

<p>K1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (CF: Knowledge; CTC: 2c.1; 2d.2)</p> <p>K1: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (CF: Knowledge; CTC: 2c.1; 2d.2)</p>				
ELEMENT	LEVEL 0	DEVELOPING LEVEL 1	PROFICIENT LEVEL 2	ACCOMPLISHED LEVEL 3
K1a: Individualizes the Instructional Environment	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Recognizes the need to design, adapt, and deliver instruction that addresses each student's diverse learning needs but does not use appropriate modifications • Occasionally creates opportunities for students to demonstrate their learning in different ways 	<ul style="list-style-type: none"> • Regularly designs, adapts, and delivers instruction using research-based strategies to address each student's diverse learning strengths and needs • Regularly creates opportunities for students to demonstrate their learning in different ways 	<ul style="list-style-type: none"> • Regularly designs, adapts, and delivers instruction across the curriculum using research-based strategies to address each student's diverse learning strengths and needs • Regularly creates a variety of opportunities for students to demonstrate their learning in ways that honor their differences and learning preferences
K1b: Sets Expectations for Learning and Achievement	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Sets limited expectations for students regarding achievement and learning 	<ul style="list-style-type: none"> • Communicates high expectations for all students regarding achievement and learning 	<ul style="list-style-type: none"> • Communicates high expectations and assists all students in setting high expectations for themselves to achieve success

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Candidate _____ Semester _____				
<p>K1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (CF: Knowledge; CTC: 2c.1; 2d.2)</p> <p>K1: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (CF: Knowledge; CTC: 2c.1; 2d.2)</p>				
ELEMENT	1ST OBSERVATION	2ND OBSERVATION	3RD OBSERVATION	4TH OBSERVATION
<p>K1a: Individualizes the Instructional Environment</p>	<p>CT Rating _____</p> <p>US Rating _____</p>	<p>CT Rating _____</p> <p>US Rating _____</p>	<p>CT Rating _____</p> <p>US Rating _____</p>	<p>CT Rating _____</p> <p>US Rating _____</p>
<p>K1b: Sets Expectations for Learning and Achievement</p>	<p>CT Rating _____</p> <p>US Rating _____</p>	<p>CT Rating _____</p> <p>US Rating _____</p>	<p>CT Rating _____</p> <p>US Rating _____</p>	<p>CT Rating _____</p> <p>US Rating _____</p>

K2: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (CF: Knowledge; CTC: 3a.2; 3b.2; 3d.1)				
ELEMENT	LEVEL 0	DEVELOPING LEVEL 1	PROFICIENT LEVEL 2	ACCOMPLISHED LEVEL 3
K2a: Demonstrates Knowledge of Content	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Exhibits lapses in content knowledge • Neglects to correct errors of students or self • Makes limited efforts to extend knowledge in subject matter and methodology 	<ul style="list-style-type: none"> • Exhibits growth beyond basic content knowledge • Routinely corrects errors of students; makes few content errors • Seeks ways to extend knowledge about subject area and methodology 	<ul style="list-style-type: none"> • Exhibits advanced content knowledge • Leads students to find own errors; makes no content errors • Regularly engages in professional discussion or research about subject matter and methodology
K2b: Implements Interdisciplinary Approaches and Multiple Perspectives for Teaching Content	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Seldom encourages students to integrate knowledge from other areas 	<ul style="list-style-type: none"> • Teaches lessons that encourage students to integrate 21st Century Skills and apply knowledge from several subject areas 	<ul style="list-style-type: none"> • Frequently implements lessons that encourage students to integrate 21st Century Skills and apply knowledge in creative ways from several subject area
K2c: Demonstrates Awareness of Literacy Instruction Across All Content Areas	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Limited literacy instruction in individual lessons is planned 	<ul style="list-style-type: none"> • Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning 	<ul style="list-style-type: none"> • Integrates, evaluates, and reflects upon the effectiveness of literacy instruction within and across content areas
K2d: Makes Content Relevant and Accessible to all Learners	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Makes little or no meaningful connection to learners' experiences • Few opportunities are provided for students to practice academic language in their content area 	<ul style="list-style-type: none"> • Motivates students to share enthusiasm and make personal connections to the subject matter • Creates opportunities for students to learn, practice, and develop academic language in their content area 	<ul style="list-style-type: none"> • Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences • Provides opportunities for students to master and apply academic language across content areas

