

# EXHIBIT 1.4.C.1

## BS Key Assessments and Scoring Guides

### Initial (BS)

Agriculture, Art, Birth-Kindergarten, Biology, Business, Chemistry, Comprehensive Social Studies, Elementary, English, Family and Consumer Sciences, Mathematics, & Music.

### Initial & Advanced (MAT)

Biology, Birth-Kindergarten, Business, Chemistry, Comprehensive Social Studies, Elementary, English, Family and Consumer Sciences, Health and Physical Education, Mathematics, Special Education, and Technology.

### Advanced (MS, MAED, MSA, JMSW)

MS - Agricultural Education  
MS - Instructional Technology  
MAED - Elementary Education  
MAED - Reading Education  
MSA – School Administration  
MS - School Counseling\*  
MSW - Social Work\*\*

\*Accredited through CACREP

\*\*In NCATE accreditation process at University of North Carolina at Greensboro since it's a joint program between NCA&T and UNCG.

- 1.4.c.1.a Advance Organizer
- 1.4.c.1.b BS Assessment Map
- 1.4.c.1.c Field Experience PLC 1
- 1.4.c.1.d Field Experience PLC 2
- 1.4.c.1.e Disposition on Admission
- 1.4.c.1.f Interview for Admission
- 1.4.c.1.g Field Experience PLC 3
- 1.4.c.1.h EE1: Content Knowledge
- 1.4.c.1.i EE2: Content Knowledge
- 1.4.c.1.j Field Experience PLC4
- 1.4.c.1.k EE3 Instructional Unit
- 1.4.c.1.l Clinical practice: Cooperating Teacher Eval.
- 1.4.c.1.m Clinical Practice: University Supervisor Eval.
- 1.4.c.1.n EE4: Certification of Teaching Capacity
- 1.4.c.1.o EE5: Differentiated Instruction
- 1.4.c.1.p EE6: Leadership and Collaboration
- 1.4.c.1.q Exit Survey
- 1.4.c.1.r Disposition on Graduation
- 1.4.c.1.s Employer Survey
- 1.4.c.1.t Alumni Survey



### Rubrics and Instruments for Key Assessments (BS)

Major	FE Eval 1	FE Eval 2	Dispo- sition	Inter- view	FE Eval 3	EE1	EE2 Content	FE Eval 4	EE3 I Unit	CP 3 Coop Tcr Evals	CP 3 Univ Tcr Evals	EE4 CP	EE5 Diff. I	EE6 Ldrship & Collab.	Exit Survey	Dispo- sition Survey	Employer Survey	Alumni Survey
Agricultural Teacher Education	C O M M O N  R U B R I C	C O M M O N  R U B R I C	C O M M O N  I N S T R U M E N T	C O M M O N  I N S T R U M E N T	C O M M O N  R U B R I C	P R A X I S  2  S C O R E S		C O M M O N  R U B R I C	C O M M O N  R U B R I C	C O M M O N  R U B R I C	C O M M O N  R U B R I C	C O M M O N  R U B R I C	C O M M O N  R U B R I C		C O M M O N  I N S T R U M E N T	C O M M O N  I N S T R U M E N T	C O M M O N  I N S T R U M E N T	C O M M O N  I N S T R U M E N T
Art Education																		
Biology Education																		
Birth-Kindergarten																		
Business Education																		
Chemistry Education																		
Comprehensive Social Studies																		
Elementary Education																		
English Education																		
Family & Consumer Sciences																		
Mathematics Education																		
Music Education																		

# #Intern Performance Evaluation -- Professional Learning Community 1

	Developing 1	Proficient 2	Accomplished 3	Distinguished 4	Score/Level
STANDARD I: Interns demonstrate leadership.  1b. Intern demonstrates leadership.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Recognizes and attends regularly, promptly, and appropriately groomed for the professional activity (field experience).	
STANDARD I: Interns demonstrate leadership.  1c. Intern leads.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Recognizes the responsibility for professional improvement and support; works cooperatively and assumes initiative.	
STANDARD I: Interns demonstrate leadership.  1e. Intern demonstrates high ethical standards.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Understands the importance of ethical behavior.	
STANDARD II: Interns establish a respectful environment for a diverse population.  2a. Intern establishes a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates individual value for a caring environment.	
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Acknowledges through action that diverse cultures impact the world.	

	<b>Developing 1</b>	<b>Proficient 2</b>	<b>Accomplished 3</b>	<b>Distinguished 4</b>	<b>Score/Level</b>
2b. Intern embraces diversity in the community and in the world.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Encourages and values individual student/client contributions, regardless of background or ability.	
2c. Intern treats students/clients as individuals.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Recognizes that students/clients have individual needs.	
2d. Intern adapts to benefit student/client with special needs.					
STANDARD III: Interns know the content.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Understands and displays the importance of global awareness.	
3c. Intern recognizes the interconnectedness of content areas/disciplines.					
STANDARD III: Interns know the content.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Incorporates different points of view.	
3c. Intern recognizes the interconnectedness of content					

	<b>Developing 1</b>	<b>Proficient 2</b>	<b>Accomplished 3</b>	<b>Distinguished 4</b>	<b>Score/Level</b>
areas/disciplines.					
STANDARD IV: Interns facilitate learning.  4g. Interns communicate effectively.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Communicates effectively both orally and in writing.	
STANDARD IV: Interns facilitate learning.  4d. Intern integrates and utilizes technology.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates knowledge of methods for utilizing technology.	
STANDARD V: Interns reflect on their practice.  5b. Intern links professional growth to their professional goals.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Attends required or expected field experience activities for professional growth.	

# #Intern Performance Evaluation -- Professional Learning Community 2

	Emerging	Developing	Proficient	Accomplished	Score/Level
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1a. Intern leads in their classrooms.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates how teachers contribute to students' progress toward high school graduation.	
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1b. Intern demonstrates leadership in the school.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Attends regularly, promptly, and appropriately groomed for professional learning activities (field experience).	
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1c. Intern leads the teaching profession.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Recognizes the need and identifies and assumes the opportunity for professional growth (field experience).	
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1e. Intern demonstrates high ethical standards.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Articulates the importance of ethical behavior as outlined in the Code of Ethic for NC Educators	
<p>STANDARD II: Interns establish a respectful environment for a diverse population.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Recognizes and explain aspects of a respectful and effective learning environment.	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
2a. Intern provides an environment in which each child has a positive, nurturing relationship with caring adults.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Displays knowledge of diverse cultures, their histories, and roles in shaping global issues.	
2b. Intern embraces diversity in the school community and in the world.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Encourages and values individual student contributions, regardless of background or ability.	
2c. Intern treats students as individuals.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Understands resources for strategies that can provide assistance in meeting the special learning needs of students.	
2d. Intern adapts teaching for the benefit of students with special needs.					
STANDARD II: Interns establish a respectful environment for a	Little or No Evidence	Evidence Is limited	Evidence is Clear	Understands strategies for enhancing communication between home and school and for engaging parents,	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
diverse population. 2e. Intern works collaboratively with the families and significant adults in the lives of their students.				guardians, and community.	
STANDARD III: Interns know the content. 3d. Intern makes instruction relevant to students.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates understanding of 21st century skills and content.	
STANDARD III: Interns know the content. 3c. Intern recognizes the interconnectedness of content areas/disciplines.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates understanding of 21st century skills and content.	
STANDARD IV: Interns facilitate learning. 4c. Intern uses a variety of instructional methods.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	
STANDARD IV: Interns facilitate learning. 4g. Intern communicates effectively.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates the ability to communicate effectively with students.	
STANDARD V:	Little or No Evidence	Evidence Is limited	Evidence is Clear	Attends required or	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
Interns reflect on their practice.  5b. Intern links professional growth to their professional goals.				expected activities for professional growth.	

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## Form: "Teacher Disposition"

created with  taskstream

Created by: SOE Manager

Created On: 02/04/2011 2:28 PM (EDT); Last edited: 01/24/2012 11:11 AM (EDT)

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\* = Response is required

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### Teacher Disposition

The purpose of the NCA&T Teacher Disposition Instrument (TDI) is to assess teacher education students and candidates for dispositions deemed important to successful teaching. The purpose of this pilot study is to establish preliminary validity and reliability for the TDI. In its final form, the TDI will be given as a pre/post assessment instrument to teacher students and candidates and will be utilized to inform student and candidate growth and development over time. As well, the TDI will be utilized as a springboard for enhanced and positive communication between teacher education students and candidates and their professors and other professional advisors and mentors.

