



MONTREAT COLLEGE

STUDENT TEACHING I & II HANDBOOK 2024-2025

Teacher as Leader and Innovator
for
21st Century Learning

This handbook may be updated at any time. The current version supersedes all previous versions.

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Welcome Letter

Dear Candidate,

Welcome to the Montreat College Teacher Education Program! Being accepted to this program means you have already completed some major accomplishments through your hard work and dedication. You have achieved the appropriate scores on either the ACT, SAT, or CORE tests required by the state; you have maintained a GPA of 2.75 or better in all your coursework; you have successfully completed the first interview, and you have received recommendations on evaluations by a K-6 teacher and 2 professors.

You have completed the direct instruction portion of your training and are now ready for the guided practice with a master mentor teacher. You will be learning by working alongside this teacher, but always remember, the most important part of this professional year is not you, but rather, the students in the classroom in which you have been placed.

Being called to be a teacher is to be a gift from God to the Church for the growth and maturity of the Body of Christ (Ephesian 2: 10-13), and Jesus said the Kingdom of God belongs to the children you teach (Matthew 19:14, Mark 10:14). Because of this, James warns us that “those who teach will be judged more strictly” (James 3:1).

But remember God’s promises!

James 1:5 reminds us, “If any of you lack wisdom, he should ask God, who gives generously without finding fault, and it will be given to him.”

2 Corinthians 12:9-10 claims, “My grace is sufficient for you, for my power is made perfect in weakness.... For when I am weak, then I am strong.”

Philippians 1:6 says, “being confident of this, that He who began a good work in you will carry it on to completion until the day of Jesus Christ.”

God bless you as you complete your Professional Year and continue to serve Him throughout your career. And congratulations on entering this milestone!

He is with us all the way,



Dr. Amy V. Flagler

POLICIES FOR STUDENT TEACHING I AND II

1. Professional Conduct. The teacher candidate is expected to act in a professional manner related to confidentiality, attendance, and dress.
 - a. Everything that occurs in the school setting is expected to be kept confidential (i.e., student records, grades, family concerns, professional opinions, “gripes”, and “humorous” occasions).
 - b. Teacher candidates should be in their assigned schools daily at the time designated by the cooperating teacher and college supervisor.
 - i. The teacher candidate is expected to follow the same schedule and engage in the same duties and experiences as the cooperating teacher including, but not limited to, lunch and carpool duty and attending all department and faculty meetings that occur before, during, or after school.
 - ii. Athletic commitments, personal appointments, and coursework should be completed outside of professional duties or by arrangement with the cooperating teacher and college supervisor if adjustment to schedule is necessary. Teacher candidates who are athletes need to discuss the commitment to their chosen profession with their coaches before the season begins and during the season as need arises.
 - iii. If ill, the teacher candidate should notify the cooperating teacher, college supervisor, and the principal’s office.
 - c. Appropriate professional dress is expected of the teacher candidate.
2. Placement. If you have children in a school, relatives employed by a school, or other close relatives in administrative positions in a school, you will not be placed in that school to complete Student Teaching I and Student Teaching II.
3. Schedule. During Student Teaching I, the teacher candidate will follow the academic calendar set by the Montreat College. During Student Teaching II, each teacher candidate will follow the calendar of the school where he/she is co-teaching. (For example, the teacher candidate will have his/her spring break when the school has its break.) The teacher candidate shall report to his/her designated school when instructed to do so by the Director of Teacher Education and shall continue working until instructed by the Director of Teacher Education not to do so. The teacher candidate shall report to the school every day the school is in session for a full day of activities from the beginning of the experience to the end. The only exception will be required seminars and documented illness or other emergencies.

4. Fair Policy for Termination. Periodic review of the teaching performance of the teacher candidate, including professional responsibilities, is done by the cooperating teacher and the college supervisor. On occasion, the principal or Director of Teacher Education may visit as well. If these performance reviews, which include, but are not limited to, consistency in attendance, punctuality, preparedness for all duties, and engaging students appropriately in learning, are perceived as unsatisfactory by any of the parties, a conference is called to discuss intervention strategies. If, after a reasonable period of time, there is no improvement in the candidate's performance and the candidate's behaviors become a distraction to the learning of K-6 students in the classroom, the teacher candidate will be withdrawn from the experience, as these behaviors indicate that the candidate is not ready for student teaching experiences in the K-6 classroom. A teacher candidate who perceives the decision is wrong and is unable to resolve the issue through discussion with the personnel involved may appeal by following the procedure outlined in the Teacher Education Handbook.

5. If a teacher candidate **does not** display minimum competency in all of the North Carolina Professional Teaching Standards and by the end of the normal length of the co-teaching experience, the length of the co-teaching experience can be extended to see if competence in each standard can be acquired. Any teacher candidate who fails to display competence in all standards after a reasonable amount of time following the normal length of a teaching semester will receive a grade of "Fail" for the applicable course or course(s) in which he/she registered.

6. While the college supervisor has the final say in determining the overall grade of each teacher candidate, the Director of Teacher Education, each candidate's classroom cooperating teacher(s), as well as the school's principal, will play very important roles in determining if a teacher candidate will pass or fail.

7. Seminar Attendance. Attendance at each scheduled seminar is **required**. If an emergency occurs, the teacher candidate should notify the Director of Teacher Education. These seminars will provide opportunities to reflect on the experiences gained in co-teaching. In addition, they will contain important information regarding the edTPA and exit portfolio requirements, exit interviews, job opportunities, and management concerns related to completing co-teaching.

Adapted from: Teacher Education Handbook. (2014). Pikeville, KY: University of Pikeville Educator Preparation Program

ADMISSION TO THE MONTREAT COLLEGE TEACHER EDUCATION PROGRAM CRITERIA

Entrance Requirements for the Professional Year / Montreat Teacher Education Program (TEP)

- Maintain a cumulative GPA of 3.0 in the education core courses.
- File an “Application for Student Teaching” form with the Education Department.
- Update all necessary vaccinations and health tests.
- Complete an interview with Education faculty and representatives of the Montreat TEC for the purpose of determining professional competence/dispositions.
- Complete appropriate Gateways.
- Appropriate SAT or ACT scores or passing scores on the ETS CORE tests.
- Take the state licensure tests.

Requirements for Licensure in Education

To receive a teaching license, candidates must major in Elementary Education and take the licensure courses in education. In addition, graduates must also pass the appropriate licensure tests and edTPA to be eligible for employment in the North Carolina school system.

Students are required to have a background check, TB test, and current North Carolina Health Form on file with Montreat College in order to participate in all education courses requiring Focused Field Experiences.

Gateway 1: Requirements Check for Continuing in Education Courses

1. 2.75 overall GPA and 3.0 GPA in education courses.
2. Disposition Self-Evaluation (Completed in EDUC 1111 or EDUC 1210).
3. ETS CORE: attempted/or meet state designated minimum scores
4. If state designated minimum scores are not met by beginning of 3000 level coursework (junior year), students will be required to change their major from Elementary Education (licensure) to Educational Studies (non-licensure) until appropriate scores are met. Transfer students with 60 hours or more must complete/meet the CORE minimum requirements by the end of their first semester enrolled with Montreat College.

Typically, candidates will complete Gateway 1 at the end of the sophomore year. Candidates will not be allowed continued enrollment in education courses without approval of their advisor based on the GPA check by the Department of Education.

Gateway 2: Entrance Requirements for Education Candidates

Acceptance by Montreat College should not be confused with acceptance into the Montreat Teacher Education Program (TEP). Admission to Montreat TEP is open to all Montreat College students who meet the standards established by Montreat College’s Teacher Education Committee (TEC) and the North Carolina Department of Public Instruction (NC-DPI).

Formal Admission to Montreat TEP usually occurs after the junior year. Candidates will meet the following guidelines:

1. Minimum overall GPA of 2.75 and a 3.0 in all education courses.
2. Meet State designated minimum scores: (156) ETS CORE Reading, (162) CORE Writing, and (150) CORE Math, or minimum composite scores on the SAT of 1170 or appropriate subtest scores, or minimum composite scores of 24 on the ACT or appropriate subtest scores.
3. Reference: K-6 Faculty.
4. Reference: Content Faculty.
5. Reference: Education Faculty.
6. Submit Application to Montreat Teacher Education Program.
7. Interview with Montreat Teacher Education Committee representatives.
8. Take the state required content tests: attempted and/or meet state designated minimum scores
9. Clear background check, TB test, and current North Carolina Health Form on file.
10. Must submit a completed and signed Code of Ethics for North Carolina Educators.
11. Keep address, phone number, email address and other changeable information up-to-date in the Education Office.
12. Must be admitted by the Teacher Education Committee which has representation from the College and public and private school systems.

Unless candidates have been admitted to the Montreat Teacher Education Program, they will not be permitted to continue with classes in the Education Major if they are seeking NC licensure.

Gateway 3: Entrance Requirements for Student Teaching II

1. Maintain a cumulative GPA of 3.0 in the education core courses.
2. Meet state designated minimum scores: (227) Pearson General Curriculum Mathematics Subtest **OR** (150) ETS Elementary Education: Content Knowledge for Teaching Mathematics CKT; **AND** (229) Pearson Foundations of Reading Test
3. Submit "Application for Student Teaching II" with the Education Department.
4. Evaluation: Student Teaching I – college supervisor.
5. Evaluation: Student Teaching I – cooperating teacher.
6. Evaluation: Student Teaching I – candidate (self-evaluation).
7. Interview with Education faculty and Montreat Teacher Education Committee representatives for the purpose of determining professional competence and dispositions.
8. Formal approval by the Montreat Teacher Education Committee.

Gateway 4: Completion of the Montreat Teacher Education Program

1. Exit interview
2. Student Teaching II
3. ED 451 Seminar III: Issues in Education

4. Exit Portfolio

5. State designated minimum score on edTPA

Unless a candidate successfully completes her/his student teaching, including portfolio submission, participation in EDUC 4513 Seminar III: Issues in Education, and meets state designated minimum scores on edTPA, s/he will not be approved for licensure in the State of North Carolina but could graduate with a major in Educational Studies. EDUC 4522 Student Teaching II will substitute for EDUC 4520 Extended Field Experiences in the Educational Studies Program.

The Montreat College Director of Teacher Education/licensure officer will also determine if a candidate is suitable for the North Carolina Public School classroom. His/her signature is also required for approval for licensure and will not be given until the candidate has earned passing scores on the North Carolina Pearson Tests: Foundations of Reading, ETS Elementary Education: Content Knowledge for Teaching Mathematics CKT OR Pearson General Curriculum Mathematics Subtest, and edTPA.



Application for Admission to The Teacher Education Program

NAME _____ DATE _____

ADDRESS _____

DATE OF BIRTH _____

CELL PHONE (_____) _____ - _____

MONTREAT ADDRESS _____

E-MAIL _____ ID # _____

Social Security # _____

Classification: Senior Post Graduate

Gender: (optional) Male Female

Ethnic Background: (optional)

- | | | |
|--|--|--|
| <input type="checkbox"/> Asian | <input type="checkbox"/> Black or African American | <input type="checkbox"/> American Indian or Alaska Native |
| <input type="checkbox"/> Nonresident Alien | <input type="checkbox"/> Hispanic/Latino of any race | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Two or more races | <input type="checkbox"/> White | <input type="checkbox"/> Other |

Date entered Montreat College (mo./yr.) _____ / _____ Transfer Student: Yes No

Current Advisor: _____

Other Universities/Colleges Attended:

continued on back...

Student Certification (Place a check in the appropriate box):

- 1. I have read and I understand the “Criteria for Admission to Teacher Education, Student Teaching I and Student Teaching II.
- 2. I understand that I must submit official transcripts on all college work completed to the Registrar’s Office.
- 3. After being admitted to the Teacher Education Program, I understand that it is my responsibility to monitor my progress as related to satisfying GPA, course, and graduation requirements.
- 4. I understand that failure to make satisfactory progress may result in dismissal from the Teacher Education Program.
- 5. I understand that admission to the Teacher Education Program does not guarantee admission to Student Teaching II.
- 7. I understand the requirements for certification in the state of North Carolina.

(Signature)



PLACEMENT STUDENT TEACHING I & II

Preferences for Placement Assignments:

Remember: It is the Department of Education's responsibility to place candidates. Do not contact teacher or principal concerning a placement. The Department of Education must follow strict guidelines in the placement of candidates.

List three (3) schools at which you would prefer to be placed during Student Teaching I & II. List in order of preference.

1. _____

2. _____

3. _____

If you have children in a school, relatives employed by a school, or other close relatives in administrative positions in a school, please list the school(s). You will not be placed in that school(s) to complete Student Teaching I & II.

Note: Candidates cannot place themselves for Student Teaching I & II. Placement is the result of collaboration between the district and the college. Remember, candidates are to remain in the same classroom(s) for both Student Teaching I and Student Teaching II.



Teacher Education Program Handbook Acknowledgement Form

I hereby acknowledge that I have received information about how to obtain the current edition of the Montreat College Teacher Education Handbook.

I further acknowledge that I will become familiar with and abide by the policies contained in that handbook.

