



UNC  
**GREENSBORO**  
*School of Art*

## **Student Teaching in Art**

**A Handbook for  
Student Teachers  
On Site Teacher Educators  
University Supervisors**

Spring 2026  
College of Visual and Performing Arts  
School of Art  
Undergraduate Art Education Program

\*This handbook was remodeled from the UNCG Music Education Student Teaching Handbook. We are thankful to the UNCG School of Music for their partnership in constructing this document.

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## IMPORTANT DATES AND DEADLINES

First Day of Student Teaching	January 5, 2026
First Student Teaching Seminar	Tuesday, January 6, 2026 6:00 pm – 7:30 pm
Last Day to Apply for Spring 2026 Graduation	March 1, 2026
edTPA Planning, Instruction, Assessment; upload all to Canvas and SUBMIT to Pearson	March 19, 2026
Late TCE, Late CDAP submitted to Sonia® and COTC Form electronically acknowledged in Sonia® by all parties	April 24, 2026
Last Day of Student Teaching	May 1, 2026

*Note:* Please see the ARE 465: Student Teaching Seminar syllabus for further information about attendance and requirements for the course.

## INTRODUCTION

The student teaching experience is the apex of the undergraduate art education program. All of the experiences, knowledge, and skills acquired throughout the student's education are applied in the practical teaching experience. The student teaching experience is the final step prior to degree completion, state licensure, and the appointment of an initial teaching position. Without question, professional advancement hinges on the success of this experience.

The purpose of the student teaching experience is to extend and develop the prospective teacher's personal and unique instructional style. Certainly, the learning process will not be completed at the conclusion of the student teaching experience. The experience is the beginning of a continuing process of learning which will encompass the entire professional career.

The art student teacher at The University of North Carolina at Greensboro (UNCG) has completed a thorough and specific program of coursework in preparation for this final field experience. In addition, every effort has been made to ensure that each student teacher possesses the necessary personal qualities to develop into a competent, caring professional.

In addition to coursework, the art education curriculum at UNCG is designed and organized to provide opportunities for observation and initial teaching experiences in the schools. Initial observation is intended to bridge the gap between the professional preparation courses, which are balanced between the theoretical and practical, and the applied aspects of teaching art. Opportunities are provided to facilitate transition from the role of student to the role of teacher.

Prerequisites to the student teaching experience include:

1. A grade point average of 2.7 or above and admission to the Teacher Education Program
2. All courses in art education
3. Studio Art Concentration requirements
4. 120 hours of preliminary field experience and internship
5. Completion of TED 401, 403 & SES 401

6. Completion of the Foundations program and passed the BFA Portfolio review
7. A satisfactory score on the PRAXIS I: CORE ACADEMIC SKILLS (5752)
8. A satisfactory score on the PRAXIS II: ART CONTENT AND ANALYSIS (5135)

The On-Site Teacher Educator (OSTE) is an employee of a North Carolina school district who:

1. Holds the appropriate teaching credentials
2. Has a minimum of three successful years of classroom teaching experience
3. Has at least one year of that experience in the present school system
4. Has been recommended by the building principal and supervisor of art
5. Has indicated a willingness to serve as a mentor to a prospective art educator

Placing a student teacher with an OSTE is a complex process that begins early in the previous semester. Great care is taken to cooperate with the school system to ensure that the student teacher and OSTE will be able to work productively in the learning environment. OSTEs are selected because of their successful teaching experience and willingness to serve as mentors for the student teacher. OSTEs are recognized for their leadership not only in their own school but also in the profession. Many of the OSTEs have served for many years in that capacity while others may be accepting a student teacher for the first time. The hope is that this document, along with the others mentioned previously, will serve as a helpful guide toward insuring a successful experience.

*Student Teaching in Art: A Handbook for Student Teachers, On Site Teacher Educators, and University Supervisors* is intended for use in conjunction with the [Teacher Education Handbook](#) published by the UNCG School of Education. Student teachers should familiarize themselves with these documents prior to beginning student teaching. Questions about any aspects of the publications should be referred to the University Supervisor.

#### Teacher Education Conceptual Framework and Mission Statement

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

## STUDENT TEACHING PREPARATION CHECKLIST

(Items in the list may need to be adjusted due to remote teaching formats for Spring 2022)

Following an official confirmation of placement, the **student teacher** is responsible for contacting the OSTE and setting up a visitation/observation. The student teacher should plan to:

1. Review the daily schedule with the OSTE
2. Provide a map and specific directions to all assigned buildings for the University Supervisor
3. Meet the building administrative staff
4. Tour the facilities
5. Learn about procedures specific to the placement
6. Start an initial discussion about the requirements of EdTPA for student teachers
7. *For those to whom it applies:* Complete all training required by the state, county, and/or school in order to gain access to their learning management system

Before the student teacher arrives for duty, the **OSTE** should:

1. Prepare a work area for the student teacher – an extra desk and chair in the office or classroom will assist your student teacher in functioning effectively.
2. Prepare a packet of informational materials about the school/district. Include a copy of:
  - a. The student/ school handbook, including behavior expectations, and discipline guidelines
  - b. Teacher/staff handbook
  - c. Building and classroom emergency procedures
  - d. Daily schedule
  - e. Staff roster and room assignments
  - f. Map to all assigned building(s)
  - g. A floor plan of all assigned buildings
3. Prepare information about the art program. Include:
  - a. Names and assignments of all art teachers
  - b. OSTE's class rosters and seating charts
  - c. Schedule of all after-school or evening meetings or showcases
  - d. Curriculum materials
4. Prepare copies of all texts, scores, or materials to be used during the period. An extra teacher's edition of the text will be needed for all evaluation sessions by the University Supervisor.
5. Arrange introductions with key building personnel for the first day to include:
  - a. Building principals
  - b. Administrative staff
  - c. Guidance personnel
  - d. Custodial staff and others
6. Start an initial discussion about the requirements of EdTPA (teaching portfolio).

**GUIDELINES FOR ON SITE TEACHER EDUCATORS (OSTES)**  
**(Items in the list may need to be adjusted due to remote teaching formats for Spring 2022)**

The OSTE will provide the setting for a gradual but complete introduction to full time teaching. This process involves assigning a variety of tasks to the student teacher on a daily basis. Additional planning by the OSTE is essential to provide the necessary activities and access to classroom experiences. Those tasks may include but are not limited to:

- Observing
- Assisting students individually or in small groups
- Performing clerical/ managerial duties
- Evaluating student progress/ grading papers
- Participating in extra-curricular art projects
- Teaching full class sessions
- Serving as a hall, bus, or lunchroom monitor
- Acting as a chaperone for class trips
- Preparing letters or class materials
- Repairing equipment
- Setting up room/organizing equipment and materials
- Participating in conferences with students, parents, and other staff

Offering a balance between observations, assisting, and actual classroom teaching is essential. One-on-one instruction and small group instruction are valuable teaching experiences; however, these settings have been part of the pre-student teaching experience. Therefore, being able to teach an entire class is a valuable component of the student teaching experience. The following outline of student teacher tasks for the sixteen-week period may be of assistance in planning for this balance:

**WEEK 1-2:**

- Observe the OSTE
- Distribute and collect materials from students
- Take attendance
- Help individual students and small groups
- Escort students to playground (if applicable)
- Prepare bulletin boards, handouts, and perform clerical duties
- Become familiar with building staff and resources
- Obtain courses of study and become familiar with class materials
- Schedule a daily time for joint planning (in general and edTPA) and evaluation (see Appendices for more information on UNCG evaluation and edTPA)
- Learn school policies and procedures
- Learn student and staff names
- Observe other teachers when possible

**WEEKS 3 – 8:**

- Continue first two weeks duties
- Schedule first full class
- Schedule brief teaching episodes (one per day; 10 – 15 minutes).
- Gradually increase teaching duties to include additional short episodes or one full class period
- Provide written and/or verbal feedback daily

- Provide feedback to the University Supervisor
- Implement EdTPA lessons and video recordings (see [Appendix L](#) for more information on EdTPA)

#### WEEKS 9-16:

- Gradually increase teaching time to full class periods with more than one per day
- Include one or more days during the final weeks where the student teacher assumes all class responsibilities (full day)
- Continue daily conferences
- Increase independent responsibilities
- Provide feedback to University Supervisor

From the twelfth week until the conclusion of the semester the student teacher is expected to assume a greater role in the situation as determined by the OSTE. The full semester format for student teaching is designed to ensure that the student teacher has experienced the demands and responsibilities of a full-time teacher prior to the conclusion of the experience.