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\* **Teachers should demonstrate enthusiasm for students, curriculum, and teaching.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

\* **New teachers should join their professional teacher organizations or work with their mentors.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

\* **Successful teachers are leaders in the 21st century classrooms.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

**\* Teachers should be sensitive to and have respect for the multiple social cultural realities of their students.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

---

**\* Teachers should accept students' diverse backgrounds and also plan for differences in classrooms.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

**\* Teachers believe that they must create an environment that nurtures the students' social, emotional and cognitive development.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

**\* Teachers must give students opportunities to express their own ideas and to be active thinkers in the learning process.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

**\* Teachers must be committed to continued reading, reflection, and analysis in an effort to improve their skills and professional knowledge.**

- Strongly disagree
- Disagree

- Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should know how to use digital technology in the classroom.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should seek out growth opportunities in using and learning with technology.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Equity in the classroom means that every child has the right to learn and that the teacher is responsible for protecting this right.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should be willing to retrieve feedback and assessment of their teaching from peers, students and supervisors.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should accept and value differing perspectives.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should integrate appropriate technology into the instructional process.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should carefully plan, reflect, and assess their students' learning as on-going processes.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers must value students' cultures and use practices that place those cultures at the center of instructional presentation.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers must be committed to working with families to develop an effective learning experience for all students.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree

Strongly agree

---

**\* Teachers should accept feedback and differing points of view during the reflective process that transforms instructional practice.**

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

---

**\* Teachers should engage in self-reflection to capture insight into themselves and their impact on student learning and well being.**

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

---

**\* Teachers should continuously learn about the current issues, problems, and trends in educational assessment.**

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

---

**\* Teachers should systematically analyze student learning and what could be done to improve learning.**

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

---

**\* Teachers should carefully plan, reflect, and assess their students' learning as on-going processes.**

Strongly disagree

- Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should use formative and summative assessment to assess student learning.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

# #Admissions to Teacher Education Interview - Evaluation rubric for Undergrad created with taskstream

	Emerging	Developing	Proficient	Accomplished	Score/Level
<p>PROFESSIONAL KNOWLEDGE</p> <p>QUESTION 1 Reflection</p> <p>Why are you interested in education as a profession?</p>	<p>Prospective candidate is unable to respond to the interview question, and/or provides no examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has yet to gain any professional knowledge about the teaching profession within the respective competency area.</p>	<p>Prospective candidate responds to the interview question, but examples do not clearly demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has very limited professional knowledge about the teaching profession within the respective competency area.</p>	<p>Prospective candidate responds to the interview question with 1-2 examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has a general understanding of professional knowledge about the teaching profession within the respective competency area.</p>	<p>Prospective candidate responds to the interview question with 3-5 examples that demonstrate a strong understanding of professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has an advanced understanding of professional knowledge about the teaching profession within the respective competency area.</p>	
<p>QUESTION 2 Diversity</p> <p>What are some of the different backgrounds of students that you believe teachers might encounter in their classrooms?</p>	<p>Prospective candidate is unable to respond to the interview question, and/or provides no examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has yet to gain any professional knowledge about the teaching profession within the respective competency area.</p>	<p>Prospective candidate responds to the interview question, but examples do not clearly demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has very limited professional knowledge about the teaching profession within the respective competency area.</p>	<p>Prospective candidate responds to the interview question with 1-2 examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has a general understanding of professional knowledge about the teaching profession within the respective competency area.</p>	<p>Prospective candidate responds to the interview question with 3-5 examples that demonstrate a strong understanding of professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has an advanced understanding of professional knowledge about the teaching profession within the respective competency area.</p>	
<p>QUESTION 3 Diversity</p>	<p>Prospective candidate is unable to respond to the</p>	<p>Prospective candidate responds to the interview</p>	<p>Prospective candidate responds to the interview</p>	<p>Prospective candidate responds to the interview</p>	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
How might teachers be respectful of the different student backgrounds that you described?	interview question, and/or provides no examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has yet to gain any professional knowledge about the teaching profession within the respective competency area.	question, but examples do not clearly demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has very limited professional knowledge about the teaching profession within the respective competency area.	question with 1-2 examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has a general understanding of professional knowledge about the teaching profession within the respective competency area.	question with 3-5 examples that demonstrate a strong understanding of professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has an advanced understanding of professional knowledge about the teaching profession within the respective competency area.	
QUESTION 4 Assessment  Describe ways that you believe teachers assess students' learning.	Prospective candidate is unable to respond to the interview question, and/or provides no examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has yet to gain any professional knowledge about the teaching profession within the respective competency area.	Prospective candidate responds to the interview question, but examples do not clearly demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has very limited professional knowledge about the teaching profession within the respective competency area.	Prospective candidate responds to the interview question with 1-2 examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has a general understanding of professional knowledge about the teaching profession within the respective competency area.	Prospective candidate responds to the interview question with 3-5 examples that demonstrate a strong understanding of professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has an advanced understanding of professional knowledge about the teaching profession within the respective competency area.	
QUESTION 5 Reflection  Why do you think it is important for a teacher to continue to acquire new skills?	Prospective candidate is unable to respond to the interview question, and/or provides no examples that demonstrate understanding of basic professional knowledge as relevant to the question.	Prospective candidate responds to the interview question, but examples do not clearly demonstrate understanding of basic professional knowledge as relevant to the question. Interview response	Prospective candidate responds to the interview question with 1-2 examples that demonstrate understanding of basic professional knowledge as relevant to the question.	Prospective candidate responds to the interview question with 3-5 examples that demonstrate a strong understanding of professional knowledge as relevant to the question.	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
	Interview response demonstrates that the prospective candidate has yet to gain any professional knowledge about the teaching profession within the respective competency area.	demonstrates that the prospective candidate has very limited professional knowledge about the teaching profession within the respective competency area.	Interview response demonstrates that the prospective candidate has a general understanding of professional knowledge about the teaching profession within the respective competency area.	Interview response demonstrates that the prospective candidate has an advanced understanding of professional knowledge about the teaching profession within the respective competency area.	
<p><b>QUESTION 6</b> Technology</p> <p>In what ways do you believe the use of technology will enhance students' learning?</p>	Prospective candidate is unable to respond to the interview question, and/or provides no examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has yet to gain any professional knowledge about the teaching profession within the respective competency area.	Prospective candidate responds to the interview question, but examples do not clearly demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has very limited professional knowledge about the teaching profession within the respective competency area.	Prospective candidate responds to the interview question with 1-2 examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has a general understanding of professional knowledge about the teaching profession within the respective competency area.	Prospective candidate responds to the interview question with 3-5 examples that demonstrate a strong understanding of professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has an advanced understanding of professional knowledge about the teaching profession within the respective competency area.	
<p><b>QUESTION 7</b> Reflection</p> <p>What do you believe are qualities of an excellent teacher?</p>	Prospective candidate is unable to respond to the interview question, and/or provides no examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has yet to gain any professional knowledge about the teaching	Prospective candidate responds to the interview question, but examples do not clearly demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has very limited professional knowledge about the teaching profession within the respective	Prospective candidate responds to the interview question with 1-2 examples that demonstrate understanding of basic professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has a general understanding of professional knowledge about the teaching	Prospective candidate responds to the interview question with 3-5 examples that demonstrate a strong understanding of professional knowledge as relevant to the question. Interview response demonstrates that the prospective candidate has an advanced understanding of professional knowledge	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
	profession within the respective competency area.	competency area.	profession within the respective competency area.	about the teaching profession within the respective competency area.	
<b>QUESTION 8</b> <b>PROFESSIONALISM</b> <b>INTERVIEW BEHAVIORS</b>  Communication Skills  Ability to express thoughts (tone, clarity, and organization)  Uses standard language and grammar	Prospective candidate employs very poor grammar incorrect language, and does not speak with appropriate tone, clarity, and organization.	Prospective candidate does not employ standard language or grammar; does not speak with appropriate tone, clarity, and organization.	Prospective candidate generally employs standard language and grammar; generally speaks with appropriate tone, clarity, and organization.	Prospective candidate consistently employs standard language and grammar; speaks with appropriate tone, clarity, and organization.	
<b>QUESTION 9</b> <b>PROFESSIONALISM</b> <b>INTERVIEW BEHAVIORS</b>  Personal Appearance	Prospective candidate's attire is inappropriate (low cut blouse, cut-off jean shorts).	Prospective candidate's attire is too casual (jeans, T-shirt).	Prospective candidate's attire is casual but appropriate (slacks, polo shirt, no jacket).	Prospective candidate's attire is appropriate and professional (business suit or dress for women; suit with dress shirt and tie or slacks and sports jacket for men).	

