

Internship Resource Packet

Office of Professional
Experiences

Watson College of Education

<http://www.uncw.edu/ed/professionalexperience/>

Cindy Wiseman

Director of Professional Experiences

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Internship and Licensure Coordinator

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UNIVERSITY of NORTH CAROLINA WILMINGTON
WATSON COLLEGE of EDUCATION

Professional Development System
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Watson College of Education and Licensure Procedures

Office of Professional
Experiences

Watson College of Education

<http://www.uncw.edu/ed/professionalexperience/>

Spring 2021

Watson College of Education Teacher Intern Schedule

Please note that interns will receive detailed internship course schedules for dates in addition to the dates below. All intern meetings and edTPA sessions are required.

<i>All interns begin full time in Zoom meetings on Wednesday, January 20, 2021 and begin full time in internship classrooms on Thursday, January 21, 2021.</i>	
Wednesday January 20, 2021 - via Zoom	
8:00am - 9:15am	Hold for Program-specific Meeting or Supervisor Meeting
9:30am–11:30pm	EEL and EEL MAT Interns - edTPA Big Picture Overview
	ESL-MAT, MUS, SEC, SEC-MAT, EMG, EMG-MAT, FL, FL-MAT, PEH, PEH-MAT, SED and EYC interns - Internship Opening Session
1:30pm-3:30pm	ESL-MAT, MUS, SEC, SEC-MAT, EMG, EMG-MAT, FL, FL-MAT, PEH, PEH-MAT, SED and EYC interns - edTPA Big Picture Overview
	EEL and EEL MAT Interns - Internship Opening Session
3:30pm - tbd	Hold for Program-specific Meeting or Supervisor Meeting
Thursday, February 11, 2021 - via Zoom	
8:30am-11:30am	Group A - EEL and EEL-MAT interns - edTPA Review of Task 1, Task 2 Overview
1:30pm-4:30pm	Group B - EEL and EEL-MAT interns - edTPA Review of Task 1, Task 2 Overview
Friday, February 12, 2021 - via Zoom	
8:30am-11:30am	ESL-MAT, MUS, FL, FL-MAT, PEH, PEH-MAT, EYC and SED interns - edTPA Review of Task 1, Task 2 Overview
1:30pm-4:30pm	EMG, EMG-MAT, SEC, and SEC-MAT interns - edTPA Review of Task 1, Task 2 Overview
Wednesday, March 3, 2021 - via Zoom	
8:30am-11:30am	Group B - EEL and EEL-MAT interns - edTPA Review of Task 2, Task 3 Overview
1:30pm-4:30pm	Group A - EEL and EEL-MAT interns - edTPA Review of Task 2, Task 3 Overview

Spring 2021

Watson College of Education Teacher Intern Schedule

Thursday, March 4, 2021 - via Zoom	
8:30am-11:30am	EMG, EMG-MAT, SEC, and SEC-MAT interns - edTPA Review of Task 2, Task 3 Overview
1:30pm-4:30pm	ESL-MAT, MUS, FL, FL-MAT, PEH, PEH-MAT, EYC and SED interns - edTPA Review of Task 2, Task 3 Overview
edTPA Submission Deadline – Monday, March 22, 2021 <i>*note: all submission instructions and materials will be sent out via email the week before the submission deadline</i>	
Monday, April 26, 2021	
Early Release Date	
Wednesday, May 5, 2021	
All Interns - Last day in Placement Site	
Thursday, May 6, 2021 - via Zoom	
12:00noon - 1:30pm	Final Seminar for EYC, EEL, EEL MAT, EMG, EMG MAT, SED
2:00pm - 3:30pm	Final Seminar for ESL MAT, MUS, SEC, SEC MAT, PEH, PEH MAT, FL, FL MAT
Friday, May 7 and Saturday, May 8, 2021	
UNCW Commencement - by Colleges, see university schedule	
The internship is a full time commitment. Beginning on January 20, 2021, interns are either at UNCW for seminars or in their placement site classrooms.	
Interns follow the placement school system calendar for holidays and will be present at the school on teacher workdays.	

**WATSON COLLEGE OF EDUCATION
Work/Course Notification Form**

I realize that internship is considered a full-time commitment.

- A. I will devote full time to the practicum semester.

- B. I am choosing to take a course during the practicum semester. My class schedule will be as follows:

- C. I am choosing to work during the practicum semester. My working hours will be as follows:

I realize that if working or taking a course negatively affects my performance, that is, if students cease to learn or relationships are impaired, I shall be asked to withdraw from the practicum semester.

Intern Signature _____ Date _____

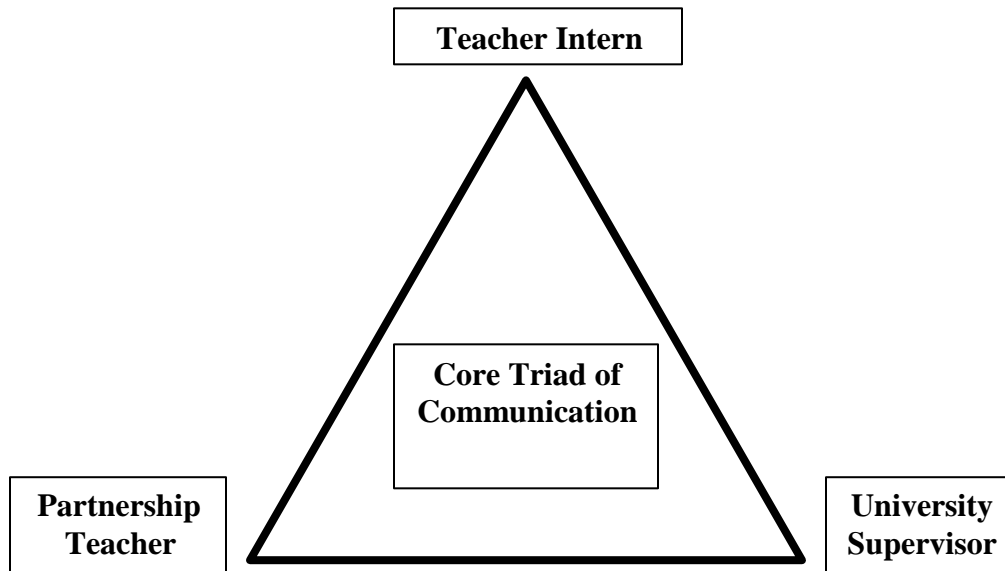
Intern Name (**Please print**) _____

**Email completed form to Logan McKnight at
mcknightl@uncw.edu and
copy SUPERVISOR and PARTNERSHIP
TEACHER.**

Office of Professional Experiences
Donald R. Watson College of Education
University of North Carolina Wilmington
601 South College Road
Wilmington, NC 28403

Watson College of Education
University of North Carolina Wilmington

Internship Communications Process



1. Communication between the WCE intern, partnership teacher and university supervisor takes top priority. Interns, partnership teachers and university supervisors should communicate and problem-solve collaboratively to resolve issues and concerns arising within the internship placement. When necessary, the site coordinator and/or school administrator may be accessed for consultation and support.
2. If internship situations cannot be successfully resolved by this core triad with the support of school personnel (i.e. site coordinator, administrator, department chair), then the Director of Professional Experiences should be contacted as the key UNCW representative. At this point, the Director will contact all appropriate persons at the university to elicit background information and consultation for collaboratively designing a plan of action that responds to the concern(s) brought forward.
3. When judged appropriate by the core triad (or members thereof), situations that may potentially result in intervention at the university level should be communicated to the site coordinator and school administrator to ensure all necessary parties are informed.

All internship participants should feel free to contact the Director of Professional Experiences for consultation and/or support. The key to success in the internship is communication.

Contact Information:

Ms. Cindy Wiseman	Director of Professional Experiences	(910) 962-3360	wisemanc@uncw.edu
Dr. William L. Sterrett	Associate Dean for Teacher Education and Outreach	(910) 962-4174	sterrettw@uncw.edu
Dr. Angela Housand	Associate Dean for Academic and Student Affairs	(910) 962-3361	housanda@uncw.edu



**WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON**

PREPARATIONS FOR THE INTERNSHIP SEMESTER

The following is a list of business items and “tips” for preparing for the internship semester. Please note that it is your responsibility to complete all items and also to ensure that appropriate materials are on file at the end of the semester for submission of your licensure application to the State Department of Public Instruction in Raleigh.

