Using this Guide
This guide is intended to aid university supervisors as they begin and continue supervision of candidates. While this is a helpful resource, supervisors should regularly check the OFE website for additional supervisor information.

To access the OFE supervisor website:
- Go to http://ofe.uncc.edu and click on “OFE Supervisor Resources”

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RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor (US) has prime responsibility to oversee and coordinate resources of the university and the cooperating public school. He/she is responsible for the overall student teaching experience and for the course grade that the candidate receives.

The university supervisor will:

1. Implement the policies and procedures contained in the *Yearlong Internship and Student Teaching Handbook*.

2. Provide pertinent information concerning the candidate to the clinical educator (CE).

3. Interpret university procedures, requirements, and evaluation for the candidate and clinical educator.

4. Meet with and provide necessary orientation to prospective clinical educators concerning their responsibilities; exchange addresses, phone numbers, and email addresses.

5. Conduct the required number of student teaching seminars during the semester.

6. Visit and confer with the candidates and clinical educators individually and jointly.

7. Observe each candidate in at least four classes during the student teaching experience; if necessary, the university supervisor will visit and observe more often.

8. Maintain written documentation on the progress and performance of each candidate using forms and procedures provided by the Office of Field Experiences.

9. Negotiate unsatisfactory student teaching placements with the candidate, clinical educator, principal, and Director of Field Experiences. In the event that removal of a candidate is necessary, the Director of Field Experiences will facilitate the process.

10. Provide professional literature and other resources to the candidates.

11. Arrange for resource persons to assist with special instructional programs if needed.


13. Counsel candidates concerning professional and personal problems.

14. Collect all forms from the clinical educator and return them to the University.

15. Submit documents relevant to evaluation, course credit/grade, licensure, and program assessment at the end of the term.
SCHEDULE FOR THE STUDENT TEACHING INTERNSHIP SEMESTER

*Note: undergraduate middle grades candidates follow a different calendar. Please be aware of these differences if you supervise undergraduate middle grades candidates.

1. The candidate follows the school calendar instead of the university calendar; vacations are observed in accordance with the school system calendar.

2. Generally, the student teaching schedule is 15-16 weeks in duration.

3. Elementary candidates must assume teaching responsibilities for literacy early in the semester since the edTPA project is literacy-based.

4. Middle grades undergraduate candidates must complete the project in the first rotation of the semester in order to meet the edTPA submission deadline.
   - The first two weeks (1-2) include orientation at the university, active observation in the assigned school, and planning with the clinical educator.
   - During the next weeks (3-7), the candidate assumes one teaching responsibility at a time until full teaching load is acquired.
   - During the following four weeks (8-11), the candidate begins and maintains all planning, teaching, evaluation, and non-instructional responsibilities. Full time student teaching must be a minimum of twenty consecutive days.
   - In weeks 12-15, the candidate gradually releases one teaching responsibility at a time and continues to assist in the classroom and continues involvement with students and the clinical educator. All candidates should teach at least one content area or class period until their last week in the school. Allowing candidates to stop their semester early, even after “full time” is completed, is not acceptable.
   - During the final week of student teaching (15-16), the candidate assists in the classroom and observes other teachers and grade levels in the school.

For specific detailed information about the student teaching schedule, refer to the Handbook.

UNDERGRADUATE MIDDLE GRADES SCHEDULE FOR THE STUDENT TEACHING SEMESTER

1. As is recommended by the National Middle School Association, undergraduate middle grades candidates receive licensure in two content areas. To accommodate a student teaching experience in both these areas, a split semester schedule is required. Middle grades candidates, therefore, have two clinical educators (CEs).

2. After the initial visit, the supervisor, both CEs and candidate confer together regarding the order of pickup for content areas.

3. Once the order is determined, the candidate still assumes one teaching responsibility at a time, but the pick-up schedule for the first content area is accelerated. Full time student teaching (with all teaching responsibilities, etc.) must be a minimum of fifteen to eighteen consecutive days in each content area.
4. The target date to be finished with full time in the first content area is around March 10 (spring) or October 10 (fall). The supervisor, CE and candidate plan the schedule accordingly. Please note this is just a target, but that to accommodate student teaching in both content areas, it should be followed as closely as possible. The Area 1 Clinical educator should sign off on the licensure recommendation BEFORE THE CANDIDATE TRANSITIONS TO THE SECOND CONTENT AREA.

5. When finished with full-time teaching in the first content area, the candidate gives back all classes to the first content CE at once; there is no gradual give-back. The candidate immediately begins the transition to the second content area at an accelerated rate.

6. Candidates will complete fifteen to eighteen days of full time teaching in the second content area by the end of the semester. The pick-up schedule is accelerated to allow candidates enough time to finish their full-time teaching responsibilities.

7. All Middle Grades candidates should teach at least one content area until their last week in the school. Allowing candidates to stop their semester early, even after “full time” is completed, is not acceptable.
The following requirements apply to candidates in all program areas, but candidates in specialty areas should consult the Handbook for modifications for certain disciplines.

**Attendance**

The student teaching semester is a full-time experience in the classroom. The candidate is required to follow the school system calendar for the duration of the student teaching semester.

1. Duplicate the clinical educator’s daily schedule, which includes arriving and leaving at designated times. Promptness is essential.
2. Candidates report to school on teacher workdays; these are not optional workdays for candidates.
3. Attend all professional meetings.
4. Attend all orientation sessions, seminars, conferences, and other meetings arranged by the university supervisor.
5. Notify the clinical educator and the university supervisor promptly in case of absence, late arrival or early departure.
6. Get approval, in advance, from the university supervisor and the clinical educator for all absences other than those due to personal illness.
7. Make up absences in excess of five days.

**Beginning of Semester Observations of the Clinical Educator and Other Teachers**  
(Optional for Lateral Entry Teachers)

The candidate completes four formal observations of the clinical educator prior to assuming responsibilities. The candidate should observe the teacher's methods of planning and evaluation, management of instruction and student behavior, and the overall learning environment of the classroom. In addition, some candidates may be required to observe outside of their assigned classroom. The format of how these observations are shared is up to the university supervisor.

**End of Semester Observations**  
(Optional for Lateral Entry Teachers)

The candidate completes at least four observations during the final week in the assigned school and/or other settings is required. The format of how these observations are shared is up to the university supervisor. Candidates are allowed to observe in other schools, using the following guidelines:

1. The observations are arranged by the clinical educator or the university supervisor with the other host teacher to be observed.
2. The host teacher has the approval of his/her principal.
3. The total time in other schools does not exceed two or three half-days.
4. The candidate signs in and out at both schools.
Lesson Planning

The candidate plans instruction on a weekly basis and modifies plans daily in response to student needs. Written plans should be submitted to the clinical educator for feedback and signed approval at least two days prior to teaching each lesson. All plans will be reviewed by the university supervisor during each visit. Additional information on supervisor responsibilities in planning requirements is available later in this document.

NOTE: Planning requirements for lateral entry candidates will be provided by the university supervisor.

Teaching Responsibilities

The candidate is involved in the classroom instructional program for the entire semester. After gradually assuming teaching responsibilities in the first weeks of the semester, the candidate teaches full-time for a minimum of 20 consecutive instructional days. Under the guidance of the clinical educator, the candidate assumes primary responsibility for all planning, instruction, and assessment. During this time the candidate maintains all instructional and non-instructional duties.

For a TRADITIONAL placement, the schedules are as follows:

- **For the preschool level**, the candidate is responsible for all daily components of the classroom.

- **For the elementary school level**, the candidate must teach all subjects. In some cases, grade levels are departmentalized, and STs move to other grade level teachers’ classrooms to teach in those content areas.

- **For a split semester (middle grades and special education/elementary)**, the student teacher must teach both areas. The student teacher’s typical schedule is to gradually assume all classes in the first area for a period of 15-18 days. At the end of this period, the student releases all of the classes at once and begins a 5-8 day transition to the second area. The student would then assume the second set of classes as quickly as possible for another period of 15-18 days. Ideally, both teachers should be on the same team. The student teacher is required to participate in all team planning meetings and required activities.

- **For the high school level**, typically the candidate should have no more than two different preparations. In the event that a clinical educator is released a class period for non-instructional duties, (i.e., department chairperson or athletic director), or a teaching assignment is inappropriate for the candidate, the supervising team will identify an appropriate alternative teaching assignment for that period. The candidate must have the same planning period as the clinical educator(s) and should participate in all departmental meetings.

Co-Teaching Models

In the age of increased accountability, it is not surprising that some clinical educators may be more comfortable with a co-teaching model. There are numerous established and well-researched models of co-teaching which can allow a student teacher to develop pedagogical skills and knowledge while at the same time allowing the clinical educator to continue to be actively involved in the classroom. In these cases, once the co-teaching model is identified, the university supervisor determines whether the resulting teaching model is appropriate; whatever the model, there should be ample opportunity for the candidate to

- serve as lead teacher on a regular basis;
lead planning and implementation efforts on a regular basis; and
establish his/her readiness for the classroom through evaluative measures
The Office of Field Experiences can assist supervisors in determining appropriate models of co-teaching.

Lesson Critiques
The candidate writes daily lesson critiques and/or individual lesson critiques, as prescribed by the university supervisor. Typically, this occurs on the lesson plan directly but specific program areas sometimes have different ways to critique lessons. Supervisors may wish to consult their OFE mentors for specific information. This information is usually shared with candidates in the first seminar session with the university supervisor.

Class Records and/or Individual Student Records
All candidates are required to:
1. Keep grades and assessment records separate from those of the clinical educator. Traditional methods and/or computerized systems may be used.
2. Prepare progress reports or other records of student performance for each subject under the guidance of the clinical educator.
3. Provide examples of student work, progress reports, and/or anecdotal records.

Supervisors should check this as part of their regular evaluation visit.

edTPA Project
Beginning in Fall 2014, candidates will begin phasing out the ISL Project and begin incorporating the edTPA Project as the Capstone Project. The phase-out will occur by program over a period of three semesters.

- edTPA Project
  The edTPA Project is a performance based assessment that all teacher candidates must complete during their student teaching internship. The project will be phased in by program over a period of three semesters beginning in fall 2014. Teacher candidates must demonstrate their abilities to teach through specific evidences outlined on the College of Education website. These evidences of a candidate’s ability to teach are drawn from a subject-specific learning segment of 3-5 lessons from a unit of instruction taught to one class of students. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. The submitted evidences are reviewed by nationally trained scorers, not the supervisor.

Seminar
The student teaching seminar is an integral part of the student teaching experience. Candidates are assigned to small group seminars based on specific areas of specialization such as elementary, special education, visual arts, or secondary education. Attendance at seminars is mandatory. The student syllabus for seminar is found in the Student Teacher version of the Handbook. Detailed seminar information for supervisors is also found in this document.
Observations of the Student Teacher – General Summary

The candidate is formally observed by the clinical educator and the university supervisor at regular intervals throughout the semester. During each of the observation cycles, the following process takes place:

1. The candidate plans and teaches a lesson which is observed and evaluated by the clinical educator using the Student Teaching/Graduate Internship Assessment Rubric (STAR). The clinical educator also documents the lesson using the narrative form, the Observation Feedback Form (OFF). A lateral entry candidate may request an observation from his/her mentor/department head for feedback prior to the university supervisor’s observation. (Note: A copy of the STAR and a copy of the OFF appear in this document for supervisor reference).

2. The candidate completes a self-evaluation using the shared copy of the STAR that remains in the classroom.

3. The clinical educator and candidate then confer about the observed lesson through the use of both evaluations on the STAR, the clinical educator’s OFF, and additional notes taken by the clinical educator and/or the student teacher. Overall performance should also be a part of the conference discussion.

4. The university supervisor visits the classroom a minimum of two days, or no more than five days after the clinical educator’s observation. The supervisor observes a lesson planned and taught by the candidate and completes the STAR and OFF.

5. After the lesson, three conferences take place. One conference is between the candidate and the university supervisor, another is between the clinical educator and the university supervisor, and the third is a three-way conference between the candidate, clinical educator, and university supervisor. At this three-way conference, the OFFs are discussed, and the STAR is reviewed, dated, and signed. The date of the next supervisor observation is set, and the university supervisor takes a color copy of each of the STAR pages, leaving the original STAR pages attached for the next classroom observation.

6. At the second observation conference (CT, ST, US), the candidate’s mid-term grade is discussed and assigned. Candidates are also given feedback on progress on the mid-term Certification of Teaching Capacity (CTC). This form is found under the Observation 2 tab of the STAR. (A copy of the CTC is found in this document for supervisor reference).

7. At the last observation, the white copies (originals) of the STAR are returned to the University by the university supervisor, leaving one color copy for the candidate’s record. The candidate’s final grade is discussed. The final Certification of Teaching Capacity (CTC) is signed by the candidate, CT, US and principal or designee. This form is found under the Observation 3 tab of the STAR.

In some cases, additional formal observations are completed by the clinical educator and/or the university supervisor. This decision is made on a case-by-case basis. All observations by the university supervisor are scheduled prior to the visit. In some cases, the university supervisor may visit and observe unannounced. Numerous informal observations by the clinical educator occur during the student teaching semester. This informal written and verbal feedback should be welcomed by the candidate as it provides opportunity for maximum growth.
Observations of Candidates
Specific Procedures, Information and Checklists for Supervisors

The Initial Visit

The initial visit is a time for introductions and is an extension of orientation in that questions are answered and clarifications are made. Plan to devote more time to this visit if the clinical educator was unable to attend orientation.

1. Check in at the office.
2. Meet with the clinical educator and candidate.
   - Share with the clinical educator that there is an online presentation for clinical educators who are unable to attend the orientation. This module is primarily about edTPA. It is strongly suggested that CEs who did not attend orientation review this module. The online module is available on the OFE website.
   - Use the handbook to answer questions about requirements or policies, etc.
   - Make sure the clinical educator has a bound, published copy of the Student Teaching Assessment Rubric (STAR) and understands when to observe.
   - Set up the date for the first observation.
   - Discuss tentative dates for the assumption of duties.
   - Exchange phone numbers and other pertinent information.
   - Find out where to sit when you observe.
3. Touch base with the principal and assistant principal before leaving.
4. Collect candidate’s Data Form from the Handbook, or obtain a copy of the candidate’s teaching schedule.
5. Report possible concerns to the University.
6. Submit MapQuest and Mileage Reimbursement Form the University every three weeks.

Observations 1-4

Supervisors will observe all candidates, both graduate and undergraduate, a minimum of four times not including the initial visit. If the clinical educator, university supervisor, or the candidate feel additional observations are warranted to provide the candidate additional time for improvement, a fifth observation may be scheduled. Contact the Office of Field Experiences if you have questions. ALL FORMS FOR THE OBSERVATIONS ARE LOCATED IN THE STAR.

Before the first observation, call/email the candidate for confirmation of the first observation date and time, for confidence building and general rapport. Much reading is involved in this first observation. Plan to arrive early or set up a time after the lesson (but before the conference) to finish reading and reviewing the notebook.

Observations will follow the same general format:

1. Check in at the office.
2. Look at the general organization of the notebook.
3. Check the topic of the proposed edTPA Project.
4. Read and initial all lesson plans and lesson critiques/reflections. Give written feedback as needed.
5. Check that anecdotal records are up-to-date (if applicable).
6. Observe the lesson.
7. Make comments on the OFF as well as on lesson plans. Pay particular attention to areas that will be evaluated on the Certification of Teaching Capacity (CTC) at the end of the semester (the CTC-STEP located in this document is designed to help with this).
8. Check to see that the clinical educator and the candidate have completed the STAR instrument (directions for using the STAR correctly are on page 1 of the STAR).