# #Intern Performance Evaluation -- Professional Learning Community 3

	Emerging	Developing	Proficient	Accomplished	Score/Level
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1a. Intern leads in their classrooms.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates how teachers contribute to and evaluate students' progress toward high school graduation.	
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1b. Intern demonstrates leadership in the school.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Attends regularly, promptly, and appropriately groomed for professional learning activities (field experience).	
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1c. Intern leads the teaching profession.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Recognizes the need and identifies and assumes the opportunity for professional growth/networking (field experience).	
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1d. Intern advocates for schools and students.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Identifies and adheres to policies and practices positively affecting students' learning.	
<p>STANDARD I: Interns demonstrate</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Articulates the importance of ethical behavior as outlined in the Code of	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
leadership.				Ethic for NC Educators.	
1e. Intern demonstrates high ethical standards.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Maintains a positive and nurturing learning environment.	
2a. Intern provides an environment in which each child has a positive, nurturing relationship with caring adults.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Encourages and values individual student contributions, regardless of background or ability.	
2c. Intern treats students as individuals.					
STANDARD II: Interns establish a respectful environment for a diverse	Little or No Evidence	Evidence Is limited	Evidence is Clear	Understands resources, strategies, and cooperates with specialist to provide assistance in meeting the special learning needs of students.	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
<p>population.</p> <p>2d. Intern adapts teaching for the benefit of students with special needs.</p> <p>STANDARD II: Interns establish a respectful environment for a diverse population.</p> <p>2e. Intern works collaboratively with the families and significant adults in the lives of their students.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Understands strategies for enhancing communication/collaboration between home and school and for engaging parents, guardians, and community.	
<p>STANDARD III: Interns know the content.</p> <p>3b. Intern knows the content appropriate to their teaching specialty.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates a basic level of content knowledge in the teaching specialty.	
<p>STANDARD III: Interns know the content.</p> <p>3d. Intern</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates understanding of 21st century skills and content.	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
<p>makes instruction relevant to students.</p> <p>STANDARD IV: Interns facilitate learning.</p> <p>4a. Intern knows ways in which learning takes place.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Communicates effectively both orally and in writing.	
<p>STANDARD IV: Interns facilitate learning.</p> <p>4c. Intern uses a variety of instructional methods.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates knowledge of methods for utilizing technology.	
<p>STANDARD IV: Interns facilitate learning.</p> <p>4g. Intern communicates effectively.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates knowledge of methods for utilizing technology.	
<p>STANDARD V: Interns reflect on their practice.</p> <p>5a. Intern analyzes student learning.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Identifies data sources to improve students' learning.	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
STANDARD V: Interns reflect on their practice.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Attends required or expected activities for professional growth.	
5b. Intern links professional growth to their professional goals.					

# EE2 Content

	<b>Emergent value: 1.00</b>	<b>Developing value: 2.00</b>	<b>Proficient value: 3.00</b>	<b>Accomplished value: 4.00</b>	<b>Score/Level</b>
<p><b>Abstract:</b> (10 points awarded based on appropriate level)</p>	<p>Omits summary of the background Failed to state the specific question addressed and the hypotheses tested Summarizes methods in 7-8 sentences Major findings are reported as generalizations. Conclusion is irrelevant to the specific question addressed Consists of one paragraph of 200 to 500 words</p>	<p>Summarizes the background in 5-6 sentences Question is stated but fails to indicate the specific hypotheses tested Summarizes methods in 5-6 sentences Reports major findings in no more than 3 sentences. Concludes with 2 or more statements that relates to the specific question addressed Consists of one paragraph of 200 to 500 words</p>	<p>Summarizes the background in 3-4 sentences. Clearly states the specific question addressed and the specific hypotheses tested. Summarizes methods in no more than 3-4 sentences. Reports major findings in no more than 3 sentences. Concludes with a statement that relates to the specific question addressed. Consists of one paragraph of 200 to 500 words.</p>	<p>Summarizes the background in 1-2 sentences. Clearly states the specific question addressed and the specific hypotheses tested. Summarizes methods in no more than 3-4 sentences. Reports major findings in no more than 2 sentences. Concludes with a statement that relates to the specific question addressed. Consists of one paragraph of no more than 200 words.</p>	
<p><b>Introducing the idea:</b> (10 points awarded based on appropriate level)</p>	<p>Neither implicit nor explicit reference is made to the topic to be examined Is 10% of the paper's total length</p>	<p>Offers a clear statement of specific question or issue addressed. Does not adequately preview the structure of the paper and lacks sufficient background information. Is 15% of the paper's total length</p>	<p>Offers a clear statement of specific question or issue addressed. Articulates clearly and logically why the question or issue was addressed. Provides the significance, scope and limits of the work. Is 25% of the paper's total length</p>	<p>Offers a clear statement of specific question or issue addressed. Articulates clearly and logically why the question or issue was addressed. Provides the significance, scope and limits of the work. Is 20% of the paper's total length.</p>	

<p>Body: Flow of the report (20 points awarded based on appropriate level)</p>	<p>The report appears to have no direction, with subtopics appearing disjointed. Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to chemical education.</p>	<p>All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Sources are cited when statements are made. Significance is questionable.</p>	<p>Describes important results from recent primary literature articles. Explains how the results of the literature shapes the current understandings of the topic identifies and addresses any controversies in the field. If there is graphic it must be discussed with specific reference made to each figure, table or other illustrations by its name or number. Each illustration must be accompanied by a legend. The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable.</p>	<p>Describes important results from recent primary literature articles. Explains how the results of the literature shapes the current understandings of the topic. Identifies and addresses any controversies in the field. Uses figures and/or tables to present the synthesis of the original data or to show key data taken directly from the original articles. The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable.</p>
<p>Clarity of Writing (10 points awarded based on appropriate level)</p>	<p>It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.</p>	<p>Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too</p>	<p>Writing is generally clear and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel</p>	<p>Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel</p>

		repetitive.	construction, and non-sexist language are appropriate.	construction, and non-sexist language are appropriate.	
Conclusion: (10 points awarded based on appropriate level)	There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No hypothesis or research question is provided.	The author provides concluding remarks that show the knowledge and comprehension of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The hypothesis or research question is stated.	The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The hypothesis or research question is stated.	The author was able to make succinct and precise conclusions based on the review. Evaluations and insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the report.	
Citations/References: Proper ACS Style format (10 points awarded based on appropriate level)	Citations do not adhere to any citation style.	An appropriate ACS style citation is evident, with significant deviations.	An appropriate ACS style citation is evident, with minor deviations.	All references adhere to an appropriate ACS style citation.	

# #Intern Performance Evaluation -- Professional Learning Community 4

	Emerging	Developing	Proficient	Accomplished	Score/Level
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1a. Intern leads in their classrooms.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates how teachers contribute to and evaluate students' progress toward high school graduation.	
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1b. Intern demonstrates leadership in the school.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Attends regularly, promptly, and appropriately groom for professional learning activities (field experience).	
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1c. Intern leads the teaching profession.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Recognizes the need and identifies and assumes the opportunity for professional growth/networking (field experience).	
<p>STANDARD I: Interns demonstrate leadership.</p> <p>1d. Intern advocates for schools and students.</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Identifies and adheres to policies and practices positively affecting students' learning.	
<p>STANDARD I: Interns demonstrate</p>	Little or No Evidence	Evidence Is limited	Evidence is Clear	Articulates the importance of ethical behavior as outlined in the Code of	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
leadership.				Ethic for NC Educators.	
1e. Intern demonstrates high ethical standards.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates individual value for a caring environment.	
2a. Intern establishes a respectful environment for a diverse population.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Maintains a positive and nurturing learning environment.	
2a. Intern provides an environment in which each child has a positive, nurturing relationship with caring adults.					
STANDARD II: Interns establish a respectful	Little or No Evidence	Evidence Is limited	Evidence is Clear	Encourages and values individual student contributions, regardless of background or ability.	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
environment for a diverse population.					
2c. Intern treats students as individuals.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Understands resources, strategies, and cooperates with specialist to provide assistance in meeting the special learning needs of students.	
2d. Intern adapts teaching for the benefit of students with special needs.					
STANDARD II: Interns establish a respectful environment for a diverse population.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Understands strategies for enhancing communication/collaboration between home and school and for engaging parents, guardians, and community.	
2e. Intern works collaboratively with the families and significant adults in the lives of their students.					
STANDARD III: Interns know the	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates a basic level of content knowledge in the teaching specialty.	

	Emerging	Developing	Proficient	Accomplished	Score/Level
content.					
3b. Intern knows the content appropriate to their teaching specialty.					
STANDARD III: Interns know the content.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates understanding of 21st century skills and content.	
3d. Intern makes instruction relevant to students.					
STANDARD IV: Interns facilitate learning.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.	
4a. Intern knows ways in which learning takes place.					
STANDARD IV: Interns facilitate learning.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	
4c. Intern uses a variety of instructional methods.					
STANDARD IV: Interns facilitate	Little or No Evidence	Evidence Is limited	Evidence is Clear	Provides opportunity for students to articulate thoughts and ideas.	

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
learning.					
4g. Intern communicates effectively.					
STANDARD V: Interns reflect on their practice.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Identifies data sources to improve students' learning.	
5a. Intern analyzes student learning.					
STANDARD V: Interns reflect on their practice.	Little or No Evidence	Evidence Is limited	Evidence is Clear	Attends required or expected activities for professional growth.	
5b. Intern links professional growth to their professional goals.					