An important component of the student teacher's responsibilities that will need to be discussed and scheduled is the completion of the requirements for the EdTPA portfolio. The student teacher is required to complete three main tasks as part of EdTPA: Planning, Instruction, and Assessment. This includes, planning an instructional unit, teaching a series of lessons, administering multiple assessments, and analyzing the outcomes for presentation in the portfolio. The key components of the portfolio require that the student teacher have extended full access to a class for the duration of the activities required. This will need to be scheduled carefully, and far in advance.

Communication is a key factor in the success of the student teaching experience. If a student teacher is having problems or is not meeting the expectations of the OSTE, the University Supervisor must be notified immediately so that a conference can be scheduled. Equally important are the conferences between the student teacher and the OSTE. In these discussions, the student teacher and the OSTE work to implement ideas suggested by the University Supervisor and the OSTE offers personal suggestions along with ideas for implementation.

The OSTE should hold a minimum of two scheduled conferences a week with the student teacher throughout the entire semester to discuss any facet of student teaching. The OSTE should also provide written evaluations of selected teaching sessions. These evaluations are particularly helpful in the beginning stages of teaching. The student teacher should request critiques if not instigated by the OSTE. In addition to self-evaluations ([Appendix I](#)), audio and video feedback are a valuable means of evaluation. Review the videos individually as well as with the OSTE and University Supervisor.

## GUIDELINES FOR STUDENT TEACHERS

1. **Daily Schedule.** Students are expected to teach for the full UNCG semester, sixteen weeks. The student teacher is expected to follow the arrival and dismissal schedule established by the school district for its regular teaching staff. Because of the additional demands on the schedule of an art educator, the student teacher is also expected to follow the OSTE's daily schedule including any assigned lunch, bus, or playground supervision, and any evening or weekend assignments. The student teacher also is expected to attend all faculty meetings, conferences, in-service days, and/or open houses.
2. **Absences.** Five (5) or more absences for any reason may result in withdrawal from student teaching assignment and the course. Any absences may be made up with the approval of the OSTE and the University Supervisor to gain maximum experience from the student teaching opportunity. Any absences beyond the fourth absence must be made up in order to meet established guidelines.
  - a. In the case of personal illness or emergency, the student teacher must contact the OSTE **and** the University Supervisor prior to 7:00 a.m. on the day of the absence.
  - b. Excessive lateness usually indicates a lack of personal organization and commitment. Any problems with lateness either at the start of the day or during the daily schedule should be brought immediately to the attention of the University Supervisor so that appropriate action can be initiated.
  - c. If the OSTE is ill temporarily, the student teacher may serve for a limited time in place of the teacher **provided a certified school employee remains in the classroom at all times.** Should a situation arise whereby the OSTE will be absent for an extended period of time, the student teacher will be reassigned. The student teacher cannot be a substitute for pay and should be asked to take charge only if prepared to teach without the OSTE. Using the student teacher for direct and independent supervision of extracurricular activities is prohibited. If asked, the student teacher will politely and tactfully decline.
  - d. The student teacher is expected to notify the University Supervisor immediately if illness or unexpected events such as assemblies, class changes, etc., will conflict with a planned visit. A protocol should be formulated during the first day of student teaching between the student teacher and the OSTE to handle and notify the University Supervisor of unexpected changes. This plan should be established as a routine policy. All persons affected must be notified as early as possible when an absence cannot be avoided.
  - e. A vital component in the student teaching experience is the weekly Student Teacher Seminar, *which for Spring 2022 will be held via the Zoom® video conferencing program.* Each student teacher is required to attend the seminar, scheduled from 5:00-6:50 on Tuesday evenings. The OSTE may wish to participate in the seminars and discuss the topics covered.
3. **Extended Time.** Students often extend their teaching, with consent from the OSTE, to participate in programs and events. This practice is encouraged; however, neither the University nor the University Supervisor assumes responsibility after the official conclusion of the student teaching semester. The University of North Carolina at Greensboro and University Supervisors are not responsible for student teachers beyond the final date of student teaching.
4. **Observations.** University Supervisors will normally observe a student teacher a minimum of three times, equally spread out over the sixteen-week period and will attempt to observe instruction in at least two different classes. There may be times, for various reasons, when this schedule cannot be met or when an alternate strategy better meets the needs of the student teacher. Only under

exceptional conditions will the number of observations be fewer than three or grouped into a short time period.

- a. The student teacher will usually be informed in advance of evaluation observations, although they may be unannounced. The OSTE is always informed of upcoming observations.
- b. In addition to scheduled observations, University Supervisors are available if needed by a student teacher or OSTE. Both the student teacher and the OSTE should feel free to request a consultation with the University Supervisor.
- c. The student teacher should have materials and an observation location ready for the visit from the University Supervisor. The following should be included:
  - Written lesson plans
  - Copies of textbooks or resources to be used
  - Any completed self-evaluations
  - Observation station (desk, chair, etc.), *unless the observation is virtual, in which case, the transmitting camera should be placed where the University Supervisor can clearly see and hear the student teacher and the class.*

5. **Professional Conduct.** The OSTE is expected to serve as an exemplary model of professional conduct. The student teacher in turn, is expected to exemplify that model concerning all contacts with students, parents, or other school staff. Any deviations by the student teacher from the [\*Code of Ethics for North Carolina Teachers or the Standards of Professional Conduct\*](#) must be reported to the University Supervisor immediately. The student teaching experience may be terminated due to a breach in standards of professional conduct consistent with the guidelines set forth for University Supervisors on page 12, #3. The professional expectations of the student teacher include:

- a. Dressing, grooming, speaking, and behaving in an appropriate and professional manner
- b. Learning student and staff names
- c. Maintaining a daily log of all experiences and a record of all lesson plans
- d. Refraining from scheduling any other jobs or conflicts
- e. Performing all assigned duties eagerly and efficiently
- f. Accepting and implementing suggestions for self-improvement
- g. Asking questions and seeking advice from OSTE and University Supervisor
- h. Communicating regularly and effectively with OSTE and University Supervisor
- i. Scheduling professional and personal business outside of school time; the student teacher should not request nor expect any time off, early departure during the day, or personal time during working hours
- j. Equating the student teaching experience with a permanent full-time position; all school policies that apply to regular faculty also apply to the student teacher

Additionally, item b-2 of section .0602 “Standards of Professional Conduct” of the *Code of Professional Practice and Conduct for North Carolina Educators* states:

1. **Personal conduct.** The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

In keeping with this standard, UNCG music education student teachers who participate in publicly accessible online social networking sites such as “Facebook”, “Instagram,” “Snapchat,” and services such as “Twitter” are strongly encouraged to consider the negative professional ramifications of posting or having posted content that may be considered inappropriate and/or

ethically questionable by parents and potential employers. **During student teaching, you may not communicate with or post pictures of public school P-12 students on any publicly accessible online social networking site. If you fail to adhere to this requirement, you may be held legally liable by parents and/or the school system and you will be withdrawn from student teaching.**