**Post-Observation Conferences:**

**With the clinical educator**
- Discuss the consistency of candidate’s lessons.
- Compare the candidate’s self-evaluation using the STAR with the clinical educator’s evaluation using the STAR.
- Discuss the CT’s Observation Feedback on the OFF.
- Discuss the US’s Observation Feedback on the OFF.

**With the candidate**
- Discuss the candidate’s self-evaluation using the STAR.
- Discuss the clinical educator’s evaluation using the STAR and Observation Feedback on the OFF being sure to emphasize the areas that need improvement. Consider a plan of action for further growth and improvement. **Emphasize that the candidate must be rated at “met” on all areas of the final Certification of Teaching Capacity form in order to receive a recommendation for licensure at the end of the semester.**
- Discuss the US’s Observation Feedback on the OFF.

**With CE and ST**
- Documentation for each observation:
  - Sign the STAR instrument. **Keep a color copy of each standard (nine pages).** Leave the STAR in the classroom for the next observation.
  - Make sure everyone signs the OFF forms. **Keep the white original; leave the yellow copy in the STAR for the candidate and give the pink to the CE.**
- Tie the other two conferences together making sure everyone shares his/her views, and finalize the plan of action for improvement. Review the Observation Feedback Forms OFF from the US and CE together, discussing strengths and concerns.
- Discuss the progress of the edTPA project.
- Discuss how additional responsibilities will be assumed (or released) from this point.
- Set up the next observation date.
- Remind CE and ST of upcoming dates to remember.
- Share the CTC final form (available in the supervisor’s folder for each candidate). Remind everyone that the candidate must be rated at “met” on all areas of the CTC in order to receive a recommendation for licensure at the end of the semester.

9. Report possible concerns or problems to the University.
10. Clock the mileage to and from the school where your candidate is working. Record this on the Travel Reimbursement Form after each visit to the school. Turn in the form to the University every two-three weeks.
For the Second Observation, follow the same general format and documentation collection as with the first observation, incorporating the following:

- Discuss the mid-term grade and record it in the STAR. **Submit unsatisfactory grades (“C” or lower) to the Director of the Office of Field Experiences. Review candidate progress on the Exit Evaluation.**
- Review the candidate’s status on the CTC and develop a plan of action to address needs for improvement. A midterm copy of the CTC is available in the STAR under the tab “US Forms.”
- Remind the candidate of due dates for the edTPA Project submissions, reflective assignments, etc.

For the Third Observation, follow the same general format as with the first observation, incorporating the following:

- Review the candidate’s status on the CTC; **by the third observation, everyone should have a clear idea of whether or not the candidate will be rated as “met” on all the standards.** If the candidate is not making satisfactory progress, an additional observation may be required.
- **Review candidate progress on the Exit Evaluation.**
- Remind the candidate of due dates for the edTPA Project submissions, reflective assignments, etc.

At the Final Observation:

- Attain all final signatures on the STAR. Remove the original copy (white) of each of the standards in the STAR, leaving one copy for the candidate. Supervisors will turn in the white STAR copy to the Office of Field Experiences.
- Secure the signatures of the candidate, the CE and the principal on the CTC form. Be sure that the candidate initials EACH PAGE of the form. Ask the candidate/CT to make two copies; give the candidate A COPY and keep THE ORIGINAL. Supervisors will turn in the original signed copy to the Office of Field Experiences.
- Remind the CE to complete the Clinical Educator Evaluation of the Program on TaskStream. The CE will receive an email with an embedding link; the CE just has to click the link to access the evaluation.

If at any point the supervisor perceives that the candidate will fail to receive a licensure recommendation from any of the parties involved (the CE, the US or the principal), the supervisor should contact Dr. Frazier IMMEDIATELY.
Observations of Lateral Entry Candidates

“Lateral entry” is a term created by the state of North Carolina to designate candidates who have been hired as full-time classroom teachers, but are not as yet fully certified. Typically these candidates have been hired in a high-needs content area (math, science, and foreign language are common) and hold a comparable degree in a related content area. In order to qualify as “lateral entry,” candidates must be hired in a full-time teaching position in an area district.

While the majority of the requirements are the same for lateral entry candidates, there are some slight differences. Supervisors should check with OFE if they have any questions.

Observation Adjustments for Lateral Entry Candidates

1. If the candidate is a first year, lateral entry teacher, plan to observe four times.
   Second or third year lateral entry candidates may only need three (3) observations. After the third observation, the candidate may be proficient in all areas of the CTC and at target or above on all STAR standards.

   After the third observation, supervisors should consider the following for their second or third year lateral entry candidates:
   • As a supervisor can you mark all indicators on the Certification of Teaching Capacity as "met" at this time?
   • Has the candidate scored mostly at level 2 or higher on the STAR at this time?
   • Is the principal willing to mark all indicators on the Certification of Teaching Capacity as "met" at this time?
   • Is the principal willing to complete the disposition assessment at this time (see # 2 below)?

   If the answer to all these questions is, “yes,” then another observation is not required. Leave the building the following forms signed and completed:
   1. Certification of Teaching Capacity original (copy to candidate to upload in TaskStream)
   2. Disposition Assessment completed by administrator
   3. White Copies of STAR

   PLEASE MAKE SURE CANDIDATES UNDERSTAND THAT THEY STILL MUST COMPLETE ALL OTHER REQUIREMENTS OF THE STUDENT TEACHING / INTERNSHIP SEMESTER, including their capstone project (edTPA).

   If the answer to any of these questions is, “no,” additional observations are required.

2. Dispositions Assessment is completed by an administrator.

   As lateral entry candidates have no CE to observe them, principals/administrators are asked to complete the UNC Charlotte Dispositions Assessment on each lateral entry candidate. This is a paper form that the principal completes and returns to the supervisor. Supervisors will enter the data from this form into TaskStream at the end of the semester.

3. Lateral entry candidates may use their school lesson plan format with additions from the OFE lesson plan template as needed. This is at the discretion of the supervisor.

   All other requirements of the student teaching/internship semester are the same for lateral entry candidates.
Observation Assessment Instruments - Procedures

Procedures for Using the STAR: Student Teaching and Graduate Intern Assessment Rubric

The Student Teaching Assessment Rubric (STAR), along with the Observation Feedback Form (OFF), is intended to be an important aspect of the support and feedback provided for candidates in their culminating semester. The members of the team who use the STAR are the clinical educator (CE), the candidate / student teacher (ST), and the university supervisor (US). All team members record their ratings in the same copy of the STAR booklet which remains in the ST’s classroom. Note: for the lateral entry candidates, only the US and candidate will complete the STAR.

Directions for Clinical Educators:
• Use the STAR and the OFF for all observations.
• In consultation with the ST, decide on a lesson to observe, and complete the lesson observation.
• After the student teacher has self-evaluated, read each descriptor on the rubric.
• Decide which level (0, 1, 2, or 3) best reflects the current level of performance of the ST. Level 0 indicates that the descriptors were not observed or no evidence was presented for that observation. Level 3 is reserved for exceptional/distinguished performance. If an element is not applicable, record N/A.
• On the adjacent scoring profile, record the appropriate level number for each element in the CE space indicated.
• Record narrative comments on the OFF.
• Conduct a post-observation conference with the ST to compare rubric scores with the ST’s self-evaluation and to discuss the OFF comments.
• Sign and date the signature blank at the bottom of section C2, but leave the detachable copies intact until the US’s visit.

Directions for Candidates:
• Use the STAR for all observations. Each time, record the date, and use a different colored ink to illustrate progress.
• In consultation with the CT, arrange for a lesson to be observed by the CT.
• For each observation, on the same day as the CT’s observation, self-evaluate directly on the rubric using different colored ink to illustrate performance. Level 0 indicates that the descriptors were not observed or no evidence was presented for that observation. Level 3 is reserved for exceptional/distinguished performance. Student teachers should self-evaluate before the CE marks the scoring profile.
• Participate in a post-observation conference with the CE to compare rubric scores and to discuss the OFF comments.

Directions for University Supervisors:
• Use of the STAR and OFF is required for all observations.
• In consultation with the ST and CT, decide on a lesson to observe, and complete the observation.
• Read each descriptor on the rubric and the descriptions of the performance levels on the scoring profile.
• Decide which level (0, 1, 2, or 3) best reflects the current level of performance of the ST. Level 0 indicates that the descriptors were not observed or no evidence was presented for that observation.
Level 3 is reserved for exceptional/distinguished performance. If an element is not applicable, record N/A.

- On the adjacent scoring profile, record the appropriate level number for each element in the US space indicated.
- Record narrative comments on the OFF.
- Conduct post-observation conferences with the ST and CE to discuss the STAR ratings and to sign the profile. **Remove a colored copy of each profile for your file.**
- After the last observation, remove the **white copy** of each scoring profile page.

**Observation Sequence:**

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<tr>
<th>First Observation:</th>
<th>Evaluate all STAR standards, complete OFF, review CTC competencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Observation:</td>
<td>Evaluate all STAR standards, complete OFF, review CTC competencies.</td>
</tr>
<tr>
<td>Third Observation:</td>
<td>Evaluate all STAR standards, complete OFF, review CTC competencies.</td>
</tr>
<tr>
<td>Fourth Observation:</td>
<td>Evaluate all STAR standards, complete OFF, review CTC competencies and sign.</td>
</tr>
</tbody>
</table>

**Procedures for Using the Observation Feedback Form (OFF)**

In addition to the STAR, supervisors use the **Observation Feedback Form (OFF)** to provide narrative feedback to candidates. The OFF can be used in conjunction with the Certification of Teaching Capacity. In this way, supervisors and clinical educators can identify areas for improvement, and better guide the candidate toward successful completion of the Certification of Teaching Capacity at the end of the semester.

**Steps for using the OFF**

The OFF is completed, along with the STAR, at every observation. The OFF provides detailed feedback and progress on the candidate’s progression on the Certification of Teaching Capacity, as well as any other areas that need improvement. Supervisors should note strengths and areas for improvement on the form. Clinical educators and university supervisors both complete an OFF at each observation. The OFF can also be used to provide feedback to a candidate between official observations.

Candidates, clinical educators, and supervisors should all sign at the bottom of the page. After all participants have signed, the supervisor should keep the white copy and leave the yellow copy in the STAR for the candidate and give the pink copy to the CE. Candidates should keep their yellow copy in the STAR for easy reference.

There should be enough copies of the OFF for the CE and US in the STAR. Additional copies are available from the Office of Field Experiences; a single electronic copy is also available on the OFE website and in the “Forms” section of this document.
The Certification of Teaching Capacity (CTC) is used for all UNC Charlotte teaching candidates. The CTC form serves as Evidence 4 for the Electronic Licensure Portfolio, indicating LEA approval for the candidate to receive a licensure recommendation. **Candidates must receive a rating of “met” on all indicators to receive a licensure recommendation.** A copy of the *Certification of Teaching Capacity* is available in the FORMS and EVALUATIONS section of this document. A copy is also placed in the STAR.

While practicing North Carolina public school teachers are also evaluated on the NC Professional Teaching Standards, it is important to note that UNC Charlotte candidates are student teachers, not practicing teachers. While the wording of the standards may be similar to that of practicing teachers, candidates should not be held to the same standard as an experienced teacher. To help clinical educators, university supervisors, and principals decide whether or not candidates have met proficiency on the CTC standards, the Office of Field Experiences has developed a list of possible factors to consider for student teaching candidates; see the *CTC Student Teaching Evidences of Proficiency (CTC-STEP)* document in the FORMS and EVALUATIONS section of this document.
End-of-Semester Wrap-up: Final Conferences and Licensure Requirements

Final Conferences
The university supervisor will schedule a final conference with each candidate, to be held on campus during the final week of the semester. Space will be made available at the University through the Office of Field Experiences to hold these final conferences.

• Before supervisors begin final conferences, specific licensure portfolio evidences for each candidate must be evaluated by the supervisor in TaskStream to ensure that each candidate is proficient on each evidence. Please refer to other sections in this document for detailed information about Taskstream portfolios for supervisors.

• Approximately 4-5 days BEFORE the end of the semester, candidates will receive multiple emails from OFE giving them access to the CE and US evaluations. Candidates must complete these evaluations BEFORE you conference with them. If circumstances dictate that the supervisor's final conference with a candidate must be held before the final week of the semester, PLEASE contact the Office of Field Experiences so that arrangements can be made.

At the final conference the candidate will:
1. Complete the CE/US evaluations (if the candidate has not already done so)
2. Obtain clearance form from TEAL that electronic licensure portfolio pieces are complete; candidates bring this to the university supervisor at final conference.
3. Licensure process is online and can be accessed from the TEAL website.
4. Copies of passing Praxis scores or dates when Praxis will be taken

At the final conference the university supervisor will:
1. Check the clearance form the candidate provides from TEAL to verify that the candidate has completed all required licensure evidences for the program, and that each required evidence submitted has been rated at proficient or higher.
2. Review the edTPA Project score with the candidate.
3. Return any remaining assignments.
4. Discuss the completion of the student teaching experience with the ST.
5. Discuss the Exit Evaluation Form and final grade for the semester with the ST.
6. Complete and give the original Current Status Checklist form to the ST.
7. Collect the CE’s assessment of professional dispositions of the candidate.

At the final university supervisor meeting, the university supervisor will submit:
• The licensure packet for each candidate (a checklist for each packet item will be provided to supervisors at a monthly supervisor meeting during the semester).
• Supervisor’s Grade Report Form (copy in this document)
• Any resources borrowed from OFE
• Final Travel Reimbursement Form
In order to receive a licensure recommendation from UNC Charlotte, candidates must meet the following criteria:

1. Receive a grade of B or higher for the student teaching internship course.
2. Complete the degree or certificate requirements of their programs from UNC Charlotte including completing and submitting an edTPA project.
3. Receive ratings of “met” on ALL indicators and obtain signature approvals from all parties on the Certification of Teaching Capacity.
4. Pay the required fees for licensure application.
Informational Guide for Completing Assessment Portfolios in TaskStream

At the end of each semester, supervisors are asked to complete TWO assessment portfolios on each candidate.

1. The first portfolio is called the licensure portfolio and is content-area specific. The content-area name appears somewhere in the title of the portfolio. (example: SPED-GC, edTPA Practice Portfolio Secondary English, ELED-UG)

2. The second portfolio is called the End of Semester Student Teaching Portfolio. This portfolio is used to record supervisor and CE ratings of the candidate from the STAR and dispositions.

The information below will assist supervisors in understanding both these portfolios.

Portfolio 1: Licensure Portfolio
Beginning with candidates admitted to the Cato College of Education in the fall 2010 semester, all candidates seeking teacher licensure are required to complete the North Carolina Candidate Electronic Licensure Evidences. There are SIX TOTAL evidences that each candidate completes by the end of the selected academic program. Candidates complete SOME of these evidences via Taskstream, our College of Education electronic assessment system. Information on how to access and use TaskStream is available online from the OFE website at http://ofe.uncc.edu OR from the Cato College of Education Taskstream site directly by going to the main COED site at http://education.uncc.edu and clicking the RESOURCES tab, then TASKSTREAM INFORMATION.

