

CTC Student Teaching Evidences of Proficiency (CTC-STEP)

CTC Evidences based on the Student Teaching Assessment Rubric (STAR), Teaching Dispositions Assessment (TDA), Impact on Student Learning Project (ISL), College of Education Conceptual Framework (CF), and the NC Partnership for 21st Century Skills (21st CS)

***NOTE:** One or more of the indicators can be used as evidence that the student teacher/intern is proficient on the standard. The student teacher/intern does **NOT** need to master **all** evidences to be marked as “met” on the CTC. **All indicators are examples only. Other examples may be given.**

<p style="text-align: center;">Professionalism</p> <p>1e.1 Upholds <i>the Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Displays high ethical standards (STAR C1a) <input type="checkbox"/> Maintains appropriate relationships with students (C1a) <input type="checkbox"/> Dresses and speaks professionally (STAR C1, TDA-Prof) <input type="checkbox"/> Is courteous to all (STAR C1, TDA-Prof) <input type="checkbox"/> Arrives on time and remains as expected (TDA-Prof) <input type="checkbox"/> Attends school/school functions as expected (TDA-Prof) <input type="checkbox"/> Assumes responsibility for tasks (STAR C1) <input type="checkbox"/> Completes and organizes student teaching/internship requirements (STAR C1b) <input type="checkbox"/> Manages confidential matters appropriately (STAR C1, TDA-P) <input type="checkbox"/> Implements school policies (STAR C1) <input type="checkbox"/> Accepts constructive feedback and responds appropriately (TDA-R) <input type="checkbox"/> Maintains accurate records of student work and performance (STAR E3d) <input type="checkbox"/> Has knowledge of policies, laws, standards, issues (CF 1f) <input type="checkbox"/> Demonstrates a commitment to ethics (CF 3b) <input type="checkbox"/> Avoids unprofessional conversations (TDA-Prof, STAR C1a) 	<p>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models correct grammar usage (TDA-TE, STAR C1c) <input type="checkbox"/> Provides opportunities for a high rate of student response and participation (STAR E3c) <input type="checkbox"/> Provides wait time appropriate for individual learners (STAR E3c)
<p style="text-align: center;">Classroom Climate/Culture</p> <p>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizes and manages space and materials efficiently and equitably (STAR E1a) <input type="checkbox"/> Establishes a safe and orderly classroom setting (STAR E1a) <input type="checkbox"/> Engages students in lesson (TDA-TE) <input type="checkbox"/> Aware of student behaviors (TDA-TE) 	<p style="text-align: center;">Instruction</p> <p>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs lessons appropriate for the diverse backgrounds and abilities of all students (STAR E4) <input type="checkbox"/> Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests (STAR K1) <input type="checkbox"/> Effectiveness in culturally competent practice (CF 2e)
<p>1a.4 Uses positive management of student behavior, including strategies of conflict resolution, and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaches students to self-regulate behavior (STAR E1b) <input type="checkbox"/> Redirects behavior to foster student productivity and cooperation (STAR E1c) <input type="checkbox"/> Analyzes student behavior and makes effective adjustments (STAR E1c) <input type="checkbox"/> Uses time effectively (STAR E1a, TDA-TE) 	<p>2b.2 Incorporates different points of view in instruction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Displays acceptance of diverse backgrounds and abilities of all students (TDA-TE) <input type="checkbox"/> Demonstrates an ability and willingness to work cooperatively with faculty and staff (TDA-R) <input type="checkbox"/> Maintains a learning community of openness, mutual respect, and support (STAR K1)
<p>2a.1 Maintains a positive and nurturing learning environment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes responsibility for establishing a positive classroom environment (STAR E1d) <input type="checkbox"/> Shows enthusiasm and energy for teaching (STAR E1d, TDA Prof) <input type="checkbox"/> Exhibits a positive attitude, shows enthusiasm (STAR E1d, TDA-Prof) 	<p>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates effective literacy across content areas (STAR K2c, 21st CS) <input type="checkbox"/> Integrates multiple content areas (STAR K2b, 21st CS)
<p>2c.1 Maintains a learning environment that conveys high expectations for every student.</p>	<p>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exhibits in depth understanding of content area(s) (STAR K2a) <input type="checkbox"/> Seeks ways to extend knowledge about content area and methodology (STAR E5c) <input type="checkbox"/> Teaches lessons that show connections to everyday life (STAR E2a) <input type="checkbox"/> Engages student in generating or constructing meaning from the subject area (STAR E2c) <input type="checkbox"/> Specialty Area Knowledge (CF 1b, 1c) <input type="checkbox"/> Provides resources or access to resources to address student interests (STAR CF 2f)
<p>2c.1 Maintains a learning environment that conveys high expectations for every student.</p>	<p>3d.1 Integrates 21st Century Skills and content in instruction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans lessons that are appropriate for the students (STAR E4)