## GUIDELINES FOR UNIVERSITY SUPERVISORS

1. The University Supervisor is responsible for supervising, advising, evaluating, and coordinating all aspects of individual student teaching experiences. The OSTE is responsible for the direct, day-to-day development of student teachers.
2. University Supervisors should acknowledge that OSTE's structure student teaching experiences in a variety of ways depending primarily upon personal philosophy, type of school situation, and school schedules. A uniform approach among those directing student teacher experiences should not be expected; however, the end product should remain constant. That is, a student who is thoroughly prepared to teach art independently in public or private schools.
3. Because both the student teacher and the University Supervisor are guests of the school and the OSTE, positive public relations should be promoted whenever possible. The University Supervisor must consider public relations with the OSTE as an important part of the supervisory process. OSTE's receive little remuneration for their work. Therefore, discretion should be exercised when communicating with OSTE's concerning any aspect of the student teaching experience.
4. The following items outline procedures that should be followed:
  - a. Observe student teachers a minimum of three times during the semester. In cases where the placement is an excessive distance from the campus, three observations will suffice (in special circumstances, *such as Spring 2022*, technology may be used for a virtual observation). In problem situations, the University Supervisor is expected to observe as frequently as necessary until the difficulties are resolved. Observations not only serve as a support to the student but also convey the important message to the OSTE that the University Supervisor is concerned about the education of the student. Direct (in person, *when possible*) evaluations are the main basis for grading; a valid semester grade cannot be awarded with too few in-person observations; however, *the Spring 2022 semester is an exception*.
  - b. Arrange an observation schedule so that at least two different classes are observed during the semester.
  - c. Report to the school office when arriving for an observation.
  - d. Review the student teacher's lesson plans during each visit.
  - e. Provide a written evaluation of every observation for the student teacher.
  - f. Have a private conference with the student teacher after each observation to discuss written comments. At this time, questions, suggestions, and concerns are discussed. The OSTE can be included when appropriate. Always keep the OSTE informed of the general content of the evaluation.
  - g. Always try to give positive feedback along with constructive criticism.
  - h. Arrange conferences with the OSTE when possible. Dialogue with the OSTE should be maintained concerning progress since the final evaluation by the University Supervisor will be influenced by the OSTE's summary. Progress should be discussed with the OSTE and the student teacher during every visit. This will promote unification of evaluation standards and help to eliminate surprises when the University Supervisor issues grades at the end of the semester. The Midterm Progress Report provides valuable feedback regarding current student status and should be completed at the end of the second or third visit.
5. The following items outline **actions that should be avoided**:
  - a. Arrival for *or conducting a virtual* evaluation observation without prior notification to the OSTE.

- b. Interrupting or stopping a lesson in progress for any reason. An exception to this would be in a situation where the student teacher has completely lost classroom control (i.e., children are unsafe) – at that point, the OSTE should be summoned.
  - c. Offering advice or suggestions to the OSTE. Comments concerning the art program, classes, or students are not appropriate.
6. University Supervisors must keep a record of mileage and submit it to Angela Gantt (a\_gantt@uncg.edu), Administrative Support Associate, 142 School of Education building, (334-3410), at the 10th of each month traveled. You will find the travel log, TRV-1 and other travel-related documents at this webpage: <https://soe.uncg.edu/home/faculty-and-staff/>. **Do not wait and submit all mileage at one time. If the mileage log is late, reimbursement may be late, and if funds have been depleted, there may be no reimbursement.**

University budget cuts have affected many programs, especially travel reimbursements. As of the completion of this version of the art student teacher handbook, no notification of the suspension of reimbursement for travel for student teacher observation had been announced; however, this could change.

7. Most problems encountered in the student teaching process originate from a lack of effective communication. Effective communication among all individuals involved must be promoted.

## GRADING THE STUDENT TEACHING EXPERIENCE

The final grade for the student teaching experience is the **sole responsibility of the University Supervisor**. The University Supervisor, in consultation with the OSTE, determines the final grade for the student teaching experience. The following areas are considered when determining observation grades for the student teacher and the final grade:

1. Planning
2. Instruction
3. Assessment
4. Student Motivation and Management
5. Teacher Impact
6. Professional Growth and Contributions
7. Dispositions

These areas are listed in greater detail on the Exit Criteria evaluation form – the primary measurement used to determine the final grade. **Student teachers and OSTE's are reminded that the grade of A is reserved only for those students who function consistently at a superior level throughout the entire student teaching experience.**

The student teacher should review the Exit Criteria (TCE and CDAP) with the OSTE during the first several days of student teaching and refer to them frequently thereafter. Weight is not assigned to specific items due to the diversity of student teaching areas and situations, however teaching effectiveness is the major determinant of the student teaching grade.

The student teacher is expected to maintain a notebook/journal covering the student teaching experience. Any materials, procedures, printed forms, programs, etc. used in student teaching that can be shared will enhance the value of the notebook. The main objective is to provide a reference for use when subsequently employed as a teacher.

**Written lesson plans are expected for all teaching sessions** where the student teacher was notified in advance of the lesson that they would be teaching. **No exceptions are permitted.** If written lesson plans are not provided in advance of an observation and if written plans for daily instruction do not appear in the notebook for the University Supervisor to review, the student teacher should expect to receive a failing grade for the visit. **This also means that a student teacher might receive a failing grade for the course if paperwork is not in order.**

Although the final grade is based upon the student teacher's accomplishment and growth as documented in the Exit Criteria, each observation evaluation contributes to the final calculation. Each observation is intended to be instructional so that the student teacher can build upon positive areas of instructional effectiveness and develop the areas that are documented as being weak. The following are guidelines for helping the University Supervisor in consultation with the OSTE to determine the final letter grade:

### **Grade of "A"**

The grade of "A" should be reserved for those students who have demonstrated superior growth and exceptional achievement in all seven areas. These students have only one or two weaknesses of any consequence and are viewed as ready for independent teaching in most situations.

**Grade of "B"**

The grade of "B" should be given to those students who have demonstrated noticeable growth and commendable achievement in all seven areas. They have more strengths than weaknesses but they are not yet consistently strong in all areas.

**Grade of "C"**

The grade of "C" should be given to those students who have made adequate progress in all seven areas. They have demonstrated some commendable strengths, but not necessarily in all five areas. There are some areas of weakness that still need practice and guidance.

**Grade of "D"**

The grade of "D" should be given to those students whose weaknesses outnumber their strengths. Their growth has been minimal and achievement is below average in more than half of their seven areas. A grade of "D" should be used rarely and indicates that the student teacher should not pursue a career in teaching.

**Grade of "F"**

The grade of "F" should be given to those who clearly are not ready for licensure, are not ready to accept the responsibility of independent teaching, and who should take additional work to bring their competency to an acceptable level. An "F" should also be given to any individual exhibiting unquestionable and clear evidence of being unsuited to direct the learning of students.

Each grade category, may include a "plus (+)" or "minus (-)" evaluation, respectively indicating the addition of .3 grade points for performance at the high end of a grade category, or the subtraction of .3 grade points for performance at the low end of the grade category. Movement between grade categories (higher or lower) will reflect the addition or subtraction of .4 grade points. The overall cumulative GPA for a student's undergraduate degree is capped at 4.0 ("A") <https://www.uncg.edu/reg/Grades/GPA.html>

**APPENDIX A**  
**Teacher Candidate Evaluation Rubric**

**Standard 1: Teachers demonstrate leadership**

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

Observation	Artifact	<b>1b. Teachers demonstrate leadership in the school.</b> 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.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Recognizes opportunities for involvement in professional learning activities.	AND Attends professional learning activities.	AND Engages in collaborative and collegial professional learning activities.  Identifies the characteristics or critical elements of a school improvement plan.  Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.	AND Participates in professional learning community (PLC) activities.  Works with others in developing and/or implementing school improvement activities.	
Observation	Artifact	<b>1c. Teachers lead the teaching profession.</b> Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Recognizes the responsibility of teachers for professional improvement and support.	AND Recognizes the need and identifies opportunities for professional growth.	AND Participates in professional development and growth activities.  Begins to develop professional relationships and networks.	AND Seeks additional opportunities for professional development and growth.  Extends professional relationships and networks.	
Observation	Artifact	<b>1d. Teachers advocate for schools and students.</b> 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.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Demonstrates awareness of school practices and policies.	AND Identifies the policies and practices affecting students' learning.	AND Implements and adheres to policies and practices positively affecting students' learning.	AND Works with others to develop and/or revise policies and practices to improve students' learning.	

Observation	Artifact	<b>1e. Teachers demonstrate high ethical standards.</b> Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998 (www.ncptsc.org).				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes the need for ethical professional behavior.	AND Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> , and encourages others to do the same.	

**Standard 2: Teachers establish a respectful environment for a diverse population of students**

Observation	Artifact	<b>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b> Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Articulates the importance of appropriate and caring learning environments for children.	AND Recognizes and can explain aspects of a respectful and effective learning environment.	AND Maintains a positive and nurturing learning environment.	AND Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	
Observation	Artifact	<b>2b. Teachers embrace diversity in the school community and in the world.</b> 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Acknowledges that diverse cultures impact the world.  Identifies the range and aspects of diversity of students in the classroom.	AND Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.  Acknowledges the influence of all aspects of diversity on students' development and attitudes.	AND Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.  Incorporates different points of view in instruction.  Understands the influence of diversity and plans instruction accordingly.	AND Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum.  Builds on diversity as an asset in the classroom.	