# EE3 - Content Area Instructional Unit Work REVISED



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	<b>Emergent value: 1.00</b>	<b>Developing value: 2.00</b>	<b>Proficient value: 3.00</b>	<b>Accomplished value: 4.00</b>	<b>Score/Level</b>
Philosophy of Instruction	The philosophy fails to articulate the Candidate's beliefs about how instruction should be provided to a diverse population of students, does not ground the philosophy in learning theories, or does not support the philosophy with research-verified pedagogical strategies, or the section is missing	The philosophy articulates the candidate's beliefs about how instruction should be provided to a diverse population of students, does not ground the philosophy in learning theories, or does not support the philosophy with research-verified pedagogical strategies, or the section is missing.	The philosophy implicitly articulates to the candidate's beliefs about how instruction should be provided to a diverse population of students, is implicitly grounded in learning theories, and is implicitly supported by research-verified pedagogical strategies.	The philosophy clearly articulates the candidate's beliefs about how instruction should be provided to a diverse population of students, is grounded in specific learning theories, and is supported by research verified pedagogical strategies.	
Contextual Analysis	The Candidate fails to address any component of the nature of the learner, does not include any part of the physical space diagram with a rationale, does not articulate any classroom expectations, policies, and procedures, or does not identify any strategies to promote classroom community	The candidate addresses any component of the nature of the learner, does not include any part of the physical space diagram with a rationale, does not articulate any classroom expectations, policies, and procedures, or does not identify any strategies to promote classroom community.	The candidate addresses some of the components of the nature of the learner, includes some parts of the physical space diagram and rationale, articulates some classroom expectations, policies, and procedures, and identifies some strategies to promote classroom community.	The candidate addresses all components of the nature of the learner, includes all parts of the physical space diagram with an explicitly stated rationale, articulates all classroom expectations, policies, and procedures, and identifies specific strategies to promote classroom community.	

Unit Plan	The Candidate constructs a Thematic Unit Plan that covers 5-7 days or fails to include 1 or more required components (i.e., a pre-assessment, appropriately constructed lesson plans using A&T's lesson model, a culminating activity, post assessment), or section is missing	The candidate constructs a Thematic Unit Plan that covers 5-7 days or fails to include 2 or more required components (i.e., a pre-assessment, appropriately constructed lesson plans using A&T's lesson model, a culminating activity, post assessment), or section is missing.	The candidate constructs a 5-7 days Thematic Unit Plan that is missing only 1 part of the required components (i.e., a pre-assessment, appropriately constructed lesson plans using A&T's model, a culminating activity, and a post-assessment).	The candidate constructs a 5-7 days Thematic Unit Plan that includes all necessary components (i.e., a pre-assessment, appropriately constructed lesson plans using A&T's lesson model, a culminating activity, and a post-assessment.)	
Analysis of Student Work	The Candidate fails to provide specific formative assessment data and does not depict all results in a table nor explains how student performance met or did not meet expectations, or the section is missing.	The candidate provides specific formative assessment data or does not depict all results in a table or does not explain how student performance met or did not meet expectations, or the section is missing.	The candidate provides specific formative assessment data on student performance, depicts all results in a table, and expresses implicitly how student performance met or did not meet expectations.	The candidate provides specific formative assessment data on student performance, depicts all results in a table format, and articulates how student performance met or did not meet expectations.	
Reflection	The Candidate addresses only 1 area of the reflective cycle or this section is missing.	The candidate addresses 2 or fewer areas of the reflective cycle or this section is missing.	The candidate addresses three areas of the reflective cycle within the 2 page limit.	The candidate addresses explicitly all four areas of the reflective cycle within the 2 page limit.	

# #Clinical Practice Performance Evaluation

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	Emerging	Developing	Proficient	Accomplished	Score/Level
<p>STANDARD/ELEMENT</p> <p>1e. Teachers demonstrate high ethical standards</p> <p>PROFICIENT DESCRIPTOR</p> <p>Professionalism</p> <p>1e.1 Upholds the Code of Ethics for North Carolina and the Standards for Professional Conduct</p>					
<p>STANDARD/ELEMENT</p> <p>1a. Teachers lead in their classrooms.</p> <p>PROFICIENT DESCRIPTOR</p> <p>Classroom Climate/Culture</p> <p>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</p>					
<p>STANDARD/ELEMENT</p> <p>1a. Teachers lead in their classrooms.</p> <p>PROFICIENT DESCRIPTOR</p> <p>Classroom Climate/Culture</p> <p>1a.4 Uses positive management of student behavior, including strategies of</p>					

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.					
<p>STANDARD/ELEMENT</p> <p>2a. Teachers provide an environment in which each child has positive, nurturing relationship with caring adults.</p> <p>PROFICIENT DESCRIPTOR</p> <p>Classroom Climate/Culture</p> <p>2a.1 Maintains a positive and nurturing learning environment.</p>					
<p>STANDARD/ELEMENT</p> <p>2c. Teachers treat students as individuals.</p> <p>PROFICIENT DESCRIPTOR</p> <p>Classroom Climate/Culture</p> <p>2c.1 Maintains a learning environment that conveys high expectations of every student.</p>					
<p>STANDARD/ELEMENT</p> <p>4g. Teachers communicate effective</p>					

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
<p><b>PROFICIENT DESCRIPTOR</b></p> <p>Classroom Climate/Culture</p> <p>4g.1 Uses a variety of methods to communicate effectively with all students</p>					
<p><b>STANDARD/ELEMENT</b></p> <p>4g. Teachers communicate effective</p> <p><b>PROFICIENT DESCRIPTOR</b></p> <p>Classroom Climate/Culture</p> <p>4g.2 consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p>					
<p><b>STANDARD/ELEMENT</b></p> <p>2b. Teachers embrace diversity in the school community and in the world.</p> <p><b>PROFESSIONAL DESCRIPTOR</b></p> <p>Instruction</p> <p>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p>					
<p><b>STANDARD/ELEMENT</b></p>					

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
<p>2b. Teachers embrace diversity in the school community and in the world.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Instruction</p> <p>2b.2 Incorporates different points of view in instruction.</p>					
<p>STANDARD/ELEMENT</p> <p>3a. Teachers align their instruction with the North Carolina Standard Course of Study.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Instruction</p> <p>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance student's learning.</p>					
<p>STANDARD/ELEMENT</p> <p>3b. Teachers know the content appropriate to their teaching specialty.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Instruction</p>					
<p>STANDARD/ELEMENT</p> <p>3d. Teachers make instruction relevant to students.</p>					

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
<p>PROFESSIONAL DESCRIPTOR</p> <p>Instruction</p> <p>3d.1 Integrates 21st century skills and content in instruction.</p>					
<p>STANDARD/ELEMENT</p> <p>4c. Teachers use a variety of instructional methods.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Instruction</p> <p>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</p>					
<p>STANDARD/ELEMENT</p> <p>4d. Teachers integrate and utilize technology in their instruction.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Instruction</p> <p>4d.1 Integrates technology with instruction to maximize student's learning.</p>					
<p>STANDARD/ELEMENT</p> <p>4e. Teachers help students develop critical-thinking and problem-solving skills.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Instruction</p>					

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
<p>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</p>					
<p>STANDARD/ELEMENT</p> <p>4f. Teachers help students to work in teams and develop leadership qualities.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Instruction</p> <p>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p>					
<p>STANDARD/ELEMENT</p> <p>1a. Teachers lead in their classrooms.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Evaluation/Assessment</p> <p>1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard.</p>					
<p>STANDARD/ELEMENT</p> <p>4h. Teachers use a variety of methods to assess what each</p>					

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
<p>student has learned.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Evaluation/Assessment</p> <p>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluates student's progress and to inform instruction.</p>					
<p>STANDARD/ELEMENT</p> <p>4h. Teachers use a variety of methods to assess what each student has learned.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Evaluation/Assessment</p> <p>4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.</p>					
<p>STANDARD/ELEMENT</p> <p>5a. Teachers analyze student learning.</p> <p>PROFESSIONAL DESCRIPTOR</p> <p>Evaluation/Assessment</p> <p>5a.1 Uses data to provide ideas about what can be done to improve students' learning.</p>					
<p>STANDARD/ELEMENT</p> <p>1d. Teachers advocate for schools and</p>					

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Score/Level</b>
<p>students.</p> <p><b>PROFICIENT DESCRIPTOR</b></p> <p>Impact On Student Learning</p> <p>1d.1 Implements and adheres to policies and practices positively and affecting students' learning.</p>					
<p><b>STANDARD/ELEMENT</b></p> <p>2d. Teachers adapt their teaching for the benefit of students with special needs.</p> <p><b>PROFICIENT DESCRIPTOR</b></p> <p>Impact On Student Learning</p> <p>2d.1 Cooperates with specialists and uses resource to support the special learning needs of all students.</p>					
<p><b>STANDARD/ELEMENT</b></p> <p>2d. Teachers adapt their teaching for the benefit of students with special needs.</p> <p><b>PROFICIENT DESCRIPTOR</b></p> <p>Impact On Student Learning</p> <p>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</p>					