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K2: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (CF: Knowledge; CTC: 3a.2; 3b.2; 3d.1)				
ELEMENT	1ST OBSERVATION	2ND OBSERVATION	3RD OBSERVATION	4TH OBSERVATION
K2a: Demonstrates Knowledge of Content	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
K2b: Implements Interdisciplinary Approaches and Multiple Perspectives for Teaching Content	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
K2c: Demonstrates Awareness of Literacy Instruction Across All Content Areas	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
K2d: Makes Content Relevant and Accessible to all Learners	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____

E1: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. (CF: Effectiveness; CTC: 1a.3; 1a.4; 2a.1; 2b.1; 4f.1)				
ELEMENT	LEVEL 0	DEVELOPING LEVEL 1	PROFICIENT LEVEL 2	ACCOMPLISHED LEVEL 3
E1a: Manages Time and Materials	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Uses space and materials in a disorganized and inefficient manner • Assumes little responsibility for a safe and orderly classroom environment • Allows excessive time to be spent on nonproductive, non-instructional matters 	<ul style="list-style-type: none"> • Organizes and manages space and materials effectively and efficiently for productive student engagement • Establishes a safe and orderly classroom environment • Uses most class time for productive and active engagement of learning 	<ul style="list-style-type: none"> • Exhibits creative use of space and materials effectively and efficiently • Maintains a classroom environment with a high level of safety and orderliness • Maximizes the amount of time spent in productive, engaged learning
E1b: Establishes Expectations for Behavior	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Exhibits uncertainty or inconsistency about expectations • Adheres to established behavioral strategies that are no longer effective • Exhibits uncertainty about the role of student self-regulation 	<ul style="list-style-type: none"> • Creates and communicates clear expectations and procedures • Uses a wide variety of behavioral strategies effectively • Provides opportunities for students to self-regulate behavior 	<ul style="list-style-type: none"> • Includes students in creating and communicating shared clear expectations and procedures • Consistently uses a wide variety of effective behavioral strategies during individual and group work • Motivates students to self-regulate their behavior
E1c: Monitors and Responds to Student Behavior	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Redirects behavior in an inconsistent manner • Misreads student behavior and/or makes ineffective adjustments • Uses basic motivational strategies • Allows disruptions to interfere with instructional goals 	<ul style="list-style-type: none"> • Redirects behavior to foster student productivity and cooperation • Analyzes and addresses student behavior promptly and effectively • Consistently uses effective motivational strategies • Addresses disruptions with minimal instructional interference 	<ul style="list-style-type: none"> • Redirects behavior and encourages students to redirect peer behavior to foster student productivity and cooperation • Analyzes and addresses student behavior promptly and consistently • Consistently uses a variety of effective motivational strategies • Addresses disruptions with no instructional interference
E1d: Establishes and Maintains a Positive Climate	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Lacks enthusiasm and energy • Overlooks opportunities to demonstrate openness, support, mutual respect 	<ul style="list-style-type: none"> • Shows personal interest, enthusiasm and energy for teaching, subject area, and students • Maintains a learning environment that demonstrates openness, support, and respect for cultural backgrounds and differing perspectives of learners 	<ul style="list-style-type: none"> • Shows enthusiasm and motivates students to share that enthusiasm • Maintains a learning environment that fosters student openness, support, and respect for cultural backgrounds and differing perspectives of peers