Observation	Artifact	<b>2c. Teachers treat students as individuals.</b> Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>		
		Articulates the need to treat students as individuals.	AND	Encourages and values individual student contributions, regardless of background or ability.	AND	Maintains a learning environment that conveys high expectations of every student.	AND	Enhances a learning environment that meets the needs of individual students.	
Observation	Artifact	<b>2d. Teachers adapt their teaching for the benefit of students with special needs.</b> 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.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>		
		Recognizes that students have individual learning needs.	AND	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	AND	Cooperates with specialists and uses resources to support the special learning needs of all students.  Uses research-verified strategies to provide effective learning activities for students with special needs.	AND	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.  Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	
Observation	Artifact	<b>2e. Teachers work collaboratively with the families and significant adults in the lives of their students.</b> Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school, the home, and the community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>		
		Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.	AND	Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.	AND	Communicates and collaborates with the home and community for the benefit of students.	AND	Seeks and implements solutions to overcome obstacles to participation of families and communities.	

### Standard 3: Teachers know the content they teach

Observation	Artifact	3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> . In order to enhance the <i>North Carolina Standard Course of Study</i> , 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Demonstrates awareness of the <i>North Carolina Standard Course of Study</i>.</p> <p>Understands the importance of literacy instruction across all subjects, grades and ages.</p>	<p>AND</p> <p>Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans.</p> <p>Integrates literacy instruction in individual lessons and in particular subject areas.</p>	<p>AND</p> <p>Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i>.</p> <p>Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</p>	<p>AND</p> <p>Develops and applies strategies reflecting the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.</p> <p>Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.</p>	
Observation	Artifact	3b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Successfully completes general education coursework across the required range of disciplines.</p>	<p>AND</p> <p>Demonstrates a basic level of content knowledge in the teaching specialty.</p>	<p>AND</p> <p>Demonstrates an appropriate level of content knowledge in the teaching specialty.</p> <p>Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p>AND</p> <p>Demonstrates extensive knowledge of content in the teaching specialty.</p> <p>Prompts students' curiosity for learning beyond the required coursework.</p>	

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Observation	Artifact	<b>3c. Teachers recognize the interconnectedness of content areas/disciplines.</b> Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes the importance of interdisciplinary learning.  Understands the importance of global awareness for students.	AND  Articulates the links between grade/subject and the <i>North Carolina Standard Course of Study</i> .  Displays global awareness.	AND  Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines.  Relates global awareness to the subject.	AND  Integrates the links and the vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Effectively and broadly relates content to other disciplines.  Integrates global awareness activities throughout lesson plans and classroom instructional practices.	
Observation	Artifact	<b>3d. Teachers make instruction relevant to students.</b> 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 <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes the relationship between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.  Identifies 21 <sup>st</sup> century skills and content as specified in the <i>Framework for 21<sup>st</sup> Century Learning and Critical Elements for 21<sup>st</sup> Century Skills</i> .	AND  Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.  Demonstrates understanding of 21 <sup>st</sup> century skills and content as specified in the <i>Framework for 21<sup>st</sup> Century Learning and Critical Elements for 21<sup>st</sup> Century Skills</i> .	AND  Integrates 21st century skills and content in instruction.	AND  Consistently integrates 21st century skills and content throughout classroom instruction and assessment.	

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

Observation	Artifact	<b>4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</b> 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.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Understands the developmental levels of students.	AND Demonstrates awareness of the influence of developmental levels on students' learning.  Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.	AND Identifies developmental levels of individual students and plans instruction accordingly.  Assesses and uses resources needed to address strengths and weaknesses of students.	AND Appropriately differentiates instruction.	
Observation	Artifact	<b>4b. Teachers plan instruction appropriate for their students.</b> 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.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Recognizes data sources important to planning instruction.	AND Uses a variety of data for short- and long-range planning of instruction.  Monitors and modifies instructional plans to enhance student learning.	AND Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	AND Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	
Observation	Artifact	<b>4c. Teachers use a variety of instructional methods.</b> 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.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Understands a range of methods and materials that can be applied in the classroom.	AND Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND Uses a variety of appropriate methods and materials to meet the needs of all students.	AND Consistently enables the success of all students through the selection and use of appropriate methods and materials.	

Observation	Artifact	<b>4d. Teachers integrate and utilize technology in their instruction.</b> 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.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)
		Demonstrates knowledge of methods for utilizing technology in instruction.	AND	Assesses effective types of technology to use for instruction.	AND	Integrates technology with instruction to maximize students' learning.	AND	Engages students in higher level thinking through the integration of technology.	
Observation	Artifact	<b>4e. Teachers help students develop critical-thinking and problem-solving skills.</b> 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.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)
		Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	AND	Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	AND	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	
Observation	Artifact	<b>4f. Teachers help students work in teams and develop leadership qualities.</b> 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.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	AND	Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	AND	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	AND	Encourages students to create and manage learning teams.	

Observation	Artifact	<b>4g. Teachers communicate effectively.</b> 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.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Communicates effectively both orally and in writing.  Recognizes a variety of methods for communicating effectively with students.	AND  Demonstrates the ability to communicate effectively with students.  Provides opportunities for students to articulate thoughts and ideas.	AND  Uses a variety of methods to communicate effectively with all students.  Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	AND  Establishes classroom practices that encourage all students to develop effective communication skills.	
Observation	Artifact	<b>4h. Teachers use a variety of methods to assess what each student has learned.</b> 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.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Demonstrates awareness of multiple indicators or measures of student progress.	AND  Interprets data on student progress accurately and can draw appropriate conclusions.	AND  Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.  Provides evidence that students attain 21st century knowledge, skills and dispositions.	AND  Uses information gained from assessment activities to improve teaching practice and students' learning.  Provides opportunities for students to assess themselves and others.	

### Standard 5: Teachers reflect on their practice

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Observation	Artifact	<b>5a. Teachers analyze student learning.</b> 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.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>			
		Recognizes multiple sources of information on students' learning and performance.	AND	Identifies data sources to improve students' learning.	AND	Uses data to provide ideas about what can be done to improve students' learning.	AND	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
Observation	Artifact	<b>5b. Teachers link professional growth to their professional goals.</b> 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.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>			
		Acknowledges the importance of ongoing professional development.	AND	Attends required or expected activities for professional growth.	AND	Participates in recommended activities for professional learning and development.	AND	Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	
Observation	Artifact	<b>5c. Teachers function effectively in a complex, dynamic environment.</b> 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.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>			
		Acknowledges the importance of using research-verified approaches to teaching and learning.	AND	Demonstrates knowledge of current research-verified approaches to teaching and learning.	AND	Uses a variety of research-verified approaches to improve teaching and learning.	AND	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	

## APPENDIX B

### CANDIDATE DISPOSITION ASSESSMENT PROCESS (CDAP)

#### UNCG Teacher Candidate Dispositions Rubric

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

#### Instructions:

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

<b>Date dispositions assessment was completed:</b>	
<b>YOUR First Name:</b>	
<b>YOUR Last Name:</b>	
<b>YOUR email address:</b>	
<b>Candidate First Name:</b>	
<b>Candidate Last Name:</b>	
<b>Candidate UNCG ID # (if available)</b>	
<b>Candidate licensure program or area:</b>	