## LEA/IHE Certification of Teaching Capacity

Candidate Name: \_\_\_\_\_

School: \_\_\_\_\_

Cooperating Teacher Name: \_\_\_\_\_

Grade: \_\_\_\_\_

LEA: \_\_\_\_\_

IHE: \_\_\_\_\_

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

Standard/Element	Proficient Descriptor	Rating
<b>Professionalism</b>		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Classroom Climate/Culture</b>		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Instruction</b>		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: \_\_\_\_\_

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Evaluation/Assessment</b>		
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 <i>North Carolina Standard</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Impact on Student Learning</b>		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: \_\_\_\_\_



# EE5 - Differentiated Instruction Teacher Work Sample (DITWS)



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All Standards:

	Accomplished value: 4.00	Proficient value: 3.00	Developing value: 2.00	Emergent value: 1.00	Score/Level
Contextual Factors	The candidate identifies explicitly all required factors (i.e., community factors, school factors, classroom factors, and student characteristics) within the context that may affect student learning.	The candidate identifies explicitly at least three of the required factors (i.e., community factors, school factors, classroom factors, and student characteristics) within the context that may affect student learning.	The candidate identifies 2 or fewer required factors (i.e., community factors, school factors, classroom factors, and student characteristics) within the context that may affect student learning or the candidate fails to include this section.	The Candidate identifies only 1 required factors (i.e., community factors, school factors, classroom factors, and student characteristics) within the context that may affect student learning or the Candidate fails to include this section	
	<b>Standards</b>				
Learning Goals, Understandings, Essential Questions	The candidate articulates explicitly and writes appropriately all three of the required dimensions (i.e., learning goals, understandings, and essential questions) for the two week instructional period.	The candidate articulates explicitly and writes appropriately 2 of the 3 required dimensions (i.e., learning goals, understandings, essentials questions) for the two week instructional period.	The candidate does not write appropriate learning goals, understandings, and essential questions or the candidate provides only 1 of the 3 required dimesions (i.e., learning goals, understandings, essential questions), or the candidate fails to include this section.	The Candidate does not write any appropriate learning goals, understandings, and essential questions or the Candidate provides only 1 of the 3 required dimensions (i.e., learning goals, understandings, essential questions), or the Candidate fails to include this section	
	<b>Standards</b>				

<p>Assessment Plan</p>	<p>The candidate articulates a concrete assessment plan for the two week instructional period with all required dimensions addressed (i.e., pre and post assessments, explicit criteria to determine student performance, copies of assessments attached as appendices, and an explanation of how the assessments meet learning goals)</p>	<p>The candidate articulates a concrete assessment plan for the two week instructional period but is missing 1 of the required dimensions (i.e., pre and post assessments, explicit criteria to determine student performance, copies of assessment attached as appendices, and an explanation of how the assessments meet learning goals)</p>	<p>The candidate articulates a concrete assessment plan for the two week instructional period but is missing 2 or more of the required dimensions (i.e., pre and post assessments, explicit criteria to determine student performance, copies of assessments attached as appendices, and an explanation of how the assessments meet the learning goals) or section is missing.</p>	<p>The Candidate articulates a concrete assessment plan for the only a one week instructional period and is missing all of the required dimensions (i.e., pre- and post assessments, explicit criteria to determine student performance, copies of assessments attached as appendices, and an explanation of how the assessments meet the learning goals) or section is missing.</p>	
<p> <b>Standards</b></p>					
<p>Instructional Knowledge and Planning</p>	<p>The candidate provides lesson plans that span two weeks of instruction with half using differentiation strategies and all lessons align with the required components of the NC A&amp;T Lesson Plan Format (i.e., Articulation of NC Standard Course of Study Goal(s), Essential Question(s), Teacher Input, Guided Practice, Independent</p>	<p>The candidate provides lesson plans that span two weeks of instruction with half using differentiation strategies and most lessons aligning with the required components of the NC A&amp;T Lesson Plan Format (i.e., Articulation of NC Standard Course of Study Goal(s), Essential Question(s), Teacher Input, Guided Practice, Independent</p>	<p>The candidate provides lesson plans that does not span two weeks of instruction or the candidate does not use differentiation strategies with half of the lessons or none of the lessons align with the required components of the NC A&amp;T Lesson Plan Format (i.e., Articulation of NC Standard Course of Study Goal(s), Essential</p>	<p>The Candidate provides lesson plans that does not span two weeks of instruction and the Candidate does not use differentiation strategies with half of the lessons or none of the lessons align with the required components of the NC A&amp;T Lesson Plan Format (i.e., Articulation of NC Standard Course of Study Goal(s), Essential</p>	

	Practice, Assessment of Learning)   <b>Standards</b>	Practice, Assessment of Learning)	Question(s), Teacher Input, Guided Practice, Independent Practice, Assessment of Learning), or section is missing.	Question(s), Teacher Input, Guided Practice, Independent Practice, Assessment of Learning), or section is missing.	
Analysis of Student Work	The candidate provides specific formative assessment data on student performance, depicts all results in a table format, and articulates how student performance met or did not meet expectations.   <b>Standards</b>	The candidate provides specific formative assessment data on student performance, depicts all results in a table, and expresses implicitly how student performance met or did not meet expectations.	The candidate does not provide specific formative assessment data or does not depict all results in a table or does not explain how student performance met or did not meet expectations, or section in missing.	The Candidate does not provide specific formative assessment data and does not depict any results in a table or does not explain how student performance met or did not meet expectations, or section is missing.	
Reflection and Self Evaluation	The candidate addresses explicitly all four area of the reflective cycle within the 2 page limit.   <b>Standards</b>	The candidate addresses explicitly three areas of the reflective cycle within the 2 page limit.	The candidate addresses 2 or fewer areas of the reflective cycle or this section is missing	The Candidate addresses 1 or fewer areas of the reflective cycle or this section is missing .	

# Sample Electronic Evidence 6

**All Standards:**  

	Emergent value: 1.00	Developing value: 2.00	Proficient value: 3.00	Accomplished value: 4.00	Score/Level
Meets an actual community needs	Community needs secondary to what teacher wants to do OR considers only student(s) needs   <b>Standards</b>	Determined by making a guess at what community needs may be.	Determined by past research discovered by student(s) with teacher assistance where appropriate.	Determined by current research conducted or discovered by student(s) with teacher assistance where appropriate	
Coordinated in collaboration with community/school.	Community members are coincidentally informed or not at all knowledgeable.   <b>Standards</b>	Community members are informed of the project directly.	Community members act as consultants in the project development.	Active, direct collaboration with community by student(s) and teacher.	
Integrated in social studies curriculum content	Service learning supplemental to curriculum, in essence just a service project or good deed.   <b>Standards</b>	Service learning part of curriculum but connections not clearly defined, with emphasis on service.	Service learning as a teaching technique with content and service components concurrent.	Service learning as instructional strategy with content and service components integrated.	
Improve quality of life for person(s) or community served.	Changes mainly decorative, of limited benefit, or are not new and unique.   <b>Standards</b>	Changes mainly decorative, but new and unique benefits realized in community.	Changes enhance an already good community situation.	Facilitate change or insight; Help alleviate suffering; Solve a problem; Meet a need or Address an issue.	
Facilitate active student reflection	Student ran out of time for true reflection;Just	Student reflects orally but produces	Student thinks, shares, and produces	Student thinks, shares, and productive	

	provided a summary of events	no reflective products	individual OR group generated reflective products, but not both	products individually and as group member	
	 <b>Standards</b>				
Use new academic skill/knowledge in real world settings to extend beyond the classroom	Skill and knowledge used mostly in the organization; No active community service experience	Student less involved than other group members OR Student provides little service to community	Student has some active application of new skill or knowledge (academic and technical)	Student has direct application of new skill or knowledge (academic and technical) in service to community	
	 <b>Standards</b>				
Help develop sense of caring for and about others	Reflections limited to self-centered pros and cons of the service project	Reflections restricted to pros and cons of Particular service project regarding the community	Reflections show generic growth regarding the importance of service	Reflections show affective growth regarding self in community and the importance of service	
	 <b>Standards</b>				
Student ownership of project	Student does not plan or make decisions about the project	Student involved in some (less than 50%) of project planning and decision making	Student involved in most (more than 50%) of project planning and decision making	Student involved in all aspects of project planning and decision making	
	 <b>Standards</b>				

## Form: "#Exit Survey"

created with  taskstream

Created by: SOE Manager

Created On: 10/30/2013 9:53 PM (EDT); Last edited: 11/01/2013 10:20 AM (EDT)

---

\* = Response is required

---

### TEACHER EDUCATION EXIT SURVEY

All items are required. Thank you for your thoughtful completion of all items.