<input type="checkbox"/> Creates and communicates expectations and procedures (STAR E1b) <input type="checkbox"/> Conveys high expectations for every student (STAR K1b)	<input type="checkbox"/> Plans lessons that are aligned with school and state goals (STAR E4) <input type="checkbox"/> Uses a variety of 21 st century skills through instruction (21 st CS) <input type="checkbox"/> Knowledge and effective use of 21 st century skills (CF 1a, 2a) <input type="checkbox"/> Effective use of 21 st century skills (CF 2a) <input type="checkbox"/> ISL (Lesson plans)
<p>4g.1 Uses a variety of methods to communicate effectively with all students.</p> <input type="checkbox"/> Uses varied motivational strategies (STAR E1c) <input type="checkbox"/> Engages students in lessons (TDA-TE) <input type="checkbox"/> Speaks in clear and correct language; writes legibly (TDA-TE, STAR C1c) <input type="checkbox"/> Uses inflection and appropriate volume consistently (STAR C1c)	Instruction continues on next page.
<p style="text-align: center;">Instruction (continued)</p> <p>4c.1 Uses variety of appropriate methods and materials to meet the needs of all students.</p> <input type="checkbox"/> Uses various appropriate instructional strategies to encourage active learning and independent thinking (STAR E5) <input type="checkbox"/> Varies the teaching role (e.g. instructor, facilitator, coach) based on content purpose, and student needs (STAR E5e) <input type="checkbox"/> Routinely obtains multiple resources and materials to extend student thinking and creativity (STAR E5, TDA-TE) <input type="checkbox"/> Effectiveness in planning, implementation, and evaluation (CF 2b) <input type="checkbox"/> Demonstrates a commitment to a positive impact on learners (CF 3a) <input type="checkbox"/> ISL (Lesson Plans)	<p>4h.2 Provides possible evidence that students attain 21st Century Skills and dispositions.</p> <input type="checkbox"/> Evaluates 21 st Century Skill data (ISL) <input type="checkbox"/> Determines need for re-teaching/reassessing 21 st Century Skills (K2b) ISL (Lesson Plans)
<p>4d.1 Integrates technology with instruction to maximize students' learning.</p> <input type="checkbox"/> Uses technology effectively to relay/receive information (STAR E5d, 21 st CS) <input type="checkbox"/> Effectively uses varied forms of technology and media (STAR E5d) <input type="checkbox"/> Demonstrates growth in effectively using varied forms of technology and media (STAR E5d) <input type="checkbox"/> ISL (Lesson Plans)	<p>5a.1 Uses data to provide ideas about what can be done to improve student learning.</p> <input type="checkbox"/> Determines need for re-teaching/reassessing (21 st CS) <input type="checkbox"/> Demonstrates positive impact on each student's learning (ISL Assessments)
<p>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</p> <input type="checkbox"/> Uses varied types of questioning to address higher order thinking (STAR E5a) <input type="checkbox"/> Enables student to apply knowledge through multi-level questioning (STAR E5a) <input type="checkbox"/> Employs articulate and probing questions (STAR E5a) <input type="checkbox"/> Demonstrates pedagogical knowledge (CF 1d) <input type="checkbox"/> ISL (Lesson Plans)	Impact on Student Learning
<p>4f.1 Organizes Student Learning Teams for the purpose of developing cooperation, collaboration, and student leadership.</p> <input type="checkbox"/> Develops a variety of opportunities that promote participation and personal responsibility for learning (STAR E3c) <input type="checkbox"/> Encourages students to be flexible and helpful in making compromises to accomplish a common goal (21 st CS) <input type="checkbox"/> Students share responsibility for collaborative work (21 st CS) <input type="checkbox"/> Develops and adjusts strategies for individual and group work (STAR E5) <input type="checkbox"/> Demonstrates commitment to collaboration and leadership (CF 2c, 2d)	<p>1d.1 Implements and adheres to policies and practice positively affecting students' learning.</p> <input type="checkbox"/> Follows school/system policies and practices (STAR C1)
<p>2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.</p> <input type="checkbox"/> Solicits information about student needs from both colleagues and parents (STAR C2) <input type="checkbox"/> Shares ideas and resources (STAR C2) <input type="checkbox"/> Makes frequent contact with colleagues/parents to meet student needs (STAR C2) <input type="checkbox"/> Uses home and school resources to determine relevant developmental factors (STAR C2b) <input type="checkbox"/> Accesses appropriate services or resources to meet learning needs (STAR E4c) <input type="checkbox"/> Demonstrates an ability to communicate and interact effectively and professionally with students, faculty, and staff (TDA-R) <input type="checkbox"/> Talks appropriately with other professionals concerning students (TPD-P) <input type="checkbox"/> Attends meetings/conferences regarding student support (STAR C2, CF 3a, CF 2f, TDA-R) <input type="checkbox"/> ISL (Part 5B)	