<b>Performance Level Descriptors</b> →	<b>0- Unacceptable</b> (e.g., indicates that candidate needs immediate, corrective intervention plan)	<b>1- Below Expectations</b> (e.g., indicates that candidate demonstrates dispositions at lower-levels of Bloom's taxonomy, such as "remembering" or "understanding")	<b>2- Meets Licensure Expectations</b> (e.g., indicates that candidate demonstrates dispositions at mid-levels of Bloom's taxonomy, such as "applying")	<b>3- Meets Target Expectations</b> (e.g., indicates that candidate demonstrates dispositions at upper-levels of Bloom's taxonomy, such as "analyzing" or "evaluating")	<b>Mark if Unable to Rate</b>	<b>Evidence and Comments</b>
<b>Dispositions:</b>						
<b>Ethical.</b> The candidate upholds all relevant laws and/or policies, protecting students' rights and conducting themselves in honest and trustworthy ways.  <i>InTASC Mapping: 6, 9</i> <i>NCPT Standard Mapping: 1</i>	The candidate:  Defies relevant laws, policies, and/or reporting/documentation procedures	The candidate:  <b>Acknowledges and explains</b> relevant laws, policies, and reporting/ documentation procedures that should be upheld	The candidate:  <b>Carries out</b> relevant laws, policies, and reporting/ documentation procedures	The candidate:  <b>Analyzes</b> the extent to which their teaching practices are well-aligned with relevant laws, policies, and reporting/documentation procedures		
	Shares personally identifiable data or information about learners with inappropriate or unapproved person(s)	<b>Identifies</b> various procedures for maintaining or protecting learners' confidentiality	<b>Applies</b> procedures that maintain and protect learners' confidentiality	<b>Examines</b> their confidentiality procedures to improve any potential areas of weakness		
	Intentionally misleads or deceives learner, their family, school personnel, supervisor, and/or faculty member	<b>Understands</b> and can explain ethical implications of misleading or deceiving a learner, their family, school personnel, supervisor, and/or faculty member	<b>Implements</b> practices with all learners, their families, school personnel, supervisors, and/or faculty members that promote honesty and trustworthiness	<b>Evaluates and critiques</b> their practices to ensure that they are being honest and trustworthy with all learners, their families, school personnel, supervisors, and/or faculty members		
	Uses assessment instruments and/or assessment data for unethical or inappropriate purposes	<b>Infers</b> ethical and/or appropriate uses of assessment instruments and assessment data	<b>Implements</b> ethical and/or appropriate uses of assessment instruments and assessment data	<b>Examines</b> their practices to continuously improve their uses of assessment instruments and assessment data		
<b>Responsible.</b> The candidate is prompt, organized and prepared, completing required duties or tasks, taking initiative, and assuming	The candidate:  Misses class sessions and other meetings without prior notification or approval.	The candidate:  <b>Arrives late</b> to class sessions and other meetings	The candidate:  <b>Arrives on time</b> to class sessions and other meetings	The candidate:  <b>Arrives early</b> to class sessions and other meetings		
	Refuses to organize or prepare for instruction; does not value organization or preparation	<b>Acknowledges</b> unorganized or unprepared behaviors and <b>identifies</b> ways in which they can be better organized and prepared to instruct	<b>Organizes</b> their time, materials, etc. such that they are prepared to instruct for effective student learning	<b>Critiques</b> their organization strategies and levels of preparedness to strengthen potential areas of weakness in their teaching practices		

responsibility for learners' growth.  <i>InTASC Mapping: 1,9</i> <i>NCPT Standard Mapping: N/A</i>	Ignores and/or fails to complete important duties/tasks	<b>Summarizes</b> the important duties/tasks that they need to complete	<b>Applies</b> strategies to complete important duties/tasks	<b>Differentiates</b> the order in which (or the ways in which) they complete duties/tasks based on the duties/tasks' varying levels of importance		
	Fails to take the initiative to solve problems	<b>Infers</b> when it is appropriate to take initiative and <b>understands</b> how to solve problems	Takes initiative and <b>implements</b> strategies to solve problems	<b>Evaluates</b> the ways in which they take initiative and <b>judges</b> the effectiveness of their strategies to solve problems		
	Considers themselves to have no personal responsibility for learners' growth or development	<b>Understands</b> that they should take personal responsibility for learners' growth or development	<b>Implements</b> practices that place the responsibility for learners' growth and development solely on themselves, as the teacher	<b>Checks</b> the extent to which their practices balance- and appropriately shift- the responsibility for learners' growth between themselves and the learners		
<b>Reflective.</b> The candidate reflects on personal and professional attitudes, beliefs, and practices, identifying biases and seeking to improve areas of weakness.  <i>InTASC Mapping: 4, 9</i> <i>NCPT Standard Mapping: 5</i>	The candidate:  Refuses to reflect on personal and professional attitudes, beliefs, and practices	The candidate:  Reflects on personal and professional attitudes, beliefs, and practices by <b>providing rationale for previous actions</b>	The candidate:  Reflects on personal and professional attitudes, beliefs, and practices by <b>considering controversial viewpoints and exploring alternative rationale</b> for previous actions	The candidate:  Reflects on personal and professional attitudes, beliefs, and practices by <b>considering larger historical, social, cultural or political factors</b>		
	Asserts and believes that there are no areas of weakness and/or bias in their own teaching practices	<b>Identifies and understands</b> various areas of weakness and/or bias within their own teaching practices	<b>Applies</b> strategies to address areas of weakness and/or bias within their own teaching practices	<b>Evaluates and judges</b> the efficacy of the strategies they used to address areas of weakness and/or bias within their own teaching practices		
	Refuses to identify or acknowledge their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.)	<b>Acknowledges and explains</b> their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.)	<b>Applies</b> an understanding of their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) in a way that supports quality teaching practices	<b>Critiques</b> the ways in which they apply their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) to further improve the quality of their teaching practices		
	Allows their frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) to negatively impact their relationships with learners and their families	<b>Infers</b> various ways in which their frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) may impact relationships with learners and their families	<b>Uses</b> their frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) to positively impact relationships with learners and their families	<b>Analyzes</b> the ways in which their frames of reference (e.g., culture, gender, language, abilities, ways of knowing, characteristics, etc.) are impacting relationships with learners and their families to improve areas of weakness		
<b>Receptive to feedback.</b> The candidate seeks out and values	The candidate:  Refuses to seek out constructive feedback (from any sources OR from	The candidate:  <b>Understands</b> where/how they could obtain constructive feedback from appropriate	The candidate:  <b>Obtains</b> constructive feedback from appropriate sources (e.g., colleagues	The candidate:  <b>Organizes</b> constructive feedback from multiple sources, determining how		

<p>constructive feedback, understanding and applying perspectives from outside of their own discipline and using feedback to make necessary adjustments to their attitudes, beliefs, and/or practices.</p> <p><i>InTASC Mapping: 1, 4, 5</i> <i>NCPT Standard Mapping: N/A</i></p>	<p>appropriate sources such as colleagues or other teaching professionals)</p>	<p>sources (e.g., colleagues or other teaching professionals)</p>	<p>or other teaching professionals)</p>	<p>feedback from various sources overlap or relate</p>		
	<p>Acts hostile and/or unprofessional when presented with feedback</p>	<p><b>Accepts</b> constructive feedback in a professional way and <b>interprets</b> it appropriately</p>	<p><b>Applies</b> constructive feedback to adjust their beliefs, attitudes, and/or practices</p>	<p><b>Analyzes</b> the extent to which they were able to improve their beliefs, attitudes, and/or practices through the use of constructive feedback</p>		
	<p>Dismisses or disparages knowledge and/or perspectives from outside of their own discipline or content area</p>	<p><b>Acknowledges</b> and <b>summarizes</b> knowledge and/or perspectives from both inside and outside their own discipline/content area</p>	<p><b>Uses</b> knowledge and/or perspectives from outside their discipline/content area to adjust their beliefs, attitudes, and teaching practices (e.g., planning, instruction, assignments, assessments, feedback, etc.)</p>	<p><b>Differentiates</b> the various ways in which the knowledge and/or perspectives that they applied from outside of their discipline/content area helped them refine their attitudes, beliefs, or practices, and improve their teaching practices</p>		
<p><b>Collaborative.</b> The candidate demonstrates positive relationships with colleagues and works collaboratively with learners, colleagues, families, school personnel, and other stakeholders, to positively impact learning.</p> <p><i>InTASC Mapping: 3, 7, 10</i> <i>NCPT Standard Mapping: 1, 2, 4</i></p>	<p>The candidate: Refuses to share practices with colleagues</p>	<p>The candidate: <b>Understands</b> strategies they could use to share practices with colleagues</p>	<p>The candidate: <b>Shares</b> practices with colleagues, willingly and openly</p>	<p>The candidate: <b>Evaluates</b> their practice sharing strategies to determine ways in which they can make sharing more effective/successful</p>		
	<p>Refuses to work with colleagues or other professional groups to plan instruction, modify pedagogies, improve teaching practices, etc.</p>	<p><b>Infers</b> the benefits of working with diverse, inclusive groups of colleagues and/or other teacher professionals to plan instruction, modify pedagogies, improve teaching practices, etc.</p>	<p><b>Works</b> with diverse, inclusive groups of colleagues and/or other teacher professionals to plan instruction, modify pedagogies, improve teaching practices, etc.</p>	<p><b>Organizes</b> or co-leads diverse, inclusive groups of colleagues and/or other teacher professionals in planning instruction, modifying pedagogies, improving teaching practices, etc.</p>		
	<p>Creates or contributes to negative relationships among colleagues, learners, families, school personnel, and/or other stakeholders</p>	<p><b>Understands</b> strategies for promoting positive relationships among their colleagues, learners, families, school personnel, and/or other stakeholders</p>	<p><b>Implements</b> strategies that promote positive relationships among their colleagues, learners, families, school personnel, and/or other stakeholders</p>	<p><b>Examines</b> the extent to which they were able to increase the amount of positive relationships among their colleagues, learners, families, school personnel, and/or other stakeholders</p>		
<p><b>Committed to the teaching profession.</b> The candidate demonstrates a commitment to learning and professional development, as well</p>	<p>The candidate: Refuses to identify or attend professional learning opportunities (or other opportunities that can enhance their teaching practices)</p>	<p>The candidate: <b>Identifies</b> high quality professional learning opportunities (or other opportunities that can enhance their teaching practices)</p>	<p>The candidate: <b>Participates</b> in continued, high quality professional learning opportunities (or other opportunities that can enhance their teaching practices)</p>	<p>The candidate: <b>Analyzes</b> new knowledge/skills gained from professional learning opportunities (or other opportunities that can enhance their teaching practices) and <b>integrates</b> this new knowledge/skill into their current teaching practices</p>		