1. **Health Form** – A Health Examination Certification is **required** for all student teachers. Students who do not submit the Health Examination Certificate will not be eligible to go to public school placements and *will be administratively withdrawn* from internship courses.

The **original** of the Health Examination Certificate will be sent to the intern’s assigned school system after it is submitted to the Watson School of Education. **Make a copy** of the health form for your own files before submitting it. Copies are not kept by the Watson College of Education. Students must submit the **original** form to EB 326 or mail it to Logan McKnight at the address below in item #3.

The form can be completed by your family physician, an urgent care, or in the Student Health Center. Call 962-3280 to schedule an appointment in the Student Health Center and be sure to specify that you need a physical for student teaching. (Limited appointments are available during the final exam period, so schedule the appointment before the last day of classes.)

2. **Licensure Requirements**

- **Praxis II and NCEL Scores** – Students take designated specialty area tests (Praxis II and/or NCEL) depending upon the area of licensure they are seeking. The required tests and scores are listed at:
<http://www.ets.org/praxis/nc/requirements>
http://www.nc.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html

Please **be sure to code UNCW as a score recipient** to avoid paying an additional fee to send an official score report to UNCW. Please refer to <https://uncw.edu/ed/professionalexperience/licensure.html>

- **edTPA** – All interns are required to complete edTPA during the internship semester and submit it for an official score report. If applying for NC licensure, the score report will be uploaded to the licensure application.

3. **Transcripts** –

Licensure-only and M.A.T. students:

- If you have graduated from another university, you must order an official degree-posted transcript from your previous institution.
 - Order an electronic PDF version, if this is an option, as you will be uploading the file to an online application system for licensure.
 - Transcripts previously sent to UNCW’s Admissions Office cannot be used for this purpose.

Degree Seeking Students: If you are graduating from UNCW you will complete the transcript request at **the conclusion of the practicum semester, with directions from Ms. McKnight.**

**Logan McKnight
Internship and Licensure Coordinator
Watson College of Education, UNCW
601 South College Road
Wilmington, NC 28403**

4. **Graduation Application** – All students graduating from UNCW must apply for graduation by the deadline date. The application and deadline date are available in the Registrar’s Office or online at www.uncw.edu/reg. Information on commencement also is available on the UNCW website.
5. **Becoming Licensed in Another State** – If you are planning to teach in another state, you should contact that state and request a licensure packet as soon as possible.
6. **Employment or Courses During the Internship Semester** – Students are encouraged *not* to work or take other courses during the practicum semester. Those who intend to do so must notify the Director of Professional Experiences (EB 326) within the first week of the semester by submitting the Work/Course Notification Form located in the internship course packet. This form must be signed by the university supervisor and partnership teacher prior to submission to the Director of Professional Experiences.
7. **Substituting** – Before an intern can substitute, he or she must have the permission of both the university supervisor and the partnership teacher. Interns are allowed to substitute for their partnership teachers only during the practicum semester. Each school system has its own policies regarding criminal background checks and payment, and interns should familiarize themselves with the appropriate procedures. If the partnership teacher is attending a UNCW sponsored event, the intern is expected to substitute without pay as a professional courtesy.

To substitute for any school system after the practicum semester ends, interns must apply through the regular “Substitute Teacher” process. Information on this process is available from the Central Office of each school system. *Interns are strongly encouraged to complete the application process **early** in the internship semester.*

8. **Calendar** – During the practicum semester, interns will follow the school system calendar (not the UNCW calendar.) Partnership teachers may elect to use annual leave time during designated periods of the year; however, interns are required to be at school sites on all **teacher workdays** and during remediation and enrichment weeks in year-round schools. Interns do not take UNCW Fall Break or Spring Break; instead they follow the school system calendar for vacation days. The internship time schedule may be extended by the university supervisor if the intern has absences due to illness or family emergencies.
9. **Early Release** – If an intern is offered employment by a school system, he/she can be released before the end of the semester only if: (1) the school system sends an official request to the Director of Professional Experiences, and (2) both the university supervisor and the partnership teacher approve. In order to qualify, interns must have demonstrated adequate performance on all competencies, and must continue full participation in internship activities until the early release date. The dates for early release are established each semester based upon the university and school system calendars.

Interns receiving early release should confirm salary arrangements with school system. **NOTE:** Interns must return to campus for all required seminars and submit all required course products. The school system must hire a substitute for days the intern will return to campus.

10. **Professionalism** - Interns are required to demonstrate professionalism in all of their interactions during the practicum semester. Interns are guests in schools, and are expected to conduct themselves as teachers and role models. To fulfill these expectations, interns must:
 - a. Demonstrate positive, productive, and professional attitudes and behaviors when interacting with teachers, students, parents, administrators, and university personnel. Careful attention should be given to discretion and confidentiality in conversations within the school and in the community.
 - b. Be receptive to feedback and committed to continuous improvement as a professional educator.
 - c. Be prompt and consistent in attendance. Interns must be at their school sites for the hours typically maintained by their partnership teachers – often one hour before the beginning of school and arrival of students, and typically at least one hour after school. Interns must arrange childcare and other responsibilities accordingly. (Child care coverage beginning at 7am to 5pm is strongly recommended.) An intern who has 3 or more absences/tardies may have his/her time in the practicum site extended in order to meet performance competencies or may be withdrawn from the internship.
 - d. Be willing to accept and fulfill all instructional and non-instructional duties of a teacher.

- e. Dress in a professional manner every day unless special attire is warranted due to an activity (e.g., field day). Interns must wear clothes and accessories appropriate for the role of teacher. Piercings, nose rings, etc. (except limited ear piercings) must be removed during the school day. Failure to comply with these expectations will result in removal from the placement site. The following attire is NOT acceptable:
- Jeans
 - Shorts
 - T-shirts
 - Tank tops or spaghetti straps not covered by an outer garment
 - Overly short skirts
 - Flip Flops or Tennis Shoes
 - Exposed midriffs
 - Exposed cleavage
 - Any attire that is excessively tight, revealing, obscene or disruptive to the learning environment
 - Any clothing that promotes alcohol, tobacco and controlled substances or displays profanity or sexual words and symbols
 - Nose-rings, lip-rings, face-rings, tongue-rings or excessive earrings
 - Exposed tattoos
- f. Refrain from online activities inappropriate for education professionals.
- g. Cell phones should be muted and stored during instructional and non-instructional duty times. Texting during instructional time is not acceptable.
- h. Be aware of allergies and sensitivities to perfume, colognes and cigarette smoke.

11. **Code of Ethics** – Interns must abide by the North Carolina Code of Ethics for North Carolina Educators (see Practicum Handbook), Professional Standards, UNCW’s Code of Student Life, and the Watson School’s Performance Review Process.

Standards of Professional Conduct

Watson College of Education

University of North Carolina at Wilmington

Preamble

Educators are entrusted with the care and education of learners at all levels; therefore, they must adhere to a high standard of personal character and conduct in order to serve as positive role models for pupils, families/caregivers, and the community. Professional responsibility begins with a prospective educator's initial association with the Watson College of Education and continues after their admission as a candidate for licensure. All students associated with the WCE, prior to and after admission to the school, must accept the responsibility for adhering to high ethical standards, as they make a commitment to serve pupils, schools, and their profession. Commitment to ethical and professional standards is expected to continue as candidates are licensed and assume their professional roles. All policies, procedures and regulations contained in the *UNCW Code of Student Life* also apply.

The WCE Standards of Professional Conduct incorporate the following:

- the Code of Ethics for North Carolina Educators (adopted by the North Carolina State Board of Education, June 5, 1997; www.ncpublicschools.org);
- the Code of Professional Practice and Conduct for North Carolina Educators, effective April 1, 1998 (Section 0.600; www.ncpublicschools.org/teacher_education/conductcode.htm); and
- the Watson College of Education professional expectations as identified in the Performance Evaluation Scale exit criteria.