Name (please print) _____

Signature _____

Date _____



Teacher Education Program Certification Information Acknowledgement

I hereby acknowledge that I have been given information about the requirements necessary to obtain certification for teaching in the state of North Carolina.

Name (please print) _____

Signature _____

Date _____

EVALUATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

**Montreat College
(Three Required)**

Candidate, please check box 1 or 2.

1. The candidate has chosen to retain his/her right of access to this reference. Therefore, this reference may be read by the candidate upon request.

2. The candidate has chosen to waive his/her right of access to this reference. Therefore, this reference may not be read by the candidate.

Candidate's Name _____ Candidate's Signature _____
Please Print

Completed by _____ Date _____
Please Print

Please check one: Education Faculty Content Faculty K-12 Teacher

Based on your experience, please rate the teacher education applicant using this scale:

- 1 = Emerging: Never or rarely observed/demonstrated**
- 2 = Developing: Observed/demonstrated some of the time, partially meets requirements and expectations**
- 3 = Proficient: Observed/demonstrated most of the time, meets requirements and expectations**
- 4 = Accomplished: Observed/demonstrated all of the time, goes beyond the requirements and expectations**

Please indicate by checking ✓

I. Professional Qualities – The teacher education applicant	1	2	3	4
1. is consistently prepared for class.				
2. shows enthusiasm for his/her chosen discipline.				
3. models appropriate values for a future teacher.				
4. attends class regularly.				
5. is punctual for classes and all appointments.				
6. demonstrates correct content knowledge.				
7. dresses appropriately in each situation.				
II. Critical Thinking – The teacher education applicant	1	2	3	4
1. is open to new ideas.				
2. looks at both sides of an issue.				
3. looks for connections between subjects.				
4. asks questions.				
5. bases judgment on evidence.				
III. Communication – The teacher education applicant	1	2	3	4
1. uses the right level of language for the audience.				
2. uses standard English conventions in written and oral communication.				
3. chooses nondiscriminatory expressions and refrains from belittling others.				

OVER

4. expresses ideas in a clear, concise manner in both written and oral communication.				
5. responds appropriately to questions and remains on topic.				
IV. Creativity – The teacher education applicant	1	2	3	4
1. has courage to try new things and risk failure.				
2. is willing to challenge assumptions.				
3. uses instruction as well as logic to make decisions.				
4. can “think outside the box.”				
5. can elaborate and extend ideas and concepts.				
V. Collaboration – The teacher education applicant	1	2	3	4
1. actively works toward setting and meeting group goals.				
2. works within the time frame to complete tasks.				
3. identifies and shares new ideas.				
4. connects to the work of others.				
5. listens to team members.				
6. refrains from dominating discussions.				

Additional Comments:

I recommend the applicant for admission to the Montreat College Teacher Education Program.

I do not recommend the applicant for admission to the Montreat College Teacher Education Program.

Signature of person completing form

Attention Evaluator:

This Evaluation for Admission to the Montreat College Teacher Education Program may be submitted in person to the Teacher Education Office in a sealed envelope with signature of person completing the form across the flap, or mailed to:

Montreat College
P.O. Box 1267
MC Box 853
Montreat, NC 28757

DISPOSITIONS RUBRIC

Self-Evaluation: _____

Highlight the indicator level in each row that best describes you.

CHARACTER

Element	1 Developing	2 Proficient	3 Accomplished	4 Distinguished
Learning to Learn: Goes beyond basic mastery, demonstrates a commitment to lifelong learning, and explores beyond basic facts	Attempts to go beyond basic mastery, but does not explore and expand one's own learning and opportunities to gain expertise	Attempts to go beyond basic mastery to explore and expand one's own learning and opportunities to gain expertise	Goes beyond basic mastery to explore and expand one's own learning and opportunities to gain expertise	Goes beyond basic mastery to explore and expand one's own learning and opportunities to gain expertise in a variety of situations
Grit, tenacity, perseverance, and resilience: Completes required work, expands knowledge and skills, and accepts failed attempts as part of growth	Attempts to demonstrate a commitment to learning, but not as a lifelong process	Attempts to demonstrate commitment to learning as a lifelong process	Demonstrates commitment to learning as a lifelong process	Demonstrates commitment to learning as a lifelong process in a variety of situations
Grit, tenacity, perseverance, and resilience: Completes required work, expands knowledge and skills, and accepts failed attempts as part of growth	Explores topics at the surface level with little information beyond basic facts	Explores topics with some evidence of depth with information beyond basic facts	Explores topics with depth and information beyond basic facts	Explores topics in depth with rich information
Grit, tenacity, perseverance, and resilience: Completes required work, expands knowledge and skills, and accepts failed attempts as part of growth	Completes required work	Completes required work and identifies opportunities to expand knowledge and skills	Completes required work, identifies, and pursues opportunities to expand knowledge and skills	Completes required work and creates opportunities to expand knowledge and skills

Grit, tenacity, perseverance, and resilience: Completes required work, expands knowledge and skills, and accepts failed attempts as part of growth	Does not understand how failed attempts are part of the process that leads to success	Understands the importance of attempting and experimenting, but does not understand this includes failed attempts	Understands the importance of attempting and experimenting, including failed attempts	Embraces the understanding that failed attempts are a part of creativity and innovation
Self-regulation and responsibility: Strives toward goals and remains solution oriented despite obstacles	Gets frustrated when progress toward goals is slow, constantly shifts and changes goals because of obstacles	Sets reasonable goals and understands what is needed to meet them despite obstacles	Actively works to stay on the path to goals despite obstacles	Leads through example in staying on the path to goals despite obstacles and remains solution-oriented
Empathy for and contributing to the safety and benefit of others	Is neutral toward others	Shows limited encouragement to others	Encourages others to use their strength	Consistently encourages and motivates others to use their strengths
Ethical in thinking and action in all aspects of work and life	Does not consider ethics in work or life	At times applies ethics to work and life	Applies ethics to work and life	Consistently applies ethics to all aspects of work and life
Ethical in thinking and action in all aspects of work and life	Applies ethical concepts with support, but is unable to do so independently	Applies ethical concepts independently, but inaccurately at times	Independently and accurately applies ethical concepts	Independently and accurately applies ethical concepts and considers implications of decisions
Biblical Integration: Able to integrate biblical concepts	Does not integrate biblical concepts in work and life	At times integrates biblical concepts in work and life	Integrates biblical concepts in work and life	Consistently integrates biblical concepts in all aspects of work and life

CITIZENSHIP

Element	1 Developing	2 Proficient	3 Accomplished	4 Distinguished
A global perspective	Not able to identify other perspectives	Identifies other perspectives but cannot explain their value	Recognizes the value of other perspectives	Recognizes the value of other perspectives and sees how they can work together
Sensitivity to and respect for other cultures	Disregards cultural differences	Understands there are cultural differences	Understands and shows respect for cultural differences	Demonstrates a deep understanding and respect for cultural differences
Sensitivity to and respect for other cultures	Exhibits an inability to work positively with individuals from other cultures	With guidance can generally work positively with individuals from other cultures	Respects, interacts, and works positively with individuals from other cultures	Always respects, interacts, and works positively with individuals from other cultures and seeks to learn from diverse perspectives
Sensitivity to and respect for other cultures	Expresses attitudes and beliefs from a one-sided view of culture	Is aware that own attitudes and beliefs are different from other cultures	Reflects on how own attitudes and beliefs are different from other cultures	Adjusts own attitudes while working with other cultures
Understanding of diverse values and worldviews	Is indifferent to diverse values and worldviews	Exhibits some curiosity about what can be learned from diverse values and worldviews	Is curious about what can be learned from diverse values and worldviews	Promotes others' engagement with diverse values and worldviews
Understanding of diverse values and worldviews	Differences and diverse opinions are ignored	Different ideas and diverse opinions are sometimes ignored but resolved when acknowledged	Different ideas and diverse opinions are accepted	Different ideas are appreciated, and diverse opinion are sought out while developing a common understanding
Genuine interest in human and environmental sustainability	Does not contribute to a community organization but reflects on the importance of involvement within the community	Participates in community organizations and reflects on involvement within the community	Contributes to a community organization and reflects on the importance of involvement within the community	Is an integral part of a community organization and thoughtfully reflects on the importance of involvement within the community

Solving ambiguous, complex, and authentic problems	Shows little interest in achieving a goal	Attempts to work with others to reach a goal, but fails to communicate effectively to problem solve	Effectively communicates with and motivates others to work toward a goal	Effectively communicates with and motivates others to problem solve while accomplishing a goal
Solving ambiguous, complex, and authentic problems	Attempts to develop creative ideas to solve authentic problems	Develops creative ideas and contributes to solving authentic problems	Applies creative ideas to make a real contribution to solving authentic problems	Continuously applies creative ideas to solving authentic problem
Solving ambiguous, complex, and authentic problems	Does not attempt to develop new and valuable ideas	Develops new and valuable ideas using existing knowledge and resources	Develops new and valuable ideas using both existing and new knowledge and resources	Consistently develops new and valuable ideas using both existing and new knowledge and resources
Career and life skills	Sometimes takes limited responsibility for not completing work	Takes responsibility for completed work	Completes and takes responsibility for work	Consistently and accurately completes and takes responsibility for work

Adapted from:
Michael Fullan's Deep Learning Competencies: The 6 C's
21st Century Skills Standards Rubrics
AACTE 21st Century Skills Rubrics

I have read and understand the Code of Ethics for North Carolina Educators.

Signed: _____ Date: _____

NORTH CAROLINA STATE BOARD OF EDUCATION Policy Manual

Policy Identification Priority: Quality Teachers, Administrators, and Staff **Category:** Qualifications and Evaluations **Policy ID Number:** QP-C-014

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

Current Policy Date: 02/05/1998

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

Statutory Reference:

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

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

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

I. Commitment to the Student.

- A. Protects students from conditions within the educator’s control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students’ demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

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

- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
 - B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
 - C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.
- Adopted by the State Board of Education June 5, 1997.

.0601 PURPOSE AND APPLICABILITY

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

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

.0602 STANDARDS OF PROFESSIONAL CONDUCT

- (a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- (b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
- (1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

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

(3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

(A) statement of professional qualifications;

(B) application or recommendation for professional employment, promotion, or licensure;

(C) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;

(D) representation of completion of college or staff development credit;

(E) evaluation or grading of students or personnel;

(F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;

(G) submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and

(H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

(4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

(5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

(A) any use of language that is considered profane, vulgar, or demeaning;

(B) any sexual act;

(C) any solicitation of a sexual act, whether written, verbal, or physical;

(D) any act of child abuse, as defined by law;

(E) any act of sexual harassment, as defined by law; and

(F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

(6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

(7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

(8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

(9) Alcohol or controlled substance abuse. The educator shall not:

(A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;

(B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or

(C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.

(10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

(11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

(13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

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



Prompts for Interview for Admission to the Teacher Education Program

NC Professional Teaching Standards Interview

Suggested prompt: What can you tell us that demonstrates your knowledge of/explains the NC-PTS?

(Candidates have interviewed and observed teachers in relationship to these standards.)

Standard 1 Teachers Demonstrate Leadership

- 1a: Teachers lead in their classrooms.
- 1b: Teachers demonstrate leadership in the school.
- 1c: Teachers lead the teaching profession.
- 1d: Teachers advocate for schools and students.
- 1e: Teachers demonstrate high ethical standards.

Standard 2 Teachers Establish a Respectful Environment for a Diverse Population of Students

- 2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- 2b: Teachers embrace diversity in the school community and in the world.
- 2c: Teachers treat students as individuals.
- 2d: Teachers adapt their teaching for the benefit of students with special needs.
- 2e: Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard 3 Teachers Know the Content They Teach

- 3a: Teachers align their instruction with the North Carolina Standard Course of Study.
- 3b: Teachers know the content appropriate to their teaching specialty.
- 3c: Teachers recognize the interconnectedness of content areas/disciplines.

3d: Teachers make instruction relevant to students.

Standard 4 Teachers Facilitate Learning for Their Students

4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

4b: Teachers plan instruction appropriate for their students.

4c: Teachers use a variety of instructional methods.

4d: Teachers integrate and utilize technology in their instruction.

4e: Teachers help students develop critical-thinking and problem-solving skills.

4f: Teachers help students work in teams and develop leadership qualities.

4g: Teachers communicate effectively.

4h: Teachers use a variety of methods to assess what each student has learned.

Standard 5 Teachers Reflect on Their Practice

5a: Teachers analyze student learning.

5b: Teachers link professional growth to their professional goals.

5c: Teachers function effectively in a complex, dynamic environment.