<p>as high interest in, understanding of, and respect for teaching as a profession</p> <p><i>InTASC Mapping: 9, 10</i> <i>NCPT Standard Mapping: 5</i></p>	<p>Blatantly disrespects teaching as a profession (e.g., by disparaging the role of teachers, etc.)</p>	<p><b>Understands</b> ways in which they could advance the teaching profession</p>	<p><b>Applies</b> strategies to advance the teaching profession (e.g., supporting professional learning opportunities, conducting action research, advocating on behalf of teachers, etc.)</p>	<p><b>Judges</b> the effectiveness of strategies to advance the teaching profession, making modifications when necessary</p>		
<p><b>Respectful.</b> The candidate understands and honors learners as individuals with differing backgrounds, beliefs, skills, interests, needs, etc., applying that understanding to processes and teaching practices.</p> <p><i>InTASC Mapping: 1, 2, 3, 7, 8, 10</i> <i>NCPT Standard Mapping: 1, 2, 4</i></p>	<p>The candidate:</p> <p>Insults or dishonors the differing backgrounds, beliefs, and/or cultures of learners, their families, school personnel, and/or other stakeholders.</p>	<p>The candidate:</p> <p><b>Understands and interprets</b> differences in the <b>backgrounds, beliefs, and/or cultures</b> of learners, their families, school personnel, and other stakeholders.</p>	<p>The candidate:</p> <p><b>Implements</b> their understanding of the differing <b>backgrounds, beliefs, and/or cultures</b> of learners, their families, school personnel, and other stakeholders into their teaching practices (e.g., planning, instruction, assignments, assessments, feedback, etc.)</p>	<p>The candidate:</p> <p><b>Checks</b> their understanding of the differing <b>backgrounds, beliefs, and/or cultures</b> of learners, their families, school personnel, and other stakeholders <i>and critiques</i> the ways in which they are implementing this understanding into their teaching practices</p>		
	<p>Insults or disregards the differing skills, abilities, and/or needs of learners</p>	<p><b>Understands and interprets</b> differences in the <b>skills, abilities, and/or needs</b> of individual learners</p>	<p><b>Implements</b> their understanding of the differing <b>skills, abilities, and/or needs</b> of individual learners into their teaching practices (e.g., planning, instruction, assignments, assessments, feedback, etc.)</p>	<p><b>Checks</b> their understanding of the differing <b>skills, abilities, and/or needs</b> of individual learners <i>and critiques</i> the ways in which they are implementing this understanding into their teaching practices</p>		
	<p>Dismisses or disparages the use of a variety of languages, dialects, and/or communication styles/tools</p>	<p><b>Identifies and interprets</b> a variety of languages, dialects, and/or communication styles/tools (e.g., styles that vary based on beliefs, norms, perspectives, etc.)</p>	<p><b>Applies</b> a variety of languages, dialects, and/or communication styles/tools to communicate with learners, their families, school personnel, and other stakeholders</p>	<p><b>Critiques</b> their own use of various languages, dialects, and/or communication styles/tools to ensure effective and respectful communication with learners, their families, school personnel, and other stakeholders</p>		
<p><b>Equitable.</b> The candidate establishes and maintains equitable relationships with learners, their families, school personnel, and other stakeholders, making accommodations or</p>	<p>The candidate:</p> <p>Creates or contributes to inequitable or biased relationships with learners, their families, school personnel, and/or other stakeholders</p>	<p>The candidate:</p> <p><b>Identifies</b> inequitable relationships with learners, their families, school personnel, and/or other stakeholders <i>and understands</i> strategies to establish relationships that are more equitable</p>	<p>The candidate:</p> <p><b>Implements</b> strategies to help establish equitable relationships with learners, colleagues, families, school personnel, and other stakeholders</p>	<p>The candidate:</p> <p><b>Evaluates</b> the extent to which they were able to establish equitable relationships with learners, colleagues, families, school personnel, and other stakeholders</p>		
	<p>Refuses to make accommodations or adaptations to instructional plans, testing, and/or other</p>	<p><b>Infers</b> when it is appropriate to make accommodations or adaptations to instructional plans, testing, and/or other</p>	<p><b>Carries out</b> accommodations or adaptations to instructional</p>	<p><b>Analyzes</b> accommodations or adaptations that they carried out to determine how</p>		

adjustments based on learners' needs, addressing biases, and establishing flexible learning environments.  <i>InTASC Mapping: 4, 5, 6, 7, 8</i> <i>NCPT Standard Mapping: 1, 2, 5</i>	classroom conditions (when necessary or appropriate)	classroom conditions <i>and understands</i> what the accommodations or adaptations would be	plans, testing, and/or other classroom conditions	they relate or contribute to learners' growth		
	Considers their representation of the discipline to be completely unbiased	<b>Identifies and explains</b> specific instances of bias in their representation of the discipline	<b>Adapts</b> their representation of the discipline to try to address instances of bias	<b>Analyzes</b> their adapted representation of the discipline to determine if they have sufficiently addressed all instances of bias		
	Establishes rigid learning environments that discourage learner exploration, discovery, and expression	<b>Interprets</b> the purpose of flexible learning environments <i>and summarizes</i> strategies for implementing these types of environments	<b>Implements</b> flexible learning environments that promote learners' exploration, discovery, and expression	<b>Distinguishes</b> between teaching practices that support flexible learning environments and practices that do not		
<b>Advocacy.</b> The candidate uses their disciplinary knowledge and skills to advocate on behalf of learners and their families- when necessary.  <i>InTASC Mapping: 10</i> <i>NCPT Standard Mapping: 1</i>	The candidate:  Opposes or works to eliminate practices and/or policies that address diverse needs of learners and their families	The candidate:  <b>Summarizes</b> various practices and/or policies that address diverse needs of learners and their families	The candidate:  <b>Applies</b> practices and/or policies that address diverse needs of learners and their families	The candidate:  <b>Checks</b> the extent to which their practices and/or policies are addressing diverse needs of learners and their families and adjusts as necessary		
	Dismisses or disparages learners' rights, concerns, and/or perspectives	<b>Interprets</b> students' rights and concerns in an accurate way <i>and understands</i> learners' perspectives	<b>Stands</b> up for students' rights, concerns, and perspectives	<b>Empowers</b> learners to stand up for their own rights, concerns, and perspectives by supporting/believing in them		

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 Faculty Signature

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 Date

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 Faculty Signature

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 Date

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 Student/Student Teacher Signature

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 Date

(Note to Students: Signing this form indicates that you have seen and received a copy of this form, not that you agree with the ratings contained herein.)

**APPENDIX C  
TCE & CDAP EXIT CRITERIA**

**Exit Criteria - Student Teacher Summary Rating Form**

This form is to be jointly reviewed by the UNCG supervising teacher and On-Site Teacher Evaluator (OSTE) during each formal clinical assessment of the UNCG teacher candidate. This form aligns with the Teacher Candidate Evaluation Rubric.

