

**The following Licensure Programs will use a common rubric to evaluate
Electronic Evidence #6B: Leadership and Collaboration**

**Special Education Undergraduate: General Curriculum
Special Education Graduate Certificate: Adapted Curriculum
Special Education Undergraduate: General Curriculum
Special Education Graduate Certificate: Adapted Curriculum**

Special Education – Evidence 6B
Leadership and Collaboration
UNC Charlotte Initial Licensure Program

Teacher Candidate Evaluation Rubric Standard/Descriptor		Not Met	Proficient	Accomplished
Program	<p>1.b.1 As evidenced by the following indicators:</p> <p>Initial experiences with activities and related reflection in: SPED 3100/5100 SPED 4170 SPED 4270/5270 SPED 4275/5275 SPED 4276/5276</p>	<p>In the final reflection, the candidate discusses the importance of participation in a professional learning activity but may not have attended the activity.</p>	<p>In the final reflection the candidate discusses participation in a professional learning activity (PLA) sponsored by a school, school district, or other professional organization.</p> <p style="text-align: center;">and</p> <p>reflects on: (a) the rationale for selecting the PLA, (b) what was learned during the PLA, and (c) how the new knowledge/skills could be added into daily instructional practices.</p>	<p>In the final reflection the candidate discusses participation in 2-3 professional learning activities (PLA) sponsored by a school, school district, or other professional organization.</p> <p style="text-align: center;">and</p> <p>reflects on how he/she has applied what was learned during at least 1 PLA, incorporated the new knowledge/skills into their daily instructional practices, and discusses the next step(s) in their professional growth.</p>
College	<p>1.b.1 Summative Rating</p>	<p>Recognizes opportunities for involvement in professional learning activities. Attends professional learning activities.</p>	<p>Engages in collaborative and collegial professional learning activities. (NCPTS 1b.1)</p>	<p>Participates in professional learning community (PLC) activities.</p>
	<p>1.c.1 As evidenced by the following indicators:</p> <p>Initial experiences with activities and related reflection in: SPED 4170 SPED 4270/5270 SPED 4275/5275 SPED 4276/5276</p>	<p>In the final reflection, the candidate recognizes the need for professional improvement and support but does not discuss the development of a Professional Development Plan.</p> <p style="text-align: center;">or</p> <p>The candidate acknowledges the importance of ongoing professional development but does not discuss attendance in expected activities for professional growth.</p>	<p>In the final reflection, the candidate discusses the development of a Professional Development Plan including the purpose, the steps for plan development, and the usefulness of this plan with personal professional growth</p> <p style="text-align: center;">and</p> <p>discusses the candidate's participation in a professional learning activity and the meaning for professional practice that this activity provided for the candidate. Description includes the details of 1 school-based professional development activity that clearly align with the needs of students and the candidate's own professional growth.</p>	<p>In the final reflection, the candidate demonstrates all proficient indicators</p> <p style="text-align: center;">and</p> <p>discusses the candidate's participation in 2-3 PLAs and the meaning for professional practice that this activity provided for the candidate</p> <p style="text-align: center;">and</p> <p>reflects on how he/she has applied what was learned during the PLAs, incorporated the new knowledge/skills into his/her daily instructional practices, and discusses the next step(s) in his/her professional growth.</p>
	<p>5.b.1 As evidenced by the following indicators:</p> <p>Initial experiences with</p>	<p>In the final reflection the candidate recognizes the need for professional improvement and support but does not</p>	<p>In the final reflection the candidate discusses the development of a Professional Development Plan including the</p>	<p>In the final reflection, the candidate discusses the development of a Professional Development Plan including the</p>