Select 1 prompt from each category:

PROFESSIONALISM	
Reasons for wanting to be a teacher	<ul style="list-style-type: none">○ Why did you choose to major in education?○ Where do you think you will be professionally in five years?○ What appeals to you about being a teacher?○ What do you feel like you can contribute to the field of education?
Reflection on experiences	<ul style="list-style-type: none">○ During your focused field experiences while in 200 & 300 level education courses, what practices did you see that you would like to emulate as a teacher?○ What are some examples of ways you have seen teachers incorporate 21st century skills? Classroom management?○ How have teachers you have observed kept their students motivated and engaged in class activities?○ What are some ways you have seen teachers integrate technology in the classroom?
Citizenship: Diversity	<ul style="list-style-type: none">○ Describe some of the types of diversity you have observed in classrooms while in 200 & 300 level education courses.○ If you have a student in your classroom who has difficulty staying on task, tends to distract other students, and seems moody most of the time, what would you do as a teacher?○ How would you respond to a student who asked to be in different seat because she/he does not want to sit next to a

	<p>student who is another ethnicity, another religion, or from a different socio-economic level?</p>
<p>Character: Professional ethics</p>	<ul style="list-style-type: none"> ○ A fellow colleague has made inappropriate comments and advances toward you. He/She may consider it to be just flirting but you find the attention unwelcome. What would you do? ○ You are sent to a professional development conference. The other faculty members are blowing off all the sessions to go hang out on the beach. Do you join them? Do you tell on them? ○ A parent has made generous donations to the school and/or your classroom. Now the parent is expecting special treatment for her/his child. What would you do?
PRESENTATION	
<p>Verbal presentation & Appearance</p>	<ul style="list-style-type: none"> ○ Not based on specific prompts. ○ Observe throughout the interview. ○ Candidates must use correct grammar and an appropriate tone throughout the interview. Interviews should be considered formal. ○ Candidates should dress and behave in a manner appropriate for a formal interview.

Candidate: _____

Reviewer: _____

Date: _____



Admission to Undergraduate Teacher Education Program Interview Rubric

Candidate Name:	Date:
<input checked="" type="checkbox"/> Elementary	

NCPTS 1	Accomplished 4	Proficient 3	Developing 2	Emerging 1
Interview Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate exceptionally articulates knowledge of the standard and includes all elements in the explanation.</i>	<i>The candidate clearly articulates knowledge of the standard and includes 3-4 elements in the in the explanation.</i>	<i>The candidate articulates knowledge of the standard and includes 1-2 elements in the explanation.</i>	<i>The candidate does not articulate knowledge of the standard.</i>

NCPTS 2	Accomplished 4	Proficient 3	Developing 2	Emerging 1
Interview Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate exceptionally articulates knowledge of the standard and includes all elements in the explanation.</i>	<i>The candidate clearly articulates knowledge of the standard and includes 3-4 elements in the in the explanation.</i>	<i>The candidate articulates knowledge of the standard and includes 1-2 elements in the explanation.</i>	<i>The candidate does not articulate knowledge of the standard.</i>
NCPTS 3	Accomplished 4	Proficient 3	Developing 2	Emerging 1
Interview Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate exceptionally articulates knowledge of the standard and includes all elements in the explanation.</i>	<i>The candidate clearly articulates knowledge of the standard and includes 3-4 elements in the in the explanation.</i>	<i>The candidate articulates knowledge of the standard and includes 1-2 elements in the explanation.</i>	<i>The candidate does not articulate knowledge of the standard.</i>

NCPTS 4	Accomplished 4	Proficient 3	Developing 2	Emerging 1
Interview Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate exceptionally articulates knowledge of the standard and includes all elements in the explanation.</i>	<i>The candidate clearly articulates knowledge of the standard and includes 3-4 elements in the in the explanation.</i>	<i>The candidate articulates knowledge of the standard and includes 1-2 elements in the explanation.</i>	<i>The candidate does not articulate knowledge of the standard.</i>
NCPTS 5	Accomplished 4	Proficient 3	Developing 2	Emerging 1
Interview Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate exceptionally articulates knowledge of the standard and includes all elements in the explanation.</i>	<i>The candidate clearly articulates knowledge of the standard and includes 3-4 elements in the in the explanation.</i>	<i>The candidate articulates knowledge of the standard and includes 1-2 elements in the explanation.</i>	<i>The candidate does not articulate knowledge of the standard.</i>

Reasons for wanting to be a teacher Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Accomplished 4	Proficient 3	Developing 2	Emergent 1
	<i>The candidate includes thoughtful reasons for wanting to teach that exceptionally illustrates professionalism and a strong motivation to teach.</i>	<i>The candidate includes thoughtful reasons for wanting to teach that goes beyond “liking children” and expresses elements of professionalism.</i>	<i>The candidate includes reasons for wanting to become a teacher that goes beyond “liking children.”</i>	<i>No reasons are given, except perhaps “liking children.”</i>

Reflection on Experiences	Accomplished 4	Proficient 3	Developing 2	Emergent 1
Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate supports all answers with detailed examples from observations or interactions with students that clearly illustrate the point being made.</i>	<i>The candidate supports many answers with examples from observations or interactions with students that clearly illustrate the point being made.</i>	<i>The candidate supports some answers with examples from observations or interactions with students.</i>	<i>The candidate does not give examples from observations or interactions with students.</i>
This area is intentionally left blank for reflection content				

Citizenship: Diversity	Accomplished 4	Proficient 3	Developing 2	Emergent 1
Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate gives answers showing exceptional understanding and acceptance of differences, using person-first labels when referring to disabilities and correct terminology.</i>	<i>The candidate gives answers free of stereotypes and misconceptions, and when referring to disability generally uses person-first labels.</i>	<i>The candidate gives answers generally free of stereotypes and misconceptions.</i>	<i>The candidate gives answers containing stereotypes and misconceptions.</i>
Empty content area				

Character: Professional Ethics Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Accomplished 4	Proficient 3	Developing 2	Emergent 1
	<i>The candidate quickly identifies ethical dilemmas, offers multiple solutions that show sensitivity to the concerns of all stakeholders, and seeks solutions that provide greatest benefit to all.</i>	<i>The candidate identifies ethical dilemmas, offers one or more solutions that show sensitivity to the concerns of different stakeholders, and seeks solutions that provide benefit to most.</i>	<i>The candidate shows some concern for professional ethics. It may appear that the candidate is attempting to say what the interviewer wants to hear. May take approach of a single perspective and disregard other stakeholder interests.</i>	<i>The candidate shows little or no concern for professional ethics. It may appear that the candidate is unaware of what the interviewer wants to hear, and may appear to only care about personal interests.</i>

Verbal Presentation	Accomplished 4	Proficient 3	Developing 2	Does Not Demonstrate 1
	<i>The candidate speaks fluently and articulately in standard English with exceptional clarity and correctness, using specific terminology for the field of education.</i>	<i>The candidate speaks: fluently in standard English with correct grammar, free of slang and improper usage, with no mispronunciations and correct diction.</i>	<i>The candidate speaks in standard English with few grammatical errors, few slang terms, and few mispronunciations.</i>	<i>The candidate uses poor grammar, slang, mispronunciations, or does not consistently use standard English.</i>
Appearance Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Accomplished 4	Proficient 3	Developing 2	Emergent 1
	<i>The candidate in all ways appears professional with poise, confidence, and appropriate body language.</i>	<i>The candidate is dressed suitably for a formal interview, has no distracting mannerisms or expressions, and appears professional.</i>	<i>The candidate is dressed somewhat suitably for a formal interview, has few distracting mannerisms or expressions, and generally appears professional.</i>	<i>The candidate is not dressed suitably for a formal interview, slouches, has distracting mannerisms or expressions, or in some other way does not appear professional.</i>
OVERALL: Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	COMMENTS:			

Candidate must earn 2 or better on each section.

Student Teaching I Assessments

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

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Student Teaching I Weekly Checklist of Activities

Activity	Mon.	Tues.	Wed.	Thurs.	Fri.
Observe regular class activities					
Observe other classes					
Attend assemblies					
Attend Parent-Teacher Meeting					
Attend Faculty/Department/Grade Level Meeting					
Grading papers					
Checking Attendance					
Preparing instructional materials					
Preparing bulletin boards, displays, etc.					
Contributing to class work (i.e. reading a story)					
Assisting with duties (lunch/hall/bus/recess)					
Setting up and putting away supplies and equipment					
Making/maintaining progress reports/charts					
Sorting/filing student work					
Individual student tutoring					
Individual student conferencing					
Individual student assessment					
Small Group instruction					
Small Group assessment					
Whole Class instruction					
Whole Class assessment					
Assisting students with projects					
Keeping anecdotal records					
Co-Teaching (also, check back)					

Activity	Mon.	Tues.	Wed.	Thurs.	Fri.
One Teach One Observe					
One Teach One Assist					
Station Teaching					
Parallel Teaching					
Supplemental Teaching (Reteach, extend, remediate)					
Alternative / Differentiated Teaching (Multiple modalities)					
Team Teaching					

MID-TERM STUDENT TEACHING I INSTRUCTIONAL STRATEGIES ASSESSMENT

CANDIDATE'S NAME _____

COOPERATING TEACHER'S NAME _____

MC SUPERVISOR'S NAME _____

SCHOOL _____

GRADE LEVEL AND CONTENT (if appropriate) _____

DATE _____

Based on your experience, please rate the teacher education candidate using this scale:

- 1 = Emerging: Never or rarely observed/demonstrated**
- 2 = Developing: Observed/demonstrated some of the time, partially meets requirements and expectations**
- 3 = Proficient: Observed/demonstrated most of the time, meets requirements and expectations**
- 4 = Accomplished: Observed/demonstrated all of the time, goes beyond the requirements and expectations**

Please indicate by checking ✓

Professional Qualities – The teacher candidate	1	2	3	4
1. is consistently prepared for class.				
2. shows enthusiasm for his/her chosen discipline.				
3. models appropriate values for a future teacher.				
4. attends class regularly.				
5. is punctual for classes and all appointments.				
6. demonstrates correct content knowledge.				
7. dresses appropriately in each situation.				
8. is a positive role model for students.				
9. assists with instructional duties both inside and outside of the classroom as opportunities arise.				
10. assists with non-instructional duties both inside and outside of the classroom as opportunities arise.				
Critical Thinking – The teacher candidate	1	2	3	4
1. is open to new ideas.				
2. looks at both sides of an issue.				
3. looks for connections between subjects.				
4. asks questions.				
5. bases judgment on evidence.				
6. is reflective in discussing student learning and the effectiveness of instructional strategies.				

OVER

Communication – The teacher candidate	1	2	3	4
1. uses the right level of language for the audience.				
2. uses standard English conventions in written and oral communication.				
3. chooses nondiscriminatory expressions and refrains from belittling others.				
4. expresses ideas in a clear, concise manner in both written and oral communication.				
5. responds appropriately to questions and remains on topic.				
Creativity – The teacher candidate	1	2	3	4
1. has courage to try new things and risk failure.				
2. is willing to challenge assumptions.				
3. uses instruction as well as logic to make decisions.				
4. can “think outside the box.”				
5. can elaborate and extend ideas and concepts.				
Collaboration – The teacher candidate	1	2	3	4
1. actively works toward setting and meeting student learning goals.				
2. works within the time frame to complete tasks.				
3. identifies and shares new ideas.				
4. connects to the work of others.				
5. listens to cooperating teacher and colleagues.				
6. refrains from dominating discussions.				
7. is willing to collaborate with other teachers to effectively meet diverse student needs.				
8. is actively engaged in the planning and implementation of co-teaching strategies.				

Additional Comments:

Adapted from: Teacher Education Handbook. (2014). Pikeville, KY: University of Pikeville Educator Preparation Program and the North Carolina Professional Teaching Standards Evaluation Process.

END OF STUDENT TEACHING I INSTRUCTIONAL STRATEGIES ASSESSMENT

CANDIDATE'S NAME _____

COOPERATING TEACHER'S NAME _____

UNIVERSITY SUPERVISOR'S NAME _____

SCHOOL _____

GRADE LEVEL AND CONTENT (if appropriate) _____

DATE _____

Based on your experience, please rate the teacher education candidate using this scale:

1 = Emerging: Never or rarely observed/demonstrated

2 = Developing: Observed/demonstrated some of the time, partially meets requirements and expectations

3 = Proficient: Observed/demonstrated most of the time, meets requirements and expectations

4 = Accomplished: Observed/demonstrated all of the time, goes beyond the requirements and expectations

Please indicate by checking ✓

Professional Qualities – The teacher candidate	1	2	3	4
11. is consistently prepared for class.				
12. shows enthusiasm for his/her chosen discipline.				
13. models appropriate values for a future teacher.				
14. attends class regularly.				
15. is punctual for classes and all appointments.				
16. demonstrates correct content knowledge.				
17. dresses appropriately in each situation.				
18. is a positive role model for students.				
19. assists with instructional duties both inside and outside of the classroom as opportunities arise.				
20. assists with non-instructional duties both inside and outside of the classroom as opportunities arise.				
I. Critical Thinking – The teacher candidate	1	2	3	4
7. is open to new ideas.				
8. looks at both sides of an issue.				
9. looks for connections between subjects.				
10. asks questions.				
11. bases judgment on evidence.				
12. is reflective in discussing student learning and the effectiveness of instructional strategies.				