Some of the six evidences are completed by candidates in course work prior to student teaching; some are met by testing requirements; some are completed by candidates during the student teaching/graduate internship semester. The ones completed during student teaching have been embedded into the student teaching/internship coursework and therefore are REQUIRED by all candidates for program completion and licensure recommendation. NOT ALL EVIDENCES ARE COLLECTED IN TASKSTREAM:

Supervisor Responsibility on Licensure Evidence Requirements – by Program

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Elementary, Middle Grades (6-9), Secondary (9-12), TESL, Foreign Language</th>
<th>Special Education / SPED (Special Ed + Elementary)</th>
<th>B-K</th>
<th>ARTS (all)</th>
<th>Supervisor Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 1</td>
<td>Transcript</td>
<td>Transcript</td>
<td></td>
<td>Transcript</td>
<td>None (TEAL collects)</td>
</tr>
<tr>
<td>EE 2</td>
<td>• ELED: Passing NC Foundations</td>
<td>• SPED: Passing NC Foundations</td>
<td></td>
<td>• CHFD: Content Knowledge Project (undergoing revision)</td>
<td>None (TEAL collects test scores OR program faculty evaluate prior to student teaching semester)</td>
</tr>
<tr>
<td></td>
<td>• Middle Grades/Secondary/ TESL: Passing PRAXIS II</td>
<td>/ PRAXIS II</td>
<td></td>
<td>• Music: Passing PRAXIS II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• FLED: Passing PRAXIS II/OPI exam (keep current EE 2 at program request)</td>
<td></td>
<td></td>
<td>• Visual Art: Passing PRAXIS II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• THEA / DANCE: Content Knowledge</td>
<td></td>
</tr>
<tr>
<td>Assessment Tool</td>
<td>Elementary, Middle Grades (6-9), Secondary (9-12), TESL, Foreign Language</td>
<td>Special Education / SPEL (Special Ed + Elementary)</td>
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</tr>
<tr>
<td>-----------------</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Project</td>
</tr>
<tr>
<td>EE 3</td>
<td>edTPA</td>
<td>F 14 STs: Unit Plan</td>
<td>F 14 STs: Unit Plan</td>
<td>edTPA</td>
<td>None (edTPA scored by SCALE; Unit plan scored by program faculty evaluate prior to ST semester)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S 15 ST: edTPA</td>
<td>S 15 ST: edTPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE 4</td>
<td>Certification of Teaching Capacity (LEA form)</td>
<td>Certification of Teaching Capacity (LEA form)</td>
<td>Certification of Teaching Capacity (LEA form)</td>
<td>Certification of Teaching Capacity (LEA form)</td>
<td>Supervisor gets signed copies at end of ST semester; submits as part of licensure paperwork. No Taskstream submission required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| EE 5            | edTPA                                                                  | F 14 STs: ISL Project                           | F 14 STs: ISL Project | edTPA | • For ISL: Supervisors evaluate ISL Project as EE 5 in “old” Taskstream portfolio  
• For edTPA: none-- scored by SCALE/Pearson  
– Note: edTPA is submitted to Pearson via Taskstream, but supervisors are not involved as evaluators. |
|                 |                                                                        | S 15 ST: edTPA                                 | S 15 ST: edTPA     |       |                          |
| EE 6 (6A/6B)    | 6A: School Improvement Plan done prior to ST                           | 6B: Professional Development Plan (both 6A and 6B for Graduate Foreign Language) | 6B: Professional Development Plan | 6A: School Improvement Plan / 6B: Professional Development Plan | Supervisor evaluates in EITHER the “old” portfolio or the “new” edTPA Practice Portfolio in Taskstream for the content area |
Portfolio 2: End of Semester Portfolio – STAR and Dispositions Data
All supervisors are asked to complete the End of Semester Portfolio in its entirety for each candidate. The title of the portfolio will read “Semester/Yr: End of Semester ST/GI” (example: Fall 2014: End of Semester ST/GI).
In that portfolio, supervisors are asked to enter for each candidate:
- Supervisor’s Final STAR scores
- CT’s Final STAR scores
- Summative STAR scores
- US Dispositions of the candidate (a copy of the Assessment of Professional Education Dispositions is found in this document).
Summary of portfolio assignments requiring supervisor assessment TS (both portfolios)

For Fall 2014:

<table>
<thead>
<tr>
<th>Program</th>
<th>In Taskstream End of Semester portfolio (includes semester/year in title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED, SPEL</td>
<td></td>
</tr>
<tr>
<td>B-K</td>
<td>• Final US STAR scores</td>
</tr>
<tr>
<td>Secondary, Middle Grades, TESL</td>
<td>• Summative STAR scores (a summary collaboration of the CE and US)</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>• Final CE STAR scores</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>• Disposition assessment</td>
</tr>
<tr>
<td>Visual Art, Music, Theatre, Dance</td>
<td></td>
</tr>
</tbody>
</table>

For Spring 2015:

<table>
<thead>
<tr>
<th>Program</th>
<th>In Taskstream End of Semester portfolio (includes semester/year in title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED, SPEL, B-K, Secondary, Middle Grades, TESL</td>
<td>• Final US STAR scores</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>• Final CE STAR scores</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>• Disposition assessment</td>
</tr>
<tr>
<td>Visual Art, Music, Theatre, Dance</td>
<td></td>
</tr>
</tbody>
</table>

Scoring evidences in TaskStream – sending work back to candidates for revisions

*Supervisors will be provided extensive directions for how to login and access the TaskStream system. More information is available from the Supervisor website on the OFE website or by contacting OFE directly.*

When a student submits an evidence to the supervisor in TaskStream, the supervisor has the ability to send it back via TaskStream if the project is not rated at the proficient level or higher on the accompanying rubric. All supervisors are asked to follow this procedure for final student submissions if the project is not rated as proficient.

It is not unusual for a candidate to need to revise one or more components to receive a proficient rating. In previous semesters, supervisors would contact candidates directly and ask them to make changes and re-submit, but by doing this, we failed to capture the data telling us which pieces needed revisions. In essence, all candidates uploaded proficient projects, because their changes had been made outside the system.
In TaskStream, when the final candidate submission needs revision in some way, the supervisor can send that information back to the candidate, along with notations regarding which pieces need to be revised and a copy of the rubric, so the candidate can see exactly what needs to be revised and improved. In addition, that data can be captured, so programs can see how the candidates scored on the original submission. This does not affect the candidate’s licensure in any way, although depending on the severity of the revisions, supervisors may wish to incorporate that into the student teaching internship grade. As long as the evidence is revised and ends at a final rating of proficient, the candidate is eligible for the licensure recommendation.

All supervisors are asked to use the “send back to student” function in TaskStream for submissions that need revisions.
edTPA Project for Student Teaching Candidates

All candidates are required to complete a student teaching capstone project. This project serves as a licensure requirement. It is NOT optional. The Cato College of Education is currently using edTPA as the final capstone project.

Q1: What is edTPA?

A: edTPA is a pre-service assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

Q2: How is edTPA constructed and used?

A: Evidence of a candidate's ability to teach is drawn from a subject-specific learning segment of 3-5 lessons from a unit of instruction taught to one class of students. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. Based on the submitted evidence, which is reviewed by trained scorers, faculty and candidates can discuss the impact of candidates' teaching performance on student learning and determine ways to improve teaching. Faculty can analyze evidence of candidate performance to guide decision-making about program revision. State education agencies may use edTPA scores for licensure and accreditation.

Q3: Will I use the edTPA “practice pieces” that candidates completed in the courses taken before student teaching as part of their Final edTPA Product that they are supposed to do during student teaching?

A: No ... we have embedded edTPA “practice tasks” into our coursework prior to student teaching for all initial licensure programs. These practice tasks give candidates the chance to learn about edTPA and practice it without the pressures of student teaching. These practice tasks are just that—practice. When candidates get to the actual student teaching semester, they will complete an entire edTPA product (all required tasks) based on what they are teaching at that time and using the students in their P-12 classroom for student teaching. None of the practice pieces will be used for this final product, but the skills and understanding they’ve learned about edTPA will.

Q4: How will the edTPA be used in the licensure recommendation/student teaching grade?

A: For grades:
Completing edTPA is counted as 20% of the overall student teaching grade. OFE has created a grading chart to assist supervisors in calculating the final grade. Once candidates submit the edTPA product to SCALE, their products are scored and given a numeric total score (see Q6 for more information on “passing scores”).

A: For licensure recommendation:
Passing edTPA is NOT a requirement for a licensure recommendation for candidates. Eventually, a minimum passing score on edTPA will be required for all UNC Charlotte candidates seeking a licensure
**Q5:** I am supervising a middle grades undergraduate candidate and who has two clinical educators and two content areas. Does it matter which one the candidate picks to use for the edTPA product?

A: Technically no, although we strongly recommend that middle grades undergraduate candidates use their first rotation content area for the edTPA final product. Otherwise, they may be pushed to complete the edTPA product in the second content area by the submission deadline of mid-November (see Q9). SPEL candidates should complete their first rotation in the elementary placement. **Middle grades and SPEL undergraduate candidates only complete one edTPA final product.**

**Q6:** What is a “passing score” on edTPA?

A: “Passing” edTPA at UNC Charlotte is defined as:

1. A minimum score for all content areas except World Languages; AND
2. No rubric scores of “1” on any rubric for any task.

Candidates are sent their score reports electronically by SCALE/Pearson BEFORE the end of the semester. A score report is also sent to UNC Charlotte. Supervisors will be given total numeric scores on their assigned candidates before grades are due, in order to allow supervisors to use the edTPA final score in calculating the overall student teaching grade.

**Q7:** Does a candidate have to pass edTPA to finish student teaching and graduate?

A: Candidates who do not meet requirements for passing edTPA can still pass student teaching (providing the rest of the student teaching grade components are satisfactory) and be recommended for a license. **This is not guaranteed;** the edTPA score is one part of the student teaching grade. It is in the best interests of each candidate to work diligently on all areas involved with the student teaching grade, including edTPA.

**Q8:** Who scores the candidate’s edTPA final portfolio submission?

A: The final edTPA product completed during student teaching is scored by SCALE/Pearson. Scorers of edTPA final products are all content area experts who go through a rigorous training process to be accepted. The SCALE/Pearson scores are sent to the candidate and to the College of Education. The practice pieces candidates complete prior to student teaching are reviewed and scored by course instructors as preparation.

**Q9:** What the deadline date for the edTPA product to be submitted via Taskstream to SCALE/Pearson?
Q10: Is there a fee for candidates to submit the edTPA Final Product?

A: There is a cost, but the submission fee will be paid by the Cato College of Education; there is no cost for the candidate to submit the work product at this time. Candidates will be provided a voucher code to use during the submission process.

Q11: Will there be support provided to candidates during the student teaching semester to finish edTPA products?

A: While faculty and supervisors have strict guidelines about the kinds of support that can be provided during the student teaching/internship semester, student support sessions will be scheduled throughout the semester to assist candidates in completing the edTPA Final Product and submitting it for scoring by SCALE/Pearson. These support sessions will be led by program faculty, but supervisors are encouraged to attend to learn more about what expectations for candidates.

Q12: How can I learn more about edTPA prior to supervising my student teachers?

A: The edTPA Handbooks (containing student directions and all rubrics) plus a variety of other helpful resources are available on our Cato College of Education edTPA Canvas site. Anyone with an active NinerNet login can enroll in our Cato College of Education edTPA Canvas Site (to enroll: click this link Access to edTPA program Handbooks and templates in Canvas → Use enrollment code "uncc-edtpa" when prompted). Ninernet login required for Canvas access. Candidates and faculty should be reminded that the edTPA Handbook materials should NOT be duplicated or shared. Violations may result in user access to these materials being revoked.

Another good website is www.edtpa.com. This site provides general information about edTPA and scoring. There is also an edTPA faculty website sponsored by AACTE: www.edTPA.aacte.org. You must request access to this site … click “Member Log In” to complete the form and request access to the materials.

Q13: How can I access the edTPA Canvas site where all resources are kept?

A: All supervisors with a valid Niner Net login can access the edTPA moodle site:

2. Click on the RESOURCES tab, then click on “edTPA Information.”
3. Follow the directions to access moodle2 and enter the correct enrollment code to enroll in the edTPA Canvas Project site. The edTPA site will appear in under “My Courses” in Canvas once enrolled.
How will edTPA Impact Supervision of Student Teaching Candidates?

edTPA is intended to be a true summative assessment of a candidate’s readiness to teach. With this in mind, guidelines for what kinds of supports candidates may receive during the student teaching semester are very specific. University supervisors have expertise in best practice of classroom delivery and implementation; program faculty have expertise in best practices of edTPA skills and knowledge. In order to leverage these areas of expertise for our candidates, a new model of supervision will support candidates on both edTPA and their student teaching classroom experiences.

Candidates completing edTPA will have two university faculty supporting them:

- An assigned university supervisor
- An assigned edTPA Support faculty member

As edTPA Support faculty have received training on edTPA and are familiar with faculty expectations, they will serve as the “experts” for candidates working on this project. SCALE has issued a document entitled Guidelines for Acceptable Candidate Support to clarify what kinds of feedback faculty can offer candidates during the student teaching semester. With this mind, all supervisors are asked to defer to the edTPA support faculty when receiving SPECIFIC edTPA questions; if questions must be addressed, supervisors are asked to follow the established edTPA Guidelines for Acceptable Candidate Support, http://edassessment.uncc.edu/edtpa-information. The intention here is not to “shut down” supervisors, but rather to ensure that candidates all hear the same, correct information from the same source AND to maintain a high standard of equity among candidate performance products.

The Guidelines for Acceptable Candidate Support (updated April 2014) document authored by SCALE is available on the College of Education edTPA Canvas Site.

edTPA Support faculty are program faculty with expertise in edTPA. They will:

- Answer edTPA Questions from candidates
- Facilitate edTPA Support Seminars for candidates
- Provide feedback to candidates within guidelines
- Check for timeline edTPA completion
- Liaison with university supervisors to provide feedback to supervisors regarding candidates’ attendance, performance in support sessions, and timely completion of edTPA tasks as needed

edTPA Support faculty will **NOT:**

- Conduct observations/evaluations of candidates
- Assign a grade

University Supervisors will:

- Liaison with edTPA Faculty Support
- Liaison with CE on edTPA requirements (video equipment, permission forms, pickup schedules)
- Redirect candidate edTPA questions to assigned faculty
- Check edTPA status at observations
- Encourage timely submission of edTPA by due date
- Complete all other duties of a supervisor (observations, evaluations, etc.)
- Assign the final student teaching grade as usual

University Supervisors will **NOT**:

- Provide specific written or verbal feedback to candidates on edTPA submissions or drafts.
- Evaluate edTPA work products (commentaries, video clips, etc.) from students (*note: this does not include lesson plans or class materials that are part of the regular supervisor observation cycle*).

A visual graphic of the *Model for edTPA Candidate Support during Student Teaching* appears below.
Licensure Exams for Candidates – information for Supervisors

Required licensure exams are mandated by NC DPI and are not part of edTPA or any other project. For UNC Charlotte candidates, licensure exams serve as Electronic Evidence 2 in the required licensure portfolio. Candidates may register to take the tests at any time they feel ready. Passing the licensure exams is a licensure requirement for all candidates EXCEPT B-K, Theatre Arts, and Dance. Please contact the Teacher Education Advising, and Licensure office with questions.

Student Teaching / Graduate Internship Seminars
Supervisor Responsibilities

The student teaching seminars are a vital part of the student teaching semester. They are the setting for a much needed support system and sounding board as well as an opportunity for additional information on educational topics of interest and concern to be shared with the candidates.

There are required seminars for supervisors and candidates:

1. The opening/introductory seminar session – scheduled a few days before the start of the academic semester. It is suggested that new supervisors pair with an OFE mentor for this seminar.

2. One seminar in early-to-mid September/October/November (fall) and February/March/April (spring) – specific date and time determined at the supervisor’s discretion, although OFE will provide a suggested schedule to supervisors to avoid conflict with edTPA support seminars already scheduled.

3. Final Conferences (May/December) -- specific date and time determined at the supervisor’s discretion within established OFE calendar deadlines.

Supervisors may hold additional seminars as they deem necessary, but part-time supervisors will not receive additional compensation for extra seminars. The length of seminar sessions will vary, but a typical seminar session is usually 1 ½ - 2 hours, depending on the needs of the candidates. That block of time is often filled with questions and enthusiastic sharing from the students. They want to talk and compare their experiences to those of their peers. Their feelings and excitement over new-found learning are very important, and sensitivity to this is essential. Suggested seminar topics are provided by OFE to supervisors.