Adherence to these professional standards is expected during all aspects of students' matriculation and career with the WCE, including practica and field activities. Violations of these Standards of Professional Conduct may result in disciplinary action, including but not limited to withdrawal from courses (including those that require field experiences and practica) and/or dismissal from the teacher education program. Students are also subject to discipline for misconduct as stated in the *UNCW Code of Student Life*.

Commitment to the Education Profession

1. Understands, respects and applies principles of teaching and learning and content knowledge relevant to the area of licensure;
2. Pursues growth and development in the theory, principles, and practices of the profession and uses knowledge and skills appropriately to improve the educational opportunities, experiences, and performance of student learners and colleagues.

3. Demonstrates appropriate behaviors, attitudes and skills related to the conduct of a professional educator, such as the following:
 - attire appropriate to the setting,
 - punctuality,
 - attendance,
 - professional interactions with peers, faculty, staff, and administrators as well as field-based personnel,
 - development and use of appropriate professional language in oral and written communications, and
 - adherence to institutional policies and procedures.
4. Provides accurate and truthful credentials and information regarding admission, requirements for licensure, and in all interactions with faculty and staff.

Commitment to Schools and School Systems

1. Contributes to a classroom climate conducive to learning.
2. Promotes optimal learning opportunities for all those engaged in the educational setting on-campus, on-line or in field experiences and/or practica.
3. Acknowledges and supports 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.
4. Participates positively, collegially and cooperatively in campus-based coursework, school/community-based work and in other professional decision-making processes.
5. When acting in a professional capacity:
 - A. Acts fairly, consistently, and prudently in the exercise of authority.
 - B. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of their rights protected by law.

Acts and speaks respectfully in educational settings as a representative of UNCW, the Watson College of Education and its programs.

Commitment to Students

1. Supports, acknowledges and respects diversity among individuals in all educational settings.
2. Sets high expectations for all students and provides various methods and opportunities for students to achieve goals.
3. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
4. Manages student behavior fairly and consistently. Influences student behavior in positive ways while maintaining students' dignity;
5. Assesses students and assigns grades based upon the students' demonstrated competency, merit, and performance, without regard to personal factors that are irrelevant to the program involved.
6. Holds in confidence information learned in professional practice and contained in educational records except when disclosure is required by pertinent regulations or statutes.
7. Treats all students with respect and maintains an appropriate relationship with students in all settings. The educator will 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. Speech that is considered abusive, profane, vulgar, demeaning or obscene
 - b. Acts of child abuse, as defined by law
 - c. Any provision, sale or supply of alcohol or drugs
 - d. Any act of harassment based on sex, race, religion, disability, age, and national origin as defined by policy and law and
 - e. Any intentional solicitation, encouragement, whether written, verbal, or physical, or consummation of a romantic or physical relationship with a P-12 student, or any sexual contact with a P-12 student. The term "romantic relationship" shall include dating any P-12 student.

WCE Categories of Professional Dispositions

1. Commitment to Personal and Professional Qualities

- Integrity (honesty, ethics and character)
- Caring
- Tolerance
- Critical thinking and problem solving
- Creativity and innovation
- Consideration and thoughtfulness
- Language appropriate to context and audience
- Attendance, punctuality and responsiveness
- Professional attire and appearance

2. Commitment as a Learner

- Engages actively in class
- Completes assignments to the best of one's ability
- Takes responsibility for one's learning by showing initiative in responding to assignments, projects and class activities both as a learner and a teacher
- Accepts feedback readily and is receptive to new ideas
- Gives thoughtful consideration to different viewpoints
- Contributes ideas and demonstrates initiative when working in groups and teams, comes to classes and meetings prepared
- Collaborates with peers, colleagues and other teachers to create a professional learning community

3. Commitment as an Educator to the Success of all Students

- Reflects about one's own cultural identity and experiences
- Examines and seeks to overcome biases and stereotypes
- Shows respect for and sensitivity to students' varied perspectives and cultures
- Takes responsibility for all students' learning and holds high expectations for all students
- Establishes an environment that is inviting, respectful, supportive and inclusive
- Works collaboratively with the families and significant adults in the lives of their students
- Chooses methods and materials that engage students to raise academic achievement of all learners and strives to eliminate achievement gaps

4. Commitment to Professional Leadership¹

- Involves families and the community in the classroom and the school
- Participates in initiatives to improve public education, including professional associations, community service, boards, panels, agencies or special projects
- Advocates for positive change in policies and practices affecting student learning and lives
- Seeks solutions to overcome social, political, cultural, economic, physical and cognitive barriers that may prevent effective family and community involvement in the education of their students

¹ Candidates will show evidence of some aspects of Category 4 during our preparation programs. The intent is to show the continuum of commitment and professional behaviors that will grow beyond our programs. This category will be assessed by candidates' demonstrating their connections across the classroom, school, and community and society.

WCE Professional Dispositions for Teacher Candidates

Over the last several years, state and national organizations have developed new expectations of teachers. Embedded in the North Carolina and InTASC standards for teachers (and many of the curricular recommendations from professional associations) are assumptions that teachers are both caring and competent. From these new expectations the Watson College of Education (WCE) developed dispositional¹ expectations for teachers with four main categories to guide teacher candidate development. These categories promote a new, broader understanding of teacher professionalism. From personal and professional qualities, commitment as a learner, to success for all learners to teacher leadership, professionalism is defined by commitment, responsibility, caring and action on behalf of all students. The WCE dispositions incorporate the professional standards as described in the Code of Ethics for North Carolina Educators and the Code of Professional Practice and Conduct for North Carolina Educators. Students should refer to these Standards for a more detailed description.

Through coursework and field experiences, the teacher candidates in WCE have opportunities to develop the following dispositions (e.g. reflects about one's own cultural identity and experiences, takes responsibility for all students' learning).

Program Dispositions serve three purposes:

- 1) inform candidates of dispositional expectations
- 2) help students identify areas for further development, and
- 3) assist faculty in candidate assessment

Professional Dispositions: Statement of Responsibility

My signature below verifies that I have read the Watson College of Education Professional Dispositions and recognize the importance of meeting these expectations. My performance on these dispositions must meet or exceed program expectations. I understand that failure to demonstrate appropriate dispositions will result in an intervention plan and/or result in dismissal from the Watson College of Education.

Candidate's Printed Name _____

Candidate's Signature _____

Date: _____

¹NCATE's definition of dispositions: "Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development."

Supervision Forms

Office of Professional
Experiences

Watson College of Education

<http://www.uncw.edu/ed/professionalexperience/>

Summary of Forms for Supervision of Teacher Intern:

CPAST Assessment

- The intern completes a self-assessment at the beginning of the semester and shares with supervisor.
- At midterm, the supervisor, intern and partnership teacher participate in a 3 way conference to share their ratings. The supervisor enters the rating on the CPAST Consensus form.
- At final, the supervisor, intern and partnership teacher participate in a 3 way conference to share their ratings. The supervisor enters the rating on the CPAST Consensus form. In addition, the supervisor enters the midterm and final ratings electronically for WCE and also enters the final grade for the internship.

Observation of Intern Performance

- This form is specified by the supervisor and is utilized in formal observations of the teacher intern.

Coaching Plan

- This form is used to identify areas for coaching focus. The supervisor will give directions for the number of coaching plans required, submission dates, etc. The coaching plan is submitted electronically using Qualtrics.

Intern Intervention Report

- This form is used to document identified areas that need improvement, strategies for improvement and a timeline to review. When this form is used, a copy must be sent to Cindy Wiseman, Director of Professional Experiences.

At the end of the semester, the following documentation is required:

- **Final CPAST Assessment** – after the 3 way conference, the supervisor electronically submits the ratings.
- **Certification of Teaching Capacity Form**
 - The supervisor provides electronic copy of Certification of Teaching Capacity to intern, partnership teacher and Logan McKnight.
 - The intern uploads the Certification of Teaching Capacity to the Assurances Folio. The supervisor is asked to verify that the Assurances Folio is complete prior to submitting the internship grade.

Watson College of Education

Rubric for Assigning Internship Grades

The Candidate Preservice Assessment for Student Teachers (CPAST) ratings will be computed at midterm and final. In alignment with the Certification of Teaching Capacity, faculty will use the grading scale below to determine a final grade for the internship semester.