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	activities and related reflection in: SPED 4170 SPED 4270/5270 SPED 4275/5275 SPED 4276/5276	discuss the development of a Professional Development Plan. and Acknowledges the importance of ongoing professional development but does not discuss attendance in expected activities for professional growth.	purpose, the steps for plan development, and the usefulness of this plan with personal professional growth. and Discusses the candidate's participation in a professional learning activity and the meaning for professional practice that this activity provided for the candidate. Description includes the details of 1 school-based professional development activity that clearly align with the needs of students and the candidate's own professional growth.	purpose, the steps for plan development, the usefulness of this plan with personal professional growth and provides examples from the candidates own Professional Development Plan. and Discusses the candidate's participation in 2-3 PLAs and the meaning for professional practice that this activity provided for the candidate and Reflects on how the candidate has applied what was learned during the PLAs, incorporated the new knowledge/skills into the candidate's daily instructional practices, and discusses the next step(s) in the candidate's professional growth.
College	1.c.1 Summative Rating And	Recognizes the responsibility of teachers for professional improvement and support. Recognizes the need and identifies opportunities for professional growth.	Participates in professional development and growth activities.(NCPTS 1c.1)	Seeks additional opportunities for professional development and growth.
	5.b.1 Summative Rating	Acknowledges the importance of ongoing professional development. Attends required or expected activities for professional growth.	Participates in recommended activities for professional learning and development.(NCPTS 5b.1)	Seeks out and engages in opportunities to expand professional knowledge and build professional skills.
	1.c.2 As evidenced by the following indicators : Initial experiences with activities and reflection in: SPED 4170-AC & GC SPED 4316-AC & GC SPED 5316—AC only SPED 4475/6475 SPED 4476/6476	In the final reflection, the candidate recognizes the importance of collaborative team experiences, interaction with colleagues, problem solving activities, and participation in professional workshops.	In the final reflection, the candidate illuminates the purpose of the collaborative teaming experience, the candidate's role in the collaborative team experience, the final outcome of the collaborative experience, and the meaning for professional practice by the candidate and discusses interaction experiences with colleagues, the purpose of these experiences, the role of the candidate in these experiences, the outcome of these interaction experiences, the meaning for professional	In the final reflection, the candidate illuminates the purpose of the collaborative teaming experience, the candidate's role in the collaborative team experience, the final outcome of the collaborative experience, and the meaning for professional practice by the candidate and discusses interaction experiences with colleagues, the purpose of these experiences, the role of the candidate in these experiences, the outcome of these interaction experiences, the meaning for professional

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			<p>practice by the candidate and how information learned influences future practice of the candidate</p> <p>and</p> <p>discusses problem solving activities including identification of the problem(s), how the candidate used research literature within the activity, articulates the candidate's role in problem solving, designates the outcome(s) of problem solving, and determines the meaning for practice by the candidate.</p>	<p>practice by the candidate and how information learned influences future practice of the candidate</p> <p>and</p> <p>discusses problem solving activities including identification of the problem(s), how the candidate used research literature within the activity, articulates the candidate's role in problem solving, designates the outcome(s) of problem solving, and determines the meaning for practice by the candidate</p> <p>and</p> <p>describes the candidate's leadership role in collaborative team activities, including leadership facilitating interaction with colleagues, problem solving activities, or delivery within professional workshops.</p>
College	1.c.2 Summative Rating	Recognizes the responsibility of teachers for professional improvement and support. Recognizes the need and identifies opportunities for professional growth.	Begins to develop professional relationships and networks. (NCPTS 1c.2)	Extends professional relationships and networks.
	<p>2.e.1 As evidenced by the following indicators:</p> <p>Initial experiences with activities and reflection in: SPED 4170-AC & GC SPED 4316-AC & GC SPED 5316—AC only SPED 4475/6475 SPED 4476/6476</p>	In the final reflection, the candidate recognizes the importance of a family communication plan and a transition plan, and/or recognizes factors that can diminish or enhance parent involvement, and understands effective communication strategies.	<p>In the final reflection, the candidate discusses the need for a communication plan with families which directly relates to the candidate-designed family communication plan documenting the use of multiple strategies, the impact of the plan for the family, and the areas for improvement in future plans and practice.</p> <p>or</p> <p>In the final reflection, the candidate discusses the transition planning with the student and family, including the need for a transition plan, the availability of services in the community, the design of the transition plan, the impact of the transition plan on the student and family, and the impact of the experiences on future professional practice of the candidate.</p> <p>and (for either one)</p>	<p>In the final reflection, the candidate Describes the implementation of the (a) family communication plan or the (b) transition plan, and include consumer (such as parents, students) feedback in the reflection.</p> <p>and</p> <p>Describes 2 collaborative activities with families in which the candidate took a leadership role or a leadership activity within a school setting to promote increased parental involvement.</p>

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			describes the importance of family and school relationships to facilitate the education of students with disabilities including the candidates participation in IEP planning and discussions with families, the facilitation of engagement of families in the education of their child (including strategies from the research literature about the most effective approaches), the participation in a situation with a family/colleague to solve a problem or issue including how the research literature was used within the situation/solution, and the impact of the experiences on future professional practice of the candidate.	
College	2.e.1 Summative Rating	Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools. Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.	Communicates and collaborates with the home and community for the benefit of students. (NCPTS 2e.1)	Seeks and implements solutions to overcome obstacles to participation of families and communities.
OTHER PROGRAM EXPECTATIONS				
Program	Other Program expectations as evidenced by the following <u>indicators:</u>		Evidence 6 is designed to address in part the North Carolina Professional Teaching Standards 1b, 1c, 2e, and 5b. The submitted evidence is a 8-11 page summative reflection on experiences in school-based professional development activities, professional leadership activities, and collaborative activities with families of significant adults in the community. The reflection must demonstrate participation in high quality professional development activities that reflect a global view of educational practices; include 21st century skills and knowledge; and meet the needs of students and the candidate's own professional growth.	