It is important to realize that as supervisors, we approach seminar time with a specific agenda in mind, but sometimes we must adjust our agenda to the needs of the candidates once seminar begins. This flexibility and use of teachable moments are keys which make seminar helpful, relevant, fulfilling, and truly designed for the candidates and their needs.

The list of seminar discussion topics below are suggested appropriate agenda items for seminar. PLEASE NOTE: EACH SEMINAR SESSION SHOULD ALWAYS ADDRESS THE STATUS OF THE ELECTRONIC PORTFOLIO EVIDENCES, particularly the edTPA Project and the Certification of Teaching Capacity.
DISCUSSION TOPICS

1. **Progress of the edTPA Project and the Certification of Teaching Capacity** – discuss this at every seminar!

Non-Academic Topics to consider:
2. Personal phone numbers, emails, times to call, etc.
3. Reminders of requirements, deadlines, upcoming events
4. Clarification of details and requirements
5. Individual questions and concepts to aid reflection
6. Observation expectations
7. Things to accomplish during various parts of the semester
8. Mutual problem solving
9. Videotaping suggestions
10. Pep talks for coping and mental health
11. Socialization – humor, snacks, anecdotes
12. Licensure and other paperwork

Academic Topics to consider:
1. Classroom management, discipline – how are things going? What problems are you experiencing?
2. Cooperative learning groups – how to manage them, possible ways to handle
3. Phases of Student Teaching – handling transitions when picking up responsibilities, getting through full time
4. Working effectively with your clinical educator
5. Parent conferences and interactions
6. Individualizing and differentiating instruction
7. Assessment, grading and evaluation
8. Confidentiality and professionalism
9. Lesson planning
10. Resources
Grading of the Student Teaching/Internship Semester
(used in conjunction with the Exit Evaluation of Teacher Education Candidates Form)

Grading Standards for Student Teachers/Graduate Interns

Performance evaluation is based on classroom observation, written documents, work products, and seminar involvement. Both the clinical educator and the university supervisor provide performance documentation on the Student Teaching and Graduate Internship Assessment Rubric (STAR) and the Observation Feedback Form (OFF) after each formal observation. Evidence collected from these two instruments is reported summatively on the Exit Evaluation of Teacher Education Candidates. The final teaching grade is based on the degree of quality and consistency demonstrated by the student teacher throughout the semester.

Grades Awarded in Student Teaching

A grade of A means that the student teacher has met performance standards and completed all course requirements at or above the proficient level. The quality of the student teacher’s work demonstrates a high level of competence and consistency. The student teacher earns the full recommendation of the University and the Local Education Agency (LEA) for licensure. The A student teacher has achieved the knowledge, skills, and dispositions noted in the Conceptual Framework for Professional Education Programs at UNC Charlotte. This framework guides the preparation of excellent professionals who are capable of meeting the challenges of the educational environment. In this context, the A student teacher:

- Demonstrates leadership by his/her commitment to making the student teaching experience a priority for the semester, exhibiting integrity and high moral standards in words and actions, seeking professional growth and involvement, and by showing optimism and intensity for living and learning as a model for students. The A student teacher is dependable and responsible as evidenced by following through on responsibilities, being punctual in school and seminar attendance, completing less plans and other assignments by their due dates, and exhibiting a strong professional work ethic.

- Demonstrates advanced knowledge of human development, curriculum, content, and is able to link theory and research to classroom practices, including demonstration of this advanced knowledge in planning and implementation of these plans. The A student teacher uses this knowledge to creatively individualize his/her classroom style and provide unique learning experiences for students.

- Demonstrates excellence in the ability to be an effective teacher through the use of appropriate strategies, planning, goal setting, implementation, and continuous assessment of student learning. The A student teacher exhibits genuine interest in his/her students by working/planning for their success. The A student teacher is an effective communicator who gives attention to accurate written and oral language skills.

- Demonstrate excellence in the ability to be a reflective teacher, as evidenced in educational decision-making, self-evaluation skills, flexibility, and the continuous improvement of professional practice. The A student teacher shows initiative by asking questions to clarify, learn, and reflect on how to implement best practices.
• Demonstrates excellence in the ability to be responsive to equity and diversity as evidenced in his/her ability to apply knowledge and skills so as to foster an environment respectful of diverse backgrounds, cultures, individual differences, and to provide age and individually appropriate instruction. The A student teacher holds high but realistic expectations for all students.

• Demonstrates excellence in the ability to work collaboratively with others in efforts to provide quality instruction for the students. The A student teacher works in partnership with colleagues, administrators, and parents/families of the student and demonstrates a genuine interest in students and their community.

A grade of B means that the student teacher has met performance standards at an acceptable level and has earned the full recommendation of the University and the LEA for licensure. The student teacher has completed all course requirements, but the quality and/or consistence of the performance do not rise to the level of competency and proficiency awarded an A. Often the B student teacher has one area of performance that needs further opportunity for development.

A grade of C means that the student teacher has completed all core course requirements at an acceptable level of achievement and has maintained active involvement in the classroom and seminar. However, the student teacher has not met the classroom performance standards with sufficient competency to allow the University or the school system to recommend him/her for licensure. The C student teacher who is not recommended for licensure has numerous areas of inadequate classroom performance and does not demonstrate a clear potential for success as a teacher.

A grade of D means that the undergraduate student teacher has not met performance standards, and his/her classroom performance has been specifically, and/or generally, unsatisfactory. The student teacher is not recommended for licensure; however, because the student teacher has completed most of the core student teaching requirements, has been dependable in attendance, and has maintained active involvement in a school, he/she earns academic credit for the course.

A grade of F means that the undergraduate student teacher’s performance severely lacks the knowledge, skills, and/or dispositions for teaching. Often the student teacher performing at this level is removed from the classroom by the University and/or upon the request of the school system.

A grade of U for graduate student teachers is an unsatisfactory grade and means that the candidate has not met performance standards, and his/her classroom performance has been specifically, and/or generally, unsatisfactory. The candidate is not recommended for licensure.

A grade of I (Incomplete) is assigned in accordance with University policy when the university supervisor and the Director of Field Experiences determine that the student teacher is performing competently, but cannot complete all the requirements, due to circumstances beyond his/her control. The student teaching experience must be completed during the next semester in residence, but no later than 12 months after the term in which the I was assigned, whichever comes first. If the I is not removed during the specified time, a grade of F is automatically assigned.

A grade of W (Withdrawal) may be assigned under two conditions. First, a student teacher may voluntarily withdraw from the student teaching experience for personal reasons, within the timeline and guidelines set by the University. The student teacher is advised to consult with the Director of Field
Experiences before completing the University request for withdrawal. Alternately, a student teacher may be advised to withdraw by the university supervisor and/or the Director of Field Experiences for professional reasons, within the timeline and guidelines set by the University.

NOTE: W–limit hours

Students are allowed to receive a grade of W for no more than 16 credit hours over their academic careers. Students may only withdraw from a course if they have enough remaining “W-limit hours”. Refer to https://provost.uncc.edu/policies/academic/withdrawals for detailed information regarding this policy.

Recommendation for the North Carolina Teaching License—Undergraduate

The grade for the student teaching course and the recommendation for licensure are viewed as separate but related decisions. Candidates who earn grades of A or B are recommended for the teaching license with-out reservation. Grades include edTPA submission and all elements met on the Certification of Teaching Capacity (CTC). Candidates who earn grades of C, D, F, I, or W exhibit deficiencies in performance or completion that are inconsistent with a recommendation for teacher licensure. In all cases, the university supervisor consults with school personnel regarding grade determination and the licensure recommendations.

Recommendation for the North Carolina Teaching License—Graduate

The grade for the student teaching course and the recommendation for licensure are viewed as separate but related decisions. Candidates who earn grades of A or B are recommended for the teaching license with-out reservation. Grades include edTPA submission and all elements met on the Certification of Teaching Capacity (CTC). Candidates who earn grades of C, U, I, or W exhibit deficiencies in performance or completion that are inconsistent with a recommendation for teacher licensure. In all cases, the university supervisor consults with school personnel regarding grade determination and the licensure recommendations.
Lesson Planning Guidelines for University Supervisors

Candidates are required submit their completed plans to the clinical educators at least 2 days in advance of instruction. **This is non-negotiable.** All candidates are required to use the official OFE lesson planning template *(copy available on the OFE website and in this document under FORMS and EVALUATIONS)* at the beginning of the semester. As the candidate progresses through the semester, **at the supervisor’s discretion**, the candidate may move to a shorter lesson planning format, providing that the candidate has consistently demonstrated an acceptable and proficient ability to plan a lesson according to accepted best practices of the profession. **The move to a shorter lesson plan format is not automatic.** Candidates who fail to demonstrate consistency and competency in lesson planning may be required to use the official format all semester. This will differ among candidates, depending on their proficiency in this area. The supervisor’s experience and expertise should be used to guide this decision for the supervisor.

**B-K**

Full lesson plans are needed for the edTPA and formal observations. For other lessons, the school format may be used with additions as specified by the university supervisor.

**MDSK**

All lesson plans will follow the official OFE Student Teaching format with additional content pieces as needed.

**Special Education**

*General curriculum and Adapted Curriculum:* After 12 official OFE lesson plans are completed and approved by US and CE, student teachers may be released to an abbreviated format. Master plans are used for Direct Instruction programs. Full lesson plans are needed for the formal observations. Individual plans may be necessary for some students.

**Elementary Education**

Elementary candidates use the official OFE Student Teaching format for all plans. Initially, these plans should be very detailed. After 5 days of instruction in the content area and with approval of the CE and US, shorter plans can be made using an abbreviated format. Full lesson plans are needed for the edTPA and formal observations.

**Special Areas:**

**TESL** and **FLED** will follow the guidelines outlined for their level of instruction (elementary, middle, high).

Visual Art, Music, Dance, and Theatre will follow the guidelines outlined in their program area.

**NOTE:** Lateral Entry candidates in all programs should write lesson plans using the official OFE Student Teaching format for the edTPA and formal observations. For other plans, supervisors may allow the candidate to use a modified version of his/her school system’s format, provided that the modified version provides enough information and meets all other requirements.
### FREQUENTLY ASKED SUPERVISOR QUESTIONS

#### REGARDING CANDIDATES

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Should I give my personal phone number to my candidate?</td>
<td>It is most appropriate that you give your personal number to your candidate as well as to the clinical educator. Situations arise that will require your immediate attention such as sickness, change in schedules, snow days, etc. You may provide a cell number instead of a home number if you prefer.</td>
</tr>
<tr>
<td>2. Do candidates ever appeal their grade for student teaching?</td>
<td>It does not happen often, but it does happen. That is why it is critical for you and for the clinical educator to evaluate frequently and provide written documentation. If the grade is challenged, documentation exists to substantiate the grade given. The Exit Evaluation assists with this.</td>
</tr>
<tr>
<td>3. What if my candidate is offered employment at the school before the end of the semester? Can s/he complete student teaching early?</td>
<td>Perhaps ... in this situation you need to contact Dr. Frazier. There are so many nuances regarding this particular question that each case is handled on an individual basis.</td>
</tr>
<tr>
<td>4. Can my candidate substitute at any time?</td>
<td>Candidates are allowed to substitute ONLY for their clinical educator and ONLY after certain criteria are met. Our goal for student teachers is that they are ready to substitute for their teachers so the CE may attend the Teacher-to-Teacher conference. However, there are many nuances to this situation. Refer to the policy in the Handbook.</td>
</tr>
<tr>
<td>5. Can my candidate tutor at the school for pay?</td>
<td>Professional ethical standards prohibit tutoring one’s own students for pay. However, if other students in the building need assistance, candidates may be given permission to do so.</td>
</tr>
<tr>
<td>6. Can my candidate coach or sponsor a club or activity at the school?</td>
<td>Candidates may not coach any sport at any level during the student teaching semester. Club sponsorship would likewise be inappropriate, as the candidate will probably not be in the school to sustain the club long-term. Sponsorship of a one-time activity may be allowed if the US and CE deem it appropriate and if the candidate is having a positive student teaching experience overall. This should be handled on an individual, case-by-case basis. Please feel free to contact OFE for help on this situation.</td>
</tr>
<tr>
<td>7. What are some things that candidates have done in the past that have led to problems?</td>
<td>Some problems that have occurred have included working too many hours at a part-time job, dress code violations, fraternizing with students, not notifying their supervisor of an absence, and/or unprofessional conduct in the school setting. These make excellent seminar topics to ensure that your candidates understand the University’s expectations of them during this time.</td>
</tr>
<tr>
<td>8. I am supervising high school candidates. Are the candidates allowed to teach Advanced Placement (AP) courses?</td>
<td>Not if it can be avoided, although in some instances a co-teaching model can be utilized. The additional demands of teaching AP courses make such courses inappropriate for student teaching candidates. We try hard to avoid these kinds of placements, but sometimes because of circumstances these placements are unavoidable. If your candidate is scheduled to</td>
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teach AP courses, please consult with the principal/clinical educator regarding alternate possibilities for your candidate. OFE is happy to help facilitate this.

<table>
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<tr>
<th>9. I am supervising undergraduate middle school candidates. Should the candidate be allowed to transition to the second content area if he/she is having difficulty with the first one?</th>
<th>Probably not. When the candidate is finished with the first content area, the clinical educator and you as the supervisor should be ready to sign off on the licensure recommendation for the candidate in that area. If you or the CE is unable to do so, the candidate may need additional time in the content area. Talk to your mentor in OFE to help guide you through this process.</th>
</tr>
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<tbody>
<tr>
<td>10. I am supervising lateral entry candidates. Is there anything different?</td>
<td>The requirements for lateral entry teachers are the same as for other teachers, but allowances are made for lateral entry teachers in some areas. For example, lateral entry teachers are often allowed to use the school planning format for lesson plans instead of the UNC Charlotte format. In addition, since there is no clinical educator, the principal (or designee), and the University Supervisor signs the Certification of Teaching Capacity at the end of the semester. The principal also completes the disposition form on the candidate. Supervisors are asked to remember that lateral entry teachers are full time classroom practitioners, but that they are still also UNC Charlotte candidates.</td>
</tr>
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### REGARDING CLINICAL EDUCATORS

<table>
<thead>
<tr>
<th>1. Why is it important for the US to establish a good rapport with the clinical educator?</th>
<th>This is critical. It is important that the university supervisor be able to effectively communicate with the clinical educator in order to ensure that the candidate’s experience is a successful one. Informal and formal conversations at school and by email or phone with the clinical educator can lead to establishing this much-needed rapport.</th>
</tr>
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<tr>
<td>2. Is it true that clinical educators are paid?</td>
<td>Yes. They receive an honorarium at the end of the semester, presently at $200.00. In some middle school placements where there are two clinical educators, that honorarium is divided between the two clinical educators.</td>
</tr>
<tr>
<td>3. If the clinical educator is paid for additional duties such as tutoring, coaching, or club advising, does my candidate assume those duties also?</td>
<td>No. Any additional duties that a clinical educator performs for which s/he is compensated do not become the responsibility of the candidate. The candidate may volunteer to assist or to observe those activities, but student teaching responsibilities should always be the first priority.</td>
</tr>
<tr>
<td>4. Does the clinical educator need to be in the classroom when I observe the candidate?</td>
<td>This question is handled individually. It can be helpful for the clinical educator to be present. In the post-conference, common areas of strengths or weaknesses can be addressed by both you and the clinical educator. Sometimes the candidate and clinical educator are more comfortable when the clinical educator is not present. The decision is left to the discretion of the university supervisor in conjunction with the clinical educator and the candidate.</td>
</tr>
<tr>
<td>5. Is a co-teaching model a possibility?</td>
<td>Yes, co-teaching models are a possibility. OFE faculty have actively explored co-teaching models and are developing ways...</td>
</tr>
</tbody>
</table>
6. What if the clinical educator is having difficulty leaving the classroom on a normal basis, thereby depriving the student teaching candidate a chance to be “in charge” of the classroom?  

