2008**

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Revised: July 2017
**Standard V: Teachers reflect on their practice**

### a. 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.

<table>
<thead>
<tr>
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<th>Developing</th>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the need to improve student learning in the classroom.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Provides a detailed analysis about what can be done to improve student learning and what can be done to improve student achievement.</td>
</tr>
</tbody>
</table>

### b. Teachers link professional growth to their professional goals

Teachers participate in continued, high-quality professional development that reflects a global view of educational practice: 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.

<table>
<thead>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the importance of professional development.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Applies and implements knowledge and skills attained from professional development consistent with its intent.</td>
</tr>
</tbody>
</table>

### c. 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.

<table>
<thead>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is knowledgeable of current research-based approaches to teaching and learning.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Adapts professional practice based on data and evaluates impact on student learning.</td>
</tr>
</tbody>
</table>

### Comments

**Examples of Artifacts:**

- Lesson plans
- Formative assessments
- Student work
- Professional growth plan
- Completion of professional development
- Participation in professional learning community
- Formative and summative assessment data
Rubric for Evaluating North Carolina Teachers
Signature Page

Teacher Signature __________________________  Date ____________

Principal/Evaluator Signature __________________________  Date ____________

Comments Attached: _____Yes _____No

Principal/Evaluator Signature (Signature indicates question above regarding comments has been addressed).  Date ____________

Note: The teacher’s signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Approved as of August 2008

Revised: July 2017
# LEA/IHE Certification of Teaching Capacity

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td>1e.1 Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Climate/Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</td>
<td></td>
</tr>
<tr>
<td>1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>2a.1 Maintains a positive and nurturing learning environment.</td>
<td></td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student.</td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td></td>
</tr>
<tr>
<td>2b.2 Incorporates different points of view in instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate initials: ______
<table>
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<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Teachers align their instruction with the North Carolina Standard Course of Study.</td>
<td>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</td>
<td>Met □ Not Met</td>
</tr>
<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>Met □ Not Met</td>
</tr>
<tr>
<td>3d. Teachers make instruction relevant to students.</td>
<td>3d.1 Integrates 21st century skills and content in instruction.</td>
<td>Met □ Not Met</td>
</tr>
<tr>
<td>4c. Teachers use a variety of instructional methods.</td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
<td>Met □ Not Met</td>
</tr>
<tr>
<td>4d. Teachers integrate and utilize technology in their instruction.</td>
<td>4d.1 Integrates technology with instruction to maximize students’ learning.</td>
<td>Met □ Not Met</td>
</tr>
<tr>
<td>4e. Teachers help students develop critical-thinking and problem-solving skills.</td>
<td>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</td>
<td>Met □ Not Met</td>
</tr>
<tr>
<td>4f. Teachers help students to work in teams and develop leadership qualities.</td>
<td>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td>Met □ Not Met</td>
</tr>
</tbody>
</table>

**Evaluation/Assessment**

| 1a. Teachers lead in their classrooms.                                          | 1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard.                                                          | Met □ Not Met   |
| 4h. Teachers use a variety of methods to assess what each student has learned.   | 4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.                                                                                           | Met □ Not Met   |
| 4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions. | 4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.                                                                                                                          | Met □ Not Met   |
| 5a. Teachers analyze student learning.                                          | 5a.1 Uses data to provide ideas about what can be done to improve students’ learning.                                                                                                                               | Met □ Not Met   |

**Impact on Student Learning**

| 1d. Teachers advocate for schools and students.                                 | 1d.1 Implements and adheres to policies and practices positively affecting students’ learning.                                                                                                                       | Met □ Not Met   |
| 2d. Teachers adapt their teaching for the benefit of students with special needs. | 2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.                                                                                                          | Met □ Not Met   |
| 2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs. | 2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.                                                                                          | Met □ Not Met   |

Candidate initials: _____

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Revised: July 2017

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LEA/IHE Certification of Teaching Capacity

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

SIGNATURES

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

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

Comments (optional):