---

#### SECTION A: Background Information

---

\* **A.1. Last Name:**

*No answer specified*

---

\* **A.2. First Name:**

*No answer specified*

---

\* **A.3. Middle Initial**

*No answer specified*

---

\* **A.4. List all other names that you have used in the past (including maiden name).**

*No answer specified*

---

\* **A.5. BANNER ID#:**

*No answer specified*

---

\* **A.6. Email Address:**

*No answer specified*

---

\* **A.7. Local Address:**

*No answer specified*

---

\* **A.8. City:**

*No answer specified*

---

\* **A.9. State:**

*No answer specified*

---

---

**\* A.10. Zip:**

*No answer specified*

---

**\* A.11. Local Telephone #**

*No answer specified*

---

**\* A.12. Cell phone #**

*No answer specified*

---

**\* A.13. Permanent Address:**

*No answer specified*

---

**\* A.14. City:**

*No answer specified*

---

**\* A.15. State:**

*No answer specified*

---

**\* A.16. Zip:**

*No answer specified*

---

**\* A. 17. What is the highest degree completed before entering this program?**

- High School diploma
- Bachelor's
- Master's
- Specialist
- Doctoral

---

**\* A.18. Choose one of the following...**

- I am an undergraduate student (degree seeking)
- I am a graduate student (degree seeking)
- I am an undergraduate student (nondegree seeking)
- I am a graduate student (nondegree seeking)

---

**\* A.19. Select the degree you are pursuing (or just completing)**

- BS
- MS

- MAT
- MAED
- MSA

---

**\* A.20. Major**

Select your major from the following options. If you are a PBS student, select the area for your coursework.

Please make a selection... ▼

---

**A.21. Second Major**

If you have a second major, select one from the pull down menu below.

Please make a selection... ▼

---

## Section B: Content and Pedagogy

On a scale of 1-5, with 1 being very unprepared and 5 being very well prepared, how well prepared do you feel to participate in the following activities when you teach your own class of students in the future?

---

**\* B.1. Develop lesson plans and units of instruction that are aligned with district and state standards.**

Please make a selection... ▼

---

**\* B.2. Demonstrate an understanding of central concepts of the subject area taught.**

Please make a selection... ▼

---

**\* B.3. Use a variety of instructional practices appropriate for the subject matter.**

Please make a selection... ▼

---

**\* B.4. Present content to students in challenging, clear, and compelling ways.**

Please make a selection... ▼

---

**\* B.5. Adapt instructional strategies in response to data and student feedback.**

Please make a selection... ▼

---

**\* B.6. Use appropriate written and verbal communication skills, and select and use appropriate communication media.**

Please make a selection... ▼

---

**\* B.7. Develop lessons that integrate content across subject areas/disciplines.**

Please make a selection... ▼

---

## Section C: Student Learning

---

**\* C.1. Link instruction to student interests, prior experiences, and knowledge.**

Please make a selection... ▼

---

**\* C.2. Promote students' social and emotional growth.**

Please make a selection... ▼

---

**\* C.3. Foster students' intellectual development.**

Please make a selection... ▼

---

**\* C.4. Encourage self-motivation in students.**

Please make a selection... ▼

---

**\* C.5. Think critically, and develop students' critical thinking and problem solving skills.**

Please make a selection... ▼

---

## Section D: Content

On a scale of 1-5, with 1 being very unprepared and 5 being very well prepared, how well prepared do you feel to participate in the following activities when you teach your own class of students in the future?

---

**\* D.1. Know content as described in state and national standards.**

Please make a selection... ▼

---

**\* D.2. Have a broad knowledge of instructional strategies that draw content and pedagogical knowledge and skills delineated in state and national standards**

Please make a selection... ▼

---

**\* D.3. Develop meaningful learning experiences to facilitate learning for all students.**

Please make a selection... ▼

---

**\* D.4. Know how students learn and how to make ideas accessible to them.**

Please make a selection... ▼

---

**\* D.5. Provide multiple explanations and instructional strategies so all students can learn.**

Please make a selection... ▼

---

## Section E: Diverse Learners

---

**\* E.1. Differentiate instruction to meet the needs of all students**

Please make a selection... ▼

---

**\* E.2. Encourage students to see, question, and interpret ideas from diverse perspectives.**

Please make a selection... ▼

---

**\* E.3. Access available resources to support students with social, physical, emotional, or academic challenges.**

Please make a selection... ▼

---

**\* E.4. Work with students to identify challenges and make progress on annual Individualized Education Plan (IEP) goals.**

Please make a selection... ▼

---

**\* E.5. Teach English Language Learners**

Please make a selection... ▼

---

## Section F: Classroom Management

---

**\* F.1. Establish and maintain an environment that encourages students' active engagement in learning.**

Please make a selection... ▼

---

**\* F.2. Actively engage students in the learning process.**

Please make a selection... ▼

---

**\* F.3. Effectively manage student behavior**

Please make a selection... ▼

---

**\* F.4. Establish appropriate and productive rapport with all students.**

Please make a selection... ▼

---

**\* F.5. Establish and maintain a learning environment that respects individual differences.**

Please make a selection... ▼

---

## Section G: Assessment

---

**\* G.1. Maintain accurate records of student progress.**

Please make a selection... ▼

---

**\* G.2. Use a variety of informal and formal strategies to assess student learning.**

Please make a selection... ▼

---

**\* G. 3. Use classroom observation, assessment of students, and research to experiment with, reflect on, and revise teaching.**

Please make a selection... ▼

---

## Section H: Collaboration

---

**\* H.1. Work effectively with families to communicate and support student learning.**

Please make a selection... ▼

---

**\* H.2. Work productively with school administrators.**

Please make a selection... ▼

---

**\* H.3. Work productively with grade-level/department colleagues.**

Please make a selection... ▼

---

**\* H.4. Work productively with teachers and counselors other than grade-level/department colleagues.**

Please make a selection... ▼

---

## Section I: Professional Development

On a scale of 1-4, with 1 being does not describe me at all and 4 being describes me very well, how well do you feel the following questions describe your characteristics?

---

**\* I. 1. Review and reflect on teaching practices.**

Please make a selection... ▼

---

**\* I.2. Initiate and continue own professional development.**

Please make a selection... ▼

---

**\* I.3. Use technology to enhance instructional practices**

Please make a selection... ▼

---

**\* I.4. Understanding of the climate, issues, and politics that affect the teaching profession.**

Please make a selection... ▼

---

## Section J: Disposition

On a scale of 1-4, with 1 being does not describe me at all and 4 being describes me very well, how well do you feel the following questions describe your characteristics?

---

**\* J.1. I feel at ease in the presence of children and young adults**

Please make a selection... ▼

---

**\* J.2. I know when to ask for assistance.**

Please make a selection... ▼

---

**\* J.3. I believe that all students can learn, regardless of social circumstance.**

Please make a selection... ▼

---

**\* J.4. I am passionate about teaching.**

Please make a selection... ▼

---

## Section K: Core Teaching Component

On a scale of 1-5, with 1 being very unprepared and 5 being very well prepared, how well prepared do you feel overall to enter the teaching profession?

---

**\* K.1. How well prepared do you feel overall to enter the teaching profession?**

Please make a selection... ▼

---

## Thank you for completing the survey!

## Form: "Teacher Disposition"

created with  taskstream

Created by: SOE Manager

Created On: 02/04/2011 2:28 PM (EDT); Last edited: 01/24/2012 11:11 AM (EDT)

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\* = Response is required

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### Teacher Disposition

The purpose of the NCA&T Teacher Disposition Instrument (TDI) is to assess teacher education students and candidates for dispositions deemed important to successful teaching. The purpose of this pilot study is to establish preliminary validity and reliability for the TDI. In its final form, the TDI will be given as a pre/post assessment instrument to teacher students and candidates and will be utilized to inform student and candidate growth and development over time. As well, the TDI will be utilized as a springboard for enhanced and positive communication between teacher education students and candidates and their professors and other professional advisors and mentors.

---

\* **Teachers should demonstrate enthusiasm for students, curriculum, and teaching.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

\* **New teachers should join their professional teacher organizations or work with their mentors.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

\* **Successful teachers are leaders in the 21st century classrooms.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

**\* Teachers should be sensitive to and have respect for the multiple social cultural realities of their students.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

---

**\* Teachers should accept students' diverse backgrounds and also plan for differences in classrooms.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

**\* Teachers believe that they must create an environment that nurtures the students' social, emotional and cognitive development.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

**\* Teachers must give students opportunities to express their own ideas and to be active thinkers in the learning process.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

---

**\* Teachers must be committed to continued reading, reflection, and analysis in an effort to improve their skills and professional knowledge.**

- Strongly disagree
- Disagree

- Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should know how to use digital technology in the classroom.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should seek out growth opportunities in using and learning with technology.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Equity in the classroom means that every child has the right to learn and that the teacher is responsible for protecting this right.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should be willing to retrieve feedback and assessment of their teaching from peers, students and supervisors.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should accept and value differing perspectives.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should integrate appropriate technology into the instructional process.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should carefully plan, reflect, and assess their students' learning as on-going processes.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers must value students' cultures and use practices that place those cultures at the center of instructional presentation.**

- Strongly disagree
  - Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers must be committed to working with families to develop an effective learning experience for all students.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree

Strongly agree

---

**\* Teachers should accept feedback and differing points of view during the reflective process that transforms instructional practice.**

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

---

**\* Teachers should engage in self-reflection to capture insight into themselves and their impact on student learning and well being.**

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

---

**\* Teachers should continuously learn about the current issues, problems, and trends in educational assessment.**

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

---

**\* Teachers should systematically analyze student learning and what could be done to improve learning.**

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

---

**\* Teachers should carefully plan, reflect, and assess their students' learning as on-going processes.**

Strongly disagree

- Disagree
  - Neither agree nor disagree
  - Agree
  - Strongly agree
- 

**\* Teachers should use formative and summative assessment to assess student learning.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

# Form: "##Employer survey"

created with  taskstream**Created by:** SOE Manager**Created On:** 02/28/2014 2:44 PM (EDT); **Last edited:** 02/28/2014 2:44 PM (EDT)

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 = Response is required

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## INTRODUCTION

The School of Education at North Carolina Agricultural and Technical State University frequently gathers information from various stakeholders to evaluate its preparation of candidates for the professional workplace. We appreciate your input regarding your perceptions of the quality of our graduates' professional preparation. Your assessment will assist us to continuously improve our program. This survey can be completed in 10 minutes, and ALL RESPONSES will be kept confidential. No individual responses will be identified, as all data will be reported in the aggregate.

## DIRECTIONS IN RESPONDING TO EACH QUESTION

You are being asked to assess our graduates' knowledge, skills, and dispositions relative to their work performance in several areas. Please complete this survey based on your assessment of the quality of the professional performance of our graduates who you have employed at your school. For each of the following sections of this survey, there will appear questions in which you are to offer a response. The response categories include the following: 1-Poor; 2-Fair; 3-Good; 4-Very good; 5-Excellent. Please select only ONE response for each question, unless otherwise noted. Thank you. (Special note: If you have more than one professional in your institution who is an alum, please provide a collective evaluation as much as possible).

---

## A. DEMOGRAPHIC INFORMATION- Your Position and School (for statistical reasons only)

---

 **A.1. Describe your school.**

- Public school
- Private school
- Charter school
- Montessori
- Other

---

 **A.2. What is the geographic location of your school?**

- Urban area
- Rural area
- Suburban area
- Unsure

---

 **A.3. Pre-K and Elementary (Select all that apply)**

- Elementary Education (K-6)

- Pre-Kindergarten (B-K)
- Not applicable

---

**\* A.4. For those who are teaching within Special Subject Areas (K-12) areas, please indicate their primary subject area: (Select all that apply)**

- Art Education
- Music Education
- Health & Physical Education
- Reading Education
- Spanish Education
- Exceptional Children
- Not applicable

---

**\* A.5. For those who are teaching within Secondary Educational (9-12) areas, please indicate their primary subject area: (Select all that apply)**

- English
- Mathematics
- Biology
- Chemistry
- Comprehensive Social Studies
- Physics education
- Not applicable

---

**\* A.6. For those who are teaching with Career Technical Educational areas, please indicate their primary subject area: (Select all that apply)**

- Agriculture
- Business
- Family & Consumer Science
- Technology
- Not applicable

---

**\* A.7. For those who are serving in Administrative and Special Service Personnel areas, please indicate their primary subject area: (Select all that apply)**

- School Administration
- Counseling
- School Social Work

- Instructional Technology Specialist -- Computers
- Media Coordinator
- Not applicable

---

**\* A.8. Please indicate the year(s) you have hired a North Carolina A&T graduate, mark all that apply.**

- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- Other:

---

**\* A.9. Degree held by employee, if known. (Select all that apply)**

- BS
- MS
- MAED
- MAT
- MSA
- Do not know

---

**\* A.10. In your overall impression, compared to graduates from other colleges or universities in the past 5 years, how would you rate the overall quality of this/these employee(s)?**

- Do not know
- Among the worst employees we have hired
- "On par" with other employees we have hired
- Better than the average employee we have hired
- Among the best employees we have hired

---

**B. CONTENT KNOWLEDGE -- To what extent do our graduates contribute to knowledge, skills, and dispositions in the following areas?**

---

**\* B.1. Teaches content required by the approved curriculum**

Poor  Fair  Good  Very Good  Excellent

---

**\* B.2. Possesses in-depth knowledge of content as described in state and national standards**

Poor  Fair  Good  Very Good  Excellent

---

**\* B.3. Understands the relationship of content and content-specific pedagogy delineated in state and national standards**

Poor  Fair  Good  Very Good  Excellent

---

**\* B.4. Presents content in challenging, clear, and compelling ways using real world content**

Poor  Fair  Good  Very Good  Excellent

---

**\* B.5. Uses students' prior knowledge to make ideas accessible to them**

Poor  Fair  Good  Very Good  Excellent

---

## C. PEDAGOGICAL CONTENT: To what extent do our graduates contribute to knowledge, skills, and dispositions in the following areas?

---

**\* C.1. Possesses a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in state and national standards**

Poor  Fair  Good  Very Good  Excellent

---

**\* C.2. Provides multiple explanations and instructional strategies so all students can learn**

Poor  Fair  Good  Very Good  Excellent

---

**\* C.3. Provides appropriate levels of individual rigor to move learners to the next level of development**

Poor  Fair  Good  Very Good  Excellent

---

## D. DIVERSITY -- To what extent do our graduates contribute to knowledge, skills, and dispositions in the following areas?

---

**\* D.1. Actively seeks support to accommodate for different learners' needs**

Poor  Fair  Good  Very Good  Excellent

---

**\* D.2. Integrates students' cultural backgrounds, such as language/dialects into instruction**

Poor  Fair  Good  Very Good  Excellent

---

**\* D.3. Creates an environment where learners feel valued and respected**

Poor  Fair  Good  Very Good  Excellent

---

## E. ASSESSMENT -- To what extent do our graduates contribute to knowledge, skills, and dispositions in the following areas?

---

**\* E.1. Correlates learning objectives with assessment tools**

Poor  Fair  Good  Very Good  Excellent

---

**\* E.2. Assesses students' prior knowledge to drive instruction**

Poor  Fair  Good  Very Good  Excellent

---

**\* E.3. Selects developmentally-appropriate instructional or curriculum materials, based on assessment data**

Poor  Fair  Good  Very Good  Excellent

---

**\* E.4. Equitably uses formative and summative assessments**

Poor  Fair  Good  Very Good  Excellent

---

**\* E.5. Uses assessment data to differentiate instruction**

Poor  Fair  Good  Very Good  Excellent

---

## F. REFLECTION -- To what extent do our graduates contribute to knowledge, skills, and dispositions in the following areas?

---

**\* F.1. Engages in systematic, critical, and self-reflection to monitor and improve content knowledge and best practices**

Poor  Fair  Good  Very Good  Excellent

---

**\* F.2. Engages in reflective practices to ensure student learning outcomes**

Poor  Fair  Good  Very Good  Excellent

---

## G. PROFESSIONALISM AND LEADERSHIP -- To what extent do our graduates contribute to knowledge, skills, and dispositions in the following areas?

---

**\* G.1. Engages in professional development that improves classroom practice**

Poor  Fair  Good  Very Good  Excellent

---

**\* G.2. Assumes leadership roles within the school**

Poor  Fair  Good  Very Good  Excellent

---

**\* G.3. Works to establish and maintain harmony between family and the school**

Poor  Fair  Good  Very Good  Excellent

---

**\* G.4. Actively participates in professional organizations related to improving content knowledge or pedagogical skills**

Poor  Fair  Good  Very Good  Excellent

---

## H. TECHNOLOGY INTEGRATION -- To what extent do our graduates contribute to knowledge, skills, and dispositions in the following areas?

---

**\* H.1. Incorporates various 21st century technologies into instruction**

Poor  Fair  Good  Very Good  Excellent

---

**\* H.2. Integrates student's knowledge and skill of technology into the classroom to deepen technological awareness and skills**

Poor  Fair  Good  Very Good  Excellent

---

**\* H.3. Employs technology in assessment practices**

Poor  Fair  Good  Very Good  Excellent

---

## I. STUDENT LEARNING -- To what extent do our graduates contribute to knowledge, skills, and dispositions in the following areas?

---

**\* I.1. Participates actively as part of an instructional team to improve student learning outcomes**

Poor  Fair  Good  Very Good  Excellent

---

**\* I.2. Focuses on student learning and analyzes effects of teaching**

Poor  Fair  Good  Very Good  Excellent

---

**\* I.3. Analyzes student, classroom, and school performance data and makes data-driven decisions about strategies for teaching and learning so all students learn**

Poor  Fair  Good  Very Good  Excellent

---

## J. DISPOSITION -- To what extent do our graduates contribute to knowledge, skills, and dispositions in the following areas?

---

**\* J.1. Behaviors demonstrate a respect and appreciation for diversity and a belief that all students can learn**

Poor  Fair  Good  Very Good  Excellent

---

**\* J.2. Demonstrates a belief in fairness to all students, families and colleagues alike in carrying out professional duties and responsibilities**

Poor  Fair  Good  Very Good  Excellent

---

**\* J.3. Demonstrates/reflects the development and implementation of a caring and supportive learning environment for all students**

Poor  Fair  Good  Very Good  Excellent

---

**\* J.4. Reflects on dispositions, distinguish when adjustments need to be made, and create plans for appropriate improvement**

Poor  Fair  Good  Very Good  Excellent

---

**\* J.5. Demonstrates professional dispositions consistent with institutional, state and national standards**

Poor  Fair  Good  Very Good  Excellent

---

## Thank you for completing this survey!

This survey was designed by the School of Education collaboratively with the Department of Curriculum and Instruction (CUIN) at North Carolina A&T State University. Please contact Dr. Larry Powers with any questions or concerns: (email) powersl@ncat.edu or (phone) 336-285-4354.

# Form: "#Alumni Survey"

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\* = Response is required

## INTRODUCTION

The School of Education at North Carolina Agricultural and Technical State University seeks your assessment and input regarding your perceptions of the quality of your professional preparation. Your assessment will assist us to continuously improve our program. We sincerely appreciate your cooperation in helping us with this assessment. This survey can be completed in 10 minutes, and ALL RESPONSES will be kept confidential. No individual responses will be identified, as all data will be reported in the aggregate.

## DIRECTIONS IN RESPONDING TO EACH QUESTION

You are being asked to assess the quality of your preparation regarding the acquisition of appropriate knowledge, skills, and dispositions relative to your work requirements. Please complete this survey based on your assessment of the quality of the professional preparation you received in the Teacher Education Program at North Carolina A&T State University. For each of the following sections of this survey, there will appear questions in which you are to offer a response. The response categories include the following: 1-Poor; 2-Fair; 3-Good; 4-Very good; 5-Excellent. Please select only ONE response for each question, unless otherwise noted. Thank you.

### A. CONTENT KNOWLEDGE -- To what extent did your experience in the program contribute to your knowledge, skills, and personal development in the following areas?

#### \* A.1. Teach content required by the approved curriculum

Poor  Fair  Good  Very Good  Excellent

#### \* A.2. Acquire in-depth knowledge of content as described in state and national standards

Poor  Fair  Good  Very Good  Excellent

#### \* A.3. Understand the relationship of content and content-specific pedagogy delineated in state and national standards

Poor  Fair  Good  Very Good  Excellent

#### \* A.4. Present content in challenging, clear, and compelling ways using real world content

Poor  Fair  Good  Very Good  Excellent

#### \* A.5. Use students' prior knowledge to make ideas accessible to them

Poor  Fair  Good  Very Good  Excellent

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## B. PEDAGOGICAL CONTENT: To what extent did your experience in the program contribute to your knowledge, skills, and personal development in the following areas?

**\* B.1. Provide a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in state and national standards**

Poor  Fair  Good  Very Good  Excellent

**\* B.2. Provide multiple explanations and instructional strategies so all students can learn**

Poor  Fair  Good  Very Good  Excellent

**\* B.3. Provide appropriate levels of individual rigor to move learners to the next level of development**

Poor  Fair  Good  Very Good  Excellent

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## C. DIVERSITY -- To what extent did your experience in the program contribute to your development in the following areas?

**\* C.1. Actively seek support to accommodate for different learners' needs**

Poor  Fair  Good  Very Good  Excellent

**\* C.2. Integrate students' cultural backgrounds, such as language/dialects into instruction**

Poor  Fair  Good  Very Good  Excellent

**\* C.3. Create an environment where learners feel valued and respected**

Poor  Fair  Good  Very Good  Excellent

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## D. ASSESSMENT -- To what extent did your experience in the program contribute to your knowledge, skills, and personal development in the following areas?

**\* D.1. Correlate learning objectives with assessment tools**

Poor  Fair  Good  Very Good  Excellent

**\* D.2. Assess students' prior knowledge to drive instruction**

Poor  Fair  Good  Very Good  Excellent

**\* D.3. Select developmentally-appropriate instructional or curriculum materials, based on**

**assessment data**

Poor  Fair  Good  Very Good  Excellent

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**\* D.4. Equitably use formative and summative assessments**

Poor  Fair  Good  Very Good  Excellent

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**\* D.5. Use assessment data to differentiate instruction**

Poor  Fair  Good  Very Good  Excellent

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**E. REFLECTION -- To what extent did your experience in the program contribute to your knowledge, skills, and personal development in the following areas?****\* E.1. Engage in systematic, critical, and self-reflection to monitor and improve content knowledge and best practices**

Poor  Fair  Good  Very Good  Excellent

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**\* E.2. Engage in reflective practices to ensure student learning outcomes**

Poor  Fair  Good  Very Good  Excellent

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**F. PROFESSIONALISM AND LEADERSHIP -- To what extent did your experience in the program contribute to your knowledge, skills, and personal development in the following areas?****\* F.1. Engage in professional development that improves classroom practice**

Poor  Fair  Good  Very Good  Excellent

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**\* F.2. Assume leadership roles within the school**

Poor  Fair  Good  Very Good  Excellent

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**\* F.3. Work to establish and maintain harmony between family and the school**

Poor  Fair  Good  Very Good  Excellent

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**\* F.4. Actively participate in professional organizations related to improving your content knowledge or pedagogical skills**

Poor  Fair  Good  Very Good  Excellent

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**G. TECHNOLOGY INTEGRATION -- To what extent did your**

## experience in the program contribute to your knowledge, skills, and personal development in the following areas?

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### \* G.1. Incorporate various 21st century technologies into instruction

Poor  Fair  Good  Very Good  Excellent

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### \* G.2. Integrate student's knowledge and skill of technology into the classroom to deepen technological awareness and skills

Poor  Fair  Good  Very Good  Excellent

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### \* G.3. Employ technology in assessment practices

Poor  Fair  Good  Very Good  Excellent

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## H. STUDENT LEARNING -- To what extent did your experience in the program contribute to your knowledge, skills, and personal development in the following areas?

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### \* H.1. Participate actively as part of an instructional team to improve student learning outcomes

Poor  Fair  Good  Very Good  Excellent

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### \* H.2. Focus on student learning and study the effects of your work

Poor  Fair  Good  Very Good  Excellent

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### \* H.3. Analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so all students learn

Poor  Fair  Good  Very Good  Excellent

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## I. DISPOSITION -- To what extent did your experience in the program contribute to your knowledge, skills, and personal development in the following areas?

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### \* I.1. Demonstrate a respect and appreciation for diversity and a belief that all students can learn

Poor  Fair  Good  Very Good  Excellent

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### \* I.2. Demonstrate a belief in fairness to all students, families and colleagues alike in carrying out professional duties and responsibilities

Poor  Fair  Good  Very Good  Excellent

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**\* I.3. Exhibit behaviors in the classroom that demonstrate/reflect the development and implementation of a caring and supportive learning environment for all students**

- Poor  Fair  Good  Very Good  Excellent

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**\* I.4. Reflect on your own dispositions, distinguish when adjustments need to be made, and create plans for appropriate improvement**

- Poor  Fair  Good  Very Good  Excellent

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**\* I.5. Demonstrate professional dispositions consistent with institutional, state and national standards**

- Poor  Fair  Good  Very Good  Excellent

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## J. DEMOGRAPHIC INFORMATION- Your Position and School (for statistical reasons only)

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**\* J.1. How would you rate your overall work performance compared to your professional peers from other colleges/universities?**

- Among the best  
 Better than average  
 "On par" with others  
 Among the worst  
 Do not know

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**\* J.2. Describe your school.**

- Public school  
 Private school  
 Charter school  
 Montessori  
 Other

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**\* J.3. What is the geographic location of your school?**

- Urban area  
 Rural area  
 Suburban area  
 Unsure

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**J.4. Pre-K and Elementary (Select all that apply)**

- Elementary Education (K-6)
  - Pre-Kindergarten (B-K)
- 

**J.5. For those who are teaching within Special Subject Areas (K-12) areas, please indicate primary subject area: (Select all that apply)**

- Art Education
  - Music Education
  - Health & Physical Education
  - Reading Education
  - Spanish Education
  - Exceptional Children
- 

**J.6. For those who are teaching within Secondary Educational (9-12) areas, please indicate primary subject area: (Select all that apply)**

- English
  - Mathematics
  - Biology
  - Chemistry
  - Comprehensive Social Studies
  - Physics education
- 

**J.7. For those who are teaching with Career Technical Educational areas, please indicate primary subject area: (Select all that apply)**

- Agriculture
  - Business
  - Family & Consumer Science
  - Technology
- 

**\* J.8. Please indicate the year you were hired after graduation and/or fully licensed.**

- 2006
- 2007
- 2008
- 2009
- 2010
- 2011

2012

2013

Other:

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**\* J.9. Degree received from NCA&T (check all that apply)**

BS

MS

MAED

MAT

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