While not a frequent problem, this problem does arise each semester. During the first observation conference, the supervisor may want to mention that as the candidate gets more comfortable, the teacher may leave the room more frequently, starting with small increments of time and eventually being out of the room longer. While we want the CE to be in the room enough to gauge the level of the candidate’s teaching, it is important for the candidate to experience what it is like to be on their own with the students. Further conversations with the CE may be necessary if this continues to be a problem as the semester develops.

### REGARDING OBSERVATIONS

1. What is the schedule of the observations?  

A calendar is provided for each semester, which indicates the time frame in which each observation should occur. Generally, the four formal observations occur in three-week rotations.

2. Is there flexibility with the schedule of the observations?  

There is some flexibility, but it is recommended that you attempt to stay within the confines of the calendar in order not to “bunch up” the observations. One or two days on either end of the rotation would be acceptable.

3. What is the common length of an observation?  

That depends on the grade level. You can plan on each observation usually taking about three hours. Arriving at the site, checking in, reviewing all of the candidate’s materials, the actual observation, and the conferences afterwards typically take from two to three hours.

4. What if I can’t conference immediately following the observation?  

This may occur. The conferences can take place later during that same day. We strongly discouraged postponing the conference to another day if possible. Immediate feedback is critical to the candidate’s success.

5. Where and when is the final conference held?  

The final conference takes place at the university on the dates listed in the calendar, typically during exam week. Space will be made available to you at the university for you to hold your conferences.

### REGARDING LOGISTICS AND SEMINARS

1. Where can I make copies of resources for my seminars?  

You can make copies in the Office of Field Experiences in COE Bldg. Suite 139. Contact the office at 704-687-8802 several days in advance.

2. Where are seminars held?  

Seminars are usually held on campus. Rooms will be made available to you for your conferences. Some supervisors do
<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>3. Are there resources available for me to use in planning my seminars?</td>
<td>In addition to personal materials you may have in your own professional library, there are numerous resources available in the Office of Field Experiences that may be checked out for one-two week periods. A complete listing of resources is accessible from the Supervisor page on the OFE website.</td>
</tr>
<tr>
<td>4. How often do I turn in my mileage reimbursement form?</td>
<td>Turn in your mileage reimbursement form every two to three weeks. Forms must have your original signature, so they may not be emailed or faxed.</td>
</tr>
<tr>
<td>5. How do I know which mileage reimbursement form to use?</td>
<td>The State regulations tend to change each year, so current information will be provided at the first university supervisor meeting.</td>
</tr>
<tr>
<td>6. Who do I contact if I have a question regarding mileage reimbursement?</td>
<td>Our staff in the Office of Field Experiences can assist you. You may reach them at 704-687-8802.</td>
</tr>
<tr>
<td>7. Do supervisors attend the edTPA Support sessions?</td>
<td>We strongly encourage supervisors to come to the edTPA support sessions. While supervisors are not responsible for sharing content at these sessions, your presence sends a powerful message to candidates that both the edTPA support faculty and the supervisor are both working collaboratively to assist them. In addition, supervisors can learn more about the requirements of the edTPA project. If your schedule allows, we would be honored for supervisors to attend. We will let you know the schedule in advance so you may plan accordingly.</td>
</tr>
<tr>
<td>8. What if I have a question regarding the edTPA Project or other electronic evidence?</td>
<td>Questions regarding edTPA any of the assignments can be directed to your OFE mentor or any full-time supervisor in the Office of Field Experiences.</td>
</tr>
<tr>
<td>9. What if I have a question regarding elementary education supervision and it is not posted on these pages?</td>
<td>Contact the OFE elementary faculty at 704-687-8802.</td>
</tr>
<tr>
<td>10. What if I have a question regarding middle school/secondary supervision and it is not posted on these pages?</td>
<td>Contact the OFE middle/secondary faculty at 704-687-8802.</td>
</tr>
<tr>
<td>11. What if I have questions about special education supervision?</td>
<td>Contact the OFE special education faculty at 704-687-8802.</td>
</tr>
<tr>
<td>12. What if I have questions about B-K supervision?</td>
<td>Contact OFE B-K faculty at 704-687-8802.</td>
</tr>
<tr>
<td>13. Final Question: What if I am just confused and don’t know what to do?</td>
<td>When in any doubt, contact Joyce Frazier at 704-687-8807 or email her at <a href="mailto:jwfrazie@uncc.edu">jwfrazie@uncc.edu</a>.</td>
</tr>
</tbody>
</table>
RESOURCES FOR SUPERVISORS
# Common Acronyms Used in Education

## UNC Charlotte Terms
- **CF**: Conceptual Framework
- **COED**: College of Education
- **CE**: Clinical educator
- **OFE**: Office of Field Experiences
- **OFF**: Observation Feedback Form
- **ST**: Student Teacher
- **STAR**: Student Teaching and Graduate Internship Assessment Rubric
- **US**: University Supervisor
- **YLI**: Yearlong Intern (undergraduate students who have a two-semester internship experience)

## North Carolina Terms
- **AYP**: Adequate Yearly Progress
- **BT (1,2,3)**: Beginning Teacher (years of experience)
- **CTE**: Career and Technical Education
- **EOC**: End-of-Course Test
- **EOG**: End-of-Grade Test
- **ELL**: English Language Learner
- **ESL**: English as a Second Language
- **IHE**: Institute of Higher Education
- **InTASC**: Interstate Teacher Assessment and Support Consortium
- **LEA**: Local Education Agency or Local School System
- **LEP**: Limited English Proficient
- **NAEP**: National Assessment of Educational Progress
- **NBPTS**: National Board for Professional Teaching Standards
- **NCAE**: North Carolina Association of Educators
- **NCATE**: National Council for the Accreditation of Teacher Education
- **NCDPI/SDPI**: North Carolina or State Department of Public Instruction
- **NCSCOS**: North Carolina Standard Course of Study
- **CCSS**: Common Core State Standards
- **NCES**: North Carolina Essential Standards
- **NC WISE**: North Carolina Window of Information for Student Education
- **PEP**: Personalized Education Plan
- **SEA**: State Education Agency
- **SIP**: School Improvement Plan
- **STEM**: Science, Technology, Engineering, and Mathematics
- **TESOL**: Teachers of English for Speakers of Other Languages
- **504 Plan**: Written plan to accommodate and access services for a person with a disability who is not receiving services under the Individuals with Disabilities Act (IDEA)

## School Terms
- **AP**: Assistant Principal
- **ISS**: In-School Suspension
- **OSS**: Out-of-School Suspension
PLC  Professional Learning Community
SACS  Southern Association of Colleges and Schools
TD  Talent Development

**Exceptional Children Terms**
AC  Adapted Curriculum
ADA  Americans with Disabilities Act
ADD  Attention Deficit Disorder
ADHD  Attention Deficit with Hyperactivity Disorder
AIG  Academically/Intellectually Gifted
AT  Assistive Technology
AU  Autism
CBA  Curriculum Based Assessment
CBM  Curriculum Based Measurement
CECAS  Comprehensive Exceptional Children Accountability System
DAP  Developmentally Appropriate Practices
DB  Deaf-Blindness
DD  Developmental Delay
Deaf-HI  Deafness & Hearing Impairment
EC  Exceptional Children
ECSE  Early Childhood Special Education
EI  Early Intervention
GC  General Curriculum
GT  Gifted and Talented
ID  Intellectual Disability
IDD  Intellectual and Developmental Disability
IDEA  Individuals with Disabilities Education Act
IEP  Individual Education Plan
IFSP  Individual Family Support Plan
MU  Multiple Disabilities
NCEXTEND1  North Carolina EXTEND 1
OHI  Other Health Impairment
OI  Orthopedic Impairment
OT  Occupational Therapy/Therapist
PDD  Pervasive Development Disorder
PDD-NOS  Pervasive Development Disorder – Not Otherwise Specified
PT  Physical Therapy/Therapist
RE  Regular Education
RTI  Response to Instruction
SBS  School-wide Behavior Supports
SED  Serious Emotional Disability
SLD  Specific Learning Disability
SLP  Speech-Language Pathologist
SI  Speech and/or Language Impairment
TBI  Traumatic Brain Injury
VI  Visual Impairment (including blindness)
Phases in Student Teaching


Student teaching usually represents the culminating experience in a teacher preparation program. It is a time of great pressure and wonderful excitement. It offers candidates an opportunity to meet children head on, to test ideas and theories, and to ask new questions about themselves in relation to the world. It is a pervasive experience accompanied by many ambivalent feelings--joy, fear, love, guilt, frustration, and anger. During this critical period, students pass through a number of phases which affect the development of both their personal and professional self-identities.

Phase I: Anxiety/Euphoria
In this beginning phase, students prepare to separate from the campus milieu and anticipate the classroom context. It is an uneasy process which raises many questions: "Will I be accepted by my clinical educator?" "Will our relationship be open?" "What standards will I have to live up to?" "What will I say when asked 'What's your goal?'" "I don't know anything about second graders." "Will they like me?" "I've heard about student teaching since my freshman year. What's going to happen when I finally get there?"

Such expressions of anxiety are often either alleviated or accentuated by the nature of the welcome students receive from school personnel. Teachers, parents, and administrators who are sensitive to the feelings of the preservice teacher work to establish positive vibrations and to ease those initial fears by meeting with the student beforehand, orienting the student to the school and community, and preparing the pupils for their new teacher.

One student, in describing her first day, provides us with an example of a first encounter that did little to relieve tension.

Today I was introduced to class 5-310. I was very nervous because I never had fifth grade before. When I walked in, I was introduced to my clinical educator by the school principal. She brought me over to a reading group and told me to introduce myself and help them if they had any problems. I felt a little awkward because I was just thrown into this group, but I made the best of it. They accepted me but not with full trust. At lunchtime, she told me to plan a lesson on Northeast, Southeast, and North Central states and their industries. She asked me if I had any ideas for the social studies bulletin board. I told her that maybe they could show their learning by making an industrial map of those regions using pictures and objects. She liked the idea. I was happy. She wanted me to introduce the idea in the afternoon. It turned out that she introduced the idea and I sat back and listened. Tomorrow, I'll give a lesson on the products of the regions.

The first days are also times of great excitement. The candidate has finally "arrived" in the classroom, a dream fulfilled. The student, not yet experiencing the realities of the teacher role, easily identified with the children, for it is very important to be liked by them. Making "friends" with the pupils marks an early step in the process of developing the authority relationship necessary in teaching. The development of this relationship will be a continuing dilemma in the upcoming weeks.

With the survival of that first day, the pressure abates somewhat. The next few days, usually set aside for observation, are relaxing and easy as decisions are made by the clinical educator who has not yet shifted responsibility to the student.

It is also at this time that the candidate sets very high expectations in terms of personal performance and the rewards and accomplishments that will be realized from the field experience.

Phase II: Confusion/Clarity
Shortly after the entry adjustment period has taken place, a second phase begins to emerge. The student is charged with the responsibility of working with a small group of children, often in reading. This assignment immediately sets off a state of confusion and panic to be shared with other candidates that day in the lunchroom. "I don't know anything about curriculum." "I had a reading course, but it was all theory." "I didn't learn how to teach it." "How can I teach five
children all at once?" "When will I call this group together and how long should the lesson take?" "What if they don’t listen to me?"

The complexity of the classroom also confronts students who are attempting to decipher its rules and routines; to familiarize themselves with the personality and style of their clinical educators; to become aware of the intellectual, emotional, and physical differences in the children; and to learn the layout of the learning environment itself, often filled with a myriad of unfamiliar materials located in a half-dozen interest and play areas.

Students are faced with the uncertainty of when to "plunge-in" and act, perhaps to grant a child permission to leave the room. They frequently hold back to avoid overstepping what they see as the boundaries between themselves and the clinical educators.

Students must also negotiate a new language—behavioral objectives, integrated curriculum, basals, learning disabilities, and core evaluations—and new people—specialists in reading, math, music, science, and physical education, as well as parents and principals.

To add to the challenge, students are presented with team requirements established by the college supervisor. These may include lesson planning, the design and development of a unit, the maintenance of a log, setting up an interest area, plus required readings in child development and curriculum.

Despite the confusion and innumerable pressures, candidates, with great resilience and stamina, gather their emotional and intellectual resources and begin to make sense out of it all. Holding on to a teacher manual for dear life, the student delves into a curriculum area, teaches that small group, and takes one of the many risks that will be so much a part of the term.

The experience of working with individual children, planning and record keeping for a small group, and focusing on a single subject area permits a certain degree of comfort and clarity. Exploring a few teaching materials and methods, getting to know several children well, and moving in on a small part of the daily routine somewhat reduces the enormous complexity of the classroom. Students learn to deal effectively with small pieces of it.

At this point, students’ perceptions of the classroom and awareness of what is transpiring around them are very narrow. Although their scope is limited at this time, it is through this very narrowness that the bits and pieces of the puzzle begin to be assembled.

Phase III: Competence/Inadequacy

A triumph with an individual child, a compliment from the clinical educator, a pupil rushing to sit close during story time, and other occasional occurrences begin to promote feelings of being an effective candidate.

...I'm pleased. A lot of success for my kids. Not too many were neglected by me. Charlene is keeping along in reading. She actually read a whole list of words today. She writes her own stories now too...

During this phase, the college supervisor, the clinical educator, and other students play crucial roles in helping the student on the road to self-confidence. It is imperative that supervisor and teacher provide strong reinforcement, emphasizing those aspects of teaching performance that are well done and thereby proving a basic foundation for building competence.

It may be necessary to overlook a number of critical issues at this time for the sake of fostering a positive attitude for growth. Students’ insecurity and unsureness continually promote conflicting feelings about their performance. They have an incessant appetite for feedback, usually a need to hear, "You're doing O.K."

Today I was observed for the second time. It went extremely well; I'm pleased. My supervisor liked it too, so it makes all the planning and preparation worthwhile. I also did a lesson on testing for starch in a potato. It wasn't a planned lesson, but turned out well. Some days I feel like I'll never be able to teach a class and then other days I feel very competent and pleased. It's a good feeling.
An opportunity to validate one’s feelings with other preservice teachers builds one’s ego as a student realizes that his or her insecurities, loneliness, and struggles are not unique. The sharing of newly acquired knowledge and skills, as well as the anguish, promotes additional self-confidence.

Although students know they have made progress, there is still a sense of being overwhelmed and a question of “Am I going to make it?"

...My problem revolves around when I worry so much. I can’t possibly do everything at once. I know that I can’t possibly give all of me to all of them at a given moment.

The college supervisor, the clinical educator, and the subject specialists in the school appear to know everything there is to know about teaching. They seem to do everything well. They have no problems, no insecurities. There is a sense of awe and wonderment about these people. There is so much to learn. "Will I ever be as good as they are?"

It is also very difficult for candidates to come to terms with being authority figures. There is a terrific need to be friendly and loving, and a strong distaste for and avoidance of “disciplining” a child. Such a step might risk the relationship and contaminate the students’ conception of the “ideal teacher.” Yet, children constantly test students' authority, continually throwing them off balance, breeding frustration.

...Sheila and Charlene are always testing me. It makes me feel weak and out of control. I want to be able to control them and to be on top so I can be with them.

Incidents and issues relating to control tend to chip away most often at students' sense of competency. Yet, a lesson that falls flat, a conference with the supervisor that is laden with critical issues, or an inability to master an elementary concept before teaching it can penetrate the vulnerable student's equilibrium and bring on feelings of inadequacy at any given moment.