OVER

II. Communication – The teacher candidate	1	2	3	4
6. uses the right level of language for the audience.				
7. uses standard English conventions in written and oral communication.				
8. chooses nondiscriminatory expressions and refrains from belittling others.				
9. expresses ideas in a clear, concise manner in both written and oral communication.				
10. responds appropriately to questions and remains on topic.				
Creativity – The teacher candidate	1	2	3	4
6. has courage to try new things and risk failure.				
7. is willing to challenge assumptions.				
8. uses instruction as well as logic to make decisions.				
9. can “think outside the box.”				
10. can elaborate and extend ideas and concepts.				
Collaboration – The teacher candidate	1	2	3	4
9. actively works toward setting and meeting student learning goals.				
10. works within the time frame to complete tasks.				
11. identifies and shares new ideas.				
12. connects to the work of others.				
13. listens to cooperating teacher and colleagues.				
14. refrains from dominating discussions.				
15. is willing to collaborate with other teachers to effectively meet diverse student needs.				
16. is actively engaged in the planning and implementation of co-teaching strategies.				

Additional Comments:

Teacher Candidate Summary Rating Sheet

Teacher Candidate Self-Evaluation and Reflection Sheet: Teacher candidates will use this sheet to self-evaluate for the Professional Development Plan.	Emergent	Developing	Proficient	Accomplished	Not Demonstrated
Standard I: Teachers demonstrate leadership					
A. Leads in the classroom					
B. Leads in the school					
C. Leads the teaching profession					
D. Advocates for the school and students					
E. Demonstrates high ethical standards					
Overall Rating for Standard I					
Standard II: Teachers establish a respectful environment for a diverse population					
A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible					
B. Embraces diversity in the school community and in the world					
C. Treats students as individuals					
D. Adapts teaching for the benefit of students with special needs					
E. Works collaboratively with families and significant adults in the lives of their students					
Overall Rating for Standard II					
Standard III: Teachers know the content they teach					
A. Aligns instruction with the <i>North Carolina Standard Course of Study</i>					
B. Knows the content appropriate to the teaching specialty					
C. Recognizes the interconnectedness of content areas/disciplines					
D. Makes instruction relevant to students					
Overall Rating for Standard III					
Standard IV: Teachers facilitate learning for the students					
A. Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students					
B. Plans instruction appropriate for students					
C. Uses a variety of instructional methods					
D. Integrates and utilizes technology in instruction					
E. Helps students develop critical-thinking and problem-solving skills					
F. Helps students work in teams and develop leadership qualities					
G. Communicates effectively					
H. Uses a variety of methods to assess what each student has learned					
Overall Rating for Standard IV					
Standard V: Teachers reflect on their own practice					
A. Analyzes student learning					
B. Links professional goals					
C. Functions effectively in a complex, dynamic environment					
Overall Rating for Standard V					

Teacher Candidate Evaluation: Cooperating Teacher

Teacher Candidate Evaluation: Student Teaching I by the Cooperating Teacher	Emergent	Developing	Proficient	Accomplished	Not Demonstrated
Standard I: Teachers demonstrate leadership					
A. Leads in the classroom					
B. Leads in the school					
c. Leads the teaching profession					
D. Advocates for the school and students					
E. Demonstrates high ethical standards					
Overall Rating for Standard I					
Standard II: Teachers establish a respectful environment for a diverse population					
A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible					
B. Embraces diversity in the school community and in the world					
C. Treats students as individuals					
D. Adapts teaching for the benefit of students with special needs					
E. Works collaboratively with families and significant adults in the lives of their students					
Overall Rating for Standard II					
Standard III: Teachers know the content they teach					
A. Aligns instruction with the <i>North Carolina Standard Course of Study</i>					
B. Knows the content appropriate to the teaching specialty					
C. Recognizes the interconnectedness of content areas/ disciplines					
D. Makes instruction relevant to students					
Overall Rating for Standard III					
Standard IV: Teachers facilitate learning for the students					
A. Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students					
B. Plans instruction appropriate for students					
C. Uses a variety of instructional methods					
D. Integrates and utilizes technology in instruction					
E. Helps students develop critical-thinking and problem-solving skills					
F. Helps students work in teams and develop leadership qualities					
G. Communicates effectively					
H. Uses a variety of methods to assess what each student has learned					
Overall Rating for Standard IV					
Standard V: Teachers reflect on their own practice					
A. Analyzes student learning					
B. Links professional goals					
C. Functions effectively in a complex, dynamic environment					
Overall Rating for Standard V					

Formative comments to the Teacher Candidate:

Teacher Candidate Evaluation: College Supervisor

Teacher Candidate Evaluation: Student Teaching I by the College Supervisor	Emergent	Developing	Proficient	Accomplished	Not Demonstrated
Standard I: Teachers demonstrate leadership					
A. Leads in the classroom					
B. Leads in the school					
c. Leads the teaching profession					
D. Advocates for the school and students					
E. Demonstrates high ethical standards					
Overall Rating for Standard I					
Standard II: Teachers establish a respectful environment for a diverse population					
A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible					
B. Embraces diversity in the school community and in the world					
C. Treats students as individuals					
D. Adapts teaching for the benefit of students with special needs					
E. Works collaboratively with families and significant adults in the lives of their students					
Overall Rating for Standard II					
Standard III: Teachers know the content they teach					
A. Aligns instruction with the <i>North Carolina Standard Course of Study</i>					
B. Knows the content appropriate to the teaching specialty					
C. Recognizes the interconnectedness of content areas/ disciplines					
D. Makes instruction relevant to students					
Overall Rating for Standard III					
Standard IV: Teachers facilitate learning for the students					
A. Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students					
B. Plans instruction appropriate for students					
C. Uses a variety of instructional methods					
D. Integrates and utilizes technology in instruction					
E. Helps students develop critical-thinking and problem-solving skills					
F. Helps students work in teams and develop leadership qualities					
G. Communicates effectively					
H. Uses a variety of methods to assess what each student has learned					
Overall Rating for Standard IV					
Standard V: Teachers reflect on their own practice					
A. Analyzes student learning					
B. Links professional goals					
C. Functions effectively in a complex, dynamic environment					
Overall Rating for Standard V					

Formative comments for the Teacher Candidate:

Student Teaching II

Assessments



MONTREAT
COLLEGE
Application for Admission to
Student Teaching II

NAME _____ DATE _____

ADDRESS _____

DATE OF BIRTH _____

CELL PHONE (____) ____-_____

MONTREAT ADDRESS _____

E-MAIL _____ ID # _____

Social Security # _____

Classification: Senior Post Graduate

Gender: (optional) Male Female

Ethnic Background: (optional)

- | | | |
|--|--|--|
| <input type="checkbox"/> Asian | <input type="checkbox"/> Black or African American | <input type="checkbox"/> American Indian or Alaska Native |
| <input type="checkbox"/> Nonresident Alien | <input type="checkbox"/> Hispanic/Latino of any race | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Two or more races | <input type="checkbox"/> White | <input type="checkbox"/> Other |

Date entered Montreat College (mo./yr.) _____ / _____ Transfer Student: Yes No

Current Advisor: _____

Other Universities/Colleges Attended:

continued on back...

Student Certification (Place a check in the appropriate box):

- 6. I have read and I understand the “Criteria for Admission to Teacher Education, Student Teaching I and Student Teaching II.
- 7. I understand that I must submit official transcripts on all college work completed to the Registrar’s Office.
- 8. After being admitted to the Teacher Education Program, I understand that it is my responsibility to monitor my progress as related to satisfying GPA, course, and graduation requirements.
- 9. I understand that failure to make satisfactory progress may result in dismissal from the Teacher Education Program.
- 10. I understand that admission to the Teacher Education Program does not guarantee admission to Student Teaching II.
- 7. I understand the requirements for certification in the state of North Carolina.

(Signature)

PLACEMENT STUDENT TEACHING I & II

Preferences for Placement Assignments:

Remember: It is the Department of Education's responsibility to place candidates. Do not contact teacher or principal concerning a placement. The Department of Education must follow strict guidelines in the placement of candidates.

List three (3) schools at which you would prefer to be placed during Student Teaching I & II. List in order of preference.

1. _____

2. _____

3. _____

If you have children in a school, relatives employed by a school, or other close relatives in administrative positions in a school, please list the school(s). You will not be placed in that school(s) to complete Student Teaching I & II.

Note: Candidates cannot place themselves for Student Teaching I & II. Placement is the result of collaboration between the district and the college. Remember, candidates are to remain in the same classroom(s) for both Student Teaching I and Student Teaching II.

NOTE: This page does not need to be completed if already placed in a classroom from Student Teaching I.



Prompts for Interview for Admission to Student Teaching II

NC Professional Teaching Standards Interview

Suggested prompt: What can you tell us about how you saw the NC-PTS implemented in the classroom/school this past semester?

(Candidates have worked with teachers in their assigned classrooms during Student Teaching I.)

Standard 1 Teachers Demonstrate Leadership

- 1a: Teachers lead in their classrooms.
- 1b: Teachers demonstrate leadership in the school.
- 1c: Teachers lead the teaching profession.
- 1d: Teachers advocate for schools and students.
- 1e: Teachers demonstrate high ethical standards.

Standard 2 Teachers Establish a Respectful Environment for a Diverse Population of Students

- 2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- 2b: Teachers embrace diversity in the school community and in the world.
- 2c: Teachers treat students as individuals.
- 2d: Teachers adapt their teaching for the benefit of students with special needs.
- 2e: Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard 3 Teachers Know the Content They Teach

- 3a: Teachers align their instruction with the North Carolina Standard Course of Study.
- 3b: Teachers know the content appropriate to their teaching specialty.
- 3c: Teachers recognize the interconnectedness of content areas/disciplines.
- 3d: Teachers make instruction relevant to students.

Standard 4 Teachers Facilitate Learning for Their Students

- 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- 4b: Teachers plan instruction appropriate for their students.
- 4c: Teachers use a variety of instructional methods.
- 4d: Teachers integrate and utilize technology in their instruction.
- 4e: Teachers help students develop critical-thinking and problem-solving skills.
- 4f: Teachers help students work in teams and develop leadership qualities.
- 4g: Teachers communicate effectively.
- 4h: Teachers use a variety of methods to assess what each student has learned.

Standard 5 Teachers Reflect on Their Practice

- 5a: Teachers analyze student learning.
- 5b: Teachers link professional growth to their professional goals.
- 5c: Teachers function effectively in a complex, dynamic environment.

Select 1 prompt from each category:

PROFESSIONALISM	
Reasons for wanting to be a teacher	<ul style="list-style-type: none">○ Why did you choose to major in education?○ Where do you think you will be professionally in five years?○ What appeals to you about being a teacher?○ What do you feel like you can contribute to the field of education?
Reflection on experiences	<ul style="list-style-type: none">○ During your focused field experiences while in 200 & 300 level education courses, what practices did you see that you would like to emulate as a teacher?○ What are some examples of ways you have seen teachers incorporate 21st century skills? Classroom management?○ How have teachers you have observed kept their students motivated and engaged in class activities?○ What are some ways you have seen teachers integrate technology in the classroom?
Citizenship: Diversity	<ul style="list-style-type: none">○ Describe some of the types of diversity you have observed in classrooms while in 200 & 300 level education courses.○ If you have a student in your classroom who has difficulty staying on task, tends to distract other students, and seems moody most of the time, what would you do as a teacher?○ How would you respond to a student who asked to be in different seat because she/he does not want to sit next to a student who is another ethnicity, another religion, or from a different socio-economic level?

<p>Character: Professional ethics</p>	<ul style="list-style-type: none"> ○ A fellow colleague has made inappropriate comments and advances toward you. He/She may consider it to be just flirting but you find the attention unwelcome. What would you do? ○ You are sent to a professional development conference. The other faculty members are blowing off all the sessions to go hang out on the beach. Do you join them? Do you tell on them? <p>A parent has made generous donations to the school and/or your classroom. Now the parent is expecting special treatment for her/his child. What would you do?</p>
PRESENTATION	
<p>Verbal presentation & Appearance</p>	<ul style="list-style-type: none"> ○ Not based on specific prompts. ○ Observe throughout the interview. ○ Candidates must use correct grammar and an appropriate tone throughout the interview. Interviews should be considered formal. ○ Candidates should dress and behave in a manner appropriate for a formal interview.