Student Teacher/Intern: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

On-Site Teacher Educator: \_\_\_\_\_ Grade level/subject: \_\_\_\_\_

Class Intern       Student Teacher      (Please check one)

**Standard I: Teachers Demonstrate Leadership**

elements	Emergent	Developing	Proficient	Accomplished	Not Demonstrated
A. Teachers lead in their classrooms.					
B. Teachers demonstrate leadership in the school.					
C. Teachers lead the teaching profession.					
D. Teachers advocate for schools and students.					
E. Teachers demonstrate high ethical standards.					
<b>overall rating for standard I</b>					

**Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students**

elements	Emergent	Developing	Proficient	Accomplished	Not Demonstrated
A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.					
B. Teachers embrace diversity in the school community and in the world.					
C. Teachers treat students as individuals.					
D. Teachers adapt their teaching for the benefit of students with special needs.					
E. Teachers work collaboratively with the families and significant adults in the lives of their students.					
<b>overall rating for standard II</b>					

**Standard III: Teachers Know the Content They Teach**

elements	Emergent	Developing	Proficient	Accomplished	Not Demonstrated
A. Teachers align their instruction with the North Carolina Standard Course of Study.					
B. Teachers know the content appropriate to their teaching specialty.					
C. Teachers recognize the interconnectedness of content areas/disciplines.					
D. Teachers make instruction relevant to students.					
<b>overall rating for standard III</b>					



## CDAP Exit Criteria (continued)

**Directions:** The Candidate Disposition Assessment Process Rubric is used for assessing and providing feedback to teacher candidates. The rubric should be used a minimum of three times: early in the student’s professional education coursework, before admission to student teaching and by the end of student teaching.

A rating of 0-1 is considered to be an unacceptable rating. Students must have acceptable evaluations to be eligible for recommendation for teaching licensure.

Indicators of dispositions	Unacceptable 0	Below Expectation 1	Met Licensure Expectations 2	Meets Target Expectations 3
1. Ethical				
2. Responsible				
3. Reflective				
4. Receptive to Feedback				
5. Collaborative				
6. Committed to the Teaching Profession				
7. Respectful				
8. Equitable				
9. Advocacy				

\_\_\_\_\_  
University Supervisor’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
OSTE’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Teacher’s Signature

\_\_\_\_\_  
Date

(Note to Teacher Candidates: Signing this form indicates that you have seen and received a copy of this form, not that you agree with the ratings contained herein.)

**Final Grade for Student Teaching:** \_\_\_\_\_

## APPENDIX D

### Glossary for the Teacher Candidate Evaluation (TCE)

#### Glossary of Terms

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

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

**Code of Ethics for North Carolina Educators:** The standards of professional conduct required of educators and adopted by the North Carolina State Board of Education, 6/5/97 (Appendix E).

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

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

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

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

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

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

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

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

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

**Performance Element:** A paragraph that describes in detail one constituent aspect of a performance standard. The rubric contains twenty-five performance elements.

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

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

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

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

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

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

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

**Works with others:** Phrase used in some descriptors that indicates that a candidate has completed a task in collaboration with additional individuals such as a cooperating teacher and/or program advisor.

## APPENDIX E Certificate of Teaching Capacity

### APPENDIX D – CERTIFICATION OF TEACHING CAPACITY (COTC)

#### LEA/IHE Certification of Teaching Capacity

Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Cooperating Teacher Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 LEA: \_\_\_\_\_ IHE: \_\_\_\_\_

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

Standard/Element	Proficient Descriptor	Rating
<b>Professionalism</b>		
1c. Teachers demonstrate high ethical standards.	1c.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Classroom Climate/Culture</b>		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
	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.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Instruction</b>		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>

Candidate initials: \_\_\_\_\_

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Evaluation/Assessment</b>		
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 <i>North Carolina</i>	<input type="checkbox"/> Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Impact on Student Learning</b>		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: \_\_\_\_\_



**APPENDIX F**  
**Code of Ethics for North Carolina Educators**  
**Standards for Professional Conduct**

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** Quality Teachers, Administrators, and Staff

**Category:** Qualifications and Evaluations

**Policy ID Number:** QP-C-014

**Policy Title:** 16 NCAC 6C .0601 and 16 NCAC 6C .0602 Policy regarding the Code of Ethics for North Carolina Educators

**Current Policy Date:** 02/05/1998

**Other Historical Information:** Previous board dates: 06/05/1997

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6C .0601 and .0602

*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:

- 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. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, 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.

Adopted by the State Board of Education June 5, 1997.

**.0601 PURPOSE AND APPLICABILITY**

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;  
Eff. April 1, 1998.

**.0602 STANDARDS OF PROFESSIONAL CONDUCT**

- (a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- (b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
  - (1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
  - (2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
  - (3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
    - (A) statement of professional qualifications;
    - (B) application or recommendation for professional employment, promotion, or licensure;
    - (C) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
    - (D) representation of completion of college or staff development credit;
    - (E) evaluation or grading of students or personnel;
    - (F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
    - (G) submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the

- allegations and may be represented by legal counsel; and
- (H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
- (4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- (5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
- (A) any use of language that is considered profane, vulgar, or demeaning;
- (B) any sexual act;
- (C) any solicitation of a sexual act, whether written, verbal, or physical;
- (D) any act of child abuse, as defined by law;
- (E) any act of sexual harassment, as defined by law; and
- (F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
- (6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
- (7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
- (8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
- (9) Alcohol or controlled substance abuse. The educator shall not:
- (A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
- (B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-

- sponsored activity involving students; or
- (C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
- (10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
- (11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
- (13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;  
Eff. May 1, 1998.

**APPENDIX G**  
**Student Teacher Self-Evaluation Form**

Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Class/Hour: \_\_\_\_\_

(Note: Use this form routinely for self-evaluation. Write a brief comment after each of the following items. Be prepared to complete this form and discuss these items with your University Supervisor after an observation.)

1. Was I prepared when students entered the room?
2. Did I start the class on time?
3. Did I gain attention and control when desired?
4. Was my lesson plan complete and easy to follow?
5. Were the students responsive to my teaching?
6. Did I accomplish my goals and objectives?
7. How was my attitude?
  - a. Before class?
  - b. During class?
  - c. After class?
8. Was I confident?
  - a. Area of greatest confidence?
  
  - b. Area of least confidence?
9. Did I convey genuine visual artist qualities to the students?
10. What areas need improvement?
11. What areas were my strongest?

**Questions, suggestions, and discussion:**

**Things to remember:**

**Grade (self-assigned):** \_\_\_\_\_



## APPENDIX I

### Licensure in Art Education Procedures

The academic requirements for licensure in art education have been met when the Bachelor of Fine Arts degree in Art Education at UNCG has been completed successfully. All Teacher Education and Art Education requirements must be completed satisfactorily before applying for licensure. In addition, the following must be completed:

1. EdTPA Teaching Portfolio in Art Education successfully evaluated with a score of **38** or higher and indicators of "met" for each required item of evidence for program documentation (i.e., transcript, COTC, TCEs and CDAPs). Scores must be turned in to Abigail Hart at [abigail.hart@uncg.edu](mailto:abigail.hart@uncg.edu).

#### Submitting Portfolio Artifacts:

- Make a timeline that will ensure that you can complete your portfolio and submit it by the deadline indicated on p. 3 of this handbook.
- Faculty providing review will read through [\*Teachers Who Support Teacher Candidates\*](#) prior to providing feedback.

#### Evaluation of the Portfolio

- Failure to meet the deadlines for **final submission** of EdTPA and each item of the portfolio will result in a grade of **INCOMPLETE** for ARE 465 and will delay graduation, evaluation, and consequently delay your licensure application. Per university guidelines, grades of INCOMPLETE will turn into a grade of F within six months if work is not submitted and evaluated. See details here: [https://reg.uncg.edu/wp-content/uploads/UGB\\_1718.pdf](https://reg.uncg.edu/wp-content/uploads/UGB_1718.pdf) - page=37. Complete and submit your portfolio by the evaluation deadlines (see p. 3 of this handbook) to avoid this terrible consequence.

2. A final grade for ARE 465 submitted by the University Supervisor and completion of all coursework contributing to the degree.
3. Students in the undergraduate Bachelor of Fine Arts in Art Education program as well as the Licensure Only program in Art Education are required by the state to take the Praxis II: Art Test before being recommended for licensure. Therefore, we **REQUIRE** that you take PRAXIS II: Art test *prior to the start of student teaching*. More information can be found at [www.ets.org](http://www.ets.org).