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E1: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. (CF: Effectiveness; CTC: 1a.3; 1a.4; 2a.1; 2b.1; 4f.1)				
ELEMENT	1ST OBSERVATION	2ND OBSERVATION	3RD OBSERVATION	4TH OBSERVATION
E1a: Manages Time and Materials	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E1b: Establishes Expectations for Behavior	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E1c: Monitors and Responds to Student Behavior	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E1d: Establishes and Maintains a Positive Climate	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____

E2: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (CF: Effectiveness; CTC: 2b.2; 4g.1; 4g.2)				
ELEMENT	LEVEL 0	DEVELOPING LEVEL 1	PROFICIENT LEVEL 2	ACCOMPLISHED LEVEL 3
E2a: Teachers Connect Concepts	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Teaches content as a “stand alone” subject with no authentic student engagement 	<ul style="list-style-type: none"> • Engages learners in applying content knowledge to real world problems 	<ul style="list-style-type: none"> • Motivates students to generate connections between their content knowledge and their real world experiences
E2b: Teachers Communicate Effectively with Students	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Is ineffective in communicating with students or relies heavily on one method to communicate effectively with students 	<ul style="list-style-type: none"> • Uses a variety of methods to communicate effectively with all students 	<ul style="list-style-type: none"> • Motivates students to use a variety of methods to communicate effectively with one another
E2c: Encourages Students to Articulate Understanding of Content	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Rarely encourages students to articulate thoughts and ideas clearly and effectively 	<ul style="list-style-type: none"> • Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively 	<ul style="list-style-type: none"> • Provides opportunities for students to use creative strategies to articulate thoughts and ideas clearly and effectively
E2d: Teachers Embrace Diversity in the School Community and in the World	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Rarely engages learners in questioning and challenging assumptions in order to incorporate different points of view in instruction 	<ul style="list-style-type: none"> • Engages learners in questioning and challenging assumptions in order to incorporate different points of view in instruction 	<ul style="list-style-type: none"> • Motivates students to seek different points of view from peers through questioning and challenging assumptions

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E2: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (CF: Effectiveness; CTC: 2b.2; 4g.1; 4g.2)				
ELEMENT	1ST OBSERVATION	2ND OBSERVATION	3RD OBSERVATION	4TH OBSERVATION
E2a: Teachers Connect Concepts	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E2b: Teachers Communicate Effectively with Students	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E2c: Encourages Students to Articulate Understanding of Content	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E2d: Teachers Embrace Diversity in the School Community and in the World	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____

E3: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (CF: Effectiveness; CTC: 1a.1; 3d.1; 4h.2; 5a.1)				
ELEMENT	LEVEL 0	DEVELOPING LEVEL 1	PROFICIENT LEVEL 2	ACCOMPLISHED LEVEL 3
E3a: Uses a Variety of Formal and Informal Assessment Strategies	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Uses a narrow range of assessment indicators to monitor and evaluate student progress • Uses 21st Century Skills in lessons but fails to provide evidence of student attainment of these skills 	<ul style="list-style-type: none"> • Uses multiple indicators, both formative and summative assessments, to monitor and evaluate students' progress and to inform instruction • Provides evidence that students consistently use and practice 21st Century Skills and dispositions 	<ul style="list-style-type: none"> • Uses various forms of formative and summative assessments within lessons to monitor and evaluate students' progress, and adjusts instruction to align with summative assessment results • Provides evidence that students consistently use and practice 21st Century Skills and dispositions and creates opportunities for students to discuss and evaluate their use of these skills
E3b: Establishes Criteria and Provides Assessment Feedback	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Establishes learner outcomes and assessment criteria which appear to be unclear to students 	<ul style="list-style-type: none"> • Communicates clear learner outcomes and assessment criteria in advance of instruction 	<ul style="list-style-type: none"> • Communicates clear learner outcomes and assessment criteria and involves students in setting criteria for evaluation
E3c: Creates Opportunities for Learner Response	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Provides limited opportunities for student response and participation • Responds inconsistently and/or inappropriately to student signals/cues • Offers inconsistent wait time 	<ul style="list-style-type: none"> • Provides opportunities for a high rate of student response and participation • Responds appropriately and consistently to student signals/cues • Provides wait time appropriate for individual learners 	<ul style="list-style-type: none"> • Serves as a facilitator of student participation for all students • Uses student signals/cues to direct the flow of interaction • Provides appropriate wait time and sustained feedback to encourage learner response
E3d: Uses, Monitors, and Records Assessment Data	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Maintains few or inaccurate records of student work and performance • Communicates student progress in a limited manner 	<ul style="list-style-type: none"> • Maintains useful, accurate, and up-to-date records of student work and performance • Communicates student progress knowledgeably, responsibly, and routinely to all students and parents in a timely manner 	<ul style="list-style-type: none"> • Develops creative approaches for recording and monitoring assessment data • Communicates student progress knowledgeably, responsibly, and routinely to all students and parents and other colleagues in a timely manner to improve student learning and performance

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E3: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (CF: Effectiveness; CTC: 1a.1; 3d.1; 4h.2; 5a.1)				
ELEMENT	1ST OBSERVATION	2ND OBSERVATION	3RD OBSERVATION	4TH OBSERVATION
E3a: Uses a Variety of Formal and Informal Assessment Strategies	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E3b: Establishes Criteria and Provides Assessment Feedback	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E3c: Creates Opportunities for Learner Response	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E3d: Uses, Monitors, and Records Assessment Data	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____

E4: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (CF: Effectiveness; CTC: 2d.1; 2d.2; 4h.1; 5a.1)				
ELEMENT	LEVEL 0	DEVELOPING LEVEL 1	PROFICIENT LEVEL 2	ACCOMPLISHED LEVEL 3
E4a: Develops Plans that are Aligned with State and District Curriculum	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Creates plans that are unorganized, incomplete, unclear, inaccurate and/or shows little evidence of planning in advance of instruction • Selects learning experiences that are inappropriate for curriculum goals and content standards and are not relevant to the learners 	<ul style="list-style-type: none"> • Creates plans that are complete, clear, accurate, and prepared in advance of instruction • Selects and creates learning experiences that are sequenced appropriately for curriculum goals and content standards and are relevant to learners 	<ul style="list-style-type: none"> • Creates detailed lesson plans that are thorough, clear, accurate and show evidence of short and long term planning; adjusts plans as needed • Selects and creates learning experiences that are sequenced appropriately for curriculum goals and content standards and meet the differentiated needs of all learners
E4b: Monitors and Adjusts Lesson Plans (to Meet and Enhance Student Progress Towards Goals)	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Adheres rigidly to an instructional plan, or neglects to implement lesson as planned 	<ul style="list-style-type: none"> • Monitors student progress and adapts/adjusts plans to meet students' needs and changing circumstances 	<ul style="list-style-type: none"> • Consistently monitors student progress and adjusts plans to accommodate all student needs
E4c: Collaborates and Plans with Other Professionals	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Provides little evidence of planning collaboratively with professionals who have specialized expertise and/or does not meet the learning needs of students 	<ul style="list-style-type: none"> • Plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to determine appropriate effective learning experiences and research-based strategies to meet unique learning needs 	<ul style="list-style-type: none"> • Consistently collaborates with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to plan, design and jointly deliver as appropriate effective learning experiences and research-based strategies to meet unique learning needs of all students

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E4: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (CF: Effectiveness; CTC: 2d.1; 2d.2; 4h.1; 5a.1)				
ELEMENT	1ST OBSERVATION	2ND OBSERVATION	3RD OBSERVATION	4TH OBSERVATION
E4a: Develops Plans that are Aligned with State and District Curriculum	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E4b: Monitors and Adjusts Lesson Plans (to Meet and Enhance Student Progress Towards Goals)	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E4c: Collaborates and Plans with Other Professionals	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____

E5: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (CF: Effectiveness; CTC: 4c.1; 4d.1; 4e.1; 4f.1)				
ELEMENT	LEVEL 0	DEVELOPING LEVEL 1	PROFICIENT LEVEL 2	ACCOMPLISHED LEVEL 3
E5a: Poses Quality Questions	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Neglects to ask varied levels of questions • Relies solely on factual recall in questioning • Offers unclear questions 	<ul style="list-style-type: none"> • Uses varied types of questioning to address higher order thinking • Enables students to apply knowledge through multi-level questioning • Employs articulate and probing questions 	<ul style="list-style-type: none"> • Encourages students to frame their own questions • Uses questioning to challenge students to extend knowledge • Urges learner reflection by using questioning techniques
E5b: Develops Higher Order Thinking Skills in Students	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Rarely engages some learners in developing higher order thinking skills and meta-cognitive processes 	<ul style="list-style-type: none"> • Engages all learners in developing higher order skills and meta-cognitive processes 	<ul style="list-style-type: none"> • Encourages learners to extend knowledge with higher order thinking skills and meta-cognitive processes
E5c: Uses a Variety of Instructional Methods	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Provides a single model/ representation of concepts and skills • Neglects to provide opportunities for learners to demonstrate their knowledge through a product or performance • Uses limited strategies to support learners' communication through speaking, listening, reading, writing, and other modes 	<ul style="list-style-type: none"> • Consistently provides multiple models and representations of concepts and skills • Provides opportunities for learners to demonstrate their knowledge through a product or performance • Designs instructional strategies that expand learners' communication through various modes 	<ul style="list-style-type: none"> • Consistently provides multiple models and representations of concepts and skills based on learner preferences • Provides opportunities for learners to create and demonstrate their knowledge through a variety of products and performances • Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes
E5d: Integrates Technology with Instruction	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Rarely uses media and technology to relay/receive information 	<ul style="list-style-type: none"> • Effectively integrates media and technology with instruction to maximize students' learning 	<ul style="list-style-type: none"> • Consistently and effectively integrates media and technology to relay/receive information in a variety of forms
E5e: Varies the Instructional Role	<ul style="list-style-type: none"> • Not Observed • No Evidence 	<ul style="list-style-type: none"> • Relies on a single teaching role or demonstrates limited flexibility in assuming varied teaching roles 	<ul style="list-style-type: none"> • Consistently varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) 	<ul style="list-style-type: none"> • Consistently implements lessons that use different teaching roles and provides opportunities for students to assume leadership roles in their learning

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E5: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (CF: Effectiveness; CTC: 4c.1; 4d.1; 4e.1; 4f.1)				
ELEMENT	1ST OBSERVATION	2ND OBSERVATION	3RD OBSERVATION	4TH OBSERVATION
E5a: Poses Quality Questions	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E5b: Develops Higher Order Thinking Skills in Students	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E5c: Uses a Variety of Instructional Methods	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E5d: Integrates Technology with Instruction	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
E5e: Varies the Instructional Role	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____

<p>C1: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (CF: Commitment; CTC: 1d.1; 1e.1)</p>				
ELEMENT	LEVEL 0	DEVELOPING LEVEL 1	PROFICIENT LEVEL 2	ACCOMPLISHED LEVEL 3
C1a: Assumes the Professional Role and Maintains High Ethical Standards	<ul style="list-style-type: none"> Not Observed No Evidence 	<ul style="list-style-type: none"> Inconsistent in upholding College of Education Professional Dispositions and the Code of Ethics for North Carolina Educators 	<ul style="list-style-type: none"> Upholds College of Education Professional Dispositions and the Code of Ethics for North Carolina Educators as appropriate 	<ul style="list-style-type: none"> Upholds College of Education Professional Dispositions and the Code of Ethics for North Carolina Educators and is a role model for their peers and other education professionals
C1b: Completes Student Teaching Internship Responsibilities	<ul style="list-style-type: none"> Not Observed No Evidence 	<ul style="list-style-type: none"> Completes most student teaching assignments regularly 	<ul style="list-style-type: none"> Completes and organizes all student teaching requirements (and responsibilities) promptly 	<ul style="list-style-type: none"> Exceeds requirements; attends non-required professional opportunities
C1c: Demonstrates Effective Oral and Written Language	<ul style="list-style-type: none"> Not Observed No Evidence 	<ul style="list-style-type: none"> Uses oral/written language that is unclear and/or incorrect Speaks in a monotone and/or inappropriate volume Writes illegibly 	<ul style="list-style-type: none"> Communicates effectively and uses standard English consistently Uses inflection and appropriate volume consistently Writes legibly and correctly in all professional situations 	<ul style="list-style-type: none"> Encourages effective and correct language usage by students Engages learners with animated and enthusiastic voice Writes legibly and correctly in all professional situations; models correct penmanship/handwriting
C1d: Self-evaluates Teaching and the Professional Role	<ul style="list-style-type: none"> Not Observed No Evidence 	<ul style="list-style-type: none"> Misjudges success as a student teacher Fails to acknowledge unsuccessful performance and/or needs assistance to understand its occurrence May be receptive to feedback 	<ul style="list-style-type: none"> Analyzes reasons for success as a student teacher with help from others Analyzes reasons for unsuccessful performance accurately and independently Welcomes feedback and makes necessary changes 	<ul style="list-style-type: none"> Analyzes and understands success as a student teacher accurately and independently Analyzes and understands reasons for unsuccessful performance and devises ways to alleviate problems Transfers feedback to new situations and experiences

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Candidate _____ Semester _____				
C1: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (CF: Commitment; CTC: 1d.1; 1e.1)				
ELEMENT	1ST OBSERVATION	2ND OBSERVATION	3RD OBSERVATION	4TH OBSERVATION
C1a: Assumes the Professional Role and Maintains High Ethical Standards	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
C1b: Completes Student Teaching Internship Responsibilities	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
C1c: Demonstrates Effective Oral and Written Language	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____
C1d: Self-evaluates Teaching and the Professional Role	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____

C2: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (CF: Commitment)				
ELEMENT	LEVEL 0	DEVELOPING LEVEL 1	PROFICIENT LEVEL 2	ACCOMPLISHED LEVEL 3
C2a: Exhibits Leadership and Collaboration in Professional Settings	<ul style="list-style-type: none"> Not Observed No Evidence 	<ul style="list-style-type: none"> Engages in limited professional learning and/or fails to work collaboratively to advance professional practice 	<ul style="list-style-type: none"> Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice 	<ul style="list-style-type: none"> Leads professional learning activities, and organizes collaborative professional learning opportunities
C2b: Communicates with Families	<ul style="list-style-type: none"> Not Observed No Evidence 	<ul style="list-style-type: none"> Rarely works with learners and their families to establish expectations and communication for the benefit of students 	<ul style="list-style-type: none"> Communicates with learners and their families to establish mutual expectations for the benefit of students 	<ul style="list-style-type: none"> Works collaboratively with learners and their families to establish mutual expectations and ongoing communication for the benefit of students

CF–The Conceptual Framework for Professional Education Programs at UNC Charlotte; CTC–Certification of Teaching Capacity

Candidate _____ Semester _____

C2: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning with learners, families, colleagues, other school professionals, and community members to effectively advance the profession. (**CF:** Commitment)

ELEMENT	1ST OBSERVATION	2ND OBSERVATION	3RD OBSERVATION	
C2a: Exhibits Leadership and Collaboration in Professional Settings	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT _____ US _____
C2b: Communicates with Families	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT Rating _____ US Rating _____	CT _____ US _____

	1st	2nd 3rd 4th		
Conference Date	_____	_____	_____	_____
Candidate	_____	_____	_____	_____
Cooperating Teacher	_____	_____	_____	_____
University Supervisor	_____	_____	_____	_____

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Student Teaching and Graduate Internship Assessment Rubric