<p style="text-align: center;">Evaluation/Assessment</p> <p>1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>. (<i>Common Core State Standards</i> as applicable)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assesses student progress through routine use of varied formal and informal assessments (STAR E3a) <input type="checkbox"/> Highlights strengths and/or needs of students through criteria-based feedback (STAR E3, ISL) <input type="checkbox"/> Keeps thorough, accurate records (STAR E3) <input type="checkbox"/> Uses assessment data to set instructional goals, identify student strengths, and adjust plans (STAR E3) <input type="checkbox"/> ISL (Assessments) 	<p>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiates instructional strategies to meet diverse learning needs (ISL) <input type="checkbox"/> Designs instruction appropriate to students' stages of development, learning styles, strengths, and needs (STAR K1a) <input type="checkbox"/> Uses teaching approaches that are sensitive to students' varied experiences and modes of learning (STAR E4c) <input type="checkbox"/> Makes appropriate provisions for individual students with learning differences or needs (STAR K1a) <input type="checkbox"/> Demonstrates effective response to diverse learners (CF 2f) <input type="checkbox"/> ISL (Lesson Plans)
<p>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses pre-assessment data to inform instruction (ISL, STAR E3) <input type="checkbox"/> Uses formative assessment data to determine differentiated instruction needs (ISL) <input type="checkbox"/> Analyses and evaluates summative data effectively (ISL) <input type="checkbox"/> Provides feedback in a timely manner (STAR E3) <input type="checkbox"/> Monitors and adjusts teaching strategies and behavior in relation to student success (STAR E5, ISL) <input type="checkbox"/> Assesses learning to lead students to next developmental level (STAR E3) <input type="checkbox"/> Monitors student progress and adapts/adjusts plans to meet students' needs and changing circumstances (STAR E5) <input type="checkbox"/> Demonstrates effectiveness in research-based practices (CF 2c) <input type="checkbox"/> ISL (Assessments) 	