Candidate: _____

Reviewer: _____

Date: _____



Admission to Student Teaching II Interview Rubric

Candidate Name:		Date:		
<input checked="" type="checkbox"/> Elementary				
NCPTS 1	Accomplished	Proficient	Developing	Emerging
	4	3	2	1
Interview Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate exceptionally articulates knowledge of the standard and includes all elements in the explanation with very clear connections to observed practice.</i>	<i>The candidate clearly articulates knowledge of the standard and includes 3-4 elements in the in the explanation with clear connections to observed practice.</i>	<i>The candidate articulates knowledge of the standard and includes 1-2 elements in the explanation with few connections to observed practice.</i>	<i>The candidate does not articulate knowledge of the standard with no connections to observed practice.</i>

NCPTS 2	Accomplished 4	Proficient 3	Developing 2	Emerging 1
Interview Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate exceptionally articulates knowledge of the standard and includes all elements in the explanation with very clear connections to observed practice.</i>	<i>The candidate clearly articulates knowledge of the standard and includes 3-4 elements in the in the explanation with clear connections to observed practice.</i>	<i>The candidate articulates knowledge of the standard and includes 1-2 elements in the explanation with few connections to observed practice.</i>	<i>The candidate does not articulate knowledge of the standard with no connections to observed practice.</i>
NCPTS 3	Accomplished 4	Proficient 3	Developing 2	Emerging 1
Interview Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate exceptionally articulates knowledge of the standard and includes all elements in the explanation with very clear connections to observed practice.</i>	<i>The candidate clearly articulates knowledge of the standard and includes 3-4 elements in the in the explanation with clear connections to observed practice.</i>	<i>The candidate articulates knowledge of the standard and includes 1-2 elements in the explanation with few connections to observed practice.</i>	<i>The candidate does not articulate knowledge of the standard with no connections to observed practice.</i>

NCPTS 4	Accomplished 4	Proficient 3	Developing 2	Emerging 1
Interview Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate exceptionally articulates knowledge of the standard and includes all elements in the explanation with very clear connections to observed practice.</i>	<i>The candidate clearly articulates knowledge of the standard and includes 3-4 elements in the in the explanation with clear connections to observed practice.</i>	<i>The candidate articulates knowledge of the standard and includes 1-2 elements in the explanation with few connections to observed practice.</i>	<i>The candidate does not articulate knowledge of the standard with no connections to observed practice.</i>
NCPTS 5	Accomplished 4	Proficient 3	Developing 2	Emerging 1
Interview Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate exceptionally articulates knowledge of the standard and includes all elements in the explanation with very clear connections to observed practice.</i>	<i>The candidate clearly articulates knowledge of the standard and includes 3-4 elements in the in the explanation with clear connections to observed practice.</i>	<i>The candidate articulates knowledge of the standard and includes 1-2 elements in the explanation with few connections to observed practice.</i>	<i>The candidate does not articulate knowledge of the standard with no connections to observed practice.</i>

Reasons for wanting to be a teacher Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Accomplished 4	Proficient 3	Developing 2	Emergent 1
	<i>The candidate includes thoughtful reasons for wanting to teach that exceptionally illustrates professionalism and a strong motivation to teach.</i>	<i>The candidate includes thoughtful reasons for wanting to teach that goes beyond “liking children” and expresses elements of professionalism.</i>	<i>The candidate includes reasons for wanting to become a teacher that goes beyond “liking children.”</i>	<i>No reasons are given, except perhaps “liking children.”</i>

Reflection on Experiences	Accomplished 4	Proficient 3	Developing 2	Emergent 1
Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate supports all answers with detailed examples from observations or interactions with students that clearly illustrate the point being made.</i>	<i>The candidate supports many answers with examples from observations or interactions with students that clearly illustrate the point being made.</i>	<i>The candidate supports some answers with examples from observations or interactions with students.</i>	<i>The candidate does not give examples from observations or interactions with students.</i>
Empty space for reflection content				

Citizenship: Diversity	Accomplished 4	Proficient 3	Developing 2	Emergent 1
Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<i>The candidate gives answers showing exceptional understanding and acceptance of differences, using person-first labels when referring to disabilities and correct terminology.</i>	<i>The candidate gives answers free of stereotypes and misconceptions, and when referring to disability generally uses person-first labels.</i>	<i>The candidate gives answers generally free of stereotypes and misconceptions.</i>	<i>The candidate gives answers containing stereotypes and misconceptions.</i>
Empty content area				

Character: Professional Ethics Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Accomplished 4	Proficient 3	Developing 2	Emergent 1
	<i>The candidate quickly identifies ethical dilemmas, offers multiple solutions that show sensitivity to the concerns of all stakeholders, and seeks solutions that provide greatest benefit to all.</i>	<i>The candidate identifies ethical dilemmas, offers one or more solutions that show sensitivity to the concerns of different stakeholders, and seeks solutions that provide benefit to most.</i>	<i>The candidate shows some concern for professional ethics. It may appear that the candidate is attempting to say what the interviewer wants to hear. May take approach of a single perspective and disregard other stakeholder interests.</i>	<i>The candidate shows little or no concern for professional ethics. It may appear that the candidate is unaware of what the interviewer wants to hear, and may appear to only care about personal interests.</i>

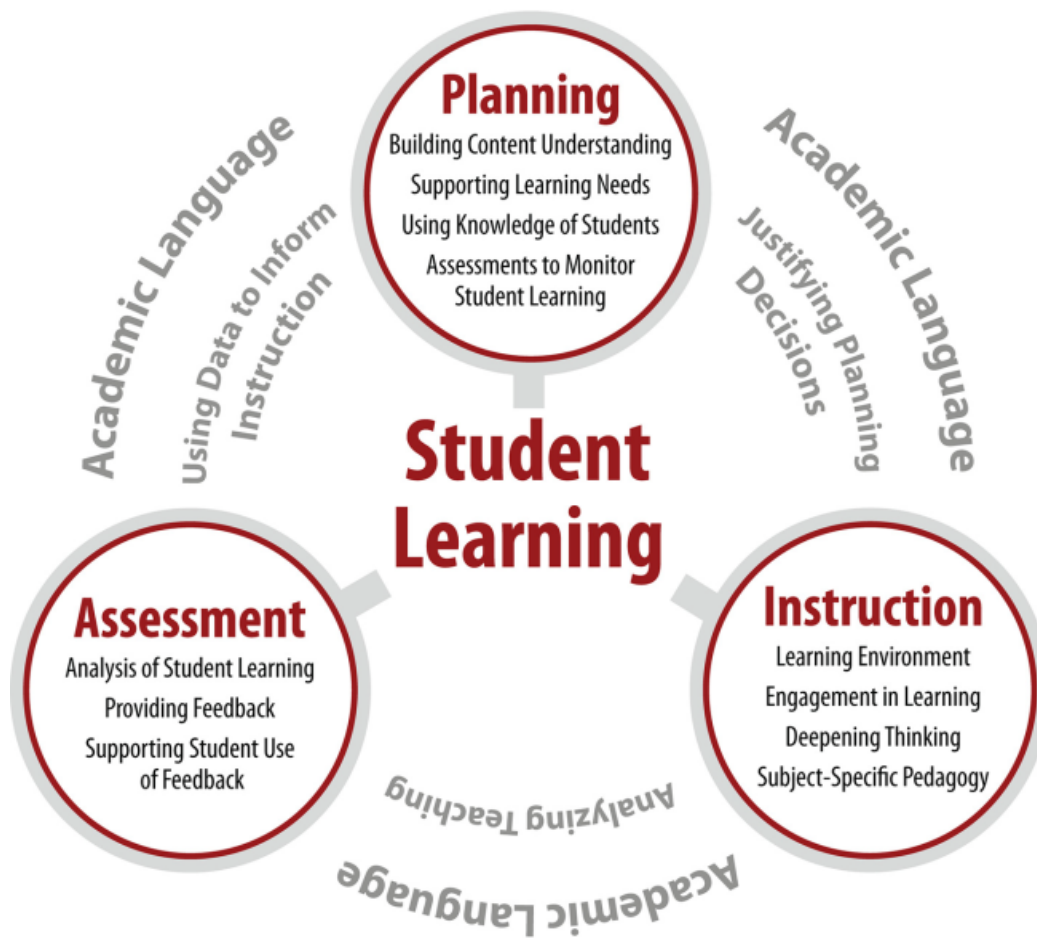
Verbal Presentation	Accomplished 4	Proficient 3	Developing 2	Does Not Demonstrate 1
	<i>The candidate speaks fluently and articulately in standard English with exceptional clarity and correctness, using specific terminology for the field of education.</i>	<i>The candidate speaks: fluently in standard English with correct grammar, free of slang and improper usage, with no mispronunciations and correct diction.</i>	<i>The candidate speaks in standard English with few grammatical errors, few slang terms, and few mispronunciations.</i>	<i>The candidate uses poor grammar, slang, mispronunciations, or does not consistently use standard English.</i>
Appearance	Accomplished 4	Proficient 3	Developing 2	Emergent 1
	<i>The candidate in all ways appears professional with poise, confidence, and appropriate body language.</i>	<i>The candidate is dressed suitably for a formal interview, has no distracting mannerisms or expressions, and appears professional.</i>	<i>The candidate is dressed somewhat suitably for a formal interview, has few distracting mannerisms or expressions, and generally appears professional.</i>	<i>The candidate is not dressed suitably for a formal interview, slouches, has distracting mannerisms or expressions, or in some other way does not appear professional.</i>

Rating:
 4 3 2 1
1

<p>OVERALL:</p> <p>Rating:</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p>	<p>COMMENTS:</p>
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Candidate must earn 2 or better on each section.

All edTPA Tasks to be completed and submitted by mid-March.
See edTPA Handbook for details.



Professional Responsibilities

Collaborate to Address Special Learning Needs

Name: _____ Date: _____

Collaboration Work Plan

This work plan must be approved before implementation.

Identify a student whose learning would be enhanced by collaborative efforts with parents, teachers, and school support personnel, and provide a rationale for why this student was selected. (Use only the student's first name.)

Describe your plan for contacting and developing the plan with the parents/caregivers.

Lesson Objective(s)/Learning Targets – What do you plan to accomplish in terms of student learning?

Activities	Timeline	Persons Involved and Their Roles	Resources Needed

Cycle 1

Describe the progress made in your collaborative efforts, providing appropriate documentation.

Cycle 2

Describe the progress made in your collaborative efforts, providing appropriate documentation.

Cycle 3

Using the assessment data collected, describe the impact of the collaboration plan on this student's learning and describe possible next steps.

Professional Responsibilities

Leadership Plan

Name: _____ Date: _____

Leadership Work Plan

This work plan must be approved before implementation.

Identify a project that would enhance student learning at your school.

Describe your plan for contacting and developing the plan.

Lesson Objective(s)/Learning Targets – How will your plan enhance student learning?

Activities	Timeline	Persons Involved and Their Roles	Resources Needed

Cycle 1

Describe the progress made in your leadership efforts, providing appropriate documentation.

Cycle 2

Describe the progress made in your leadership efforts, providing appropriate documentation.

Cycle 3

Using the assessment data collected, describe the impact of the leadership plan and describe possible next steps.

Parent/Guardian Communication Log

Parent/Guardian	Date	Reflection

Digital Learning Log

Project	Date	Reflection

Record of Teacher Candidate Evaluation Activities (Required)

Teacher Candidate Name: _____

School: _____ School Year: _____

Position/Assignment: _____

Evaluator: _____ Title: _____

Teacher Background (Briefly describe the teacher candidate's educational background, experience, teaching assignment, and any other factors that may impact the evaluation):

The North Carolina Teacher Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Teacher Candidate Signature	Evaluator Signature
Orientation			
Pre-Observation Conference			
Observation #1			
Post-Observation Conference #1			
Pre-Observation Conference (optional)			
Observation #2			
Post-Observation Conference #2			
Pre-Observation Conference (optional)			
Observation #3			
Post-Observation Conference #3			
Pre-Observation Conference (optional)			
Observation #4 (if required)			
Post-Observation Conference #4 (if required)			
Summary Evaluation Conference			
Professional Development Plan Completed			

Rubric for Evaluating Montreat College Teacher Candidates (required)

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

Name: _____ Date: _____

School: _____ District: _____

Evaluator: _____ Title: _____

Start Time: _____ End Time: _____

Standard I: Teachers demonstrate leadership

observation	<p>a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.</p>				
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (comment required)
√	<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	<p>... and</p> <p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the North Carolina Standard Course of Study.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	<p>... and</p> <p>The progress of students toward high school graduation using a variety of assessment data measuring goals for the North Carolina Standard Course of Study.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	<p>... and</p> <p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the North Carolina Standard Course of Study.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>	

<p>b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</p>					
	Recognizes opportunities for involvement in professional learning activities.	... and Attends professional learning activities.	... and Engages in collaborative and collegial professional learning activities	... and Participates in professional learning community (PLC) activities. Works with others in developing and/or implementing school improvement activities.	
<p>c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.</p>					
observation	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (comment required)
	Recognizes the responsibility of teacher for professional improvement and support.	... and Recognizes the need and identifies opportunities for professional growth.	... and Implements and adheres to policies and practices positively affecting students' learning.	... and Works with others to develop and/or revise policies and practices to improve students' learning.	
<p>d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.</p>					
	Demonstrates awareness of school practices and policies.	... and Identifies the policies and practices affecting students' learning.	... and Implements and adheres to policies and practices positively affecting students' learning.	... and Works with others to develop and/or revise policies and practices improve students'	
<p>e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998. (www.ncptsc.org)</p>					
	Recognizes the need for ethical professional behavior.	... and Articulates the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	... and Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	... and Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct, and encourages others to do the same.	