Phase IV: Criticism/New Awareness
Although concerns about self tend to prevail throughout the preservice experience, students during this phase devote greater thought and attention to children and to professional issues.

Expressions that begin with, "If it was my classroom, I would do it differently," are signs that students have moved into this phase. The imperfections of the classroom and the clinical educator begin to surface. Students find fault with the ways in which the clinical educator handles children, organizes the school day, and interprets curriculum. They may criticize the clinical educator in conversations with the supervisor or other students. Students are also better able to accept criticism from others and begin to evaluate themselves objectively.

In addition to becoming more critical of self and others, the student's scope of the classroom broadens. There is an appreciation for the hidden dimensions of life in school, for the knowledge and thought behind the appearance of the classroom. The ability to distance oneself from the intensity of one's emotions so as to be able to focus on children, to analyze critically the teaching performance of oneself and others, and to question the curriculum of the classroom and the philosophy of the school are signs of a maturing process.

...In the beginning, I was totally engrossed by the academic. Gradually I stood back and observed more of the children’s social behavior, their interaction with each other and teachers, how self-initiating they were, patterns of how they got each other to join them in an activity. I listened to some of their "free time" and "work time" dialogues. I tried to be sensitive to the children and where they were coming from at a particular time. That may mean laughing with their jokes or experiencing with them their joy, discovering something difficult, their anger, sadness, and frustrations. What was important to them was important to me...

This phase, a wedge between, signals a move toward professional self-identity.
Phase V: More Confidence/Greater Inadequacy

Feelings of renewed confidence and continued inadequacy, which accompany this phase, are at a different level than those experienced during Phase III. Here, survival is no longer a question. Students have acquired a sense of stability. They are sure of their goals. They know they are going to make it.

I'm really enjoying myself. The fear, the tenseness is gone. I'm still not all together, and I let the kids get away with too much, but I'm learning how and when to tell them to treat me right... I now have two reading groups and a math group I've still been able to get all my groups done and corrected on time. I'm feeling a little more flexible...

The fact that this student can critically analyze self and others and raise deeper questions about education indicates new strength and self-assuredness. Success with lessons and with managing children is more frequent. Students prefer to assume full responsibility for teaching. Clinical educators begin to get in the way. Students often become frustrated with the clinical educator who is now "impinging" on their ideas, their style. They cherish the moments when they are the teacher, along with the children. Clinical educators, on the other hand, may resent students' attempts to take over. They grate at each other and tension is created.

Students are still haunted by the high expectations they have set for themselves. They are continually frustrated as they are unable to meet the standards of perfection that they have established. Something unexpected always occurs to spoil what would have been a superb lesson! Though students are concerned with their imperfections, they are relatively insignificant, a far cry from the glaring shortcomings of earlier weeks.

A sense of competition among preservice teachers located at the same school may develop. There is a feeling that the student who is doing more "teaching" is the most successful one. Although the clinical educator or supervisor has explicitly stated nothing, students feel obligated to demonstrate that they can "take over" the class for several days at the conclusion of the term to show everyone, including themselves, that they are capable. For others, more tension, more pressure.

Students may also consciously or unconsciously compete with the clinical educator by preparing splashy lessons and by appealing to the pupils for their affection.

I feel like a flop again. Mostly after my teacher returns to the room, because then my sloppiness is exposed...I couldn't get the kids to listen. I feel as if my teacher always saves the day so why bother trying to get the kids to listen to me

Rivalries with other students and teachers and their own image of the ideal teacher they would like to create cause temporary triumphs and tragedies.

Phase VI: Loss/Relief

Separation from individuals with whom students have been closely associated for many weeks poses a number of concerns.

It is important for students to work with the clinical educator to prepare the children for their upcoming departures. Students may explain why they are leaving, where they are going, and most importantly, which teachers are remaining. Clinical educators must also prepare themselves and the pupils either for the new candidate who will soon be arriving or possibly for a class without a candidate.

Pupils often participate in planning for students' farewells by making cards, writing letters, assembling photo albums, putting on plays, helping to bake party goodies, preparing lists of what the students take, or actually helping to pack.

The loss of the candidate may also mean a reorganization of the daily program and schedule. Opportunities for individualized and small group instruction may no longer be readily provided. Pupils may need practice in easing into a new daily routine.

Candidates must deal with those feelings which accompany the end of any close relationship: feelings of guilt for not helping the pupils of any close relationship; feelings of guilt for not helping the pupils make the gains that they should have made, feelings of loss that come with leaving the children and the clinical educator behind. Students are also faced with feelings of anxiety posed by the reentry to campus life and the search for employment. There are great feelings of
accomplishment as students look back at the growth they have made, as well as sighs of relief that this training period is finally over.

This is also a period of reassessment and reflection. For most students, the student teaching experience enables them to make more accurate career plans. Those unrealistic expectations and standards of performance have now been put into proper perspective. There are fresh realizations regarding their future roles in the field of education. For those who have been particularly successful, there is a great sense of satisfaction as well as anticipation of the first year of teaching.

In reflecting over this total student teaching experience, I feel it has honestly been one of my most informative and beneficial learning experiences here at college. Everything I've read and studied about children for the two-and-one-half previous years suddenly came to life. Learning has been made a reality for me. Through the experience, I've constantly been gaining awareness, growth, and insight of the teaching profession. I've felt a real concern for both the academic and developmental needs of children... What is even better knows that my education and learning don't stop here. As a future teacher, I can look forward to constant growth and change in knowledge.

Implications for Teacher Educators

A view of teaching as an ongoing learning process in which new insights in teaching and learning are developed and new competencies achieved over time is one which has not yet taken hold in the minds of some teacher educators in colleges of education and in the public schools.

The lockstep approach to teacher training, consisting of a course in the psychology of education plus a series of methods courses, culminating in a single student teaching experience in the senior year, in some ways exacerbates the feelings of anxiety and inadequacy discussed earlier. Clinical educators complain that students know very little about teaching upon entering the classroom, and supervisors fret that there is so little time to teach them everything that they need to know. The candidate is expected to be graduated and certified, a finished product. Colleges are, however, beginning to reexamine and redesign the content, timing, and experiences of the professional sequence so that it better meets the needs and concerns of both preservice and in-service teachers. The designation of teacher centers with multiple candidate placements, early field experiences in the freshman and sophomore years, supporting education courses taught on site by "the school-based teacher educator" and full term student teaching in the junior and senior years in alternative settings are examples of changes in teacher education programs that contribute to a reduction of frustration, tension, and ambivalence which are so much a part of the phases through which a student passes in the process of becoming a teacher.

The phases of student teaching which have been identified here are not mutually exclusive; there is much overlap. It is clear, however, that spiraling and repeating patterns of feelings do develop during the course of the preservice experience. These feelings are brought about by the difficulties inherent in the concurrent development of a personal and professional self-identity, the timing and sequence of training experiences, the ambiguity of the role of candidate, the development of personality with the school context, and the adventure and uncertainty always associated with the unknown. Ideas for this article were generated from student seminars at Wheelock College and from reading students’ logs.

References


**Phases in Student Teaching and Student Teaching Requirements**

<table>
<thead>
<tr>
<th>Week</th>
<th>Phase of Student Teaching</th>
<th>Student Teaching Requirements</th>
</tr>
</thead>
</table>
| 1 & 2  | I – Anxiety/Euphoria              | • Orientation  
|        |                                   | • Active Observations  
|        |                                   | • Notebook Organization                                                                 |
| 3      | II – Confusion/Clarity            | • Initial Planning  
|        |                                   | • Assume Instructional and Non-Instructional Responsibilities  
|        |                                   | • Begin Record Keeping  
|        |                                   | • Begin planning for edTPA project                                                             |
| 4 – 7  | III – Competence/Inadequacy       | • Additional Instructional Responsibilities                                                   |
| 4 – 11 | IV – Criticism/New Awareness      | • Gradual Assumption of Instructional and Non-Instructional Responsibilities                  |
| 8 – 11 | V – More Confidence/Greater Inadequacy | • Full-Time Teaching                                                        |
| 12 – 15| VI – Loss/Relief                  | • Gradual Release of Instructional and Non-Instructional Responsibilities  
|        |                                   | • Observations of other teacher, (other classrooms)  
|        |                                   | • Final Self-Evaluation                                                                 |

On-going requirements:
- Attendance
- Weekly Online Seminar Reflections/Assignments
- Anecdotal Records (if applicable)
- Face-to-face seminar meetings
- Planning for Instruction
- Daily Reflections/Lesson Critiques
- Maintenance of Notebook
- Participation in Professional Activities/Duties/Conferences

TIPS FOR SUCCESSFUL CONFERENCES

Physical Environment
* Minimize distractions
* Sit side by side
* Listen for what is not said
* Know when to be silent
* Paraphrase to check for understanding

Listening Skills
* Listen attentively
* Read between the lines

Verbal Skills
* Be descriptive, not interpretive
* Be specific, not general
* Give new information
* Focus on changeable behaviors
* Be careful not to overload
* Be realistic in expectations

Non-Verbal Skills
Be aware of:
* facial expressions
* gestures
* posture
* tone of voice
* eye contact

Creating a Plan of Action
* Identify concerns
* Generate alternatives
* Evaluate alternatives
* Choose best plan of action
* Document plan as needed

Providing Closure
* Address all concerns and viewpoints
* Ensure everyone has been heard
* End on a positive note
UNC Charlotte Code of Student Academic Integrity

Students have the responsibility to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

The following conduct is prohibited in the Code of Student Academic Integrity.

1. **Cheating**—intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

2. **Fabrication and Falsification**—intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

3. **Multiple Submissions**—the submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

4. **Plagiarism**—intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.

5. **Abuse of Academic Materials**—intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

6. **Complicity in Academic Dishonesty**—intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

A full explanation of these definitions and a description of procedures may be found at [http://legal.uncc.edu/policies/up-407](http://legal.uncc.edu/policies/up-407).
UNC Charlotte Cato College of Education Diversity Commitment

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term “diversity” is often used to refer to differences, the College’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Approved by the COE Faculty 1/11/05
FORMS AND EVALUATIONS
OBSERVATION ASSESSMENT INSTRUMENTS

- **STAR**: Student Teaching and Graduate Intern Assessment Rubric
- **OFF**: Observation Feedback Form
- **CTC**: Certification of Teaching Capacity

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**Student Teaching and Graduate Internship Assessment Rubric**

Candidate Name and ID Number __________________________
School(s) _______________________________
Clinical educator(s) ________________________
University Supervisor _______________________
Subject(s) ________________________________
Grade(s) ____________________________ Semester ___________________________
Procedures for Using the STAR: Student Teaching and Graduate Intern Assessment Rubric
(this information is duplicated from an earlier section of the University Supervisor Manual)

The members of the team who use the STAR are the clinical educator (CE), the candidate / student teacher (ST), and the university supervisor (US). All team members record their ratings in the same copy of the STAR booklet which remains in the ST’s classroom. Note: for the lateral entry candidates, only the US and candidate will complete the STAR.

Directions for Clinical Educators:
- Use the STAR and the OFF for all observations.
- In consultation with the ST, decide on a lesson to observe, and complete the lesson observation.
- After the student teacher has self-evaluated, read each descriptor on the rubric.
- Decide which level (0, 1, 2, or 3) best reflects the current level of performance of the ST. Level 0 indicates that the descriptors were not observed or no evidence was presented for that observation. Level 3 is reserved for exceptional/distinguished performance. If an element is not applicable, record N/A.
- On the adjacent scoring profile, record the appropriate level number for each element in the CE space indicated.
- Record narrative comments on the OFF.
- Conduct a post-observation conference with the ST to compare rubric scores with the ST’s self-evaluation and to discuss the OFF comments.
- Sign and date the signature blank at the bottom of section C2, but leave the detachable copies intact until the US’s visit.

Directions for Candidates:
- Use the STAR for all observations. Each time, record the date, and use a different colored ink to illustrate progress.
- In consultation with the CE, arrange for a lesson to be observed by the CE.
- For each observation, on the same day as the CE’s observation, self-evaluate directly on the rubric using different colored ink to illustrate performance. Level 0 indicates that the descriptors were not observed or no evidence was presented for that observation. Level 3 is reserved for exceptional/distinguished performance. Student teachers should self-evaluate before the CE marks the scoring profile.
- Participate in a post-observation conference with the CE to compare rubric scores and to discuss the OFF comments.

Directions for University Supervisors:
- Use of the STAR and OFF is required for all observations.
- In consultation with the ST and CET, decide on a lesson to observe, and complete the observation.
- Read each descriptor on the rubric and the descriptions of the performance levels on the scoring profile.
- Decide which level (0, 1, 2, or 3) best reflects the current level of performance of the ST. Level 0 indicates that the descriptors were not observed or no evidence was presented for that observation. Level 3 is reserved for exceptional/distinguished performance. If an element is not applicable, record N/A.
- On the adjacent scoring profile, record the appropriate level number for each element in the US space indicated.
- Record narrative comments on the OFF.
- Conduct post-observation conferences with the ST and CE to discuss the STAR ratings and to sign the profile.
- Remove a colored copy of each profile for your file.
- After the last observation, remove the white copy of each scoring profile page.

Observation Sequence:
- First Observation: Evaluate all STAR standards, complete OFF, review CTC competencies.
- Second Observation: Evaluate all STAR standards, complete OFF, review CTC competencies.
- Third Observation: Evaluate all STAR standards, complete OFF, review CTC competencies.
- Fourth Observation: Evaluate all STAR standards, complete OFF, review CTC competencies.
# Student Teaching and Graduate Intern Assessment Rubric

**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)

**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)

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL 0</th>
<th>DEVELOPING LEVEL 1</th>
<th>PROFICIENT LEVEL 2</th>
<th>ACCOMPLISHED LEVEL 3</th>
</tr>
</thead>
</table>
| K1a: Individualizes the Instructional Environment | • Not Observed  
• No Evidence | • 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 | • 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 | • 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 | • Not Observed  
• No Evidence | • Sets limited expectations for students regarding achievement and learning | • Communicates high expectations for all students regarding achievement and learning | • Communicates high expectations and assists all students in setting high expectations for themselves to achieve success |

**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)

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL 0</th>
<th>DEVELOPING LEVEL 1</th>
<th>PROFICIENT LEVEL 2</th>
<th>ACCOMPLISHED LEVEL 3</th>
</tr>
</thead>
</table>
| K2a: Demonstrates Knowledge of Content | • Not Observed  
• No Evidence | • Exhibits lapses in content knowledge  
• Neglects to correct errors of students or self  
• Makes limited efforts to extend knowledge in subject matter and methodology | • 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 | • 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

- Not Observed
- No Evidence
- Seldom encourages students to integrate knowledge from other areas
- Teaches lessons that encourage students to integrate 21st Century Skills and apply knowledge from several subject areas
- Frequently implements lessons that encourage students to integrate 21st Century Skills and apply knowledge in creative ways from several subject areas

### K2c: Demonstrates Awareness of Literacy Instruction Across All Content Areas

- Not Observed
- No Evidence
- Limited literacy instruction in individual lessons is planned
- Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning
- Integrates, evaluates and reflects upon the effectiveness of literacy instruction within and across content areas

### K2d: Makes Content Relevant and Accessible to all Learners

- Not Observed
- No Evidence
- Makes little or no meaningful connection to learners’ experiences
- Motivates students to share enthusiasm and make personal connections to the subject matter
- Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences
- Few opportunities are provided for students to practice academic language in their content area
- Creates opportunities for students to learn, practice, and develop academic language in their content area
- Provides opportunities for students to master and apply academic language across content areas
- Establishes a safe and orderly classroom environment
- Uses most class time for productive and active engagement of learning
- Maintains a classroom environment with a high level of safety and orderliness
- Maximizes the amount of time spent in productive, engaged learning
- 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