Within the MET range, the grading scale is:

A grade of A is earned:

- If the CPAST assessment provides evidence of strength in performance and understanding of teaching and learning;
- If the intern has shown professional growth using the CPAST indicators and midterm goals as a guide;
- If the intern completed all internship requirements per program area; and,
- If intern remained engaged in assignments to support their continued development, including online learning and teaching, as applicable.

A grade of B is earned:

- If the CPAST assessment provides evidence of developing strength in performance and understanding of teaching and learning;
- If the intern has shown professional growth using the CPAST indicators and midterm goals as a guide;
- If the intern completed most internship requirements per program area; and,
- If intern remained mostly engaged in assignments to support their continued development, including online learning and teaching, as applicable.

A grade of C is earned:

- If the CPAST assessment provides evidence of emerging strength in performance and understanding of teaching and learning;
- If the intern has shown professional growth using the CPAST indicators and midterm goals as a guide;
- If the intern completed some internship requirements per program area; and,
- If intern remained somewhat engaged in assignments to support their continued development, including online learning and teaching, as applicable.

Within the NOT MET range, the grading scale is:

A grade of D is earned if the student has completed student teaching and has not earned a grade of A, B, or C. A grade of D is not acceptable for recommendation by UNCW for initial licensure. The teacher interns will not be recommended for licensure if any of the areas of the Certification of Teaching Capacity are **NOT MET**.

A grade of W/WF is assigned if the student is withdrawn from the internship during the semester because students cease to learn or relationships are impaired.

Undergraduate and Graduate grades are assigned in accordance with university grading policy. University supervisors issue the final grade of the internship and submit all required documents.

Teacher Intern:

Partnership Teacher:

University Supervisor:

Date:

Pedagogy				
Domain	Candidate Score	Mentor Score	Supervisor Score	Consensus Score
Planning for Instruction and Assessment				
A. Focus for Learning: Standards and Objectives/Targets				
B. Materials and Resources				
C. Assessment of P–12 learning				
D. Differentiated Methods				
Instructional Delivery				
E. Learning Target and Directions				
F. Critical Thinking				
G. Checking for Understanding and Adjusting Instruction through Formative Assessment				
H. Digital Tools and Resources				
I. Safe and Respectful Learning Environment				
Assessment				
J. Data-Guided Instruction				
K. Feedback to Learners				
L. Assessment Techniques				
Analysis of Teaching				
M. Connections to Research and Theory				
Professional Dispositions Form				
Professional Commitment & Behaviors				
N. Participates in Professional Development (PD)				
O. Demonstrates Effective Communication with Parents or Legal Guardians				
P. Demonstrates Punctuality				
Q. Meets Deadlines and Obligations				
R. Preparation				
Professional Relationships				
S. Collaboration				
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession				
Critical Thinking and Reflective Practice				
U. Responds Positively to Feedback and Constructive Criticism				

Goals to student teacher’s continued growth:

1.

2.

Add additional sheets for additional goals as needed.

Alignment of Goals to standards of the teaching profession (as applicable):

1.

2.

Add additional sheets for additional goals as needed.

Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Candidate Preservice Assessment of Student Teaching (CPAST)

Rubric and assignments may not be shared without permission

- [Pedagogy](#) Evaluation
- [Dispositions](#) Evaluation
- [Goals](#)

Pedagogy	Alignment	Dispositions	Alignment
Planning for Instruction and Assessment		Professional Commitment and Behaviors	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a	N. Participates in Professional Development	
B. Materials and Resources	InTASC 7b	O. Demonstrates Effective Communication with Parents or Legal Guardians	InTASC 10d
C. Assessment of P-12 Learning	InTASC 6b	P. Demonstrates Punctuality	InTASC 9o
D. Differentiated Methods	InTASC 2c	Q. Meets Deadlines and Obligations	InTASC 9o
		R. Preparation	InTASC 3d
Instructional Delivery		Professional Relationships	
E. Learning Target and Directions	InTASC 7c	S. Collaboration	InTASC 10b
F. Critical Thinking	InTASC 5d	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	InTASC 10j
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b	Critical Thinking and Reflective Practice	
H. Digital Tools and Resources	CAEP 1.5	U. Responds Positively to Constructive Criticism	InTASC 9n
I. Safe and Respectful Learning Environment	InTASC 3d		
Assessment			
J. Data-Guided Instruction	CAEP 2.3		
K. Feedback to Learners	InTASC 6d		
L. Assessment Techniques	InTASC 7d		
Analysis of Teaching			
M. Connections to Research and Theory	CAEP 1.2		

Pedagogy Evaluation

Student Teacher: _____

University Supervisor: _____

Cooperating Teacher/s: _____

Semester: _____ Date: _____

Directions – The form will be used **twice** during the course of the term and will be provided by the [Program Coordinator](#) to the [University Supervisor](#), [Cooperating Teacher](#), and [Student Teacher](#). Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

- 1) Completes the evaluation in week 5 or 6 (Mid-term) of the [student teaching](#) experience AND in week 13 or 14 (Final)
- 2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

- 1) Goals are set for the remainder of the student teaching experience
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

- 1) Suggestions and comments are made to assist in the transition to teaching role
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "[Glossary](#)" and the "[Look Fors](#)" document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Ratings		
					Initial	Midterm	Final
Planning for Instruction and Assessment							
A. Focus for Learning: Standards and Objectives/Targets	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets , and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/ targets , and learning tasks <i>are consistently aligned</i> with each other AND Articulates objectives/targets that are appropriate for learners	Plans <i>align</i> to appropriate P-12 state learning standards AND/OR <i>Some goals</i> are measurable AND/OR Standards, objectives/targets , and learning tasks, are <i>loosely or are not consistently</i> aligned with each other AND/OR Articulates <i>some objectives/targets</i> that are appropriate for learners	Plans <i>do not align</i> to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets , and learning tasks <i>are not aligned</i> with each other AND/OR <i>Does not</i> articulate objectives/targets that are appropriate for learners	—	—	—

B. Materials and Resources	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. <i>Encourage individualization of learning</i>	Uses a <i>variety</i> of materials and resources that 1. Align with <i>all</i> objectives/targets 2. <i>Make content relevant to learners</i>	Uses materials and resources that <i>align</i> with <i>some</i> of the objectives/targets	Materials and resources do not align with objectives/targets	—	—	—
C. Assessment of P-12 Learning	Plans a variety of assessments that 1. Provide opportunities for learners of <i>varying abilities</i> to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. <i>Promote learner growth</i>	Plans a <i>variety</i> of assessments that 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. <i>Are culturally relevant and draw from learners' funds of knowledge</i>	Planned assessments 1. <i>Provide opportunities for some learners to illustrate competence (whole class)</i> 2. <i>Align with the appropriate P-12 state learning standards</i>	Planned assessments 1. <i>Are not included</i> OR 2. <i>Do not align</i> with the appropriate P-12 state learning standards	—	—	—
D. Differentiated Methods	Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons <i>make an attempt to build on, but are not completely successful at</i> connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is minimal AND <i>Organizes instruction to ensure content is comprehensible for learners</i>	Lessons <i>do not build on or connect to</i> learners' prior knowledge AND/OR Explanations given <i>are illogical or inaccurate</i> as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent	—	—	—

Instructional Delivery					Initial	Midterm	Final
E. Learning Target and Directions	Articulates accurate and <i>coherent</i> learning targets AND Articulates accurate directions/explanations throughout the lesson AND Sequences learning experiences appropriately	Articulates an <i>accurate learning target</i> AND Articulates <i>accurate directions/explanations</i> AND <i>Sequences learning experiences appropriately</i>	Articulates an <i>inaccurate learning target</i> <i>AND/OR</i> Articulates <i>inaccurate directions/explanations</i>	Does not articulate the learning target OR Does not articulate directions/ explanations	—	—	—
F. Critical Thinking	Engages learners in critical thinking in local and/or global contexts that 1. Fosters problem solving 2. Encourages conceptual connections 3. <i>Challenges assumptions</i>	Engages learners in critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Introduces <i>AND/OR</i> models critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Does not introduce <i>AND/OR</i> model critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	—	—	—
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Checks for understanding (whole class/group <i>AND</i> individual learners) during lessons using formative assessment AND Differentiates through <i>planned and responsive adjustments</i> (whole class/group and individual learners)	Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)	<i>Inconsistently checks for understanding</i> during lessons using formative assessment <i>AND</i> Adjusts instruction accordingly, but adjustments may cause additional confusion	Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses	—	—	—
H. Digital Tools and Resources	Discusses <i>AND</i> uses a <i>variety of developmentally</i> appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i>	Discusses <i>AND</i> uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i>	Discusses <i>developmentally appropriate technologies (digital tools and resources)</i> relevant to learning objectives/ targets of the lesson <i>AND</i> Technology is not available	One of the following: A. Does not use technologies (digital tools and resources) to engage learners <i>AND</i> Technology is available in the setting OR B. Use of technologies is <i>not relevant</i> to the learning objectives/ targets of the lesson OR C. Does not discuss technologies <i>AND</i> Technology is not available in the setting	—	—	—

I. Safe and Respectful Learning Environment	<i>Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions</i> AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	Manages a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	<i>Attempts to manage a safe learning environment through the use of routines and transitions</i> AND/OR Attempts to establish constructive relationships to engage learners AND/OR Attempts to use constructive strategies to maintain learners' attention (individual and whole group)	Does not manage a safe learning environment OR Does not establish constructive relationships to engage learners OR Does not use constructive strategies to maintain learners' attention (individual and whole group)	—	—	—
Assessment					Initial	Midterm	Final
J. Data-Guided Instruction	Uses data-informed decisions (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data record-keeping and analysis	Uses data-informed decisions to design instruction and assessment AND Uses contemporary tools for learner data record-keeping	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment	—	—	—
K. Feedback to Learners	Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <i>individualized</i> AND Provides timely feedback , <i>guiding learners on how to use feedback to monitor their own progress</i>	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is <i>descriptive</i> AND Provides timely feedback	Provides minimal feedback that 1. <i>Enables</i> learners to recognize strengths OR areas for improvement OR Feedback is provided in a <i>somewhat</i> timely fashion	Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion	—	—	—
L. Assessment Techniques	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. <i>Varied</i>	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally <i>appropriate</i> 2. <i>Formative OR summative</i>	Assessment techniques are 1. Developmentally <i>inappropriate</i> OR <i>Not used</i>	—	—	—

Analysis of Teaching					Initial	Midterm	Final
M. Connections to Research and Theory	Discusses, provides evidence of, and justifies connections to educational research and/or theory AND Uses <i>research and/or theory</i> to explain their P-12 learners' progress	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory	—	—	—

Professional Dispositions Evaluation

What are dispositions? The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

What else should a teacher candidate know? It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

Professional Commitment and Behaviors					Initial	Midterm	Final
N. Participates in Professional Development (PD)	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)	Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)	—	—	—
O. Demonstrates Effective Communication with Parents or Legal Guardians	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	Does not provide evidence of communication with parents or legal guardians	—	—	—

	<p>AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</p>	<p><i>understanding and academic progress</i></p>					
<p>P. Demonstrates Punctuality</p>	<p>Reports on time <i>or early</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>Reports on time for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Inconsistently reports on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</i></p>	<p><i>Does not report on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</i></p>	---	---	---
<p>Q. Meets Deadlines and Obligations</p>	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND Provides clear and complete directions and lessons for substitutes/cooperating teacher <i>without reminders</i></p>	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND Informs <i>all</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND Provides <i>clear and complete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Most of the time meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND <i>Informs some</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND <i>Provides incomplete</i> directions and lessons for substitutes/ cooperating teacher</p>	<p><i>Frequently misses deadlines or obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND/OR <i>Does not inform</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) <i>of absences prior to the absence</i></p> <p>AND/OR <i>Does not provide</i> directions and lessons for substitutes/cooperating teacher</p>	---	---	---
<p>R. Preparation</p>	<p>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND Materials are easily accessible AND organized</p> <p>AND <i>Prepared for the unexpected and flexible</i></p>	<p>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND Materials are easily accessible AND organized</p>	<p><i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND/OR Materials are easily accessible <i>OR</i> organized</p>	<p><i>Not prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND/OR Materials are <i>not</i> organized <i>NOR</i> easily accessible</p>	---	---	---

Professional Relationships					Initial	Midterm	Final
S. Collaboration	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Works with</i> and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Attempts to work with and learn from colleagues in planning and implementing instruction</i>	<i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	—	—	—
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Recognizes and articulates specific areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) AND <i>Takes action(s) based upon identified needs, while following district protocols</i>	Recognizes and <i>articulates specific</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Recognizes</i> areas in need of advocacy , <i>but cannot articulate</i> the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Does not recognize</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	—	—	—
Critical Thinking and Reflective Practice					Initial	Midterm	Final
U. Responds Positively to Feedback and Constructive Criticism	Is receptive to feedback, constructive criticism , supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND <i>Proactively seeks opportunities for feedback from other professionals</i>	Is receptive to feedback, constructive criticism , supervision, and <i>responds professionally</i> AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to <i>improve practice</i>	<i>Is</i> receptive to feedback, constructive criticism , and supervision AND/OR <i>Incorporates feedback inconsistently</i>	<i>Is not</i> receptive to feedback, constructive criticism , and supervision AND/OR <i>Does not incorporate feedback</i>	—	—	—

What went well? Areas of strength?

Possible opportunities for growth

Midterm Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher. As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

Connection to 3-way form	Goal (must have a minimum of one goal) with Details
<i>L. Assessment: Feedback to Learners</i>	<i>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process. I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</i>
	1.
	2.
	3.

Comments

UNCW ITEMS

PLEASE NOTE: These rows represent objectives of the North Carolina Professional Teaching Standards that are not directly assessed using the CPAST. Ratings on these items **will not be reported to OSU** as part of the official analysis of UNCW results. **These ratings (0,1,2,3) will be used by UNCW Intern Supervisors, Partner Teachers and Interns to achieve assessment and to inform Internship grades and completion of the Certification of Teaching Capacity.**

<p>NCPTS 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.</p>				Initial	Midterm	Final
<p>... and</p> <p>Applies knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.</p>	<p>... and</p> <p>Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p>... and</p> <p>Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</p>	<p>Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</p>	_____	_____	_____
<p>NCPTS 4f & 4f.1: Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.</p>				Initial	Midterm	Final
<p>... and</p> <p>Fosters the development of student leadership and teamwork skills to be used beyond the classroom.</p>	<p>... and</p> <p>Encourages students to create and manage learning teams.</p>	<p>... and</p> <p>Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p>	<p>Provides opportunities for cooperation, collaboration, and leadership through student learning teams.</p>	_____	_____	_____

Glossary of Terms

Advocacy: Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

Analysis: Careful and critical examination of data and/or processes to identify key components and potential outcomes.

Assessment: “Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement.”¹

Contemporary Tools: Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.

Cooperating Teachers: (Also known as “mentor teachers”) Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

Critical Thinking: Refers to the “kind of thinking involved in problem solving” and includes an ability to “examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions.”²

Culturally Relevant: Incorporating the tenets of culturally relevant/responsive teaching (i.e., “teachers create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.”)³

Data-informed decisions: “Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels.”⁴

Developmental Theory (General): Theories that describe the stages of development of children/adolescents (e.g., Erikson’s Theory of Psychosocial Development, Kohlberg’s Theory of Moral Development, Piaget’s Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

Developmental Theory (Content-Specific): Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.⁵

Diagnostic Assessment: (Also known as “pre-assessment”) “Involves the gathering and careful evaluation of detailed data using students’ knowledge and skills in a given learning area.”⁶

Differentiation of Instruction: “To respond to variance among learners” (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying “content, and/or process, and/or products, and/or the learning environment” according to learners’ “readiness, interest, or learning profile.”⁷

Digital Tools: Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

Evidence: Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction.⁸

Feedback: “Information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning.”⁹

Formative Assessment: “Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement.”¹

Fosters: To promote the growth or development of, encourage.¹⁰

Funds of Knowledge: “Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.”¹¹

¹ Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University

² http://sites.harvard.edu/fs/docs/icb.topic265890.files/Critical_Thinking_File/06_CT_Extended_Definition.pdf

³ <http://www.learnnc.org/lp/pages/4474#note1>

⁴ <http://www.cln.org/elar/dddm.cfm#A>

⁵ Stevens, S., Shin, N., & Krajcik, J. (2009, June). Towards a Model for the Development of an Empirically Tested Learning Progression. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA.

⁶ <http://www.education.nt.gov.au/parents-community/assessment-reporting/diagnostic-assessments/diagnostic-assessments>

⁷ Carol Ann Tomlinson <http://www.ericdigests.org/2001-2/elementary.html>

⁸ Stanford Center for Assessment, Learning and Equity (SCALE). (2015). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University.

⁹ Shute, V.J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.

¹⁰ Merriam Webster Dictionary (<http://www.merriam-webster.com/dictionary/foster>)

¹¹ Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 132-141.

Goals: See definition for “Measurable Goals.”

Learner: Any P12 student in the student teacher’s classroom.

Learning Environment: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

“Look Fors” Document: A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

Measurable Goals: “Provides information for describing, assessing, and evaluating student achievement.”¹²

Mentor Teachers: See definition for “Cooperating Teachers.”

Objectives/Targets: P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.¹³

Problem solving: A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

Program Coordinator: Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

Research: “The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge.”¹⁴

Student Teacher: (Also known as “intern” or “candidate”) An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.

Student Teaching: (Also known as “clinical practice”) A full-time field experience in a P12 classroom that occurs in the final semester (culminating experience) of an educator preparation program and is required to obtain professional education licensure/certification.

Summative Assessment: “Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met.”¹⁵

Targets: See definition for ‘Objectives/Targets.’

Technologies: See definition for ‘Digital Tools.’

University Supervisor (US): The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher’s evaluation, and is responsible for recording the consensus scores using this form.

Form developed by:

The Ohio State University: Beickelman, F., Bendixen-Noe, M., Bode, P., Brownstein, E., Day, K., Fresch, M., Kaplan, C., Warner, C. and Whittington, M.	Bowling Green State University: Gallagher, D. University of Toledo: Stewart, V. University of Akron: Jewell, W. Ohio University: C. Patterson	Cleveland State University: Price, A., Crell, A. Wilmington College: Hendricks, M Wright State University: Kahrig, T. Kent State University: Arhar, J., Turner, S.	Wittenberg University: Brannan, S., Whitlock, T. University of Dayton: Bowman, C.
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¹² <https://education.alberta.ca/media/525540/ipp7.pdf>

¹³ <https://www.csun.edu/science/courses/555/pact/glossary.html>

¹⁴ <http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificBasedRes/tabid/10877/Default.aspx>

¹⁵ Melaville, A. & Blank, M.J. (1998). *Learning together: The developing field of school-community initiatives*. Flint, MI: Mott Foundation.



**WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON**

COACHING PLAN

Teacher Intern: _____ Partnership Teacher: _____

School: _____ Grade/Subject: _____ Supervisor: _____

Pre-conference Date:

Areas of Strength:	
Focus for Growth/Development:	
Teaching Strategies to be Used:	Kinds of Data/Ways to Collect:

Post-conference Date:

Results/Implications for Student Learning:
Set Goals/New Focus:
Additional Comments:

Important There can only be one “active” coaching plan at a time. Submitting a second coaching plan will interrupt the cycle outlined below and overwrite the current active coaching plan.

1. Intern submits coaching plan. This becomes the active coaching plan.
2. Coaching plan is *automatically* emailed to partnership teacher. At the end of the week, partnership teacher clicks the link in the email to submit post-conference feedback.
3. Coaching plan is *automatically* emailed back to intern. After the conference, intern clicks the link in the email to submit final reflection. Once submitted, the cycle is complete and a new plan can be submitted.

Coaching Plan Guide For Interns

1. Click on the link to start a new Coaching Plan:
https://uncw.az1.qualtrics.com/jfe/form/SV_86Ar6sjx9wxRzcV

2. Enter your UNCW email address, then click Submit
Please enter the UNCW Intern's email address:

UNCW email (with @uncw.edu)

3. Enter your name
Intern name

4. Choose your program from the dropdown menu
Program

5. Indicate the subject(s) taught during internship
Subject(s) taught during internship
ex 1: ELA
ex 2: Math & Science
ex 3: All (for elementary interns)

6. Indicate the grade level taught
Grade level taught

7. Describe your areas of strength

Areas of strength

transitions, rapport with students

8. Choose the focus area for your coaching plan

Coaching Plan Focus

- Planning for Instruction and Assessment
- Instructional Delivery
- Assessment
- Analysis of Teaching
- Professional Commitment and Behaviors
- Professional Relationships
- Critical Thinking and Reflective Practice

9. Depending on which focus area you choose, you will be presented with a list to specify the topic. If you choose, "Other", be sure to explain.

Planning for Instruction and Assessment	Instructional Delivery	Assessment	Professional Commitment and Behaviors
<input type="radio"/> Focus for Learning, Standards and Objectives/Targets	<input type="radio"/> Learning Target and Directions	<input type="radio"/> Data-Guided Instruction	<input type="radio"/> Participates in Professional Development
<input type="radio"/> Materials and Resources	<input type="radio"/> Critical Thinking	<input type="radio"/> Feedback to Learners	<input type="radio"/> Demonstrates Effective Communication with Parents or Legal Guardians
<input type="radio"/> Assessment of 8-12 Learning	<input type="radio"/> Checking for Understanding and Adjusting Instruction through Formative Assessment	<input type="radio"/> Assessment Techniques	<input type="radio"/> Demonstrates Flexibility
<input type="radio"/> Differentiated Methods	<input type="radio"/> Digital Tools and Resources	<input type="radio"/> Other	<input type="radio"/> Meets Duties and Obligations
<input type="radio"/> Other	<input type="radio"/> Safe and Respectful Learning Environment		<input type="radio"/> Preparation
	<input type="radio"/> Other		<input type="radio"/> Other
Analysis of Teaching	Professional Relationships	Critical Thinking and Reflective Practice	
<input type="radio"/> Connections to Research and Theory	<input type="radio"/> Collaboration	<input type="radio"/> Responds Positively to Constructive Criticism	
<input type="radio"/> Other	<input type="radio"/> Advocacy to Meet the Needs of Learners or for the Teaching Profession	<input type="radio"/> Other	
	<input type="radio"/> Other		

10. Write a specific goal for this coaching cycle

In your own words, write your specific goal for this coaching cycle

11. Enter teaching strategies to be used

Teaching strategies to be used

When giving instructions, I plan to offer multiple options for the activity. For example, when asking students to use the hula hoop around waist, I will show them also how to use with

12. Enter the kinds of data: evidence and artifacts that will be generated

Kinds of data: evidence and artifacts

Observational evidence. I will be able to look and see how students are utilizing strategies when completing the exercise. I plan to capture this through a checklist

13. Enter any comments you have prior to beginning work on this coaching plan

Intern Comments

Differentiation is something my supervisor suggested that I work on after my last observation. I am excited about this lesson and hope the strategies I put in place will help all of my students to feel successful.

14. Click Submit to send this plan to your partnership teacher. You will know it was successful once the screen displays this message:

Thank you for completing **step one** of your coaching plan. Your partnership teacher will receive an email with a copy of your plan. They will be asked to observe your teaching and provide feedback using the link provided in their email. Once your partnership teacher provides feedback, you will receive a follow up email and be prompted to complete the **final step** of the coaching plan process.

In a moment, you will receive an email:

From: Coaching Plan Record <no-reply@qualtrics-survey.com>

Subject: Coaching plan - step 1 complete

This email contains the information you just submitted. Please check your spam folder if you do not see it.

Congratulations! Now you have a coaching plan **in process**. What you've submitted is *automatically* emailed to your partnership teacher. You will get an email for your records as well.

It is important that you do not click the link to start a new plan, until you have finished the remainder of the steps on this guide. Starting a new coaching plan before the last one is finished will overwrite your last plan causing all of your work to be lost.

Wait until you receive this email...

From: Partnership Teacher Name <no-reply@qualtrics-survey.com>

Dear Jessica,

Jessica Teacher has provided feedback on your Coaching Plan. Please click the link below to add your post conference reflection.

https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Funcw.az1.qualtrics.com%2Fife%2Fform%2FSV_82JQ2dIRXB539IN&token=4oRBkezhOyuZW3aasoP96Aq6G19mzBP5WpTyaPVIIMY%3D

Now it is time for you to finish up the coaching plan by adding your post conference reflection. Please proceed to steps 15-18.

15. Follow the link in the email you received

16. Enter your UNCW email address, then click Submit

Please enter the student intern's UNCW email address:

UNCW email (with @uncw.edu)

17. You will see the original coaching plan you submitted, along with your partnership teacher's post-conference feedback. Enter your own post-conference reflection.

Intern Post-Conference Reflection, Results, and Implications for Student Learning

18. Click Submit to send this feedback to your partnership teacher, this will complete the coaching plan. You will know it was successful once the screen displays this message:

Thank you for completing your coaching plan. You, your partnership teacher, and your university supervisor will receive a dated copy of your coaching plan for your records and/or any ongoing discussion. Additionally, interns must adhere to specific coaching plan requirements given to you by your university supervisor or partnership teacher.

To begin a new coaching plan, click here:

https://uncw.az1.qualtrics.com/jfe/form/SV_86Ar6sjx9wxRzcV

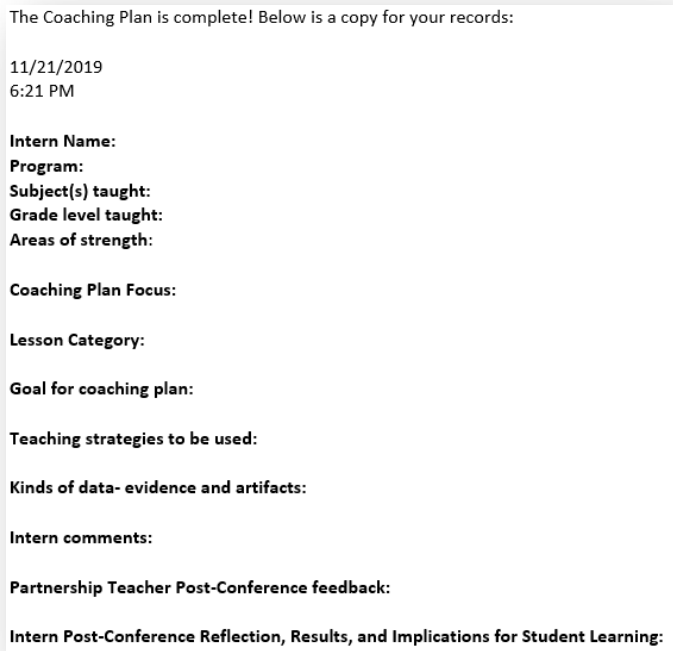
Congratulations! Your coaching plan is **complete**. What you've submitted is *automatically* emailed to your partnership teacher.

Once finished, a copy of the completed coaching plan is emailed to (1) you, (2) your partnership teacher, and (3) your UNCW supervisor.

The email will look like this:

From: Coaching Plan Record no-reply@qualtrics-survey.com

Subject: Coaching plan with all feedback completed



The Coaching Plan is complete! Below is a copy for your records:

11/21/2019
6:21 PM

Intern Name:
Program:
Subject(s) taught:
Grade level taught:
Areas of strength:

Coaching Plan Focus:

Lesson Category:

Goal for coaching plan:

Teaching strategies to be used:

Kinds of data- evidence and artifacts:

Intern comments:

Partnership Teacher Post-Conference feedback:

Intern Post-Conference Reflection, Results, and Implications for Student Learning:

Coaching Plan Guide For Partnership Teachers

It is the responsibility of the UNCW intern to initiate the coaching plan. Once submitted, a copy of the plan will automatically be emailed to you.

You should first receive this email...

From: Student Intern Name <no-reply@qualtrics-survey.com>

Somer Teacher,

Please observe Somer Student throughout the week as they work on their coaching plan. After you have observed the student **and participated in a post-conference discussion** you can click the link at the bottom to add feedback for the intern.

A copy of Somer's coaching plan is included below for reference:

Intern Name: Smith

Program: Secondary Education - Science

Subject(s) taught: All

Grade level taught: 10

Areas of strength: areas of strength

Coaching Plan Focus:

Assessment

Lesson Category:

Feedback to Learners

Goal for coaching plan:

test

Teaching strategies to be used:

test

Kinds of data- evidence and artifacts:

test

Intern comments:

additional

Next step...

Do not click the link below until you have observed your intern and are ready to provide feedback on this coaching plan.

https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Ffuncw.azi.qualtrics.com%2Fjfe%2Fform%2FSV_1LyhmSVKGkTjuPH&token=k33G5KtLnCtm%2FUswqWeX6beThkx7MuhD3dYfcPheYg%3D

1. **After the post-conference** with the intern, follow the link in the email

2. Enter your intern's UNCW email address, then click Submit

Please enter the UNCW Intern's email address:

UNCW email (with
@uncw.edu)

3. Review the coaching plan your intern submitted. Then add your post-conference feedback.

Partnership Teacher Feedback



4. Click Submit to send this feedback to the intern who will then complete the final reflection portion of the coaching plan. You will know your feedback was successfully submitted once the screen displays this message:

Thank you for documenting feedback for your intern. Your intern will receive an email with your feedback and be prompted to complete the final reflection portion of the plan. A final copy will be shared with you and the University Supervisor for your records and/or any ongoing discussion.

Once the intern has completed their final reflection, a copy of the *complete* coaching plan is emailed to (1) the intern, (2) the partnership teacher, and (3) the UNCW supervisor.

The email will look like this:

From: Coaching Plan Record no-reply@qualtrics-survey.com

Subject: Coaching plan with all feedback completed

The Coaching Plan is complete! Below is a copy for your records:

11/21/2019

6:21 PM

Intern Name:

Program:

Subject(s) taught:

Grade level taught:

Areas of strength:

Coaching Plan Focus:

Lesson Category:

Goal for coaching plan:

Teaching strategies to be used:

Kinds of data- evidence and artifacts:

Intern comments:

Partnership Teacher Post-Conference feedback:

Intern Post-Conference Reflection, Results, and Implications for Student Learning:

Watson College of Education
University of North Carolina Wilmington
Observation of Intern Performance
 Aligned with CPAST Assessment

Intern: _____ Date: _____ Grade/Subject: _____ Observer: _____

A. Planning for Instruction and Assessment		Feedback
Focus for Learning: Standards and Objectives/Targets	<ul style="list-style-type: none"> Lesson plans align to state standards. Learning goals are measurable and appropriate for learners. 	
Materials and Resources	<ul style="list-style-type: none"> Materials and resources align to lesson objectives and content is relevant to learners. Materials are easily accessible and organized for instruction. 	
Assessment of P-12 Learning	<ul style="list-style-type: none"> Plans a variety of assessments aligned with state standards. Assessments allow learners to illustrate competence. Assessments are culturally relevant and draw from learners' funds of knowledge. 	
Differentiated Methods	<ul style="list-style-type: none"> Uses knowledge of students to differentiate and organize instruction for learning. Lessons build on learners' prior knowledge, including clear and coherent connections to previous and future learning. 	

B. Instructional Delivery		Feedback
Learning Target and Directions	<ul style="list-style-type: none"> Provides learners with accurate learning goals and directions, and sequences learning experiences appropriately. Knows the content appropriate to their teaching specialty. 	
Critical Thinking	<ul style="list-style-type: none"> Engages learners with instruction that develops their abilities for problem solving, critical thinking, and conceptual connections. 	
Checking for Understanding and Adjusting Instruction	<ul style="list-style-type: none"> Utilizes formative assessment and appropriate levels of questioning. Adjusts instruction for differentiation. 	
Digital Tools and Resources	<ul style="list-style-type: none"> Selects developmentally appropriate and engaging technologies relevant to learning targets of the lesson. 	
Safe and Respectful Learning Environments	<ul style="list-style-type: none"> Environment is safe and respectful with managed routines and transitions. Learners are equitably engaged and strategies are used to maintain learners' attention. 	

C. Assessment		Feedback
Data-Guided Instruction	<ul style="list-style-type: none"> Assessment data informs instruction and assessment. Maintains learner data with electronic/digital record keeping tools. 	
Feedback to Learners	<ul style="list-style-type: none"> Provides timely, comprehensible feedback to enable learners to recognize strengths or areas for improvement. 	
Assessment Techniques	<ul style="list-style-type: none"> Evaluates learners' progress both formative and summative with developmentally appropriate strategies. 	

D. Analysis of Teaching		Feedback
Connections to Research and Theory	<ul style="list-style-type: none"> Articulates and provides evidence of connections to educational research and/or theory. 	

E. Professional Commitment and Behaviors		Feedback
Participates in Professional Development	<ul style="list-style-type: none"> Participates in professional development and demonstrates application of new skills. 	
Demonstrates Effective Communication with Parents or Legal Guardians	<ul style="list-style-type: none"> Communicates with parents or legal guardians regularly to promote learners' academic progress. 	
Demonstrates Punctuality	<ul style="list-style-type: none"> Reports on time daily for teaching and additional teacher engagements. 	
Meets Deadlines and Obligations	<ul style="list-style-type: none"> Meets established deadlines and obligations. 	
Preparation	<ul style="list-style-type: none"> Prepared to teach on a daily basis. Teaching materials easily assessable and organized. 	

F. Professional Relationships		Feedback
Collaboration	<ul style="list-style-type: none"> Demonstrates collaborative relationships within the school community. Collaborates for planning and instruction. 	
Advocacy to Meet the Needs of Learners or for the Teaching Profession	<ul style="list-style-type: none"> Advocates for needs of learners and the teaching profession. Displays leadership in their classrooms and helps students develop leadership qualities. 	

G. Critical Thinking and Reflective Practice		Feedback
Responds Positively to Constructive Criticism	<ul style="list-style-type: none"> Responds professionally to feedback, constructive criticism, and supervision. Integrates professional feedback to improve practice. 	

**WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON**

Internship Intervention: Due Process

During the internship, there may be circumstances where immediate termination of an internship may be necessary. However, in most cases, an intervention involving an improvement plan may be considered, prior to a termination of a internship. In these cases, the intervention must be handled judiciously, and often with immediacy. In addition to strict adherence to due process rights of interns, attention must also be given to the needs of children, partnership teachers and school administrators. General guidelines for terminations of internships are provided in the Practicum Semester Handbook and copied in the following pages.

The following intervention steps must be observed:

1. *Inform the student.* Open communication between the intern, partnership teacher, and university supervisor guides the intern in monitoring his/her growth. Concerns regarding any of the Intern Performance Scale criteria need to be communicated early and in writing with the intern's signature acknowledging awareness of the concern(s).
2. *Support or assistance.* Partnership teacher and university supervisor support professional development in concern areas using available resources.
3. *Written notification.* If an intern is in jeopardy of not successfully completing the internship, the university supervisor notifies him/her in writing specifying which exit criteria are not being met. In addition, the supervisor in collaboration with the partnership teacher identifies an improvement plan using the Intern Intervention Report, a professional development plan or other appropriate written format.
4. *Meeting.* In the event an intern needs to be removed from the placement site (see guidelines), the Director of Professional Experiences (or designee), University Supervisor, and school personnel as appropriate meet with the intern. At the meeting, the intern:
 - a. Receives a written summary of the areas of concern;
 - b. Has an opportunity to further review documentation supporting the removal decision;
 - c. Responds to the concerns.
5. *Appeal.* In the event the student disagrees with the decision, the student may request an appeal to the Dean of the Watson College of Education within within one week after notification of the decision. A decision of the Dean is final and may not be appealed. The request for appeal must be in writing and must state the reasons for the appeal and the remedy requested.



**WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON**

INTERN INTERVENTION REPORT

TEACHER INTERN: _____

PARTNERSHIP TEACHER: _____

UNIVERSITY SUPERVISOR: _____

SCHOOL: _____ DATE: _____

BEHAVIOR LEADING TO CONCERN(S): _____

AREAS THAT NEED IMPROVEMENT: _____

IMPROVEMENT STRATEGIES AND TIMELINE: _____

***Failure to meet these terms and conditions may result in termination from the
Watson College of Education internship.***

DATE FOR REVIEW _____

University Supervisor

Partnership Teacher

Teacher Intern

Please forward a copy to the Director of Professional Experiences.

**WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON**



Periodic Assessment of Intern Progress

Aligned with North Carolina Professional Teaching Standards

INTERN _____

Evaluation Scale
N = Not Evident, I = Inadequate, E = Emerging competence, P = Proficient for beginning teacher

<p>1.0 Teachers Demonstrate Leadership</p> <p align="right">N I E P</p>	<p>2.0 Teachers Establish a Respectful Environment for a Diverse Population of Students</p> <p align="right">N I E P</p>
<p>3.0 Teachers Know the Content They Teach</p> <p align="right">N I E P</p>	<p>4.0 Teachers Facilitate Learning for their Students</p> <p align="right">N I E P</p>
<p>5.0 Teachers Reflect on Their Practice</p> <p align="right">N I E P</p>	<p>Notes or Comments:</p>
<p>Coaching Focus: (areas for <i>next</i> coaching focus)</p>	

Signatures: _____ Intern _____ Partnership Teacher _____ Date _____

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
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	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"/> Met <input type="checkbox"/> Not Met
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"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Instruction		
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"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

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
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard</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
Impact on Student Learning		
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: _____

LEA/IHE Certification of Teaching Capacity

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

SIGNATURES

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

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
Principal (or designee)			
University Supervisor			
Comments (optional):			

Recommended Lesson Planning Schedule C. Wiseman

The teacher intern is held accountable for lesson planning. Lesson planning is to be done in advance of teaching the lesson and the teacher intern **must** secure the partnership teacher's approval before teaching a lesson.

The goal in planning should be to have plans written for at least a week in advance. It is understood that adjustments can be made to plans however, it is necessary to remain on a schedule of planning in advance so that the intern always has plans available for the classroom. Therefore, planning by the teacher intern should follow this schedule:

Monday or Tuesday – the teacher intern meets with the partnership teacher to identify objectives and lessons for the next week

Tuesday night – the teacher intern finishes draft of the lesson plans for the next week

Wednesday – the teacher intern gives the partnership teacher lesson plans to review, intern and teacher discuss any modifications

Wednesday night – the teacher intern completes writing lesson plans in final format for the next week

Thursday – the teacher intern brings completed lesson plans to the partnership teacher for final approval. Then, the teacher intern collects materials, resources for the next week, makes power points, etc.

Friday – prior to leaving school, the teacher intern organizes plans and materials for the next week (I suggest that the intern make a copy of the plans to take home for review over the week-end)

Begin this schedule with the first subject that the intern teaches so that a good habit of planning will be established by the time that the intern has full time teaching duties. This schedule will give the teacher intern and the partnership teacher the confidence that plans and materials are in place when they leave the school on Friday afternoon.

North Carolina Professional Teaching Standards



North Carolina
Professional Teaching Standards
Commission

*“For every student in North Carolina,
a knowledgeable, skilled compassionate teacher...
a star in every classroom.”*

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

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

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

A NEW VISION OF TEACHING

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

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

I STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.

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

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

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

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

Teachers lead the teaching profession.

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

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

Teachers advocate for schools and students.

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

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

Teachers demonstrate high ethical standards.

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

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

II STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

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

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

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

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

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

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

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

Teachers treat students as individuals.

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

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

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

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

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

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

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

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

III STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

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

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

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

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

Teachers know the content appropriate to their teaching specialty.

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

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

Teachers recognize the interconnectedness of content areas/disciplines.

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

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

Teachers make instruction relevant to students.

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

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

IV STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

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

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

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

Teachers plan instruction appropriate for their students.

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

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

Teachers use a variety of instructional methods.

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

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

Teachers integrate and utilize technology in their instruction.

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

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

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

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

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

Teachers help students work in teams and develop leadership qualities.

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

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

Teachers communicate effectively.

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

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

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

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

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

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE



Teachers analyze student learning.

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

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

Teachers link professional growth to their professional goals.

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

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

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

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



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