Finally, successful completion of PRAXIS II Art: Content and Analysis (test code 5135: qualifying score = 161). Scores must be turned in to Abigail Hart at [abigail.hart@uncg.edu](mailto:abigail.hart@uncg.edu). Your teaching license application will be incomplete until this and all other requirements are met.

4. Submit an application for Initial Licensure to the Office of Student Services (OSS) in the School of Education building, check with the OSS to be sure that the transcript has been received, and take care of any financial arrangements necessary for the license application.

As the student teacher, you are responsible for completing all of the requirements for licensure, including on-time registration for examinations and presentation of a successful EdTPA portfolio. Note

these requirements on your semester calendar so that you will be able to achieve licensure in a timely manner.

## Instructions for Applying for Licensure

### For Individuals who have never held a North Carolina Educator's license

1. Request an electronic copy of your official transcript at <https://reg.uncg.edu/transcripts/> (Cost is \$8.00 plus a \$2.25 processing fee)
  - Make sure you select **“After Degree Is Awarded”** (for degree and certificate programs) or **“After Grades Are Posted”** (for non-degree and non-certificate licensure only programs)
  - If you are a licensure-only or graduate student and receiving your first North Carolina license, you will also need to order a copy of your official undergraduate transcript from the college/university in which you completed your undergraduate degree.
  - Wait to go on to step 2 until you have received your transcript. (2-6 weeks after graduation)
2. Go to the NCDPI Online Licensure System portal at [NCDPI Online Licensure System](#) to start the application process.
  - Create an account using your personal email, NOT your UNCG email as you will use this account throughout your teaching career. Once registered, you will receive an email with a temporary password. Log in with the temporary password and then create a password.
  - On the first screen of the application, select **NO** that you **have NEVER been issued any type of North Carolina Educator's license**.
  - Select In-State Initial Standard Educator option and read the Introduction page carefully as it lists all of the items you need to upload for the application.
  - Fill in the rest of the application. You are required to enter all necessary information on each screen.
    - If you are attaching Experience Verification, complete the section “Experience”.
    - If you have been hired by a school district, fill out the “Affiliation” section indicating the county where you have been offered the position.
    - If you have ever been **convicted** or even **charged** of a crime, you will need to indicate “yes” on the Statement of Applicant. Even if the charge was later dismissed or expunged, you should disclose this information. If you indicate “no” and a charge comes up on your record, you will have lied on a state application.
  - Upload all Application Attachments
    - Transcripts (both graduate and undergraduate)
    - Test Scores – Praxis II and/or Pearson
    - Experience Verification – if trying to add years of experience
    - Court Documents – if disclosing information regarding criminal background
3. After you have completed the application, you will get to a summary page.
  - Review to verify the information you are providing is correct and print for your records.
  - **Your application will not be processed until you pay the \$70 non-refundable processing fee.**

#### Remember:

- After 15 minutes of inactivity, you will be prompted to save your work. If not saved, it will be lost.
- Applications that are created but not completed will expire after 30 days so don't submit an application until you have all of the necessary documents to upload.
- **EVERYONE** must upload official transcripts

If you wait over a year from graduation to apply for your license, your qualifications/ eligibility for licensure is up for review by UNCG and it is possible that you may be required to take additional classes or meet additional requirements. Even if you aren't planning on teaching the first year, still apply for your license

APPENDIX J  
Teacher Performance Assessment in Education (edTPA)

edTPA®

## Teachers Who Support Teacher Candidates

*Developed for educators by educators, edTPA® is the first nationally available, performance-based assessment for beginning teachers. This brochure offers information and guidance to P-12 teachers as they partner with preparation programs to support candidates completing edTPA® in their local contexts.*



**SCALE**

Stanford Center for Assessment, Learning, & Equity

# COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION

## Teachers Who Support Teacher Candidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn.

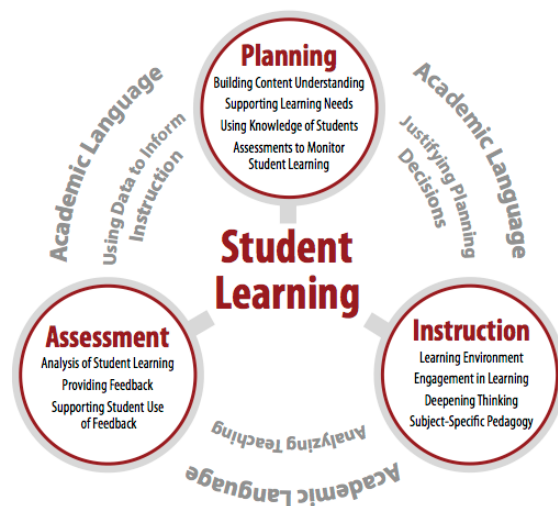
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

P-12 teachers who supervise or support teacher candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which candidates teach. Teacher candidates will develop lesson plans to engage students in learning consistent with the host school's standards and curricula.

## Evidence of Effective Practice

Teacher candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs.

## The edTPA® Teaching Cycle is Focused on Student Learning



*“I love the fact that they video record and analyze what they are doing. The commentaries require them to think about their work. They are forced to teach in every sense of the word.”*

– Cooperating Teacher LaSaundra Colson Wade  
Science Department Chair  
A. E. Beach High School, Savannah, GA

edTPA.

SCALE  
Stanford Center for Assessment, Learning, & Equity

## What You Can Expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates going through edTPA®, however, may need your input about the context and background of the students in your classroom early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

**Video recording may be a new requirement for teacher candidates.** Candidates are expected to follow the cooperating school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include the candidate's name, the names of the cooperating teacher, school, district or the last names of students. During the edTPA® registration and submission process, candidates acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

## Candidate Supports within the edTPA® Process

### Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:



Discuss edTPA® tasks and scoring rubrics



Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process



Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)



Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts



Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment



Arrange technical assistance for the video portion of the assessment

### Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:



Don't edit a candidate's official materials prior to submission



Don't instruct candidates on which video clips to select for submission



Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring



Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites



*“As an edTPA® scorer, I work to forward the great cause that was the reason I became a teacher—that is, student learning—and I am able to sharpen my professional skills and knowledge in the process.”*

– Tracy Spesia, nationally trained edTPA® scorer  
University of Saint Frances, Joliet, Illinois

## Consider Becoming an edTPA® Scorer



Scoring edTPA® portfolios is an engaging way to grow as a professional educator and better support teacher candidates. The experience also provides a common ground to discuss best practices with colleagues and learn from other educators around the nation.

Half of edTPA® scorers come from the P-12 community and many are National Board Certified Teachers. Scorers are compensated for training time and for portfolios scored.

SCALE, AACTE and the Evaluations Systems Group of Pearson invite you to join our professional learning community of committed professional educators who score edTPA®.

## edTPA® Scorer Qualifications



- Expertise in the subject matter or developmental level of the teaching field (degree and professional experience)
- Teaching experience in that field (or teaching methods or supervising student teachers in that field)
- Experience mentoring or supervising beginning teachers or administering programs that prepare them

Learn more at: <http://scoreedtpa.pearson.com>

### For More Information

The best way to get information about edTPA® in your community, to access edTPA® materials or to learn more about the role of cooperating teachers is to contact your educator preparation program. For more information on edTPA® in general, visit <http://edtpa.aacte.org>.

### About edTPA®

*edTPA® was developed under the leadership of the Stanford Center for Assessment, Learning and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education. The edTPA® process draws on experience gained from the 25-year development of performance-based assessments of teaching, including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers. Thousands of teacher educators and P-12 teachers collaborated to develop edTPA® to meet the need for a nationally available research- and standards-based assessment of candidate performance. Today, 700-plus campuses in some 40 states use edTPA®.*

*The edTPA® trademarks are owned by The Board of Trustees of the Leland Stanford Junior University. Use of the edTPA® trademarks is permitted only pursuant to the terms of a written license agreement.*

**APPENDIX K**  
**Art Education Resource Personnel**

Art Education Professor & Program Coordinator

Dr. Maria Lim

Office: 210 Gatewood Studio Art Center

[e\\_lim@uncg.edu](mailto:e_lim@uncg.edu)

(336) 772-4767

Art Education Associate Professor

Dr. Sunny Spillane

Office: 208 Gatewood Studio Art Center

[srspilla@uncg.edu](mailto:srspilla@uncg.edu)

(850) 321-8402