Comments

Examples of Artifacts:

- Lessonplans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees
- Relevant data
- Classrulesandprocedures
- ParticipationinTheTeacherWorking Condition Survey
- Professional Learning Communities
- Membershipinprofessionalorganizations
- Formalandinformalmentoring
- Surveys
- Leadership Project
- edTPA Rubrics 10, 15

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

a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.					
observation	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (comment required)
√	Articulates the importance of appropriate and caring learning environments for children.	... and Recognizes and can explain aspects of a respectful and effective learning environment.	... and Maintains a positive and nurturing learning environment.	... and Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	
b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.					
√	Acknowledges that diverse cultures impact the world.	... and Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	... and Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	... and Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum.	
√	Identifies the range and aspects of diversity of students in the classroom.	Acknowledges the influence of all aspects of diversity on students' development and attitudes.	Incorporates different points of view in instruction. Understands the influence of diversity and plans instruction accordingly.		
c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.					
√	Articulates the need to treat students as individuals.	... and Encourages and values individual student contributions, regardless of background or ability.	... and Maintains a learning environment that conveys high expectations of every student.	... and Enhances a learning environment that meets the needs of individual students.	

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

observation	d. 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.				
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (comment required)
√	Recognizes that students have individual learning needs.	... and Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	... and Cooperates with specialists and uses resources to support the special learning needs of all students. Uses research-verified strategies to provide effective learning activities for students with special needs.	... and Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	
√					
	e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.				
	Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.	... and Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.	... and Communicates and collaborates with the home and community for the benefit of students.	... and Seeks and implements solutions to overcome obstacles to participation of families and communities.	

Comments

Examples of Artifacts:

- Student profiles
- Student surveys
- Cooperation with ESL teachers
- Lessons that integrate international content
- Documentation of referral data and use of IEPs
- Communication log
- edTPA Rubrics 1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15
- Use of technology to incorporate cultural awareness into lessons
- Collaboration Plan

Standard III: Teachers know the content they teach

<p>a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>. In order to enhance the <i>North Carolina Standard Course of Study</i>, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.</p>					
observation	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	not Demonstrated (comment required)
<p>√</p> <p>√</p> <p>√</p>	<p>Demonstrates awareness of the North Carolina Standard Course of Study.</p> <p>Understands the importance of literacy instruction across all subjects, grades and ages.</p>	<p>... and</p> <p>Demonstrates knowledge of the North Carolina Standard Course of Study by referencing it in the preparation of lesson plans.</p> <p>Integrates literacy instruction in individual lessons and in particular subject areas.</p>	<p>... and</p> <p>Develops and applies lessons based on the North Carolina Standard Course of Study.</p> <p>Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</p>	<p>... and</p> <p>Develops and applies strategies reflecting the North Carolina Standard Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.</p> <p>Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.</p>	
<p>b. 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>					
<p>√</p>	<p>Successfully completes general education coursework across the required range of disciplines.</p>	<p>... and</p> <p>Demonstrates a basic level of content knowledge in the teaching specialty.</p>	<p>... and</p> <p>Demonstrates an appropriate level of content knowledge in the teaching specialty.</p> <p>Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p>... and</p> <p>Demonstrates extensive knowledge of content in the teaching specialty.</p> <p>Prompts students' curiosity for learning beyond the required coursework.</p>	

Standard III: Teachers know the content they teach

observation	c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	not Demonstrated (comment required)
<p>√ Recognizes the importance of interdisciplinary learning.</p> <p>Understands the importance of global awareness for students.</p> <p>√</p>	<p>... and</p> <p>Articulates the links between grade/subject and the North Carolina Standard Course of Study.</p> <p>Displays global awareness.</p>	<p>... and</p> <p>Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.</p> <p>Relates global awareness to the subject.</p>	<p>... and</p> <p>Integrates the links and the vertical alignment of the grade or subject area and the North Carolina Standard Course of Study. Effectively and broadly relates content to other disciplines.</p> <p>Integrates global awareness activities throughout lesson plans and classroom instructional practices.</p>		
	d. teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.				
<p>√</p> <p>Recognizes the relationship between the North Carolina Standard Course of Study and life in the 21st century.</p> <p>Identifies 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.</p>	<p>... and</p> <p>Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.</p> <p>Demonstrates understanding of 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.</p>	<p>... and</p> <p>Integrates 21st century skills and content in instruction.</p>	<p>... and</p> <p>Consistently integrates 21st century skill and content throughout classroom instruction and assessment.</p>		

Comments

Examples of Artifacts:

- Display of creative student work
 - Use of NC Standard Course of Study
 - Lesson plans
 - Content standards
- edTPA Rubrics 1, 2, 3, 4, 7, 8, 9, 14, 15

Standard IV: Teachers facilitate learning for their students

observation	a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	not Demonstrated (comment required)
<p>√ Understands the developmental levels of students.</p> <p>√</p>	<p>... and</p> <p>Demonstrates awareness of the influence of developmental levels on students' learning.</p> <p>Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.</p>	<p>... and</p> <p>Identifies developmental levels of individual students and plans instruction accordingly.</p> <p>Assesses and uses resources needed to address strengths and weaknesses of students.</p>	<p>... and</p> <p>Appropriately differentiates instruction.</p>		
	b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.				
<p>√ Recognizes data sources important to planning instruction.</p>	<p>... and</p> <p>Uses a variety of data for short- and long-range planning of instruction.</p> <p>Monitors and modifies instructional plans to enhance student learning.</p>	<p>... and</p> <p>Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</p>	<p>... and</p> <p>Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.</p>		
	c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.				
<p>√ Understands a range of methods and materials that can be applied in the classroom.</p>	<p>... and</p> <p>Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</p>	<p>... and</p> <p>Uses a variety of appropriate methods and materials to meet the needs of all students.</p>	<p>... and</p> <p>Consistently enables the success of all students through the selection and use of appropriate methods and materials.</p>		

Standard IV: Teachers facilitate learning for their students

Observation	d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (comment required)
√	Demonstrates knowledge of methods for utilizing technology in instruction.	... and Assesses effective types of technology to use for instruction.	... and Integrates technology with instruction to maximize students' learning.	... and Engages students in higher level thinking through the integration of technology.	... and
	e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.				
√	Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	... and Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	... and Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	... and Creates or maintains instruction that consistently engages students in the processes critical thinking and problem solving in meaningful contexts.	
	f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.				
√	Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	... and Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	... and Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	... and Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	

Standard IV: Teachers facilitate learning for their students

observation	g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	not Demonstrated (comment required)
<p>√</p> <p>Communicates effectively both orally and in writing.</p> <p>Recognizes a variety of methods for communicating effectively with students.</p> <p>√</p>	<p>... and</p> <p>Demonstrates the ability to communicate effectively with students.</p> <p>Provides opportunities for students to articulate thoughts and ideas.</p>	<p>... and</p> <p>Uses a variety of methods to communicate effectively with all students.</p> <p>Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p>	<p>... and</p> <p>Establishes classroom practices that encourage all students to develop effective communication skills.</p>		
	h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21 st century assessment systems to inform instruction and demonstrate evidence of students' 21 st century knowledge, skills, performance, and dispositions.				
<p>√</p> <p>Demonstrates awareness of multiple indicators or measures of student progress.</p> <p>√</p>	<p>... and</p> <p>Interprets data on student progress accurately and can draw appropriate conclusions.</p>	<p>... and</p> <p>Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</p> <p>Provides evidence that students attain 21st century knowledge, skills and dispositions.</p>	<p>... and</p> <p>Uses information gained from assessment activities to improve teaching practice and students' learning.</p> <p>Provides opportunities for students to assess themselves and others.</p>		

Comments

Examples of Artifacts:

- Lessonplans
- Display of technology used
- Professional development
- Use of student learning teams
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problemsolving
- Collaborative lesson planning
- Technology log
- edTPA Rubrics 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15

Standard IV: Teachers facilitate learning for their students

observation	a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	not Demonstrated (comment required)
	Recognizes multiple sources of information on students' learning and performance.	... and Identifies data sources to improve students' learning.	... and Uses data to provide ideas about what can be done to improve students' learning.	... and Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
b. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.					
	Acknowledges the importance of ongoing professional development.	... and Attends required or expected activities for professional growth.	... and Participates in recommended activities for professional development.	... and Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	
c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.					
	Acknowledges the importance of using research-verified approaches to teaching and learning.	... and Demonstrates knowledge of current research-verified approaches to teaching and learning.	... and Uses a variety of research-verified approaches to improve teaching and learning.	... and Investigates and implements innovative, research-verified approaches to improve teaching and learning.	

Comments

Examples of Artifacts:

- Lesson plans
 - Formative assessments
 - Student work
 - Professional growth plan
 - Completion of professional development
 - Participation in professional learning community
 - Formative and summative assessment data
- edTPA Rubrics 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15

Rubric for Evaluating Montreat College Teacher Candidates

Signature page

Teacher Candidate Signature

Date

Supervisor / Evaluator Signature

Date

Comments Attached: Yes No

Supervisor / Evaluator Signature (Signature indicates question above regarding comments has been addressed).

Date

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

Teacher Candidate Summary Rating Sheet

Teacher Candidate Self-Evaluation and Reflection Sheet: Teacher candidates will use this sheet to self-evaluate for the Professional Development Plan.	Emergent	Developing	Proficient	Accomplished	Not Demonstrated
Standard I: Teachers demonstrate leadership					
A. Leads in the classroom					
B. Leads in the school					
c. Leads the teaching profession					
D. Advocates for the school and students					
E. Demonstrates high ethical standards					
Overall Rating for Standard I					
Standard II: Teachers establish a respectful environment for a diverse population					
A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible					
B. Embraces diversity in the school community and in the world					
C. Treats students as individuals					
D. Adapts teaching for the benefit of students with special needs					
E. Works collaboratively with families and significant adults in the lives of their students					
Overall Rating for Standard II					
Standard III: Teachers know the content they teach					
A. Aligns instruction with the <i>North Carolina Standard Course of Study</i>					
B. Knows the content appropriate to the teaching specialty					
C. Recognizes the interconnectedness of content areas/ disciplines					
D. Makes instruction relevant to students					
Overall Rating for Standard III					
Standard IV: Teachers facilitate learning for the students					
A. Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students					
B. Plans instruction appropriate for students					
C. Uses a variety of instructional methods					
D. Integrates and utilizes technology in instruction					
E. Helps students develop critical-thinking and problem-solving skills					
F. Helps students work in teams and develop leadership qualities					
G. Communicates effectively					
H. Uses a variety of methods to assess what each student has learned					
Overall Rating for Standard IV					
Standard V: Teachers reflect on their own practice					
A. Analyzes student learning					
B. Links professional goals					
C. Functions effectively in a complex, dynamic environment					
Overall Rating for Standard V					

Professional Development Plan (Required)

School Year: _____

Name: _____ Position/Subject Area: _____

School: _____

Cooperating Teacher: _____

School: _____

A. NC Professional Teaching Standards

Standard(s) to be addressed:

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Element(s) to be addressed:

B. Teacher Candidate's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				

Teacher Candidate Signature: _____

Date: _____

Cooperating Teacher Signature: _____

Date: _____

College Supervisor Signature: _____

Date: _____

Professional Development Plan — Mid-Placement Review

To be completed by (date): _____

Teacher Candidate: _____

Academic Year: _____

C. Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

D. Narrative

Teacher Candidate Comments:	Cooperating Teacher Comments:	College Supervisor Comments:
Teacher Candidate Signature:	Cooperating Teacher Signature:	College Supervisor Signature:
Date:	Date:	Date:

Professional Development Plan — End of Placement Review

To be completed by (date): _____

Teacher Candidate: _____ Academic Year: _____

E. Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

F. Goal 1 was successfully completed. Yes No

G. Narrative

Teacher Candidate Comments:	Cooperating Teacher Comments:	College Supervisor Comments:
Teacher Candidate Signature: Date:	Cooperating Teacher Signature: Date:	College Supervisor Signature: 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 candidate learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	1a.4 Uses positive management of candidate behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate exclusion 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 candidates as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every candidate.	<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 candidates.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports candidates 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 candidates' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages candidates 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 candidates.	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 candidates.	<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 candidates' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help candidates develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps candidates 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 candidates to work in teams and develop leadership qualities.	4f.1 Organizes candidate learning teams for the purpose of developing cooperation, collaboration, and candidate leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of candidates 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 candidate has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate candidates' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that candidates attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze candidate learning.	5a.1 Uses data to provide ideas about what can be done to improve candidates' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Impact on Candidate Learning		
1d. Teachers advocate for schools and candidates.	1d.1 Implements and adheres to policies and practices positively affecting candidates' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of candidates with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all candidates.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for candidates 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			
Clinical Educator (P-12)			
Principal (or designee)			
Clinical Educator (EPP)			
Comments (optional): 			

Appendices

Conceptual Framework

Teacher as Leader/Innovator for 21st Century Learning in the classroom, school, district and profession at local, regional and national levels

The Conceptual Framework of the Montreat College Teacher Education Program has undergone growth and development since 1996. At that time the founding members of the Education Department modeled the framework around the theme *Teacher as Reflective Communicator*. This served the department well for ten years until adjectives such as “research-based” and “evidence-based” became prominent in education literature. In 2009, with the collaboration of education faculty, candidates, and representatives from both public and private K-12 schools, a new theme was developed, *Teacher as Agent of Change*, with three strands calling for transformation, reconciliation, and renewal.

However, the past six years have seen “transformation” in education occur at an unprecedented rate. With the increased emphasis on P-12 student learning, and the development of new national accreditation standards and state program approval requirements, it was determined that the Conceptual Framework should expand to meet the challenges of these increased demands. The Framework for 21st Century Learning (2015) was used as the starting point, because it includes life and career skills, knowledge, global awareness, learning and innovation skills, and information, media and technology skills, and was designed to create a “unified vision for learning to ensure student success in a world where change is constant and learning never stops” (2015).

Additionally, the new Conceptual Framework of the Montreat Teacher Education Program, while based on 21st century learning, also aligns with the Montreat College vision and mission and the mission of the Montreat College Teacher Education Program. Because Montreat College graduates have been educated through intellectual inquiry, spiritual formation, and preparation for their calling and career at a Christ-centered higher education institution that seeks to be a leader regionally, nationally, and globally, graduates of the Montreat College Teacher Education Program are prepared to be leaders and innovators in the public and private 21st century classroom, school, district, and the profession both at home and abroad. The expanded Conceptual Framework is focused on the Christian calling to the ministry of education (Eph. 4:11), while preparing teachers with the 21st Century skills, knowledge, expertise, and literacies required for success in work and life.

For the Montreat College Teacher Education Program, the underlying definition and evaluation of these skills and literacies rests on the six key competencies developed by Michael Fullan and the New Pedagogies for Deep Learning initiative (Fullan, 2016; NPDL, 2014). These competencies are as follows: Communication, Critical Thinking, Collaboration, Creativity, Character, and Citizenship. Fullan’s first four competencies are included in the Framework for 21st Century Learning, while the last two competencies represent the Montreat College Teacher Education Program Dispositions. Together, these six competencies form the conceptual

framework for the development and assessment of the skills and dispositions of innovative teacher graduates from the teacher education program at Montreat College.

Competency 1: Communication

Innovative teachers must be able to communicate with a wide variety of audiences, using a range of modes that include oral, written, and non-verbal forms (Fullan, n. d.; Fullan & Quinn, 2016; P21 Framework Definitions, 2015). How a teacher communicates in the classroom can have crucial consequences in a student's learning and growth (Ginott, 1972). The teacher can inspire and motivate, or discourage and limit his or her students' learning and development. The teacher must also be skilled in embedding and explicitly instructing students in the writing, speaking, and listening skills required for problem solving and collaboration through a variety of communication formats (Greenstein, 2012), while engaging students through the use of innovative technologies. The teacher must be skilled in communicating with parents and stakeholders concerning each student's development. Information shared must have practical importance and value and serve its purpose of encouragement and growth. This is also true of communication with the professional learning community where the focus is positive impact on student achievement (Van Brummelen, 2009). If the goal is the success of each student, teacher leaders and innovators must be able to articulate clearly, using a variety of formats and data, what it is that each student should learn, how they will know when it is learned, respond when it is not learned, and extend the learning for those who are proficient (DuFour & DuFour in Bellanca and Brandt, 2010). In addition, "students must be able to understand multiple interpretations in order to communicate successfully" (Marzano, 2012, p. 23). Not only do the 21st Century and NPDL competencies call for quality communication and reflection on its improvement, but the Scriptures are replete with injunctions about words (Lockerbie, 2005). Christian teacher leaders and innovators, must be conscious to let their "conversation always be full of grace, seasoned with salt" (Colossians 4:6). Words can build up and tear down, create and destroy. Vision for the future can only be created through coherent, focused communication, substantively designed for each audience, an important skill for teachers to model and teach to their students.

Competency 2: Critical Thinking

The innovative teacher must be able to think critically, evaluating and making connections in order to solve problems and construct knowledge for use in the real world, before s/he can take steps to explicitly teach these skills to students (Fullan, 2016; Dilley, Kaufman, Kennedy, Plucker, n.d.; Marzano, 2012) Students need deeper understanding and knowledge of how to design, evaluate, and manage their own work. They need the ability to transfer their learning, to explore, learn, and understand. (Bellanca & Brandt, 2010). As early as 1984, Novak and Gowin, in *Learning How to Learn*, call for the need to relate new knowledge to knowledge that

is already known, and logic and debate skills must be learned and practiced to further enhance the ability to reflect and take action on ideas in the real world (Fullan, 2016; Moreland, 1997). Teachers must also be critical thinkers in the classroom in order to select the appropriate means of instruction for the development of each student (Van Brummelen, 2009). Additionally, J. P. Moreland asserts that it is imperative that Christians think critically in order to integrate discipleship with Jesus Christ with vocation. Teachers must be open to the questions of students and provide them with the resources to “think in Christian categories” as T. S. Eliot stated in 1940 (Lockerbie, 2005, p. 64). Teachers ready for the 21st century are skilled in the reasoning, logic, and judgement necessary to think critically and apply those skills to improving student learning in their classrooms, schools, and districts.

Competency 3: Collaboration

The innovative teacher must be able to work with a team, having well-developed interpersonal, social, emotional, and intercultural skills, be able to manage team dynamics and challenges, and have empathy in working with diverse others (Fullan, 2016; Plucker, Neag, Kennedy, & Dilley, n.d.). Both teachers and students can express ideas clearly, responding with respect while engaging in meaningful tasks (Greenstein, 2012). Just as with critical thinking, collaboration and all of its associated skills must be specifically taught and the environment enhanced to support it (Plucker, et al., n.d.). Collaboration is a vital skill for the teacher, both inside and outside of the classroom. Inside the classroom, the teacher must create opportunities for students to enhance their critical thinking and problem solving skills through collaboration, problem solving and working on group projects in a culture of participation and respect (Bellanca & Brandt, 2010). Outside the classroom, teachers participate in a learning community that focuses on student growth and development at a school-wide level. That community and connectedness, as Palmer (1998) says, is the principle behind good teaching. The teacher leader/innovator must be able to participate in purposeful teacher collegiality among the greater school community where all voices are appreciated and valued (Van Brummelen, 2009).

Competency 4: Creativity

The 21st century teacher is a creative innovator who can consider and pursue novel ideas and solutions, viewing failure as an opportunity to learn, and leading students to that same understanding (Fullan, 2016). In 1994, Eisner emphasized the importance of artistry in describing essential qualities in a teacher. “Teachers need to feel free to innovate, explore, and to play” (p. 162). More recently, imaging technology of the brain shows activation of all areas of the brain during problem solving and creative activities, illustrating the complexity and importance of innovation (Plucker, Neag, Kaufman, Beghetto, n. d.). Early in the 20th century Dewey stated that the growth of children depended on their ability to find out and make things, exercising their artistic expression (Dewey, 1990). Teachers in the 21st century need to explicitly teach creative thinking skills such as brainstorming and problem solving, exploration, and

divergent and convergent thinking in a physical environment that supports sensible risk-taking (Drapeau, 2014). In addition, Brookhart (2013) stresses the importance of feedback to “name, note, encourage, and value the creativity,” and also suggests fostering creativity by implementing assignments that require students to reorganize existing ideas, produce new ideas, or require students to put two things together. Christian teachers serve a creative God who gave George Washington Carver over 300 uses for the peanut. He is our example for sensible risk-taking in and out of the classroom as we lead our students to seek new solutions after asking, and encouraging students to ask, the right questions.

Competency 5 / Disposition 1: Character

The innovative 21st century teacher also demonstrates character in the practice of these competencies. The teacher must always be learning how to learn, have the resilience and self-regulation to persevere in the face of difficulties, be ethical in thinking and action, have empathy and work towards the benefit of others, and practice the career and life skills necessary to lead in their profession (Framework for 21st Century Learning, 2015; Fullan, 2016). At the intersection of what makes up the life of the teacher and the ways the teacher relates to those forces to bring wholeness, is character and true identity (Palmer, 1998). Achieving this wholeness requires perseverance and commitment, often defined by Duckworth, Person, Matthews, and Kelly (2007) as “grit,” or “perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, maintaining effort and interest...stamina...the gritty individual stays the course” (p. 1087, 1088). The teacher with character displays grit when learning does not go as planned. The teacher with character sees the world as the classroom with potential to teach and learn everywhere (Palmer, 1998). The teacher with character integrates biblical principles with all aspects of life and learning. The teacher with character is ethical in thinking and action, and is a model worthy of emulation (Lockerbie, 2005). The teacher with character “embraces human response, commitment and service as internal elements” (Van Brummelen, 2009, p. 93). The teacher with character strives to help all learners develop their God-given gifts to their full potential.

Competency 6 / Disposition 2: Citizenship

The innovative, 21st century teacher has a global perspective, understanding the diverse values and worldviews of other cultures while maintaining sensitivity and respect for those views. The teacher has a genuine interest in human and environmental sustainability, and seeks to solve authentic problems to that end in the context of life and career skills. As a citizen, the teacher sees teaching as a ministry to all children of different backgrounds and cultures (Kozol, 1995), promoting equity in access to career and life skills. As a citizen, the teacher can argue against his/her own position and can identify good points in another’s point of view (Moreland, 1997) and is open to the questions of students (Lockerbie 2005). Ambiguous, complex, and authentic

problems are challenges for solution, not avoidance. As a citizen, the teacher sees schools as communities, representative of a greater community, and treats all students with dignity and respect (Van Brummelen, 2009).

Summary

These six competencies form the foundation of the Montreat College Conceptual Framework and are assessed throughout the Montreat Teacher Education Program. Methods coursework, performance products including the edTPA, assessments, and gateways are designed to align the Conceptual Framework with the Montreat College Mission, the North Carolina Professional Teaching Standards (NCPTS), Council for Accreditation of Educator Preparation (CAEP) standards, and the Interstate New Teacher Assessment and Support Consortium (InTASC) standards.

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North Carolina Professional Teaching Standards

I. Teachers demonstrate leadership.

NCPTS.I - Teachers demonstrate leadership.

NCPTS.I.a - Teachers lead in their classrooms.

NCPTS.I.b - Teachers demonstrate leadership in the school.

NCPTS.I.c - Teachers lead the teaching profession.

NCPTS.I.d - Teachers advocate for schools and students.

NCPTS.I.e - Teachers demonstrate high ethical standards.

II. Teachers establish a respectful environment for a diverse population of students.

NCPTS.II - Teachers establish a respectful environment for a diverse population of students.

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

NCPTS.II.b - Teachers embrace diversity in the school community and in the world.

NCPTS.II.c - Teachers treat students as individuals.

NCPTS.II.d - Teachers adapt their teaching for the benefit of students with special needs.

NCPTS.II.e - Teachers work collaboratively with the families and significant adults in the lives of their students.

III. Teachers know the content they teach.

NCPTS.III - Teachers know the content they teach.

NCPTS.III.a - Teachers align their instruction with the North Carolina Standard Course of Study.

NCPTS.III.b - Teachers know the content appropriate to their teaching specialty.

NCPTS.III.c - Teachers recognize the interconnectedness of content areas/disciplines.

NCPTS.III.d - Teachers make instruction relevant to students.

IV. Teachers facilitate learning for their students.

NCPTS.IV - Teachers facilitate learning for their students.

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

NCPTS.IV.b - Teachers plan instruction appropriate for their students.

NCPTS.IV.c - Teachers use a variety of instructional methods.

NCPTS.IV.d - Teachers integrate and utilize technology in their instruction.

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

NCPTS.IV.f - Teachers help students work in teams and develop leadership qualities.

NCPTS.IV.g - Teachers communicate effectively.

NCPTS.IV.h - Teachers use a variety of methods to assess what each student has learned.

V. Teachers reflect on their practice.

NCPTS.V - Teachers reflect on their practice.

NCPTS.V.a - Teachers analyze student learning.

NCPTS.V.b - Teachers link professional growth to their professional goals.

NCPTS.V.c - Teachers function effectively in a complex, dynamic environment.

North Carolina Educator Evaluation System



Teacher Candidate Evaluation Rubric

Teacher Candidate Evaluation Rubric

The following rubric was developed to align with and reflect the *North Carolina Professional Teaching Standards* approved by the North Carolina State Board of Education on June 7, 2007. The rubric also parallels the North Carolina *Inservice Teacher Evaluation Rubric* that is used to assess the professional performance of inservice teachers throughout the state. However, the *Teacher Candidate Evaluation Rubric* has been adapted to reflect the specific contexts and opportunities available to teacher candidates throughout their programs, and to allow distinctions to be made across each of four levels of performance on the *North Carolina Professional Teaching Standards*.

Preservice teacher (candidate) performance should be rated on each element within each Standard as characteristic of a practitioner at one of four levels: *Emergent Candidate*, *Developing Candidate*, *Proficient Candidate* or *Accomplished Candidate*. These levels are cumulative across the rows of the rubric in that a “*Proficient Candidate*” teacher must exhibit the characteristics encompassed under the “*Emergent Candidate*” and “*Developing Candidate*” levels in addition to those described at the “*Proficient Candidate*” level. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the *Proficient Candidate* level on each element and on each standard.