### 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)*

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL 0</th>
<th>DEVELOPING LEVEL 1</th>
<th>PROFICIENT LEVEL 2</th>
<th>ACCOMPLISHED LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1a: Manages Time and Materials</td>
<td>Not Observed</td>
<td>Uses space and materials in a disorganized and inefficient manner</td>
<td>Organizes and manages space and materials effectively and efficiently for productive student engagement</td>
<td>Exhibits creative use of space and materials effectively and efficiently</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>Assumes little responsibility for a safe and orderly classroom environment</td>
<td>Establishes a safe and orderly classroom environment</td>
<td>Maintains a classroom environment with a high level of safety and orderliness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allows excessive time to be spent on nonproductive, non-instructional matters</td>
<td>Uses most class time for productive and active engagement of learning</td>
<td>Maximizes the amount of time spent in productive, engaged learning</td>
</tr>
<tr>
<td>E1b: Establishes Expectations for Behavior</td>
<td>Not Observed</td>
<td>Exhibits uncertainty or inconsistency about expectations</td>
<td>Creates and communicates clear expectations and procedures</td>
<td>Includes students in creating and communicating shared clear expectations and procedures</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>Adheres to established behavioral strategies that are no longer effective</td>
<td>Uses a wide variety of behavioral strategies effectively</td>
<td>Consistently uses a wide variety of effective behavioral strategies during individual and group work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exhibits uncertainty about the role of student self-regulation</td>
<td>Provides opportunities for students to self-regulate behavior</td>
<td>Motivates students to self-regulate their behavior</td>
</tr>
</tbody>
</table>
### E1c: Monitors and Responds to Student Behavior

<table>
<thead>
<tr>
<th>Level 0</th>
<th>Developing Level 1</th>
<th>Proficient Level 2</th>
<th>Accomplished Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Observed</td>
<td>Redirects behavior in an inconsistent manner</td>
<td>Redirects behavior to foster student productivity and cooperation</td>
<td>Redirects behavior and encourages students to redirect peer behavior to foster student productivity and cooperation</td>
</tr>
<tr>
<td>No Evidence</td>
<td>Misreads student behavior and/or makes ineffective adjustments</td>
<td>Analyzes and addresses student behavior promptly and effectively</td>
<td>Analyzes and addresses student behavior promptly and consistently</td>
</tr>
<tr>
<td></td>
<td>Uses basic motivational strategies</td>
<td>Consistently uses effective motivational strategies</td>
<td>Consistently uses a variety of effective motivational strategies</td>
</tr>
<tr>
<td></td>
<td>Allows disruptions to interfere with instructional goals</td>
<td>Addresses disruptions with minimal instructional interference</td>
<td>Addresses disruptions with no instructional interference</td>
</tr>
</tbody>
</table>

### E1d: Establishes and Maintains a Positive Climate

<table>
<thead>
<tr>
<th>Level 0</th>
<th>Developing Level 1</th>
<th>Proficient Level 2</th>
<th>Accomplished Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Observed</td>
<td>Lacks enthusiasm and energy</td>
<td>Shows personal interest, enthusiasm and energy for teaching, subject area, and students</td>
<td>Shows enthusiasm and motivates students to share that enthusiasm</td>
</tr>
<tr>
<td>No Evidence</td>
<td>Overlooks opportunities to demonstrate openness, support, mutual respect</td>
<td>Maintains a learning environment that demonstrates openness, support, and respect for cultural backgrounds and differing perspectives of learners</td>
<td>Maintains a learning environment that fosters student openness, support, and respect for cultural backgrounds and differing perspectives of peers</td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>Element</th>
<th>Level</th>
<th>Developing Level 1</th>
<th>Proficient Level 2</th>
<th>Accomplished Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2a: Teachers Connect Concepts</td>
<td>Not Observed</td>
<td>Teaches content as a “stand alone” subject with no authentic student engagement</td>
<td>Engages learners in applying content knowledge to real world problems</td>
<td>Motivates students to generate connections between their content knowledge and their real world experiences</td>
</tr>
<tr>
<td>E2b: Teachers Communicate Effectively with Students</td>
<td>Not Observed</td>
<td>Is ineffective in communicating with students or relies heavily on one method to communicate effectively with students</td>
<td>Uses a variety of methods to communicate effectively with all students</td>
<td>Motivates students to use a variety of methods to communicate effectively with one another</td>
</tr>
<tr>
<td>E2c: Encourages Students to Articulate Understanding of Content</td>
<td>Not Observed</td>
<td>Rarely encourages students to articulate thoughts and ideas clearly and effectively</td>
<td>Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively</td>
<td>Provides opportunities for students to use creative strategies to articulate thoughts and ideas clearly and effectively</td>
</tr>
</tbody>
</table>
E2d: Teachers Embrace Diversity in the School Community and in the World
- Rarely engages learners in questioning and challenging assumptions in order to incorporate different points of view in instruction
- Engages learners in questioning and challenging assumptions in order to incorporate different points of view in instruction
- Motivates students to seek different points of view from peers through questioning and challenging assumptions

E3: Assessment:

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL 0</th>
<th>DEVELOPING LEVEL 1</th>
<th>PROFICIENT LEVEL 2</th>
<th>ACCOMPLISHED LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>E3a: Uses a Variety of Formal and Informal Assessment Strategies</td>
<td>• Not Observed • No Evidence</td>
<td>• Uses a narrow range of assessment indicators to monitor and evaluate student progress</td>
<td>• Uses multiple indicators, both formative and summative assessments, to monitor and evaluate students’ progress and to inform instruction</td>
<td>• 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</td>
</tr>
<tr>
<td>E3b: Establishes Criteria and Provides Assessment Feedback</td>
<td>• Not Observed • No Evidence</td>
<td>• Establishes learner outcomes and assessment criteria which appear to be unclear to students</td>
<td>• Communicates clear learner outcomes and assessment criteria in advance of instruction</td>
<td>• Communicates clear learner outcomes and assessment criteria and involves students in setting criteria for evaluation</td>
</tr>
<tr>
<td>E3c: Creates Opportunities for Learner Response</td>
<td>• Not Observed • No Evidence</td>
<td>• Provides limited opportunities for student response and participation</td>
<td>• Provides opportunities for a high rate of student response and participation</td>
<td>• Serves as a facilitator of student participation for all students</td>
</tr>
<tr>
<td>E3d: Uses, Monitors and Records Assessment Data</td>
<td>• Not Observed • No Evidence</td>
<td>• Maintains few or inaccurate records of student work and performance</td>
<td>• Maintains useful, accurate, and up-to-date records of student work and performance</td>
<td>• Develops creative approaches for recording and monitoring assessment data</td>
</tr>
</tbody>
</table>

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)
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>DEVELOPING LEVEL 1</th>
<th>PROFICIENT LEVEL 2</th>
<th>ACCOMPLISHED LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>E4a: Develops Plans that are Aligned with State and District Curriculum</td>
<td>Creates plans that are unorganized, incomplete, unclear, inaccurate and/or shows little evidence of planning in advance of instruction</td>
<td>Creates plans that are complete, clear, accurate, and prepared in advance of instruction</td>
<td>Creates detailed lesson plans that are thorough, clear, accurate and show evidence of short and long term planning; adjusts plans as needed</td>
</tr>
<tr>
<td>E4b: Monitors and Adjusts Lesson Plans (to Meet and Enhance Student Progress Towards Goals)</td>
<td>Adheres rigidly to an instructional plan, or neglects to implement lesson as planned</td>
<td>Monitors student progress and adapts/adjusts plans to meet students’ needs and changing circumstances</td>
<td>Consistently monitors student progress and adjusts plans to accommodate all student needs</td>
</tr>
<tr>
<td>E4c: Collaborates and Plans with Other Professionals</td>
<td>Provides little evidence of planning collaboratively with professionals who have specialized expertise and/or does not meet the learning needs of students</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>E5: Instructional Strategies:</strong></td>
<td>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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E5a: Poses Quality Questions</td>
<td>Neglects to ask varied levels of questions</td>
<td>Uses varied types of questioning to address higher order thinking</td>
<td>Encourages students to frame their own questions</td>
</tr>
<tr>
<td>E5b: Develops Higher Order Thinking Skills in Students</td>
<td>Rarely engages some learners in developing higher order thinking skills and meta-cognitive processes</td>
<td>Engages all learners in developing higher order skills and meta-cognitive processes.</td>
<td>Encourages learners to extend knowledge with higher order thinking skills and meta-cognitive processes</td>
</tr>
</tbody>
</table>
### E5c: Uses a Variety of Instructional Methods

- Not Observed
- No Evidence
- 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
- 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
- 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

- Not Observed
- No Evidence
- Rarely uses media and technology to relay/receive information
- Effectively integrates media and technology with instruction to maximize students’ learning
- Consistently and effectively integrates media and technology to relay/receive information in a variety of forms

### E5e: Varies the Instructional Role

- Not Observed
- No Evidence
- Relies on a single teaching role or demonstrates limited flexibility in assuming varied teaching roles
- Consistently varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience)
- Consistently implements lessons that use different teaching roles and provides opportunities for students to assume leadership roles in their learning

### 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)

<table>
<thead>
<tr>
<th>Element</th>
<th>Level 0</th>
<th>Developing Level 1</th>
<th>Proficient Level 2</th>
<th>Accomplished Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1a: Assumes the Professional Role and Maintains High Ethical Standards</td>
<td>Not Observed</td>
<td>Inconsistent in upholding College of Education Professional Dispositions and the Code of Ethics for North Carolina Educators</td>
<td>Upholds College of Education Professional Dispositions and the Code of Ethics for North Carolina Educators as appropriate</td>
<td>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</td>
</tr>
<tr>
<td>C1b: Completes Student Teaching Internship Responsibilities</td>
<td>Not Observed</td>
<td>Completes most student teaching assignments regularly</td>
<td>Completes and organizes all student teaching requirements (and responsibilities) promptly</td>
<td>Exceeds requirements; attends non-required professional opportunities</td>
</tr>
<tr>
<td>C1c: Demonstrates Effective Oral and Written Language</td>
<td>Not Observed</td>
<td>Uses oral / written language that is unclear and/or incorrect</td>
<td>Communicates effectively and uses standard English consistently</td>
<td>Encourages effective and correct language usage by students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaks in a monotone and/or inappropriate volume</td>
<td>Uses inflection and appropriate volume consistently</td>
<td>Engages learners with animated and enthusiastic voice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writes illegibly</td>
<td>Writes legibly and correctly in all professional situations</td>
<td>Writes legibly and correctly in all professional situations; models correct penmanship/handwriting</td>
</tr>
</tbody>
</table>

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### C1d: Self-evaluates Teaching and the Professional Role

- Not Observed
- No Evidence

- Misjudges success as a student teacher
- Fails to acknowledge unsuccessful performance and/or needs assistance to understand its occurrence
- May be receptive to feedback

- 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

- 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

### 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)

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL 0</th>
<th>DEVELOPING LEVEL 1</th>
<th>PROFICIENT LEVEL 2</th>
<th>ACCOMPLISHED LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2a: Exhibits Leadership and Collaboration in Professional Settings</td>
<td>Not Observed</td>
<td>Engages in limited professional learning and/or fails to work collaboratively to advance professional practice</td>
<td>Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice</td>
<td>Leads professional learning activities, and organizes collaborative professional learning opportunities</td>
</tr>
<tr>
<td>C2b: Communicates with Families</td>
<td>Not Observed</td>
<td>Rarely works with learners and their families to establish expectations and communication for the benefit of students</td>
<td>Communicates with learners and their families to establish mutual expectations for the benefit of students</td>
<td>Works collaboratively with learners and their families to establish mutual expectations and ongoing communication for the benefit of students</td>
</tr>
</tbody>
</table>
Procedures for Using the Observation Feedback Form (OFF)
(this information is duplicated in an earlier section of the University Supervisor Manual)

In addition to the STAR, supervisors use the Observation Feedback Form (OFF) to provide narrative feedback to candidates. The OFF can be used in conjunction with the Certification of Teaching Capacity. In this way, supervisors and clinical educators can identify areas for improvement, and better guide the candidate toward successful completion of the Certification of Teaching Capacity at the end of the semester.

Steps for using the OFF
The OFF is completed, along with the STAR, at every observation. The OFF provides detailed feedback and progress on the candidate’s progression on the Certification of Teaching Capacity, as well as any other areas that need improvement. Supervisors should note strengths and areas for improvement on the form. Clinical educators and university supervisors both complete an OFF at each observation. The OFF can also be used to provide feedback to a candidate between official observations.

Candidates, clinical educators, and supervisors should all sign at the bottom of the page. After all participants have signed, the supervisor should keep the white copy and leave the yellow copy in the STAR for the candidate and give the pink copy to the CE. Candidates should keep their yellow copy in the STAR for easy reference.

There should be enough copies of the OFF for the CE and US in the STAR. Additional copies are available from the Office of Field Experiences; a single electronic copy is also available on the OFE website and in the “Forms” section of this document.
UNC Charlotte
OBSERVATION FEEDBACK FORM

Student: ____________________________________________________________

Observer: __________________________________________________________

Date: ___________________________ Total Absences: ___________ Total Tardies: ___________

Lesson Taught: ______________________________________________________

STRENGTHS

SUGGESTIONS FOR IMPROVEMENT

COMMMENTS AND REMINDERS

Discussion Points

Use of time
Materials
Questioning
Affirming students
Directions/Instruction
Monitoring
Enthusiasm
Transitions
Professional image
Attitude
Response to feedback
Confidentiality
Integrity
Documentation
Assessment
Proofreading
Communication
Weekly Reflections
edTPA
Lesson plans
Lesson critiques
2 day policy
STAR self-evaluation
CE Observations
Records
Technology
ST Notebook
Seminar
4 Weeks of full-time

ST: ___________________________ CE: ___________________________ US: ___________________________
**LEA/IHE Certification of Teaching Capacity**

Candidate Name: __________________________ School: __________________________

Clinical educator 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.*

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td>1e.1 Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td><strong>Classroom Climate/Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>2a.1 Maintains a positive and nurturing learning environment.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.1 Uses a variety of methods to communicate effectively with all students.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td></td>
<td>2b.2 Incorporates different points of view in instruction.</td>
<td>Met ☐ Not Met ☐</td>
</tr>
<tr>
<td>Standard/Element</td>
<td>Proficient Descriptor</td>
<td>Rating</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>3a. Teachers align their instruction with the <em>North Carolina Standard Course of Study</em>.</td>
<td>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>3d. Teachers make instruction relevant to students.</td>
<td>3d.1 Integrates 21st century skills and content in instruction.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4c. Teachers use a variety of instructional methods.</td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4d. Teachers integrate and utilize technology in their instruction.</td>
<td>4d.1 Integrates technology with instruction to maximize students’ learning.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4e. Teachers help students develop critical-thinking and problem-solving skills.</td>
<td>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4f. Teachers help students to work in teams and develop leadership qualities.</td>
<td>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td>Met Not Met</td>
</tr>
</tbody>
</table>

### Evaluation/Assessment

| 1a. Teachers lead in their classrooms.                                           | 1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the *North Carolina Standard* | Met Not Met             |
| 4h. Teachers use a variety of methods to assess what each student has learned.  | 4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction. | Met Not Met             |
|                                                                                 | 4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.               | Met Not Met             |
| 5a. Teachers analyze student learning.                                           | 5a.1 Uses data to provide ideas about what can be done to improve students’ learning.                   | Met Not Met             |

### Impact on Student Learning

| 1d. Teachers advocate for schools and students.                                  | 1d.1 Implements and adheres to policies and practices positively affecting students’ learning.            | Met Not Met             |
| 2d. Teachers adapt their teaching for the benefit of students with special needs.| 2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students. | Met Not Met             |
|                                                                                 | 2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs. | Met Not Met             |
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.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical educator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal (or designee)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (optional):
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.