Standard 1: Teachers demonstrate leadership

Observation	Artifact	1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	<p style="text-align: center;">AND</p> <p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i>.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	<p style="text-align: center;">AND</p> <p>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p>	<p style="text-align: center;">AND</p> <p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>	

Observation	Artifact	1b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes opportunities for involvement in professional learning activities.	AND	Attends professional learning activities.	AND	Engages in collaborative and collegial professional learning activities. Identifies the characteristics or critical elements of a school improvement plan. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.	AND	Participates in professional learning community (PLC) activities. Works with others in developing and/or implementing school improvement activities.	
Observation	Artifact	1c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes the responsibility of teachers for professional improvement and support.	AND	Recognizes the need and identifies opportunities for professional growth.	AND	Participates in professional development and growth activities. Begins to develop professional relationships and networks.	AND	Seeks additional opportunities for professional development and growth. Extends professional relationships and networks.	
Observation	Artifact	1d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Demonstrates awareness of school practices and policies.	AND	Identifies the policies and practices affecting students' learning.	AND	Implements and adheres to policies and practices positively affecting students' learning.	AND	Works with others to develop and/or revise policies and practices to improve students' learning.	

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

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

Observation	Artifact	2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Articulates the importance of appropriate and caring learning environments for children.	AND Recognizes and can explain aspects of a respectful and effective learning environment.	AND Maintains a positive and nurturing learning environment.	AND Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	
Observation	Artifact	2b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Acknowledges that diverse cultures impact the world. Identifies the range and aspects of diversity of students in the classroom.	AND Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. Acknowledges the influence of all aspects of diversity on students' development and attitudes.	AND Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. Incorporates different points of view in instruction. Understands the influence of diversity and plans instruction accordingly.	AND Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum. Builds on diversity as an asset in the classroom.	

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

Standard 3: Teachers know the content they teach

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

Observation	Artifact	3c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Recognizes the importance of interdisciplinary learning.</p> <p>Understands the importance of global awareness for students.</p>	<p>AND</p> <p>Articulates the links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p>Displays global awareness.</p>	<p>AND</p> <p>Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines.</p> <p>Relates global awareness to the subject.</p>	<p>AND</p> <p>Integrates the links and the vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i>. Effectively and broadly relates content to other disciplines.</p> <p>Integrates global awareness activities throughout lesson plans and classroom instructional practices.</p>	
Observation	Artifact	3d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Recognizes the relationship between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.</p> <p>Identifies 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i>.</p>	<p>AND</p> <p>Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.</p> <p>Demonstrates understanding of 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i>.</p>	<p>AND</p> <p>Integrates 21st century skills and content in instruction.</p>	<p>AND</p> <p>Consistently integrates 21st century skills and content throughout classroom instruction and assessment.</p>	

Standard 4: Teachers facilitate learning for their students

Observation	Artifact	4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Understands the developmental levels of students.	AND Demonstrates awareness of the influence of developmental levels on students' learning. Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.	AND Identifies developmental levels of individual students and plans instruction accordingly. Assesses and uses resources needed to address strengths and weaknesses of students.	AND Appropriately differentiates instruction.	
Observation	Artifact	4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes data sources important to planning instruction.	AND Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	AND Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	AND Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	
Observation	Artifact	4c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Understands a range of methods and materials that can be applied in the classroom.	AND Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND Uses a variety of appropriate methods and materials to meet the needs of all students.	AND Consistently enables the success of all students through the selection and use of appropriate methods and materials.	

Observation	Artifact	4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Demonstrates knowledge of methods for utilizing technology in instruction.	AND	Assesses effective types of technology to use for instruction.	AND	Integrates technology with instruction to maximize students' learning.	AND	Engages students in higher level thinking through the integration of technology.	
Observation	Artifact	4e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	AND	Demonstrates knowledge of processes needed to support students in acquiring criticalthinking and problem-solving skills.	AND	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	
Observation	Artifact	4f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	AND	Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	AND	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	AND	Encourages students to create and manage learning teams.	

Observation	Artifact	4g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Communicates effectively both orally and in writing.</p> <p>Recognizes a variety of methods for communicating effectively with students.</p>	<p>AND</p> <p>Demonstrates the ability to communicate effectively with students.</p> <p>Provides opportunities for students to articulate thoughts and ideas.</p>	<p>AND</p> <p>Uses a variety of methods to communicate effectively with all students.</p> <p>Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p>	<p>AND</p> <p>Establishes classroom practices that encourage all students to develop effective communication skills.</p>	
Observation	Artifact	4h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Demonstrates awareness of multiple indicators or measures of student progress.</p>	<p>AND</p> <p>Interprets data on student progress accurately and can draw appropriate conclusions.</p>	<p>AND</p> <p>Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</p> <p>Provides evidence that students attain 21st century knowledge, skills and dispositions.</p>	<p>AND</p> <p>Uses information gained from assessment activities to improve teaching practice and students' learning.</p> <p>Provides opportunities for students to assess themselves and others.</p>	

Standard 5: Teachers reflect on their practice

Observation	Artifact	5a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes multiple sources of information on students' learning and performance.	AND	Identifies data sources to improve students' learning.	AND	Uses data to provide ideas about what can be done to improve students' learning.	AND	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
Observation	Artifact	5b. Teachers link professional growth to their professional goals. Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Acknowledges the importance of ongoing professional development.	AND	Attends required or expected activities for professional growth.	AND	Participates in recommended activities for professional learning and development.	AND	Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	
Observation	Artifact	5c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Acknowledges the importance of using research-verified approaches to teaching and learning.	AND	Demonstrates knowledge of current research-verified approaches to teaching and learning.	AND	Uses a variety of research-verified approaches to improve teaching and learning.	AND	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Qualifications and Evaluations

Policy ID Number: QP-C-014

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

Current Policy Date: 02/05/1998

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

Statutory Reference:

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

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

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

- I. Commitment to the Student.
 - A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
 - B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
 - C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
 - D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - 3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - 4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

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

.0601 PURPOSE AND APPLICABILITY

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

History Note: Authority G.S. 115C-295.3;

Eff. April 1, 1998.

.0602 STANDARDS OF PROFESSIONAL CONDUCT

- (a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

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

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

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

History Note: Authority G.S. 115C-295.3;

Eff. May 1, 1998.

FERPA Summary

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the

record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

(retrieved February 16, 2017 from: <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>)



DIGITAL TEACHING & LEARNING

About the NC Digital Learning Competencies for Classroom Teachers

The teaching and learning process is a complex balance of content knowledge, pedagogical strategies, and technological resources. The following Digital Competencies, informed by International Society for Technology in Education (ISTE), International Association for K-12 Online Learning (iNACOL), and the NC Professional Teaching Standards, are to be viewed within the context of the current North Carolina Professional Teaching Standards as extensions in relationship with the ways that digital technologies impact and affect schools.

Teachers and administrators should use these competencies to improve their practice and drive student learning within their classrooms. The following four Focus Areas have been loosely aligned to the Professional Teaching Standards with a subset of competencies that help to explain and 'unpack' the Focus Area.

Leadership in Digital Learning

Teachers will demonstrate leadership in accelerating their integration of digital teaching and learning pedagogies.

Engage in virtual and face-to-face learning communities to expand mastery of technological applications for professional growth and student learning.

Take initiative with own professional growth to inform practice.

Demonstrate leadership for technology innovation beyond my own classroom.

Engage in peer collaborative problem solving through continuous planning, designing, testing, evaluation, and recalibration of teaching methods using appropriate digital technology.

Promote open, lifelong learning as an iterative process of success, failure, grit, and perseverance.

Digital Citizenship

Teachers will model and teach digital citizenship by the ethical, respectful, and safe use of digital tools and resources that support the creation of a positive digital school culture.

Demonstrate understanding of intellectual property rights by abiding by copyright law, intellectual property, and fair use guidelines.

Teach and require the use of copyright law and fair use in student work and creation.

Engage in responsible and professional digital social interaction.

Integrate digital citizenship curriculum into student learning.

Demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.

Ensure full, equitable access and participation of all learners through high-quality technology tools and resources.



DIGITAL TEACHING & LEARNING

Digital Content and Instruction

Teachers will know and use appropriate digital tools and resources for instruction.

Design technology-enriched learning experiences that encourage all students to pursue their individual interests, preferences, and differences.

Lead all students in becoming active participants in setting educational goals, managing learning, and assessing their progress through digital tools.

Identify, evaluate, and utilize appropriate digital tools and resources to challenge students to create, think critically, solve problems, establish reliability, communicate their ideas, collaborate effectively.

Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.

Evaluate and appropriately modify the form and function of the physical learning environment to create a conducive digital learning environment.

Data and Assessment

Teachers will use technology to make data more accessible, adjust instruction to better meet the needs of a diverse learner population, and reflect upon their practice through the consistent, effective use of assessment.

Integrate digitally enhanced formative and summative assessments as a part of the teaching and learning process.

Use performance data and digital tools to empower student metacognition for self-assessment & self-monitoring their own learning progress.

Utilize multiple and varied forms of assessment including examples of student work products.

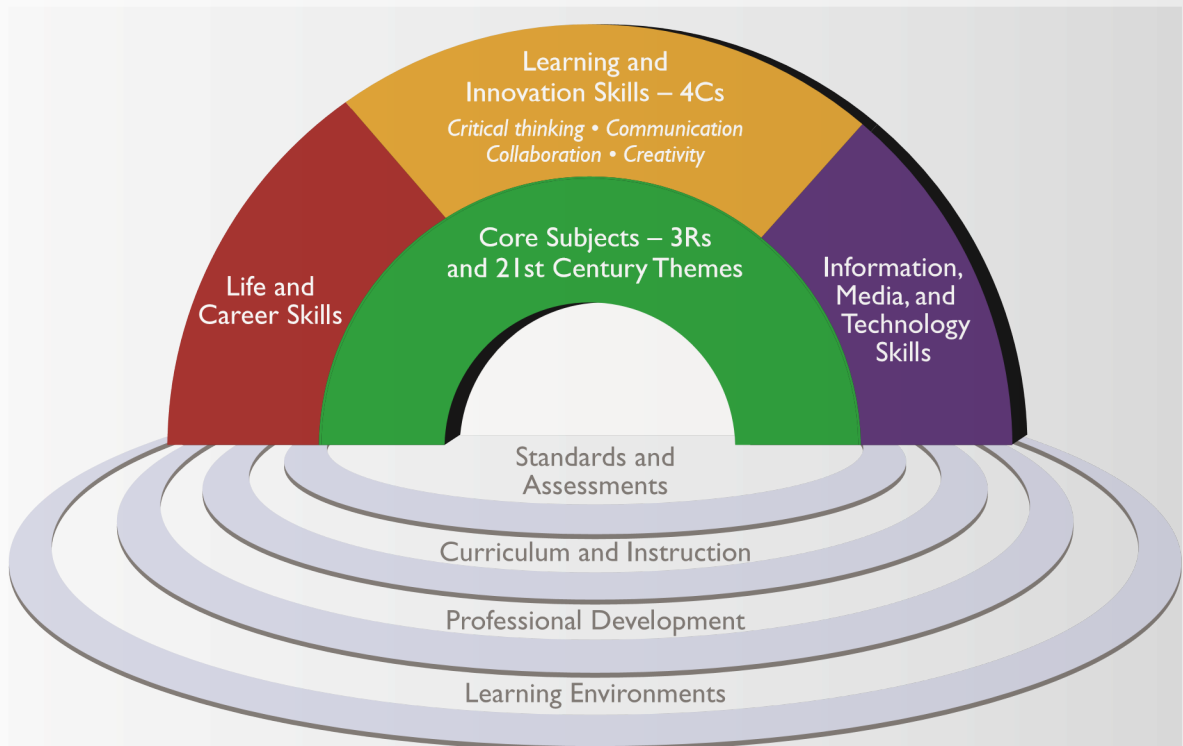
Utilize technology and digital tools to synthesize and apply qualitative and quantitative data to:

- Create individual learner profiles of strengths, weaknesses, interests, skills, gaps, preferences.
- Inform, personalize, and calibrate individual learning experiences.
- Identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile.
- Reflect and improve upon instructional practice.

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.

21st Century Student Outcomes and Support Systems



21ST CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.** When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments,

curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy. Publication date: 03/11

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Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- **21st Century Standards**
- **Assessments of 21st Century Skills**
- **21st Century Curriculum and Instruction**
- **21st Century Professional Development**
- **21st Century Learning Environments**

For more information, visit the Partnership's website at www.P21.org.

Member Organizations

- American Association of School Librarians
- Adobe Systems Incorporated
- Apple Inc.
- Blackboard
- Cable in the Classroom
- Cengage Learning
- Cisco Systems
- Crayola
- Dell
- Education Networks of America
- ETS
- EF Education
- GlobalScholar
- Houghton Mifflin Harcourt
- Hewlett Packard
- Intel® Corporation • JA Worldwide
- KnowledgeWorks Foundation
- Learning Point Associates
- LEGO Group
- McGraw-Hill
- Measured Progress

- MHz Networks
- Microsoft Corporation
- National Academy Foundation
- National Education Association
- netTrekker
- Oracle Education Foundation

- Pearson
- PMI Educational Foundation
- Verizon
- Walt Disney Company