### Professionalism

<table>
<thead>
<tr>
<th>1e.1 Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Displays high ethical standards (STAR C1a)</td>
</tr>
<tr>
<td>□ Maintains appropriate relationships with students (C1a)</td>
</tr>
<tr>
<td>□ Dresses and speaks professionally (STAR C1, TDA-Prof)</td>
</tr>
<tr>
<td>□ Is courteous to all (STAR C1, TDA-Prof)</td>
</tr>
<tr>
<td>□ Arrives on time and remains as expected (TDA-Prof)</td>
</tr>
<tr>
<td>□ Attends school/school functions as expected (TDA-Prof)</td>
</tr>
<tr>
<td>□ Assumes responsibility for tasks (STAR C1)</td>
</tr>
<tr>
<td>□ Completes and organizes student teaching/internship requirements (STAR C1b)</td>
</tr>
<tr>
<td>□ Maintains accurate records of student work and performance (STAR E3d)</td>
</tr>
<tr>
<td>□ Accepts constructive feedback and responds appropriately (TDA-R)</td>
</tr>
<tr>
<td>□ Demonstrates a commitment to ethics (CF 3b)</td>
</tr>
<tr>
<td>□ Avoids unprofessional conversations (TDA-Prof, STAR C1a)</td>
</tr>
</tbody>
</table>

### Instruction

<table>
<thead>
<tr>
<th>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Designs lessons appropriate for the diverse backgrounds and abilities of all students (STAR E4)</td>
</tr>
<tr>
<td>□ Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests (STAR K1)</td>
</tr>
<tr>
<td>□ Effectiveness in culturally competent practice (CF 2e)</td>
</tr>
</tbody>
</table>

### Classroom Climate/Culture

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Teaches students to self-regulate behavior (STAR E1b)</td>
</tr>
<tr>
<td>□ Redirects behavior to foster student productivity and cooperation (STAR E1c)</td>
</tr>
<tr>
<td>□ Analyzes student behavior and makes effective adjustments (STAR E1c)</td>
</tr>
<tr>
<td>□ Uses time effectively (STAR E1a, TDA-TE)</td>
</tr>
</tbody>
</table>

### 2a.1 Maintains a positive and nurturing learning environment. |

| □ Takes responsibility for establishing a positive classroom environment (STAR E1d) |
| □ Shows enthusiasm and energy for teaching (STAR E1d, TDA-Prof) |
| □ Exhibits a positive attitude, shows enthusiasm (STAR E1d, TDA-Prof) |

<table>
<thead>
<tr>
<th>2b.2 Incorporates different points of view in instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Displays acceptance of diverse backgrounds and abilities of all students (TDA-TE)</td>
</tr>
<tr>
<td>□ Demonstrates an ability and willingness to work cooperatively with faculty and staff (TDA-R)</td>
</tr>
<tr>
<td>□ Maintains a learning community of openness, mutual respect, and support (STAR K1)</td>
</tr>
</tbody>
</table>

### 2c.1 Maintains a learning environment that conveys high expectations for every student. |

| □ Creates and communicates expectations and procedures (STAR E1b) |
| □ Conveys high expectations for every student (STAR K1b) |

### 3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning. |

| □ Integrates effective literacy across content areas (STAR K2c, 21st CS) |
| □ Integrates multiple content areas (STAR K2b, 21st CS) |

<table>
<thead>
<tr>
<th>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Exhibits in depth understanding of content area(s) (STAR K2a)</td>
</tr>
<tr>
<td>□ Seeks ways to extend knowledge about content area and methodology (STAR E5c)</td>
</tr>
<tr>
<td>□ Teaches lessons that show connections to everyday life (STAR E2a)</td>
</tr>
<tr>
<td>□ Engages student in generating or constructing meaning from the subject area (STAR E2c)</td>
</tr>
<tr>
<td>□ Specialty Area Knowledge (CF 1b, 1c)</td>
</tr>
<tr>
<td>□ Provides resources or access to resources to address student interests (STAR CF 2f)</td>
</tr>
</tbody>
</table>

### 3d.1 Integrates 21st Century Skills and content in instruction. |

| □ Plans lessons that are appropriate for the students (STAR E4) |
| □ Plans lessons that are aligned with school and state goals (STAR E4) |
| □ Uses a variety of 21st century skills through instruction (21st CS) |
| □ Knowledge and effective use of 21st century skills (CF 1a, 2a) |
| □ Effective use of 21st century skills (CF 2a) |
| □ ISL (Lesson plans) |
**Instruction**  
**Instruction (continued)**

4c.1 Uses variety of appropriate methods and materials to meet the needs of all students.  
- Uses various appropriate instructional strategies to encourage active learning and independent thinking (STAR E5)  
- Varies the teaching role (e.g., instructor, facilitator, coach) based on content purpose, and student needs (STAR E5e)  
- Routinely obtains multiple resources and materials to extend student thinking and creativity (STAR E5, TDA-TE)  
- Effectiveness in planning, implementation, and evaluation (CF 2b)  
- Demonstrates a commitment to a positive impact on learners (CF 3a)  
- ISL (Lesson Plans)  

4d.1 Integrates technology with instruction to maximize students’ learning.  
- Uses technology effectively to relay/receive information (STAR E5d, 21st CS)  
- Effectively uses varied forms of technology and media (STAR E5d)  
- Demonstrates growth in effectively using varied forms of technology and media (STAR E5d)  
- ISL (Lesson Plans)  

4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.  
- Uses varied types of questioning to address higher order thinking (STAR E5a)  
- Enables student to apply knowledge through multi-level questioning (STAR E5a)  
- Employs articulate and probing questions (STAR E5a)  
- Demonstrates pedagogical knowledge (CF 1d)  
- ISL (Lesson Plans)  

4f.1 Organizes Student Learning Teams for the purpose of developing cooperation, collaboration, and student leadership.  
- Develops a variety of opportunities that promote participation and personal responsibility for learning (STAR E3c)  
- Encourages students to be flexible and helpful in making compromises to accomplish a common goal (21st CS)  
- Students share responsibility for collaborative work (21st CS)  
- Develops and adjusts strategies for individual and group work (STAR E5)  
- Demonstrates commitment to collaboration and leadership (CF 2c, 2d)  

**Evaluation/Assessment**

1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study. (Common Core State Standards as applicable)  
- Assesses student progress through routine use of varied formal and informal assessments (STAR E3a)  
- Highlights strengths and/or needs of students through criteria-based feedback (STAR E3, ISL)  

4h.2 Provides possible evidence that students attain 21st Century Skills and dispositions.  
- Evaluates 21st Century Skill data (ISL)  
- Determines need for re-teaching/reassessing 21st Century Skills (K2b)  
- ISL (Lesson Plans)  

5a.1 Uses data to provide ideas about what can be done to improve student learning.  
- Determines need for re-teaching/reassessing (21st CS)  
- Demonstrates positive impact on each student’s learning (ISL Assessments)  

1d.1 Implements and adheres to policies and practices positively affecting students’ learning.  
- Follows school/system policies and practices (STAR C1)  

2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.  
- Solicits information about student needs from both colleagues and parents (STAR C2)  
- Shares ideas and resources (STAR C2)  
- Makes frequent contact with colleagues/parents to meet student needs (STAR C2)  
- Uses home and school resources to determine relevant developmental factors (STAR C2b)  
- Accesses appropriate services or resources to meet learning needs (STAR E4c)  
- Demonstrates an ability to communicate and interact effectively and professionally with students, faculty, and staff (TDA-R)  
- Talks appropriately with other professionals concerning students (TPD-P)  
- Attends meetings/conferences regarding student support (STAR C2, CF 3a, CF 2f, TDA-R)  
- ISL (Part 5B)  

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<table>
<thead>
<tr>
<th>Keeps thorough, accurate records (STAR E3)</th>
<th>Demonstrates effective response to diverse learners (CF 2f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses assessment data to set instructional goals, identify student strengths, and adjust plans (STAR E3)</td>
<td>ISL (Lesson Plans)</td>
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<tr>
<td>ISL (Assessments)</td>
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</table>

4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.
- Uses pre-assessment data to inform instruction (ISL, STAR E3)
- Uses formative assessment data to determine differentiated instruction needs (ISL)
- Analyses and evaluates summative data effectively (ISL)
- Provides feedback in a timely manner (STAR E3)
- Monitors and adjusts teaching strategies and behavior in relation to student success (STAR E5, ISL)
- Assesses learning to lead students to next developmental level (STAR E3)
- Monitors student progress and adapts/adjusts plans to meet students’ needs and changing circumstances (STAR E5)
- Demonstrates effectiveness in research-based practices (CF 2c)
- ISL (Assessments)
END-OF-SEMESTER CHECKLIST FOR UNIVERSITY SUPERVISORS

Candidate Name: ____________________________  Appointment Time: ____________________________

At the last visit to the school with CT:
1. _____ Have CT and candidate sign the STAR: **retain the white copy of all standards.**
2. _____ Discuss tentative final grade.
3. _____ CTC Form – secure CT signature (not for LE), arrange for principal to sign; collect today if possible (LE requires principal and US signatures).
4. _____ Remind CT to complete survey for the US Evaluation when email is received from OFE (not LE).
5. _____ Have CT complete paper copy of ST Dispositions Assessment in the Handbook and retain the original. Principals complete this paper copy for LEs.

At the last seminar with Candidate:
1. _____ Discuss online licensure application. Remind candidate to submit licensure fee online.
2. _____ Remind candidate to bring a copy of licensure exam scores (if applicable) to final conference.
3. _____ Discuss Licensure Status Checklist, licensure timeline, and “the letter” from TEAL.
4. _____ Remind candidates to arrive at the Office of Field Experiences 20 minutes earlier than US appointment time if they have not completed all surveys online. Surveys will be sent to candidates 2-3 days prior to Final Conferences.
5. _____ Remind candidate to upload EE 6B to TaskStream prior to final conference and to make sure that all required TaskStream evidences are evaluated.

At final individual conference with Candidate:
1. _____ Online evaluations and survey – Candidate must complete these before final conference with US.
3. _____ Collect for Packet: Licensure Status Checklist – complete and give original to candidate, attach copy to packet.
4. _____ Verify that evidences are evaluated in TaskStream including EE 6 prior to the final conference.
5. _____ Present candidate with Teacher Bar for College of Education pin and card about next steps.

Prior to final US meeting:

At the final US meeting:
1. _____ Submit Supervisor’s Grade Report Form.
2. _____ Submit final travel reimbursement form.
3. _____ Return all seminar resources borrowed from OFE.
4. _____ Submit STAR white copies.
5. _____ Licensure Packet (Paperclip in the following order):
   - Licensure Status Checklist – original to candidate, copy in this packet
   - Certification of Teaching Capacity (Original) – signed by all parties; ST initials pages one and two
   - Copy of licensure exam test scores (only if applicable) – Required for all except B-K, Dance, & Theatre
Please list your student teachers in *alphabetical* order by last name. Also, include any student teachers who *withdrew* during the semester.

<table>
<thead>
<tr>
<th>STUDENT TEACHER NAME</th>
<th>SCHOOL</th>
<th>FINAL GRADE</th>
<th>LICENSURE (YES/NO)</th>
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University Supervisor’s Name (print):  ____________________________________________________

University Supervisor's Signature________________________________________________________ Date________________
UNC Charlotte
Office of Field Experiences

Use of University Vehicle
for Supervision of Candidates and Interns

The university maintains a small fleet of vehicles for those requiring transportation while on official university business.

If you would like to reserve a vehicle, please call the Office of Field Experiences at 704-687-8802 for assistance. OFE will need the date and time the vehicle will be picked up and returned, and the general destination information. Office hours are Monday – Friday, 8:00 AM – 5:00 PM. Please make your reservation 7 days prior to the needed date. You will be notified when reservation is accepted/denied.

If your reservation is accepted, the vehicle may be picked up at the Facilities Management Department, located on the corner of Mary Alexander and Cameron Blvd. Office hours are 7:30 AM to 5:00 PM. There is a drop box available for after-hour returns.

All drivers must leave a copy of a valid U.S. driver’s license on file with the Motor Fleet Representative.

If your reservation is denied, retain the denial documentation and submit it with your mileage reimbursement request.

August 2017
Administrator’s Assessment of Professional Dispositions  
(For Lateral Entry Teachers Only)

The candidate must meet or exceed professional dispositional expectations on all items by the time they are recommended for licensure. Please circle one number for each disposition using the descriptors listed below the disposition as the basis for your rating. Add comments in the blank space under the disposition or on a separate page if more space is necessary.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
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<tbody>
<tr>
<td>I. Impact</td>
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<tr>
<td>Demonstrate the belief that all individuals can succeed</td>
<td>☐</td>
<td>☐</td>
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<td>Provide encouraging feedback to all individuals</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Respect and respond to individual needs</td>
<td>☐</td>
<td>☐</td>
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<td>Provide equitable learning and development opportunities for all</td>
<td>☐</td>
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<tr>
<td>Promote positive outcomes based on assessment results</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Comment:</td>
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</tbody>
</table>

II. Professional Identity and Continuous Growth | 0 | 1 | 2 | 3 |

| Demonstrate positive attitudes in academic and professional settings | ☐ | ☐ | ☐ | ☑ |
| Demonstrate professional appearance | ☐ | ☐ | ☐ | ☑ |
| Act on constructive feedback from others | ☐ | ☐ | ☐ | ☑ |
| Conduct self-assessments through reflection to overcome limitations and enhance strengths | ☐ | ☐ | ☐ | ☑ |
| Demonstrate self-initiated learning | ☐ | ☐ | ☐ | ☑ |
| Communicate effectively and appropriately | ☐ | ☐ | ☐ | ☑ |
| Show punctuality in meeting academic and professional obligations | ☐ | ☐ | ☐ | ☑ |
| Comment: | | | | |

III. Leadership | 0 | 1 | 2 | 3 |

| Create opportunities for the mutual benefit of all involved | ☐ | ☐ | ☐ | ☑ |
| Promote positive change through personal interactions, organizations, communities, and the profession | ☐ | ☐ | ☐ | ☑ |
| Initiate, suggest, and contribute in appropriate ways | ☐ | ☐ | ☐ | ☑ |
| Maintain knowledge of and disseminate information about current research and best practices | ☐ | ☐ | ☐ | ☑ |
| Comment: | | | | |

IV. Advocacy | 0 | 1 | 2 | 3 |

| Support and empower individuals from diverse backgrounds | ☐ | ☐ | ☐ | ☑ |
| Include families and other stakeholders in planning for individual success | ☐ | ☐ | ☐ | ☑ |
| Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others | ☐ | ☐ | ☐ | ☑ |
| Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others | ☐ | ☐ | ☐ | ☑ |
| Comment: | | | | |

V. Collaboration | 0 | 1 | 2 | 3 |

| Respond respectfully to individual perspectives and differences of others | ☐ | ☐ | ☐ | ☑ |
| Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues | ☐ | ☐ | ☐ | ☑ |
| Share information and ideas with others | ☐ | ☐ | ☐ | ☑ |
| Cooperate with university, school, and community personnel | ☐ | ☐ | ☐ | ☑ |
| Collaborate to resolve differences and solve problems respectfully and reflectively | ☐ | ☐ | ☐ | ☑ |
| Comment: | | | | |

VI. Ethics | 0 | 1 | 2 | 3 |
Demonstrate honesty, integrity, fairness, respect for others and confidentiality
Comply with laws, policies, and procedures
Accept responsibility for personal actions and behaviors
Follow professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility
Disclose any unlawful activity upon application to and throughout the program
Pass criminal background checks and drug screening, as required
Create and maintain appropriate interpersonal relationships in all settings

Comment: