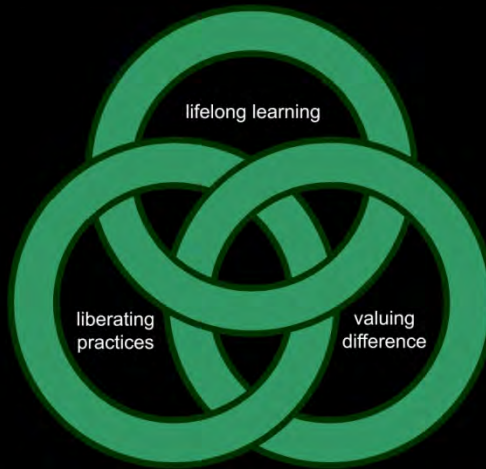


GREENSBORO COLLEGE  
TEACHER EDUCATION



TEACHERS AS  
REFLECTIVE PRACTITIONERS

# Clinical Internships

*Revised July 2019*

## Table of Contents

Overview .....	3
Roles and Responsibilities .....	3
Reporting an Accident/Injury .....	5
Transportation .....	5
Introductory Fieldwork .....	5
Early Fieldwork .....	5
Advanced Fieldwork .....	6
Student Teaching .....	9
Clinical Practicum .....	15
Internship Assessments Alignment .....	18
Appendices .....	20

## Overview

Coordination and supervision of internships is a cooperative effort. The College works closely with local school districts in the selection of internship sites, training of clinical educators, supervision of the intern, and evaluation of the experience. The teachers and administrators who participate in the internship experience exemplify commitment, expertise, and professionalism. Their efforts, along with the hard work of properly prepared and dedicated interns, help make the internship a valuable experience for all participants.

The aim of clinical internships is to cultivate the capacity to analyze, reflect, and engage in both the explicit and implicit curriculums and to link educational theory with instructional practice. Every effort is made to assure that placements will provide the most benefit for all participants and often will be determined by reviewing prior placements, grade levels, and school districts in order to provide candidates with a diverse and balanced set of experiences. Careful consideration will also be given to the EOG and EOC testing requirements at certain grade levels. Candidates seeking K-12 licensure must complete the program of study with experience at the elementary, middle, and secondary levels and this factor may be used in determining placements. Candidates will be clustered in groups whenever possible to allow minimal traveling requirements. Interns, along with the program coordinator of the licensure program, should discuss placement options. Once an internship placement has been approved by the school district, it will not be changed unless an unforeseen circumstance dictates doing so. **Under no circumstances are candidates permitted to contact clinical educators or school principals to discuss placement options.**

## Roles and Responsibilities

A general description of each participant's roles and responsibilities is followed by detailed discussion of several critical areas.

*Student Intern* The student intern should display enthusiasm, initiative, and a positive attitude toward students, colleagues, and his/her responsibilities. All policies prescribed by the school or clinical educator should be thoroughly studied. Appropriate personal hygiene and dress are essential elements of the intern's professional role. Relationships with colleagues and students should be friendly and professional. Tact and discretion must always be utilized. Interns are expected to adhere to the ***Code of Professional Responsibilities and Conduct Agreement*** at all times. Additionally, it is the responsibility of all Greensboro College interns to know and uphold the **Code of Ethics for North Carolina Educators** and the **Code of Professional Practice and Conduct for North Carolina Educators**. Candidates are also expected to know and adhere to the ***Clinical Professional Responsibilities Agreement*** regarding confidentiality. It is recommended that the intern become familiar with the personnel policies of the school system in which the internship is taking place. Some systems post their personnel handbook online.

*Clinical Educator* The teacher education program recognizes that fieldwork and clinical internship opportunities offer some of the most valuable experiences teacher education majors receive during their program of study. The feedback and support provided by experienced clinical educators contribute significantly to the growth our candidates achieve in their knowledge, skills and dispositions for classroom teaching. Each clinical educator should be prepared for the intern's arrival. Emphasis on the intern's role as a team member and co-teacher is vital if the intern is to successfully establish a positive professional rapport with students. Supervision of the internships is a cooperative responsibility. The clinical educator is eager to assist the intern in any aspect of their development. Interns are reminded that praise and constructive criticism are vital elements of every internship. Interns should expect both and accept them with equal appreciation. The primary goal of each supervisor is to help make the internship a successful and enjoyable experience. Clinical educators and clinical mentors will support the intern's completion of the practice edTPA in advanced fieldworks and official project completion during student teaching or clinical practicum.

*College Supervisor* The supervisor serves as a resource and support person to both the clinical educator and intern. The supervisor should be contacted immediately if the clinical educator or intern has questions or

concerns. Supervisors are expected to provide written documentation of mid-semester and final evaluations using the appropriate evaluation instruments via LiveText. With the exception of introductory fieldworks, instructors make visits to each classroom to observe and evaluate the candidate's progress. Additional visits may be made if there is a concern from the supervisor or requested by the clinical educator. Supervisors will also ask candidates to videotape at least one of their teaching lessons while following the regulations of the school and school system and *Clinical Professional Responsibilities Agreement*. The videos will be private for candidate and instructor only viewing. The supervisors are responsible for assigning the grade or score for fieldworks, student teaching, and clinical practicums. Supervisors will have oversight of the practice edTPA in the advanced fieldworks and official project completion during student teaching and clinical practicum.

*Cooperating Principal* The principal will provide assistance to the clinical educator and intern in the fulfillment of any aspect of their responsibilities. Principals are notified in advance of orientation sessions, the college calendar and other important events to ensure consistency and support throughout the internship experience.

*Fieldwork/Student Teaching* Instructional Practices in the classroom setting are designed to give candidates a focus on the practical applications of instructional methodology and best practice in the field. It also includes allowing the candidates to focus on applying research-based principles and developmentally appropriate pedagogies for 21<sup>st</sup> Century learners, as well as differentiated instruction. Candidates also practice integrating technology, literacy and writing process skills. During internships, candidates will teach lessons and work with individual students. In addition, during advanced fieldworks, candidates will develop and teach lessons using the edTPA model as part of a "trial run" for completing artifacts 3 and 5 and the formal edTPA project during student teaching.

*Fieldwork/Clinical Practicum* Instructional Practices in the classroom setting are designed to give candidates a focus on the practical applications of instructional methodology and best practice in the field. It also includes allowing the candidates to focus on applying research-based principles and developmentally appropriate pedagogies for 21<sup>st</sup> Century learners, as well as differentiated instruction. Candidates also practice integrating technology, literacy and writing process skills. During internships, candidates perform all duties as the teacher of record in the classroom. In addition, during advanced fieldworks, candidates will develop and teach lessons using the edTPA model as part of a "trial run" for completing artifacts 3 and 5 and the formal edTPA project during the clinical practicum.

*Placements* The selection of internship sites is a cooperative responsibility of the college and local school districts. Placements are made in partnership schools and surrounding school systems. Interns completing a second advanced fieldwork are placed into classrooms where they may continue for student teaching. Every effort is made to assure that the placement is one that will provide the most benefit for all participants and often will be determined by reviewing prior placements, grade levels, and school districts in order to provide candidates with a diverse and balanced set of experiences. Candidates seeking K-12 licensure must complete the program of study with experience at the elementary, middle, and secondary levels.

*Attendance at Placement Site* At the start of the internship, participants should exchange telephone numbers, e-mail addresses, and any special communication instructions. Attend regularly, being punctual and, when engaged in fieldwork, staying in the school for the time scheduled. Only illness or true emergencies excuse an absence or tardy. Please follow these procedures when reporting an absence:

- 1. Notify clinical educator by phone immediately if the schedule cannot be met.**
- 2. Notify supervisor immediately following your notification to the clinical educator.**
- 3. This process is expected on any day the intern is absent even in the event of consecutive days absent.**

After the second absence, the intern is required to meet with the supervisor. If an intern does not contact the clinical educator, supervisor or simply does not go to the classroom, a conference is required with the supervisor. At that time, the intern will receive a probation notice. If the lack of attendance continues, the intern risks being withdrawn from the fieldwork and referred to the Standards and Dispositions Subcommittee. This

will delay the intern's ability to continue in an internship.

### **Reporting an Accident/Injury**

If you are involved in an accident and are injured at the fieldwork placement site, please seek medical attention as necessary. Report the extent of your injury to your college supervisor and the director of teacher education as soon as you are able. If medical assistance is required, submit your personal primary insurance documentation for payment. Greensboro College's accident policy provides secondary insurance coverage. The Teacher Education Office will help you navigate the process through the student accounts office for secondary coverage.

### **Transportation**

Interns must provide their own transportation for fieldworks and the student teaching semester. There are schools located on or near city bus routes but placements at those schools are not guaranteed.

### **Introductory Fieldwork**

All 2000-level fieldwork courses are introductory (EDU 2101, SPE 2801, SPE 2901). An introductory fieldwork is a full-semester experience requiring completion of at least 25 hours in the school setting. The assessment for the course is the Dispositions I assessment and is completed by the supervisor with input from the clinical educator. The assessment is completed in the LiveText FEM Module. This placement is in a low-performing school and the placement is made by the supervisor in consultation with school administration.

Interns will observe teaching techniques, scope and sequence, classroom management, disciplinary procedures, cultural differences, distinguishing characteristics of exceptional children and other teacher/student/classroom characteristics. The edTPA Task 1 Context for Learning provides an overview for the variety of learners in the class who may require different strategies/supports or accommodations/modifications to instruction or assessment.

### **Early Fieldwork**

Only a limited number of licensure areas have 3000-level, 25-hour fieldwork courses in their program of study and should not be confused with advanced fieldwork 50-hr requirements. (Early fieldwork courses are HLT 3721 and potentially MUS 3731, MUS 3761, MUS 4731 and/or MUS 4741. Fieldwork sequencing leading up to student teaching will determine which will be the second 50-hr music course and all others will be early fieldworks.) An early fieldwork placement is a full-semester experience requiring completion of at least 25 hours in the school setting. The 25-hr placement is made by the supervisor in consultation with school administration. Interns assist in the operation of individual and/or small group activities. The edTPA Task 1 Context for Learning provides an overview for the variety of learners in the class who may require different strategies/supports or accommodations/modifications to instruction or assessment. Interns begin incorporating supports, accommodations, or modifications for students that will affect instruction.

The supervisor will complete formal observations and coordinate conferences for completing the midterm and final evaluations. Assessments for early fieldwork follow.

Early Fieldwork Formal Observation (25-hr)  
Fieldwork Midterm  
Fieldwork/Student Teaching/Clinical Practicum Reflection  
Dispositions Assessment II  
Early Fieldwork Final Evaluation

The supervisor will share copies of assessments with the clinical educator for his/her input in the candidate's performance. Scores from formal observations and the reflection are incorporated into the final evaluation. An average score from formal observations may be used or the score best representing the candidate's performance.

The supervisor will complete LiveText FEM assessments for the midterm, dispositions, and final evaluation after each conference. The reflection is assessed in LiveText by the supervisor and can be a comprehensive reflection of observations from the semester.

## Advanced Fieldwork

An advanced fieldwork placement is a full-semester experience requiring completion of at least 50 hours in the school setting. Every licensure area includes two 50-hour advanced fieldworks. The first provides an introduction to the edTPA model and candidates develop and teach lessons. The second advanced fieldwork includes an in-depth edTPA trial run prior to transitioning to student teaching/clinical practicum in the same school setting. The supervisor will complete a minimum of two on-site formal observations, and coordinate conferences for completing the midterm and final evaluations. A major change in advanced fieldworks includes the candidate's completion of a professional development plan (PDP) in which two areas that need developing are identified based upon the advanced fieldwork experience and doable during student teaching/clinical practicum. The PDP will be part of the student teaching/clinical practicum midterm evaluation. Assessments for advanced fieldwork follow.

Internship Formal Observation (50-hr)

Fieldwork Midterm

Fieldwork/Student Teaching/Clinical Practicum Reflection

Advanced Fieldwork Professional Development Plan

Dispositions Assessment II

Advanced Fieldwork Final Evaluation/Student Teaching-Clinical Practicum Midterm Evaluation

The supervisor will share copies of assessments with the clinical educator for his/her input in the candidate's performance. Scores from the PDP, formal observations and the reflection are incorporated into the final evaluation. An average score from formal observations may be used or the score best representing the candidate's performance. The supervisor will complete LiveText FEM assessments for the midterm, dispositions, and final evaluation after each conference. The reflection and PDP are assessed in LiveText by the supervisor. In advanced fieldworks candidates will reflect twice. The first is a comprehensive reflection of observations from the semester and the second an explanation/rationale on the professional development plan incorporating the intern's reflection, feedback from the supervisor and the midterm evaluation.

The year-long experience, Advanced Fieldwork/Student Teaching-Clinical Practicum, is without question, one of the most critical components of the educator preparation program. Greensboro College recognizes the significance of this experience and strives to provide experiences that will maximize the candidate's teaching potential. Policies governing the selection of clinical educators and school sites, and the roles of the clinical educator and supervisor are outlined. The Advanced Fieldwork section describes the expectations and defines the assignments and evaluations that occur during the experience. Advanced Fieldwork will place candidates with a clinical educator in the fall for a field experience concurrent with pedagogy courses if student teaching will be completed in the spring. It is possible that Advanced Fieldwork will be a spring placement if student teaching is completed in the fall.

There are many advantages to the integration of these two experiences including the following:

1. Candidates will be able to observe and interact with clinical educators, P-12 students and their parents from the beginning of the academic year to the end, thus providing a more continuous and expansive view of the role of the teacher.
2. A year-long experience provides more opportunity for candidates to grow in their knowledge, skills, and professional dispositions.
3. Advanced Fieldwork serves as the prerequisite experience for student teaching/clinical practicum. The candidate's PDP can be used as a starting point for student teaching/clinical practicum, thus increasing the candidate's opportunity to improve in areas of self-identified professional development goals.
4. More thorough and continuous assessment with critical feedback can be provided in an integrated year-long experience.

### *Site Selection and Clinical Educators in Year-Long Experience*

The selection of internship sites is a cooperative responsibility of the college and local school districts. Once candidates enroll in the advanced fieldwork sections, program coordinators and supervisors begin the placement process. First is the selection of the clinical educators. It is a deliberate selection process in which college faculty engages to provide candidates with the best mentors for advanced fieldwork, student teaching and clinical practicum. Guidelines for selection of clinical educators (student teaching) and clinical mentors (clinical practicum) are as follows:

#### **Clinical educators and clinical mentors must demonstrate the following criteria:**

1. Have been in the school district for the minimum number of years required (Guilford County requires 5 years) and hold a continuing license in the teaching area by the beginning of the internships,
2. Have approval of the appropriate administrator with the following qualifications:
  - a. Recommendation based upon the teacher's most recent performance evaluation with ratings of at least proficient with priority consideration for those clinical educators rated as distinguished or accomplished. If a principal determines that a teacher rated as proficient is the most appropriate clinical educator for an intern, the principal shall maintain records of the reasons for that determination.
  - b. Have met expectations as part of student growth in the field of licensure for the internship.
  - c. Nurturing and mentoring personality
  - d. Teacher leader and
  - e. Principal recommendation for continuation into student teaching by completing the required Student Teacher Information Form in the student teaching/clinical practicum application packet.
3. Cannot be on an action or intervention plan.

Careful consideration will also be given to the EOG and EOC testing requirements at certain grade levels. Candidates seeking K-12 licensure must complete the program of study with experience at the elementary, middle, and secondary levels and this factor may be used in determining final student teaching placements. Candidates will be clustered in groups whenever possible to allow minimal traveling requirements. Interns, along with the program coordinator of the licensure program, should discuss all placement options carefully. Once an internship placement has been approved by the school district, it will not be changed unless an unforeseen circumstance dictates doing so. In those rare cases, it is the program coordinator and the Director of Teacher Education who will make this final decision. **Under no circumstances are candidates permitted to contact clinical educators or school principals to discuss placement options.**

Interns need to be mindful of the following:

- Lesson plans must be approved by the supervisor **and** clinical educator prior to teaching.
- Lessons will be scheduled well in advance (See syllabi for specific dates.)
- Interns will provide hard copies of lesson plans to the supervisor and clinical educator in the classroom the day the lessons are scheduled to be taught.
- Interns will complete a comprehensive reflection of lessons taught during the experience. See **Reflection Rubric** for more detail.
- Careful planning in advance of video recording the lesson is necessary. The Help feature in the LiveText subscription will provide further information on the technology protocol that is to be followed. Refer to the ***Clinical Professional Responsibilities Agreement*** regarding confidentiality, permissions, and other related issues.

Candidates are reminded:

- Make sure all equipment is in working order and a viewable product is submitted
- Video will be easily accessible to the supervisor and clinical educator and confidentially protected in LiveText
- Technology glitches occur, so plan ahead and be prepared
- It is highly recommended interns enlist support to capture videos
- Since clinical educators are busy completing your teaching evaluation at that time, they cannot be responsible for recording the lesson



- The comprehensive reflection includes links to the videos of lessons taught and are submitted to the supervisor and clinical educator
- Be sure that the video recording does not capture any student who cannot be filmed.

*Professional Development Plan (PDP) and Explanation* Interns will learn how to write a PDP in the fieldwork by their supervisor. The intern is to use the **Advanced Fieldwork Final Evaluation/Student Teaching Midterm Evaluation** form to self-assess and develop a PDP. As a guide, the intern is to use the **Professional Development Plan Rubric**. The plan is to identify areas that need developing based upon the advanced fieldwork experience and be doable during student teaching/clinical practicum. This PDP will be returned to interns during the Student Teaching/Clinical Practicum experience and will be part of the student teaching/clinical practicum midterm evaluation.

- Drafts of **Professional Development Plans** (PDPs) are to be submitted to the supervisor.
- A written explanation (no less than 500 words) that describes the reasoning behind identifying the goals must accompany the PDP.
- The intern may be asked to revise the draft PDP based on feedback from the supervisor once **Advanced Fieldwork Final Evaluation/Student Teaching Midterm Evaluations** are reviewed at the final conference.

Once approved by the supervisor, the intern will upload the PDP and the Explanation/Rationale to LiveText. The supervisor will then score it using the **Professional Development Plan Rubric** in LiveText.

*Midterm Evaluation* The fieldwork midterm consists of:

- **Fieldwork Midterm** completed by the clinical educator. In addition, the intern and the supervisor will also complete a copy of the form.
- Review of the attendance log in LiveText
- Conference with supervisor. At the conference, the three evaluations will be discussed including identifying areas of strengths as well as areas for development. The intern and the supervisor will keep copies of all evaluations. Following the conference, the supervisor will complete the assessment in the LiveText FEM internship. The midterm evaluation will be based on:
  - Timely submission of all required documentation
  - Rating of Standards on three Fieldwork Midterm evaluations
  - Accurate and meaningful reflection of internship performance by the intern
  - Receptiveness to feedback from the clinical educator and supervisor
  - Demonstration of responsibility and effectiveness with internship duties

*Advanced Fieldwork Final Evaluation* The final evaluation is a composite form. For candidates participating in a year-long experience, the form will be used as final evaluation for advanced fieldwork and as the midterm evaluation for student teaching/clinical practicum. The left-hand blocks on the form are for advanced fieldwork. The right-hand blocks will be used for student teaching/clinical practicum midterm evaluation. This form will allow the intern, clinical educator and supervisor to measure growth. The Advanced Fieldwork Final Evaluation consists of:

- **Advanced Fieldwork Final Evaluation** completed by the clinical educator by the date identified by the supervisor. The clinical educator is highly encouraged to include as much feedback as possible on the form and it may be submitted to the supervisor via email or the intern may turn in a hard copy of the form. A signature is required.
- **Advanced Fieldwork Final Evaluation** completed by the supervisor including feedback from the clinical educator. This evaluation instrument is aligned with NC Professional Teaching Standards and is the same tool used in student teaching/clinical practicum at mid-semester. The form also includes the rating of work completed during the semester. The form will be signed by the intern and the supervisor. The supervisor will submit the final evaluation form via LiveText by the end of the exam period.



### *Advanced Fieldwork Final Evaluation Conferences*

- A conference with the supervisor, clinical educator and the intern will occur within the last two weeks of the course
- The goal of this conference is for participants to share their insights about the intern's teaching development
- The final evaluation form is used as a guide to discuss the intern's professional growth
- The conference may occur prior to completing the final evaluation form or it may occur after the clinical educator and the supervisor complete the form. This will be dependent on coordinating the conference schedules.
- A brief meeting will occur between the supervisor and the intern during final exams. This will allow for a final shared review of the intern's PDP and the supervisor's **Advanced Fieldwork Final Evaluation** form.

### **Student Teaching**

Student teaching is a 16-week experience. For the majority of candidates, this is a continuation of their year-long experience. Candidates apply to student teaching during the early fall for a spring placement or late winter for a fall placement.

*Application for Student Teaching* Candidates are required to submit an application for student teaching. Applicants majoring in elementary and special education should show progress in meeting the testing requirements for the North Carolina license. Applications are available in the teacher education office, PHE 108, and online at <https://www.greensboro.edu/academics/teacher-program/>. Applications are due August 25th for spring student teaching internships and January 20th for fall internships. *Candidates are notified of all of these requirements and it is the responsibility of each candidate to follow through in meeting deadlines and obtaining all necessary documentation as requested on the application.*

A candidate may not be permitted to student teach if, at the commencement of the semester in which the internship is scheduled, any of the following conditions exist:

- The candidate has not completed the application for the internship placement
- The candidate has not completed all required professional education coursework
- The candidate has a cumulative GPA of less than 3.0
- The candidate has an **incomplete** or **carry-over** grade in any course
- The candidate has a grade of C- or lower in a major, professional studies, or related course
- The candidate, if flagged, has not satisfactorily responded to the intervention plan outlined by him/her and the Standards and Dispositions Subcommittee
- The candidate has not submitted artifacts 2 and 7 as proficient
- The candidate does not have a clear criminal background check
- The candidate conduct report from Student Development is unfavorable.

*Student Teaching Semester* Student teaching begins during the school system's workdays in the fall or after the holiday break in the spring. Orientation meetings will be held just before or during the first week of school at the beginning of each semester. Interns are concurrently enrolled in EDU 4940 Student Teaching and are not to be enrolled in any other courses other than the EDU 4930 seminar. Student teachers are requested not to hold jobs during the school week but may petition to work part-time during the weekend. Candidates who wish to participate in a sport during student teaching must petition for approval prior to beginning the student teaching semester. Student teachers who live on campus need to be prepared for the unavailability of on-campus food services during the fall and spring breaks.

*Legal Status of the Intern* The Public School Laws of North Carolina provide: 115C-309

- (a) Student Teacher and Student Teaching Defined – A student teacher is any student enrolled in an educator preparation program at an institution of higher education approved by the State Board of Education who is jointly assigned by that institution and a local board of

education to student teach under the direction and supervision of a clinical educator as provided in G.S. 115C-296.11.

“Student teaching” may include those duties granted to a teacher by G.S. 115C-307 and any other part of the school program for which either the clinical educator or the principal is responsible.

- (b) Legal Protection – A student teacher under the supervision of a licensed teacher or principal shall have the protection of the laws accorded the licensed teacher.
- (c) Assignment of Duties – It shall be the responsibility of a clinical educator, in cooperation with the principal and the representative of the educator preparation program, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching.

*On-Campus Food Services* During the fall and spring breaks, dining services are not open and arrangements for meals are the candidate’s responsibility.

*Roles and Responsibilities in Student Teaching* A general description of each participant’s roles and responsibilities for student teaching is as follows.

STUDENT INTERN: The intern should display enthusiasm, initiative, and a positive attitude toward students, colleagues, and his/her responsibilities. All policies prescribed by the school or clinical educator should be thoroughly studied. Textbooks, curricula guides, and other instructional materials must be carefully reviewed. As soon as possible, the intern should become familiar with the entire professional staff and school building. Attendance at faculty meetings, parent conferences, and in-service workshops is an important component of the intern’s development. Relationships with colleagues and students should be friendly and professional. Interns are expected to adhere to the **Code of Professional Responsibilities and Conduct Agreement** at all times. Additionally, it is the responsibility of all Greensboro College interns to know and uphold the **Code of Ethics for North Carolina Educators** and the **Code of Professional Practice and Conduct for North Carolina Educators**. It is recommended that the intern become familiar with the personnel policies of the school system in which the student teaching is taking place. Some systems post their personnel handbook online.

The intern will complete a comprehensive reflection of work and evaluations completed during the semester. The **Reflection Rubric** will be used as a framework for scoring.

CLINICAL EDUCATOR: The feedback and support provided by experienced clinical educators contribute significantly to the growth our candidates achieve in their knowledge, skills and dispositions for classroom teaching. Each clinical educator should be prepared for the intern’s arrival. Emphasis on the intern’s role as a team member and co-teacher is vital if the intern is to successfully establish a positive professional rapport with students. The intern should be provided with copies of appropriate instructional materials. Assistance in meeting colleagues and understanding school policies should be offered. **The teacher education program provides orientation training for clinical educators for student teaching.** During orientation training clinical educators will have an opportunity to hear from former clinical educators as well as supervisors. Strategies for maximizing the success of interns as well as teacher education policies, procedures, and expectations are outlined during this session.

Supervision of the internship is a cooperative responsibility. The primary on-site supervisor is, of course, the clinical educator. Feedback to the intern is provided on a regular, usually daily basis. This may be accomplished through informal discussion or a formal conference. While independence is a primary goal, it is clear that interns gain great benefit from frequent discussion of their performance. The clinical educator is eager to assist the intern in any aspect of their development.

Interns are reminded that praise and constructive criticism are vital elements of every internship. Interns should expect both and accept them with equal appreciation. The primary goal of each supervisor is to help make the internship a successful and enjoyable experience.

COLLEGE SUPERVISOR: The supervisor is to consult the handbook and familiarize themselves with the guidelines and expectations. The supervisor must complete a minimum of five on-site observations, usually every two weeks or so. Observation of teaching is followed by a conference that often includes both the intern and clinical educator. The supervisor must make **one formal observation prior to midterm** (using the **Internship Formal Observation** form), **timely enough for the intern to receive feedback** and **one formal observation following the midterm**. After the first formal observation, the intern will share his/her reflection with the supervisor for inclusion in the midterm evaluation. The intern will compile a comprehensive reflection on work completed during the experience and include feedback from the clinical educator, supervisor, formal observations and the midterm evaluation. The supervisor will use the **Reflection Rubric** to score the reflection at the end of the experience. (*A third formal observation is required after midterm if there is an intervention plan for the intern.*) The supervisor will help the clinical educator coordinate intern involvement and evaluate the intern's performance both at midterm and during the final week of the internship experience. The intern receives assistance from the supervisor in any area related to the internship. The supervisor should be contacted immediately if either the clinical educator or intern has questions or concerns. The supervisor is responsible for notifying the director of teacher education whenever an intern's mid-semester evaluation indicates the need for an intervention plan or an extension of the internship. Supervisors are expected to provide documentation of midterm and final evaluations using the appropriate evaluation instruments via LiveText.

*Intervention Plans* To ensure that candidates develop in their ability to positively impact all students, student teaching is structured with a series of assessments which address knowledge, skills and dispositions. The process includes the development of intervention plans for those candidates who are not performing at the expected level after the midterm of the student teaching internship. At the midterm, the supervisor, clinical educator and the candidate have a midterm conference to document the candidate's progress. The **Advanced Fieldwork/Student Teaching Midterm Evaluation** form includes the ratings on the rubric for **Internship Formal Observation**, the **Reflection Rubric**, and the progress on the **Professional Development Plan** as well as the performance of the candidate observed by the clinical educator. If the candidate's score is 41 or below, an intervention plan will be created to assist the candidate on focusing on those areas denoted as emerging or developing. All candidates must demonstrate proficiency in all areas in order to successfully complete student teaching. In the case of a candidate not demonstrating sufficient improvement prior to the end of the semester, the teacher education program has the right to extend the student teaching. The candidate has the option of agreeing to the extension or taking the grade earned at the end of the traditional semester and possibly repeating the student teaching experience in the following semester. The teacher education program also gives the clinical educator the option of continuing with the candidate or requesting that a change be made.

*Cooperating Principal* The principal will provide assistance to the clinical educator and intern in the fulfillment of any aspect of their responsibilities. Principals are notified in advance of orientation sessions, the college calendar and other important events to ensure consistency and support throughout the internship experience. School principals will also be consulted in the event that an intern's mid-semester evaluation necessitates an extension of the internship. The principal will be asked to sign the Certification of Teaching Capacity form at the end of the experience agreeing with the assessment of the intern's performance.

*Attendance During Student Teaching* The intern's time commitment during student teaching is exactly the same as the clinical educator. Interns will not arrive late or leave earlier than the normal expectation for regular teachers. An arrival and departure schedule should be developed and agreed upon by all participants.

The intern also follows the school calendar rather than the college calendar. The internship extends through fall and spring break periods at the college. On-campus housing can be arranged for resident candidates. Interns are required to be in attendance for all normal school activities, such as faculty meetings, in-service workshops, and parent conference days. The appropriate level of involvement in extra duties, coaching, club sponsorship, etc., is variable. Participants should discuss the value of these activities and agree upon an involvement schedule.

At the start of the internship, participants should exchange telephone numbers, e-mail, and any special communication instructions. Maintaining regular attendance, being punctual and staying in the school for the time scheduled is expected of interns at all times. Only illness or true emergencies excuse an absence or tardy. Please follow these procedures when reporting an absence:

1. **Notify clinical educator by phone immediately if the schedule cannot be met.**
2. **Notify supervisor immediately following your notification to the clinical educator.**
3. **This process is expected on any day the intern is absent even in the event of consecutive days absent.**

**Under no circumstances will the intern plan to be absent from any portion of his/her responsibilities without prior approval from the clinical educator, supervisor, and the director of teacher education.** During this internship, the intern assumes the professional role of teacher, therefore should not plan trips, vacations, doctor appointments, etc. during the scheduled internship days and hours. **Student teachers are not permitted in excess of three absences during the student teaching experience (excused or unexcused).** In the event of excessive absences, the teacher education program reserves the right to extend the internship beyond the completion date if necessary. In the event that an extension is required, the intern will be responsible for additional expenses, housing, meals, etc., during the remainder of the internship.

*Involvement Schedule* An involvement schedule should be carefully planned by all participants. This is especially critical if more than one clinical educator is involved. The intern should gradually assume responsibilities as confidence and skill levels develop. While individual situations vary, **the normal guideline is for the intern to have *full* instructional responsibilities for approximately a month of the internship.** Toward the end of the experience, the intern and clinical educator should coordinate the transfer of teaching duties and important information, such as instructional materials, attendance records, and grades.

State Board of Education guidelines requires a minimum 16-week internship and to the extent practicable, provide candidates with experiences at both the beginning and ending of the school year.

*Interns as Substitute Teachers* Interns should never be used as substitute teachers in another teacher's classroom. Student teachers may not be hired or receive compensation for their classroom, substitute teaching, coaching, tutoring, or other related assignments during the internship experience. Since State Board of Education guidelines require a minimum 16-week internship, it is not possible for candidates to receive an early release from student teaching. Candidates who have completed all internship requirements successfully may be considered for interim or substitute teaching positions after the mandatory internship requirements have been met. *Prior to the issuance of a NC license, candidates are eligible to be paid as substitute teachers in these circumstances.*

*Instructional Planning* The most critical factor in the success level of most internships is the quality of planning by the intern. The intern is expected to develop detailed, written plans for each period of instructional responsibility. These plans are to be submitted a week in advance, the date to be determined by the clinical educator. These plans are kept in an organized file for review by the clinical educator and supervisor. The clinical educator should frequently review plans prior to implementation. All participants should discuss the type of planning that is appropriate and the planning review process. Interns will be asked to submit lesson plans in advance so that clinical educators and supervisors have an opportunity to review and provide feedback.

Interns are reminded that praise and constructive criticism are vital elements of internships. Interns should expect both and accept them with equal appreciation. The primary goal of each supervisor is to help make the internship a successful and enjoyable experience.

*Positive Impact on P-12 Student Learning* A focus for educators today is the positive impact a teacher makes on

P-12 student learning. In the **Internship Formal Observation** form, there is a section on impact on student P-12 learning. This section focuses on the student response to the intern's teaching. During formal observations, the supervisor will assess the intern's instructional performance as well the student response to the intern's teaching.

Additionally, the intern will also be expected to design informal assessments or evaluations that will be distributed to students at the conclusion of lessons. This could include a survey, an activity, ticket out the door, etc. and intern reflections should include a self-analysis of how students perceived the intern's teaching effectiveness.

edTPA is a performance assessment with a focus on using contextual information about students to support planning for, analyzing and using student learning to inform teaching. edTPA represents a broad consensus of the teaching field about what knowledge and skills matter for a beginning teacher's performance and good teaching in general. edTPA reflects core aspects of teaching—planning for instruction, engaging students in learning, assessing learning and supporting academic language development—and requires them to be linked together to show the full cycle of teaching. The assessment requires real artifacts from teaching—lesson plans, video and student work samples—in order to show the complexity of the local teaching context and the way the candidate responds to real students when trying to teach them in a real setting. edTPA portfolios should represent each candidate's unique context for teaching and learning, as well as their own thinking and decision-making about planning, instruction and assessment. The edTPA portfolio is 50% of the student teaching grade.

*Student Teaching Evaluation* The intern will receive feedback in several ways including informal and formal evaluations. Formal evaluations include the following.

Internship Formal Observation (50-hr)  
Student Teaching/Clinical Practicum Midterm Evaluation  
Fieldwork/Student Teaching/Clinical Practicum Reflection  
Dispositions Assessment III  
Passing edTPA score  
Passing licensing exam scores as required for the licensure area  
Student Teaching/Clinical Practicum Final Evaluation  
Certification of Teaching Capacity\*

*\*The certification document is not the final evaluation. It only serves as documentation that the clinical educator, college supervisor, and school principal are in agreement about the intern's performance during the experience.*

One of the most significant gateways used to assess the competency of teacher education majors is student teaching. The evaluation process used to assess each candidate includes regular written feedback based on formal observations from the clinical educator and supervisor. The supervisor will make a minimum of five observations with written feedback throughout the semester. One formal observation will be completed before the midterm using the **Internship Formal Observation** form. Once the feedback has been shared with the student intern, the intern will complete a written reflection and forward it to the supervisor for inclusion in the midterm evaluation. At midterm the supervisor, the clinical educator and the student teacher will conference and during the formal evaluation, the **Student Teaching/Clinical Practicum Midterm Evaluation** will be used as a means of identifying any intern in need of an intervention plan for the remainder of the student teaching internship. The maximum points on this instrument is 68 (A/Accomplished = 4; P/Proficient = 3; D/Developing=2; E/Emerging=1). Interns scoring 41 or below at mid-semester will be recommended for an intervention plan. The intervention plan will focus on those areas rated by the supervisor and clinical educator as falling in the Emerging or Developing category. The supervisor, clinical educator and intern will develop the plan. The supervisor will complete a second formal observation using the **Internship Formal Observation** form following the midterm. *A third formal observation after midterm is required if a candidate is on an intervention plan.*



A student intern on an intervention plan may be expected to extend their student teaching internship beyond the required sixteen weeks if adequate progress is not demonstrated. Interns who are recommended for intervention plans will be asked to meet with the Standards and Dispositions Subcommittee to review the intervention plan and timeline for demonstration of expected progress in areas of deficiency. Candidates who fail to demonstrate “proficiency” in the areas deemed deficient as outlined in the intervention plan will receive a grade of C- or less for the student teaching internship. Consistent with College policy, a candidate will be permitted to repeat the internship during the semester immediately following (not summer) upon approval by the Standards and Dispositions Subcommittee. Candidates who fail to complete student teaching for unusual circumstances (medical emergency, medical withdrawal from the College) may be allowed to take a carry-over and return in the next academic semester (not summer) to complete student teaching upon approval of the director of teacher education. ***Passing licensure exam (if required) and edTPA scores must be on file in order to receive a “C” or better in student teaching.***

*North Carolina Licensure Requirements* The teacher education program will make a recommendation for licensure to the NC Department of Public Instruction when the following criteria have been met:

1. Evidence that the intern has received all “Proficient” ratings indicating proficiency across all items on the ***Student Teaching/Clinical Practicum Final Evaluation*** during the final evaluation.
2. Completion of all degree and/or licensure requirements with a 3.0 gpa or higher.
3. All Artifacts at “proficient” or higher in LiveText.
4. Passing score on the edTPA project.
5. Passing scores on the PRAXIS II and/or Pearson Subject Assessment Tests.
6. Reconciling financial obligations to Greensboro College.
7. Completion of the application through the NCDPI Online Licensure System.

*Completion of Teacher Licensure Program* Candidates who complete the prescribed course of study for their major area, maintain a 3.0 gpa, have a successful student teaching experience, and meet the NC testing, artifact and edTPA requirements are recommended for licensure to the NC Department of Public Instruction. A NC teaching license is accepted in most all states.

*Applying for a Teaching Position* During student teaching, interns are required to attend the seminar course. Representatives from local school districts are invited to attend and share procedures for applying and the interview process for their school system.

Candidates are reminded that submission of licensure materials to the NC Department of Public Instruction and receipt of the NC license can take a two or more months once submitted. The teacher education office can provide written documentation for a candidate verifying completion of the teacher education program for interviewing purposes if necessary.

*Adding Additional Licensure Areas to a NC License* The North Carolina Department of Public Instruction allows candidates who hold a clear initial teaching license to add additional licenses by passing the required Praxis II/Pearson Specialty Exams in the additional teaching areas. **It is the policy of the teacher education program that unless the candidate has completed the approved program of study leading to licensure in the additional area through Greensboro College, recommendations for adding a license will not be made. Those who wish to initiate this process should consult their employing school district.**

*Initial License* An initial license is issued to teachers in North Carolina. To be eligible for the license, the individual must have ***completed*** an approved teacher education program or alternative program approved by the NC State Board of Education.

The license is issued for three years. Individuals who hold these licenses will participate in the Beginning Teacher Support System (BTSS) through the employing school system. Upon completion of BTSS, it is upgraded to a 5-year continuing license. License holders are expected to complete the required continuing education units (CEU) during a 5-year cycle for the license to remain active.



## Clinical Practicum

Clinical Practicum is a 16-week experience. For some candidates, this is a continuation of their year-long experience and for others there is a break between the advanced fieldwork and clinical practicum semesters. Candidates apply to clinical practicum during the early fall for a spring placement and clinical practicums only occur in the spring semester.

*Application for Clinical Practicum* Candidates are required to submit an application for clinical practicum. Applicants who are majoring in elementary and special education should show progress in meeting the testing requirements for the North Carolina license. Applications are available in the teacher education office, PHE 108, and online at <https://www.greensboro.edu/academics/teacher-program/>. Applications are due August 25th for the spring. *Candidates are notified of all of these requirements and it is the responsibility of each candidate to follow through in meeting deadlines and obtaining all necessary documentation as requested on the application.*

*Clinical Practicum Semester* Interns are concurrently enrolled in EDU 4980/PAL 4980 Clinical Practicum and are not to be enrolled in any other courses other than the EDU 4935/PAL 4935 seminar.

*Roles and Responsibilities in Clinical Practicum* A general description of each participant's roles and responsibilities for clinical practicum is as follows.

**STUDENT INTERN:** The intern should display enthusiasm, initiative, and a positive attitude toward students, colleagues, and his/her responsibilities. Interns are expected to adhere to the **Code of Professional Responsibilities and Conduct Agreement** at all times. Additionally, it is the responsibility of all Greensboro College interns to know and uphold the **Code of Ethics for North Carolina Educators** and the **Code of Professional Practice and Conduct for North Carolina Educators**.

The intern will complete a comprehensive reflection of work and evaluations completed during the semester. The **Reflection Rubric** will be used as a framework for scoring.

**CLINICAL MENTOR:** The feedback and support provided by experienced clinical mentors contribute significantly to the growth our candidates achieve in their knowledge, skills and dispositions for classroom teaching.

Supervision of the internship is a cooperative responsibility. The primary on-site supervisor is, of course, the clinical mentor. Feedback to the intern is provided on a regular basis. This may be accomplished through informal discussion or a formal conference. While independence is a primary goal, it is clear that interns gain great benefits from frequent discussion of their performance. The clinical mentor is eager to assist the intern in any aspect of their development.

Interns are reminded that praise and constructive criticism are vital elements of every internship. Interns should expect both and accept them with equal appreciation. The primary goal of each supervisor is to help make the internship a successful and enjoyable experience.

**COLLEGE SUPERVISOR:** The supervisor is to consult the handbook and familiarize themselves with the guidelines and expectations. The supervisor must complete a minimum of two on-site formal observations. Observation of teaching is followed by a conference that includes both the intern and clinical educator if possible. The supervisor must make **one formal observation prior to midterm** (using the **Internship Formal Observation** form), **timely enough for the intern to receive feedback** and **one formal observation following the midterm**. After the first formal observation, the intern will share his/her reflection with the supervisor for inclusion in the midterm evaluation. The intern will compile a comprehensive reflection on work completed during the experience and include feedback from the clinical mentor, supervisor, formal observations and the midterm evaluation. The supervisor

will use the **Reflection Rubric** to score the reflection at the end of the experience. (*A third formal observation is required after midterm if there is an intervention plan for the intern.*) The supervisor will help the clinical mentor coordinate intern involvement and evaluate the intern's performance both at midterm and during the final week of the internship experience. The intern receives assistance from the supervisor in any area related to the internship. The supervisor should be contacted immediately if either the clinical mentor or intern has questions or concerns. The supervisor is responsible for notifying the director of teacher education whenever an intern's mid-semester evaluation indicates the need for an intervention plan or an extension of the internship. Supervisors are expected to provide documentation of midterm and final evaluations using the appropriate evaluation instruments via LiveText.

*Intervention Plans* To ensure that candidates develop in their ability to positively impact all students, clinical practicum is structured with a series of assessments which address knowledge, skills and dispositions. The process includes the development of intervention plans for those candidates who are not performing at the expected level after the midterm of the internship. At the midterm, the supervisor, clinical educator and the candidate have a midterm conference to document the candidate's progress. The **Advanced Fieldwork/ Student Teaching Midterm Evaluation** form includes the ratings on the rubric for **Internship Formal Observation**, the **Reflection Rubric**, and the progress on the **Professional Development Plan** as well as the performance of the candidate observed by the clinical mentor. If the candidate's score is 41 or below, an intervention plan will be created to assist the candidate on focusing on those areas denoted as emerging or developing. All candidates must demonstrate proficiency in all areas in order to successfully complete clinical practicum. In the case of a candidate not demonstrating sufficient improvement prior to the end of the semester, the teacher education program has the right to extend the clinical practicum. The candidate has the option of agreeing to the extension or taking the grade earned at the end of the traditional semester and possibly repeating the clinical practicum experience. The teacher education program also gives the clinical mentor the option of continuing with the candidate or requesting that a change be made.

*Cooperating Principal* The principal will provide assistance to the clinical mentor and intern in the fulfillment of any aspect of their responsibilities. Principals are notified of important events to ensure consistency and support throughout the internship experience. School principals will also be consulted in the event that an intern's mid-semester evaluation necessitates an extension of the internship. The principal will be asked to sign the Certification of Teaching Capacity form at the end of the experience agreeing with the assessment of the intern's performance.

*Instructional Planning* The most critical factor in the success level of most internships is the quality of planning by the intern. The intern is expected to develop detailed, written plans to be shared with the clinical mentor and supervisor. All participants should discuss the type of planning that is appropriate and the planning review process. The clinical mentor and supervisor will have an opportunity to review plans and provide feedback. Interns are reminded that praise and constructive criticism are vital elements of internships. Interns should expect both and accept them with equal appreciation. The primary goal of each supervisor is to help make the internship a successful and enjoyable experience.

*Positive Impact on P-12 Student Learning* A focus for educators today is the positive impact a teacher makes on P-12 student learning. In the **Internship Formal Observation** form, there is a section on impact on student P-12 learning. This section focuses on the student response to the intern's teaching. During formal observations, the supervisor will assess the intern's instructional performance as well the student response to the intern's teaching.

Additionally, the intern will also be expected to design informal assessments or evaluations that will be distributed to students at the conclusion of lessons. This could include a survey, an activity, ticket out the door, etc. and intern reflections should include a self-analysis of how students perceived the intern's teaching effectiveness.

edTPA is a performance assessment with a focus on using contextual information about students to support planning for, analyzing and using student learning to inform teaching. edTPA represents a broad consensus of the teaching field about what knowledge and skills matter for a beginning teacher's performance and good teaching in general. edTPA reflects core aspects of teaching—planning for instruction, engaging students in learning, assessing learning and supporting academic language development—and requires them to be linked together to show the full cycle of teaching. The assessment requires real artifacts from teaching—lesson plans, video and student work samples—in order to show the complexity of the local teaching context and the way the candidate responds to real students when trying to teach them in a real setting. edTPA portfolios should represent each candidate's unique context for teaching and learning, as well as their own thinking and decision-making about planning, instruction and assessment. The edTPA portfolio is 50% of the clinical practicum grade.

*Clinical Practicum Evaluation* The intern will receive feedback in several ways including informal and formal evaluations. Formal evaluations include the following.

Internship Formal Observation (50-hr)  
Student Teaching/Clinical Practicum Midterm Evaluation  
Fieldwork/Student Teaching/Clinical Practicum Reflection  
Dispositions Assessment III  
Passing edTPA score  
Passing licensure exam scores as required for the licensure area  
Student Teaching/Clinical Practicum Final Evaluation  
Certification of Teaching Capacity\*

*\*The certification document is not the final evaluation. It only serves as documentation that the clinical mentor, college supervisor, and school principal are in agreement about the intern's performance during the experience.*

One of the most significant gateways used to assess the competency of a teacher of record is the clinical practicum. The evaluation process used to assess each candidate includes regular written feedback based on formal observations from the clinical mentor and supervisor. The supervisor will make a minimum of two formal observations with written feedback throughout the semester. One formal observation will be completed before the midterm using the **Internship Formal Observation** form. Once the feedback has been shared with the student intern, the intern will complete a written reflection and forward it to the supervisor for inclusion in the midterm evaluation. At midterm the supervisor, clinical mentor (if possible) and intern will conference and during the formal evaluation, the **Student Teaching/Clinical Practicum Midterm Evaluation** will be used as a means of identifying any intern in need of an intervention plan for the remainder of the clinical practicum internship. The maximum points on this instrument is 68 (A/Accomplished = 4; P/Proficient = 3; D/Developing=2; E/Emerging=1). Interns scoring 41 or below at mid-semester will be recommended for an intervention plan. The intervention plan will focus on those areas rated by the supervisor and clinical mentor as falling in the Emerging or Developing category. The supervisor, clinical mentor and intern will develop the plan. The supervisor will complete a second formal observation using the **Internship Formal Observation** form following the midterm. *A third formal observation after midterm is required if a candidate is on an intervention plan.*

A student intern on an intervention plan may be expected to extend their clinical practicum internship beyond the required sixteen weeks if adequate progress is not demonstrated. Interns who are recommended for intervention plans will be asked to meet with the Standards and Dispositions Subcommittee to review the intervention plan and timeline for demonstration of expected progress in areas of deficiency. Candidates who fail to demonstrate "proficiency" in the areas deemed deficient as outlined in the intervention plan will receive a grade of C- or less for the clinical practicum internship. Consistent with College policy, a candidate will be permitted to repeat the internship during the semester immediately following (not summer) upon approval by the Standards and Dispositions Subcommittee. Candidates who fail to complete the clinical practicum for unusual circumstances (medical emergency, medical withdrawal from the College) may be allowed to take a carry-over and return in the next academic semester (not summer) to complete the clinical practicum upon approval of the director of teacher education. ***Passing licensure exam (if required) and edTPA scores must be on file in order***

*to receive a “C” or better in the clinical practicum.*

*North Carolina Licensure Requirements* The teacher education program will make a recommendation for licensure to the NC Department of Public Instruction when the following criteria have been met:

1. Evidence that the intern has received all “Proficient” ratings indicating proficiency across all items on the *Student Teaching/Clinical Practicum Final Evaluation* during the final evaluation.
2. Completion of all course and licensure requirements with a 3.0 gpa or higher.
3. All Artifacts at “proficient” or higher in LiveText.
4. Passing score on the edTPA project.
5. Passing scores on the PRAXIS II and/or Pearson Subject Assessment Tests.
6. Completion of the application through the NCDPI Online Licensure System.

*Completion of Teacher Licensure Program* Candidates who complete the prescribed course of study for their major area, maintain a 3.0 gpa, have a successful clinical practicum experience, and meet the NC testing, artifact, and edTPA requirements are recommended for licensure to the NC Department of Public Instruction. A NC teaching license is accepted in most all states.

### **Internship Assessments Alignment**

## Internship Assessments Alignment

	Introductory Fieldwork		Early Fieldwork		Advanced Fieldwork		Student Teaching/Clinical Practicum	
	25-hr 2000-Level Fieldwork	Supervisor enters in LiveText FEM Module	25-hr 3000-Level Fieldwork	Supervisor enters in LiveText FEM Module	50-hr Advanced Fieldwork	Supervisor enters in LiveText FEM Module	Student Teaching/Clinical Practicum	Supervisor enters in LiveText FEM Module
Documents collaboratively completed during internships (Clinical educator, intern and college supervisor)								
Introductory Fieldwork Evaluation (Dispositions)	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A
Dispositions Assessment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Early Fieldwork Formal Observation (25-hr)	N/A	N/A	Yes	No	N/A	N/A	N/A	N/A
Fieldwork Midterm	N/A	N/A	Yes	Yes	Yes	Yes	N/A	N/A
Fieldwork/Student Teaching/Clinical Practicum Reflection	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes
Early Fieldwork Final Evaluation	N/A	N/A	Yes	Yes	N/A	N/A	N/A	N/A
Internship Formal Observation (50-hr/ST/CP)	N/A	N/A	N/A	N/A	Yes	No	Yes	No
Narrative Feedback Form (50-hr)	N/A	N/A	N/A	N/A	*	No	*	No
Advanced Fieldwork Professional Development Plan	N/A	N/A	N/A	N/A	Yes	Yes	**	N/A
Advanced Fieldwork Final Evaluation/Student Teaching-Clinical Practicum Midterm Evaluation	N/A	N/A	N/A	N/A	Yes	Yes	Yes	Yes
Student Teaching/Clinical Practicum Final Evaluation	N/A	N/A	N/A	N/A	N/A	N/A	Yes†	Yes†
<p>Notes:            N/A-Not Applicable            *Narrative Feedback Form may be used as a supplement to the Internship Formal Observation.            **Areas that need developing are identified based upon advanced fieldwork experience and candidates work on growth of the 2 goals during student teaching/clinical practicum. The PDP is part of the student teaching/clinical practicum midterm evaluation.            †Certification of Teaching Capacity is not the student teaching/clinical practicum final evaluation. The certification document signifies the clinical educator, college supervisor and school principal are in agreement about the intern's performance.</p>								

## Appendices

Dispositions

Code of Professional Responsibilities and Conduct Agreement

Clinical Professional Responsibilities Agreement

Parent/Guardian/Student Letter & Release Form for Clinical Internship (Fieldwork)

Code of Ethics for North Carolina Educators

Code of Professional Practice and Conduct for North Carolina Educators

Early Fieldwork Formal Observation (25-hr, 3000-level)

Fieldwork Midterm

Fieldwork/Student Teaching/Clinical Practicum Reflection (Rubric)

Early Fieldwork Final Evaluation

Internship Formal Observation (50-hr, Adv Fwk/ST/CP)

Narrative Feedback Form (Supplement to Internship Formal Observation)

Advanced Fieldwork Professional Development Plan

Advanced Fieldwork Final Evaluation/Student Teaching-Clinical Practicum Midterm Evaluation

Parent/Guardian/Student Letter & Release Form for edTPA (Student Teaching/Clinical Practicum)

Student Teaching/Clinical Practicum Final Evaluation

Certification of Teaching Capacity\*

*\*Completed concurrently with the Student Teaching/Clinical Practicum Final Evaluation*



**STANDARD 2: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**

	Emergent (0)	Developing (1)	Proficient (2)	Accomplished (3)
<b>A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b>				
Demonstrates a positive environment with nurturing relationships (2a)	-Articulates the importance of appropriate and caring learning environments for children.	-Recognizes and can explain aspects of a respectful and effective learning environment.	-Maintains a positive and nurturing learning environment.	-Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment. -Models tolerance and an inclusive community.
	<p>Do You Know It?</p>	<p>Do You Show It?</p>	<p>Is It Visible In the Actions of Your Students?</p>	<p>Is It Visible Beyond the Instructional Space of Your Classroom?</p>

**KNOWLEDGE**

**ACTION**

**INTERACTION**

**EXTENSION**

### Dispositions Worksheet, October 2018

	Emergent (0)	Developing (1)	Proficient (2)	Accomplished (3)
<b>Professionalism</b>				
Demonstrates high ethical standards (1e); complies with laws and policies (InTASC 9)	-Recognizes the need for ethical professional behavior.	-Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> . -Knows there are laws and policies related to learners' rights and teacher's responsibilities. -Knows there are rules for safe, legal and ethical use of technology.	-Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> . -Complies with laws and policies related to learners' rights and teachers' responsibilities. -Supports others in following the laws and policies related to learners' rights and teacher's responsibilities. -Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways.	-Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> , and encourages others to do the same. -Collaborates with others to evaluate how well laws and policies serve particular learners and advocates for changes in policies that would better meet learner needs. -Advocates for the safe, legal and ethical use of information and technology throughout the school community. -Anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology.
Collaborates with families and significant others (2e)	-Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.	-Understands strategies and can explain for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.	-Communicates and collaborates with the home and community for the benefit of students.	-Seeks and implements solutions to overcome obstacles to participation of families and communities.
Communicates effectively (4g)	-Communicates effectively both orally and in writing. -Recognizes a variety of methods for communicating effectively with students.	-Demonstrates the ability to communicate effectively with students. -Provides opportunities for students to articulate thoughts and ideas.	-Uses a variety of methods to communicate effectively with all students. -Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	-Establishes classroom practices that encourage all students to develop effective communication skills.
Understands frames of Reference (bias, fairness, equity) (InTASC 9)	-Acknowledges perceptions and biases exist.	-Knows resources are available to understand cultural, ethnic, gender, and learning difference among learners and their communities.	-Recognizes how identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. -Uses an understanding of cultural, ethnic, gender and learning differences to reflect on the needs of learners and to design and implement strategies to better meet the needs of learners.	-Assists others in exploring how personal identity can affect perceptions and assists them in reflecting upon their personal biases in order to act more fairly. -Shares resources and strategies with others to help them better understand the cultural, ethnic, gender and learning differences of learners and their communities.
Demonstrates professional qualities		-Grooming and/or attire not always appropriate; accepting constructive criticism sometimes difficult; attempts to learn from mistakes; attendance irregular or arrives late; exhibits inflexibility; sometimes misses deadlines.	-Appropriate grooming and attire; accepts and makes changes based on constructive criticism; positively learns from mistakes and attempts to correct and improve; is punctual; is reliable, truthful and flexible; demonstrates enthusiasm; meets deadlines.	-Professional grooming and attire; accepts constructive criticism and begins to critique themselves; positively learns from mistakes, consistently arrives early to appointments and school assignments; is reliable, truthful and flexible; enthusiasm and a passion for teaching; meets deadlines.
<b>Classroom Climate/Culture</b>				
Demonstrates a positive environment with nurturing relationships (2a)	-Articulates the importance of appropriate and caring learning environments for children.	-Recognizes and can explain aspects of a respectful and effective learning environment.	-Maintains a positive and nurturing learning environment.	-Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment. -Models tolerance and an inclusive community.
Embraces diversity	-Acknowledges that diverse cultures	-Displays knowledge of diverse cultures,	-Appropriately uses materials or lessons that	-Consistently integrates culturally relevant

	Emergent (0)	Developing (1)	Proficient (2)	Accomplished (3)
in the school, community, and the world (2b)	impact the world. -Identifies the range and aspects of diversity of students in the classroom.	their histories, and their roles in shaping global issues. -Recognizes the influence of all aspects of diversity on students' development and attitudes.	counteract stereotypes and acknowledges the contributions of all cultures. -Incorporates different points of view in instruction.	and/or sensitive materials and ideas throughout the curriculum. -Builds on diversity as an asset in the classroom.
Uses assets to design learning experiences to meet high standards (InTASC 2, edTPA 7)	-Acknowledges the importance of linking prior academic learning or personal, cultural, community, or developmental assets with new learning.	-Draws upon understanding of second language acquisition, exceptional needs and/or learners' background knowledge. Observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. -Recognizes how diverse learners process information and develop skills. Begins to incorporate multiple approaches to learning that engage a range of learner preferences.	-Understands the influence of diversity and plans instruction accordingly. -Continuously expands and deepens understanding of differences and their impact on learning, using interactions with learners and data on learner performance to set goals for individual student learning, to monitor learner progress and adjust instruction. -Engages learners in assessing their strengths and learning preferences and identifies various ways to promote each student's growth. -Makes strategic use of learners' primary language to support transfer of language skills and content knowledge. -Consistently incorporates multiple approaches to learning that engage a range of learner preferences.	-Uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content by connecting it to individual learners' interests, background knowledge, and need for real-world application. -Challenges each learner by adapting, scaffolding, enriching, and accelerating instruction to facilitate higher order thinking such as analysis, inquiry, and creative expression. -Guides learners in taking responsibility for their own learning through individualized goal-setting and progress monitoring.
Includes multiple perspectives in planning that includes each learners personal, family, community, and cultural experiences and norms (InTASC 2)		-Recognizes the importance of incorporating multiple approaches to learning.	-Designs learning experiences that creates opportunities to make family, personal and community connections with the material being taught. -Knows all learners process information and develop skills differently and recognizes the importance of incorporating multiple approaches to learning that engage a range of learner preferences.	-Integrates diverse languages, dialects, and cultures into instructional practice to build on learners' prior knowledge and experiences and promote the value of multilingual and multicultural perspectives. -Promotes an understanding of inter- and intra-group diversity to facilitate learners' development of cultural competence and build respect across communities.
<b>Learning Environment</b>				
Develops a positive learning environment (InTASC 3)		-Recognizes the importance of setting expectations for the learning environment.	-Collaborates with learners in setting expectations for a learning climate that includes openness, mutual respect, support, and inquiry and in sharing those expectations with learners' families. -Promotes positive peer relationships in support of the learning climate. -Guides the development of classroom norms and values related to respectful interaction, full engagement in discussions, and individual responsibility for quality work.	-Facilitates the development of school-wide norms and values related to respectful interaction, rigorous discussions, and individual and group responsibility for quality work. -Promotes celebration of learning by engaging learners in showcasing their learning and interacting with community members about the quality of their work.
Treats students as individuals (2c)		-Articulates the need to treat students as individuals.	-Encourages and values individual student contributions, regardless of background or ability. -Maintains a learning environment that conveys high expectations of every student.	-Enhances a learning environment that meets the needs of individual students.

	Emergent (0)	Developing (1)	Proficient (2)	Accomplished (3)
Demonstrates respect (InTASC 3)		-Communicates respectfully in the classroom.	-Models respectful interaction, verbally and nonverbally, and is responsive to the cultural backgrounds and differing perspectives learners bring to the learning environment.	-Collaborates with learners, families, and colleagues in building a safe, positive learning climate. Engages learners, families, and colleagues in expressing mutual expectations for openness, respect, support, and inquiry.
<b>Planning/Instruction</b>				
Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching curriculum goals (InTASC 7)	-Recognizes the importance of identifying learning experiences to support student progress.	-Creates learning objectives based on an understanding of student learning progressions.	-Refines learning objectives based on an understanding of student learning progressions and the students' development. -Anticipates specific needs or misconceptions and addresses them by planning scaffolds and/or differentiated instruction.	-Collaborates with learners in identifying personalized learning objectives to reach long term goals. -Works with learners to identify pathways to goal achievement using a range of resources, learning experiences, and ways of demonstrating progress toward the learning goal. -Plans ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress.
Uses technology (4d, InTASC 8)	-Recognizes technology is a useful tool for instruction.	-Assesses effective types of technology to use for instruction.	-Integrates technology tools to access, interpret and apply knowledge that promotes learners understanding of the objectives.	-Incorporates technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance).
Collaborates with specialists for the benefit of students (2d)	-Recognizes that students have individual learning needs.	-Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	-Cooperates with specialists and uses resources to support the special learning needs of all students. -Uses research-verified strategies to provide effective learning activities for students with special needs.	-Coordinates and collaborates with the full range of support specialists and resources to help meet the needs of all students. -Effectively engages special needs students in learning activities and ensures their unique learning needs are met.
Collaborates with colleagues and uses a variety of data sources to plan instruction (4b)	-Recognizes data sources important to planning instruction.	-Understands a variety of data is used for planning instruction.	-Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs. -Uses a variety of data for short- and long-range planning of instruction. -Monitors and modifies instructional plans to enhance student learning.	-Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.
<b>Assessment</b>				
Implements assessments to enable learners to display their learning (InTASC 6)	-Knows assessment terminology	-Recognizes the importance of using formal and informal assessment in planning. -Acknowledges learners with disabilities and language learning needs require accommodations in assessments and testing conditions.	-Modifies classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and/or gifts and talents to demonstrate their knowledge and skills. -Identifies learners potentially needing modifications or adaptations to be able to demonstrate their learning.	-Uses multiple assessment methods/modes to scaffold individual learner development and demonstrate their understanding in a variety of ways. -Works with others to minimize bias in assessment practices to ensure that all learners have a variety of opportunities to demonstrate their learning. -Identifies and advocates for learners potentially needing modifications or adaptations to be able to demonstrate their learning.

	Emergent (0)	Developing (1)	Proficient (2)	Accomplished (3)
<b>Impact on Student Learning</b>				
Documents, monitors and supports learner progress (InTASC 6)		-Recognizes formal and informal assessments are used to monitor learner progress.	-Uses data from multiple types of assessments to draw conclusions about learner progress. -Analyzes data to guide instruction to meet learner needs. -Maintains digital and/or other records are kept to support the analysis and reporting of learner progress.	-Provides learners with multiple ways to demonstrate performance using contemporary tools and resources. -Uses formative classroom assessments to maximize the development of knowledge, critical thinking and problem solving skills embedded in learning objectives.
Collaborates with families to establish connections for learner growth (InTASC 10)		-Knows the importance of communicating with families and significant others.	-Elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth.	-Works with families to develop mutual expectations for learner performance and growth and how to support it. -Connects families with community resources that enhance student learning and family well-being.
<b>Reflection</b>				
Reflects on analysis of student learning and adapts practice based on research and data (5a, InTASC 9)	-Recognizes multiple sources of information on students' learning and performance.	-Identifies data sources to improve students' learning.	-Uses data to provide ideas about what can be done to improve students' learning. -Seeks and reflects upon feedback from colleagues and others to evaluate the effects of his/her actions on learners, colleagues and community members and applies it to improve practice.	-Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs. -Supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner.
Links professional development to professional goals through reflection (5b)	-Acknowledges the importance of ongoing professional development.	-Attends required or expected activities for professional growth.	-Participates in recommended activities for professional learning and development.	-Seeks and engages in opportunities to expand professional knowledge and build professional skills.
Considers new ideas to improve teaching and learning through reflection (5c)	-Acknowledges the importance of using research-verified approaches to teaching and learning.	-Understands knowledge of current research-verified approaches to teaching and learning.	-Uses a variety of research-verified approaches to improve teaching and learning.	-Investigates and implements innovative, research-verified approaches to improve teaching and learning.

### Scoring:

Emerging ≤ 17

Developing 18 – 39

Proficient 40 – 61

Accomplished 62 – 66

With a lower rating on 4 descriptors it is possible to still maintain a total score in the higher performance level. (Ex. A rating of developing on 4 descriptors + a rating of proficient on the 18 remaining descriptors = still obtaining a total score in the proficient range.)

## **Code of Professional Responsibilities and Conduct Agreement**

As prospective and current employees of a school system, private school, childcare agency, or childcare center, (hereafter referred to as “placements”), candidates enrolled in both the initial and graduate teacher education programs/education preparation programs at Greensboro College are held accountable for their actions. They are to maintain their integrity and serve as positive role models. The highest standards of honesty, integrity, and fairness should be exhibited by each candidate when engaging in any activity concerning teaching, particularly in relationships with peers, faculty, P-12 students, parents, legal guardians, the community, and other placements. (Adopted from the Code of Ethics for North Carolina Educators and the Code of Professional Practice and Conduct for North Carolina Educators approved by the North Carolina State Board of Education on June 5, 1997).

Candidates enrolled in the teacher education program/education preparation program are provided with many opportunities to develop the knowledge, skills, and dispositions necessary for successful teaching careers. These opportunities come with serious responsibilities of the candidate to students, the school, the community, and Greensboro College. All candidates are required to comply with the following expectations:

1. Adhere to the Greensboro College Honor Code adopted and endorsed by the faculty and the Board of Trustees.
2. Maintain regular attendance in courses and clinical settings. Attend fieldwork and student teaching placements on time and for the duration of the placement. Candidates are to notify cooperating teachers/clinical educators, supervising principals, and college supervisors immediately if the schedule cannot be met.
3. Exemplify professional attitudes, actions and dispositions. Interns should not engage in any inappropriate social interaction (including but not limited to, profane or lewd remarks, dating, friending, etc.) with the students at the cooperating school.
4. Place school duties and responsibilities as a first priority and willingly accept all reasonable assigned duties.
5. Represent all professional qualifications accurately and honestly.
6. Uphold College and school standards of behavior policies.
7. Acknowledge the diverse views of P-12 students, their families, and professional colleagues. Incorporate different points of view in instruction and refrain from exerting personal beliefs and values on others.
8. Refrain from making unfavorable remarks in any medium about the students, the cooperating teacher/clinical educator, the school, the staff, the community, and the College.
9. Dress appropriately by upholding faculty and College standards.
10. Avoid all partiality and favoritism toward students.
11. Maintain good professional relationships with cooperating school staff and personnel.
12. Refrain from using personal cellphones, computers, or other personal devices in the school setting unless approved by the cooperating teacher/clinical educator, administration, and Greensboro College. Texting and friending students, parents, and teachers are not permitted. Consult with the cooperating teacher/clinical educator for any exceptions.
13. Refrain from using social networking sites (such as Facebook, Twitter, Instagram, texting and others) in the school setting other than for instructional purposes.
14. Know and uphold the Code of Ethics for North Carolina Educators and the Code of Professional Practice and Conduct for North Carolina Educators.



As a candidate enrolled in the teacher education program/educator preparation program at Greensboro College, I agree to abide by all the terms and expectations of the Code of Professional Responsibilities and Conduct Agreement. I understand noncompliance of my responsibilities to students, schools, cooperating teachers/clinical educators, administrators, the community, and Greensboro College may result in my being removed from the program and being unable to obtain a license.

---

Candidate Signature

---

Date Signed

---

Candidate's Printed Name

---

Supervisor Signature

## Clinical Professional Responsibilities Agreement

As prospective and current employees of a school system, private school, childcare agency, or childcare center, (hereafter referred to as “placements”), candidates enrolled in both the initial and graduate teacher education programs/education preparation programs at Greensboro College are held accountable for their actions. They are to maintain their integrity and serve as positive role models. The highest standards of honesty, integrity, and fairness should be exhibited by each candidate when engaging in any activity concerning teaching, particularly in relationships with peers, faculty, P-12 students, parents, legal guardians, the community, and other employees of placements. (Adopted from the Code of Ethics for North Carolina Educators and the Code of Professional Practice and Conduct for North Carolina Educators approved by the North Carolina State Board of Education on June 5, 1997).

Candidates engaging in a Greensboro College clinical experience are required to comply with the following expectations:

1. Comply with expectations outlined in the Code of Professional Responsibilities and Conduct Agreement.
2. Safeguard all personal and confidential information concerning students and use it only for professional purposes.
  - a. Confidentiality when interning in placements
    - 1) Documents and Records: As an intern in placements in the performance of the duties required, you may have access to or may create confidential student documents and records. As an intern, you agree to preserve the confidentiality of such records and to destroy the records as soon as they are no longer necessary for the performance of intern obligations pursuant to the teacher education program/education preparation program placing you with students in placements. During the course of performing the services pursuant to internship program placements, as an intern you will have access to confidential student information (“Educational Records”) protected by the Family Education Records Privacy Act (34 CFR 99), the North Carolina Identity Theft Protection Act and the federal Social Security Act. As an intern, you
      - shall protect the Student Records whether the Records are stored electronically and/or by hard copy. \_\_\_\_\_(Initials)
      - will use the Education Records only for the purpose of fulfilling duties in the teacher education program/education preparation program, and will not share such data with or disclose it to any third party except as provided for in the teacher education program/education preparation program unless authorized in writing by the placements. \_\_\_\_\_(Initials)For the purpose of this agreement, the intern shall be designated as a “school official” with “legitimate educational interest” in a placement’s educational records, as those terms have been defined under FERPA and its implementing regulations, and
      - agree to abide by the limitations and requirements imposed by 33 C.F.R. 99.33(a) on school officials. \_\_\_\_\_(Initials)
    - 2) Destruction of Records at Conclusion of Program: As an intern, you
      - agree to destroy all personally identifiable student information as soon as the information is no longer required by the teacher education program/education preparation program and to notify the college supervisor that the information has been destroyed. \_\_\_\_\_(Initials)
    - 3) Student Information and Social Media: In addition to the other prohibitions about disclosing confidential student information, as an intern you

- shall not disclose any personally identifiable information about students using any social media service or device and shall not communicate with any students of placements using social media devices. \_\_\_\_\_(Initials)  
Failure to abide by this provision will result in serious consequences, up to and including termination from the teacher education program/education preparation program.
- 4) Security Breach: In the event that the security of personally identifiable data of students is breached by an intern, the intern shall
  - be required to notify the placements, and the teacher education program/education preparation program immediately, but in no event within 24 hours, of any unauthorized access to data in violation of any state or federal law, including but not limited to FERPA or the North Carolina Identity Theft Act. \_\_\_\_\_(Initials)  
Such notice shall be in accordance with the Education Law §2d(6) and any implementing regulations thereunder.
- b. Video Recording Permissions: Before recording classroom instruction required for an internship in placements, you must ensure that you have the appropriate permission from the parents/guardians of those students and from adults who appear in the video recording. \_\_\_\_\_(Initials)
  - 1) The candidate will obtain permission from parents/guardians using the Student Release Form provided by Greensboro College teacher education program/education preparation program. \_\_\_\_\_(Initials)
  - 2) Only students for whom permission has been granted will appear in the video recorded lesson(s) and student work in assessment data collection. \_\_\_\_\_(Initials)
  - 3) Students' images for whom permission has not been granted will not appear in the video and the students' names will not be spoken by the intern during the video recording of the lesson(s). Nor will these students' work be included in assessment data collection. \_\_\_\_\_(Initials)
- c. Guidelines for Video Confidentiality for Candidates: Before video recording classroom instruction required for an internship in placements, you must:
  - 1) Review the video recording permissions for additional information including a release form. \_\_\_\_\_(Initials)
  - 2) Secure appropriate permission from the parents/guardians of the students and from adults who appear in the video recording. \_\_\_\_\_(Initials)
  - 3) Remove your name and use pseudonyms or general references (e.g., "the district") for the state, school, school system, and cooperating teacher/clinical educator. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use students' first names only. \_\_\_\_\_(Initials)
  - 4) Store/upload the video recording only through LiveText. \_\_\_\_\_(Initials)
  - 5) Allow authorized college supervisors and cooperating teachers/clinical educators to view your video recording for the purpose of providing formative feedback through LiveText. \_\_\_\_\_(Initials)
  - 6) Not store/upload video to a system other than LiveText. \_\_\_\_\_(Initials)
  - 7) Not use the video recording for any purpose that is not within the parameters of the release forms you received for students or adults who appear in your video. \_\_\_\_\_(Initials)

As a candidate enrolled in the teacher education program/education preparation program at Greensboro College, I agree to abide by all the terms and expectations of the Clinical Professional Responsibilities Agreement. I understand noncompliance of my responsibilities to students, schools, cooperating teachers/clinical educators, administrators, the community, and Greensboro College may result in my being removed from the program and being unable to obtain a license.

---

Candidate Signature

---

Date Signed

---

Candidate's Printed Name

---

Supervisor Signature



## Request to a Parent/Guardian/Student for a Release Form

Dear Parent/Guardian:

I am a preservice teacher at Greensboro College, participating in a clinical internship in your child's classroom. One goal during this experience is to help me prepare for completing a performance assessment that will take place during the last semester of my education program. The performance assessment documents a series of lessons I teach in your child's classroom and includes short video recordings. Although the video recordings involve both the teacher and various students; the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear in the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are part of my course assignment and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials will be reviewed by my supervisor at Greensboro College and will be destroyed at the conclusion of my program. The form attached will be used to document your permission for these activities.

Sincerely,

Greensboro College Teacher Candidate

## Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project, or by students who are 18 or more years of age that are involved in this project)

Dates of PERMISSION to gather/include student work and/or video record will be  
(circle semester) Fall/Spring \_\_\_\_\_

Student Name: \_\_\_\_\_

**I am the parent/legal guardian of the child named above. I have read and understand the project description given in the letter provided with this form, and agree to the following:**

*(Please check the appropriate box below.)*

I DO give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of preparing for completing a performance assessment during the last semester of your program of study at Greensboro College.

I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

I DO NOT give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of preparing for completing a performance assessment during the last semester of your program of study at Greensboro College.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

---

**I am the student named above and am more than 18 years of age. I have read and understand the project description given in the letter provided with this form and agree to the following:**

I DO give permission to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of preparing for completing a performance assessment during the last semester of your program of study at Greensboro College. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

I DO NOT give permission to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of preparing for completing a performance assessment during the last semester of your program of study at Greensboro College.

\_\_\_\_\_  
Student Signature (more than 18 years of age)

\_\_\_\_\_  
Date

# **Code of Ethics for North Carolina Educators**

*Developed by the North Carolina Professional Practices Commission in consultation with North Carolina educators. Adopted by the State Board of Education, June 5, 1997*

## **PREAMBLE**

**The purpose of this Code of Ethics is to define standards of professional conduct.**

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students parents, and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

### **I. Commitment to the Student**

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way, for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

### **II. Commitment to the School and School System**

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
- E. When acting in an administrative capacity:
  - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
  - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
  - 3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
  - 4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

### **III. Commitment to the Profession**

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.



SECTION .0600-**CODE OF PROFESSIONAL PRACTICE AND  
CONDUCT FOR NORTH CAROLINA EDUCATORS**

**.0601 PURPOSE AND APPLICABILITY**

The purpose of these Rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

*History Note: Authority G.S. 115C-295.3;*

*Eff. April 1, 1998.*

**.0602 STANDARDS OF PROFESSIONAL CONDUCT**

- A. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- B. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
  1. *Generally recognized professional standards.* The educator shall practice the professional standards of federal, state, and local governing bodies.
  2. *Personal conduct.* The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
  3. *Honesty.* The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
    - a. statement of professional qualifications;
    - b. application or recommendation for professional employment, promotion, or licensure;
    - c. application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
    - d. representation of completion of college or staff development credit;
    - e. evaluation or grading of students or personnel;
    - f. submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
    - g. submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
    - h. submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
  4. *Proper remunerative conduct.* The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
  5. *Conduct with students.* The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
    - a. any use of language that is considered profane, vulgar, or demeaning;
    - b. any sexual act;
    - c. any solicitation of a sexual act, whether written, verbal, or physical;
    - d. any act of child abuse, as defined by law;
    - e. any act of sexual harassment, as defined by law; and
    - f. any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

6. *Confidential information.* The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
7. *Rights of others.* The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
8. *Required reports.* The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
9. *Alcohol or controlled substance abuse.* The educator shall not:
  - a. be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
  - b. be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
  - c. furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
10. *Compliance with criminal laws.* The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
11. *Public funds and property.* The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
12. *Scope of professional practice.* The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
13. *Conduct related to ethical violations.* The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

## Early Fieldwork Formal Observation (Two Sections) (25-hr, 3000-level placement)

Candidate: \_\_\_\_\_ LicArea: \_\_\_\_\_

Observer: \_\_\_\_\_

A formal observation of the intern must be completed during face-to-face observations and during video-taped lessons. Observers are encouraged to provide additional feedback through the Narrative Feedback Form. Two formal observations must be completed during Early Fieldwork with the first occurring before midterm and the second following midterm. **Raters should leave an item blank if it has not been observed.**

Criteria	Accomplished: Well above standard, shows strength and has internalized expectations so that delivery is fluid and natural.  Proficient: Engages in, uses, demonstrates, participates, displays, moving to accomplished...Meets Expectations  Emerging/Developing: May need some additional improvement/can identify, shows understanding, acknowledges... <i>Additional Comments Suggested.</i>	Emerging 1 point	Developing 2 points	Proficient 3 points
<b>Learner and Learning</b>	Attempts to incorporate their interests, aspirations, and backgrounds into the lesson			
	Differentiates instruction so students of all styles and ability levels can experience success			
	Engages students in diverse forms of thinking that also explores feelings and values			
	Assesses students' background knowledge, skill levels, and interests to define learning goals			
	Uses heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)			
	Differentiates assessment tasks so that students can show what they know in different ways			
	Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency			
<b>Score</b>				
<b>Learning Environment</b>	Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry			
	Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally			
	Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous discussions, and individual and group responsibility for quality work			
	Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the classroom			
	Knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways			
<b>Score</b>				
<b>Content Knowledge</b>	Selects relevant standards that are appropriate to the content and grade level			
	Demonstrates an understanding of the central concepts, tools of inquiry, and content discipline he or she is teaching about			
	The candidate effectively uses his/her content knowledge <i>to connect</i> concepts to engage learners in critical thinking, problem-solving and creativity			
	Challenges students' minds with rigorous content and equips them with the skills they need to handle rigorous content			
	Designs lessons and units around the way the content is organized (e.g., topic-subtopic, cycle, procedural, comparison, etc.) and breaking the content up into manageable chunks			
	Creates opportunities for students to learn, practice, and master academic language in their content			
	Engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work			
	Uses supplementary resources and technologies effectively to ensure accessibility and relevance			
	Develops and implements supports for learner literacy development			
<b>Score</b>				
<b>Instructional Practice</b>	Begins lessons and units with engaging hooks, thought-provoking activities or questions that activate their prior knowledge			
	Introduces students to the key vocabulary terms they will need to know and understand to successfully learn the content			
	Uses essential questions to guide learning and promote deep thinking			
	Organizes classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize			

	learning, and meet overall goals and objectives			
	Keeps the flow of activities in the classroom moving smoothly.			
	Effectively transitions between aspects of the lesson and overall pacing to support student learning			
	Employs a wide variety of tools and strategies to keep students excited and on-task			
	Uses a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable			
	Incorporates multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge			
	Provides a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance learning			
	Encourages discussion, dialogue, and debate around important ideas			
	Probes, extends, and clarifies student responses using effective questioning techniques			
	Builds in periodic review and guided practice opportunities to help students master key skills and content			
	Helps students reflect on their own learning process to identify what they did well and where they'd like to improve			
	Celebrates student learning and achievement			
<b>Score</b>				
<b>Assessment</b>	Uses formative and summative assessment as appropriate to support, verify, and document learning			
	Designs assessments that match learning objectives with assessment methods and minimizes bias			
	Uses test and other performance data to understand each learner's progress and guide planning			
	Makes sure students understand what's expected of them (e.g., examining rubrics, checklists, models of exemplary work, etc.) and provides effective descriptive feedback to guide progress toward completion			
	Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process			
	Uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences			
	Prepares learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs			
	Seeks appropriate ways to use technology to support assessment practice both to engage learners and assess and address learner needs			
<b>Score</b>				
<b>Professional Responsibility</b>	Understands and adheres to the expectations and Code of Ethics of the teaching profession			
	Works effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, teacher assistants, parent volunteers)			
	Uses conventional and professional oral and written language in teaching			
	Is consistent and fair in the treatment of all students in the classroom			
	Is respectful of school policies and procedures			
<b>Score</b>				
	<b>Impact on P-12 Student Learning</b>		<b>Observed</b>	<b>Not Observed</b>
<b>Student Behavior</b>	Students show respect for each other and the intern			
	Students seem to understand the classroom rules and procedures and follow them			
	Students generally have a positive attitude			
	Students seem curious about the lesson being presented			
	Students appear energetic and enthusiastic during the lesson			
	Students seem to know what to do after being given directions by the intern			
	Students generally appear to be on-task and motivated			
	Students collaborate appropriately with each other			
	Students generally display good effort during the lesson			
	Students make good use of their time			
<b>Student Learning</b>	Students seem to understand the content being presented by the intern			
	The lesson allows students to draw from prior knowledge to facilitate understanding			
	Students are able to identify big ideas and important details about the lesson			
	The lesson allows students to actively process new content			
	The lesson allows students to raise their own questions about the content and new ideas			
	The lesson presented allows students to use thinking and learning strategies effectively			
	Students are able to make connections to real world			

	Students have access to necessary supplies and resources		
	The intern uses strategies during the lesson and at its conclusion to assess impact		
	Students are able to answer questions about their learning		
	Students participate in whole-class and small-group discussions		
	Students seem to take pride in their work		
	Students appear to know what's expected of them		
	Students are able to present and explain their work products when asked		
	Students seem able to summarize what they've learned		
<b>Score</b>	<b>(Max Observed = 25)</b>		
<b>Total Score from Section I</b>			
<b>Total Score from Section II</b>			
<b>Comments</b>			
<b>Feedback Shared</b>			
Observer Signature _____		Date: _____	
Intern Signature _____		Date: _____	

## Fieldwork Midterm

(Completed at midterm collaboratively by clinical educator, supervisor and candidate)

Candidate:		LicArea:
Cooperating Teacher:		
School:		Grade Level:
Date:	Course:	Midterm Score:

### Performance Evaluation

Teachers should use the following guidelines when completing student evaluations: **Accomplished:** Well above standard, shows strength and the student performs these expectations without any prompting or guidance. **(This rating would not be typical of candidates at the beginning of the teacher education program and should be used only in those instances when performance is clearly exceptional).** **Proficient:** Meets Standards, Engages in...Demonstrates...Displays. A rating of **Developing** indicates that the standard is performed but not freely, consistently or without some prompting. A rating of **Emerging** suggests awareness but more growth in this standard is needed or expected.

**For ratings at Developing or Emerging, additional comments are strongly encouraged.**

Accomplished (4 points)	Proficient (3 points)	Developing (2 points)	Emerging (1 point)	Standards	Comments
				1. Exhibits professionalism in attitudes, behavior, dress and attendance	
				2. Demonstrates enthusiasm and initiative	
				3. Interacts positively with students, colleagues, and school personnel	
				4. Demonstrates adequate knowledge of technology and/or content	
				5. Effectively fulfills instructional responsibilities	
				6. Displays responsibility, dependability, promptness, and organization	
				7. Is sensitive to individual student needs and differences	
				8. Demonstrates appropriate oral and written language skills; uses Standard English	
				9. Uses good judgment and self-control	
				10. Is a willing learner; accepts suggestions and feedback positively	
				<b>Total Points</b> (Accomplished: 36-40; Proficient: 30-35; Developing: 20-29; Emerging: 19 or below)	

\_\_\_\_\_  
Signature of Clinical Educator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Intern

\_\_\_\_\_  
Date

## Fieldwork/Student Teaching/Clinical Practicum Reflection Rubric

Reflections by candidates engaged in fieldwork during their progression in the educator preparation program are critical to assessing progress and growth in four main areas as identified by the InTASC Standards). Candidates will be evaluated for their reflection of <i>Learners and Learning</i> , <i>Content Knowledge</i> , <i>Instructional Practice</i> , and <i>Professional Responsibility</i> . Reflections will be assessed using the following rubric.			
	<b>Emerging/Developing 1</b>	<b>Proficient 2</b>	<b>Accomplished 3</b>
<b>Learners and Learning</b>			
<p><i>Reflection of Learner Development</i> The reflection demonstrates insight about the relationship between developmental variation and the need to create environments that support learning for all P-12 students <i>(Academic language; assets, context for learning, planned supports, prior academic learning, variety of learners)</i></p>	<p>The reflection does not address developmental variation of P-12 students in the classroom <b>OR</b> Comments do not suggest a recognition that learner differences create the need for supportive and individualized learning environments</p>	<p>The reflection addresses developmental variation of P-12 students <b>AND</b> The reflection attempts to connect learner differences in ability and culture to a recognition that learning environments must be supportive, individualized and collaborative</p>	<p>A meaningful reflection of the developmental variation noted by the candidate is provided and it especially focuses on the positive and unique characteristics of each student <b>AND</b> The reflection insightfully connects learner differences in ability, social behavior and culture to a recognition that learning environments must be supportive, individualized and collaborative</p>
<b>Content Knowledge</b>			
<p><i>Reflection of One's Understanding of the Content as it relates to teaching concepts:</i> The reflection includes how the content included in the lesson was delivered to the students. <i>(Academic language, assessment, engages students in learning, learning task, monitoring learning, patterns of learning, students' language use)</i></p>	<p>Content knowledge is not noted by the candidate in his/her reflection.</p>	<p>The reflection is accurate in terms of identifying how content knowledge used by the intern is understood by students and can provide examples as necessary.</p>	<p>The reflection is insightful in drawing connections between understanding of content and teaching effectiveness. <b>AND</b> Self-Assessment provides examples of how content knowledge seemed to positively impact student learning.</p>
<b>Instructional Practice</b>			
<p><i>Reflection of Own Planning:</i> The reflection includes an accurate sense of how instructional planning is connected to overall student engagement and classroom management. <i>(Assets, engaging students in learning, learning environment, learning task, rapport, respect)</i></p>	<p>The reflection does not address instructional planning as it relates to the students' level of engagement and/or classroom management <b>OR</b> The reflection suggests an inaccurate perception of how planning might be connected to engagement and/or classroom management.</p>	<p>The reflection adequately addresses instructional planning as it relates to the students' level of engagement and/or classroom management</p>	<p>The reflection provides examples of things the intern prepared that increased engagement or classroom management. Examples of student engagement are also provided in the reflection. <b>OR</b> The reflections provide examples of where lack of preparation of the intern seemed to decrease engagement.</p>
<p><i>Reflection of Own Teaching Style:</i> The reflection includes an accurate sense how one's teaching style impacts the success of the lesson being taught. <i>(Academic language, instructional strategies, learning task, patterns of learning, planned supports, variety of learners, students' language use)</i></p>	<p>The reflection does not address teaching style and its relationship to the overall success of the lesson.</p>	<p>The reflection draws accurate connections between the intern's actual style of teaching and the success of the lesson</p>	<p>The reflection draws accurate connections between the intern's actual style of teaching and the success of the lesson <b>AND</b> The reflection includes some examples of the variation in instructional strategies used that impacted overall lesson effectiveness.</p>



<p><i>Reflection of Strengths and Weaknesses:</i> The reflection includes an accurate sense of the teacher's strengths or the intern's strengths and weaknesses and how these Impact student learning.</p>	<p>The reflection does not provide an adequate reflection of strengths and weaknesses of the intern appropriate to the lesson delivered.</p>	<p>The reflection provides an adequate reflection of strengths and weaknesses of the intern appropriate to the lesson delivered.</p>	<p>The reflection provides an adequate reflection of strengths and weaknesses of the intern appropriate to the lesson delivered. <b>AND</b> The reflection shows an ability to connect how these strengths (and weaknesses as relevant) Impacted student learning.</p>
<p><b>Instructional Practice Total Score:</b></p>			
<p><b>Assessment</b></p>			
<p><i>Reflection of Analysis of Student Learning</i> The reflection includes an accurate analysis of student learning</p>	<p>The analysis is superficial or not supported by the summary of student learning <b>OR</b> The evaluation criteria, learning objectives, and/or analysis are not aligned with each other <b>OR</b> The analysis focuses on what students did right OR wrong</p>	<p>The analysis focuses on what students did right <b>AND</b> wrong <b>AND</b> The analysis includes some differences in whole class learning</p>	<p>The analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary <b>AND</b> Patterns of learning are described for whole class  Analysis uses specific evidence from work samples to demonstrate connections between quantitative and qualitative patterns of learning for individuals or groups</p>
<p><i>Reflection on Providing Feedback to Guide Learning</i> The reflection includes types of and/or how feedback is provided to students</p>	<p>Feedback is general and does not address strengths or needs related to the learning objectives.  Feedback is unrelated to the learning objectives OR is developmentally inappropriate. <b>OR</b> Feedback contains significant content inaccuracies. <b>OR</b> No feedback is provided.</p>	<p>Feedback is specific and addresses either strengths OR needs related to the learning objectives.</p>	<p>Feedback is specific and addresses both strengths <b>AND</b> needs related to the learning objectives. <b>AND</b> Feedback provides a strategy to address an individual learning need <b>OR</b> makes connections to prior learning or experience to improve learning.</p>
<p><i>Reflection of Student Understanding and Use of Feedback</i> The reflection includes how the candidate supports students to understand and use feedback to guide further learning</p>	<p>Opportunities for understanding or using feedback are not described. <b>OR</b> Limited or no feedback is provided to inform student learning.  Vague descriptions are provided of how students will understand or use feedback.</p>	<p>A clear description is given to students for understanding or using feedback related to the learning objectives.</p>	<p>A clear description is given for supporting students to understand and use feedback on their strengths <b>AND/OR</b> weaknesses related to the learning objectives.</p>
<p><i>Reflection on Analyzing Students' Language Use</i> The reflection includes students' use of language function and language demand</p>	<p>The reflection identifies student language use that is superficially related or unrelated to the language demands <b>OR</b> Description or explanation of language use that is not consistent with the evidence <b>OR</b> Describes how students use only one language demand (vocabulary, function, syntax, or discourse)</p>	<p>The reflection explains and provides evidence of students' use of the language function <b>AND</b> one or more additional language demands (vocabulary, syntax, discourse)</p>	<p>The reflection explains and provides evidence of students' use of the language function, vocabulary and additional language demand(s) (syntax, discourse) in ways that develop content understandings <b>AND</b> Explains and provides evidence of language use and content learning for students with varied needs</p>

<p><i>Using Assessment to Inform Instruction</i> The reflection includes next steps on changes to teaching practice</p>	<p>Next steps do not follow from the analysis OR Next steps are not relevant to the learning objectives assessed OR Next steps are not described in sufficient detail to understand them OR Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs (Ex., repeating instruction, pacing, or classroom management issues)</p>	<p>Next steps propose general support that improves student learning related to assessed learning objectives.  Next steps are loosely connected to research and/or theory.</p>	<p>Next steps provide targeted support to individuals <b>OR</b> groups to improve their learning relative to conceptual understanding, procedural fluency, problem-solving/reasoning skills, constructing meaning from, interpreting, <b>AND/OR</b> responding to complex text.  Next steps are connected with research and/or theory <b>OR</b> Next steps provide targeted support to <u>both</u> individuals and groups to improve their learning relative to conceptual understanding, procedural fluency, problem-solving/reasoning skills, constructing meaning from, interpreting, <b>AND/OR</b> responding to complex text  Next steps are justified with principles from research and/or theory</p>
---	--	--	---

**Assessment Total Score:**

**Professional Responsibility**

<p><i>Reflection of Desire for Self Improvement:</i> The reflection includes a genuine desire on the part of the intern to engage in self-improvement and responsibility to ensure student growth.</p>	<p>The reflection seems superficial and does not suggest a genuine effort at self-reflection and/or assessment of teaching <b>OR</b> The comments about self-improvement and/or assessment of teaching are unrealistic.</p>	<p>The reflection includes meaningful and worthwhile assessment of teaching <b>AND</b> The comments about self-improvement and assessment of teaching are realistic and appropriate for the lesson taught (observed).</p>	<p>The reflection includes meaningful and worthwhile assessment of teaching and is realistic for the lesson taught (observed). <b>AND</b> The reflection includes comments and/or thoughts about future goals and ideas for self-improvement given</p>
<p><i>Due Date/Format of Reflection</i></p>	<p>Reflection one day late or more and hand-written and/or written in casual language.</p>	<p>Reflection turned in on time and typed with a format that is mostly professional.</p>	<p>Reflection is turned in on time and is typed. The reflection is written with an advanced vocabulary stance and is professional.</p>
<p><i>Grammar and Conventions</i></p>	<p>Reflection has more than five conventional errors and/or is not at the length assigned by the professor.</p>	<p>Reflection written with conventional spelling/grammar and meets expectations of length assigned by professor.</p>	<p>Well written reflection that is error free, neat and well organized/meets expectations of length assigned by professor.</p>

<b>Total Score</b>	<b>Total Score- Emerging/Developing</b>	<b>Total Score-Proficient</b>	<b>Total Score-Accomplished</b>
Emerging/Developing: Total Score of ≤ 19 or below on Project			
Proficient: Total Score of 20-32 on Project			
Accomplished: Total Score of 33-39 on Project			

## Early Fieldwork Final Evaluation

(Completed jointly by Clinical Evaluator and Supervisor)

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

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

Clinical Educator: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

*Instructions: Please use the following guidelines when determining if a candidate's performance is Emerging (50% and below); Developing (60%); Proficient (80%). Raters should use the N/O rating for those items which have not been observed.*

<b>P-Proficient (3 pts)</b>	Engages in, uses, demonstrates, participates, displays, moving to accomplished	Shows growth at an acceptable level
<b>D-Developing (2 pts)</b>	Shows understanding and is moving toward proficiency but not practiced or observed on a regular basis. May need some additional improvement.	*Written feedback required
<b>E-Emerging (1 pt)</b>	Can identify, acknowledges but not yet practicing. Needs to focus and show improvement	*Written feedback required
<b>Professionalism</b>		
<p><b>NC Professional Teaching Standards (NCPTS) 1d.:</b> Teachers advocate for schools and students (edTPA Rubrics 1, 2, 3, 4, 7, 8); <b>1.e:</b> Teachers demonstrate high ethical standards (no edTPA Rubrics apply); <b>4.g:</b> Teachers communicate effectively (edTPA Rubrics 7, 8, 13); <b>CAEP Standard 1.1 INTASC Standards 9 and 10: Professional Responsibility</b></p>		
<i>Element</i>	<i>Descriptor</i>	<i>Rating</i>
<p><b>1d.1</b> : Implements and adheres to policies and practices positively affecting students' learning</p> <p><b>1e.1:</b> Upholds the <i>Code of Ethics for N.C. Educators and the Standards for Professional Conduct</i>.</p> <p><b>4g.1:</b> Uses a variety of methods to communicate effectively with all students.</p> <p><b>CAEP: InTASC 9:</b> Professional Learning and Ethical Practice; <b>InTASC 10:</b> Leadership and Collaboration</p>	<p>Collaborates, appropriate grooming and attire, accepts constructive criticism, positively learns from mistakes, attempts to correct and improve. <b>Use the <u>Fieldwork Midterm</u></b> Standard 1 Score when determining P, or E/D.</p> <p><b>Comment:</b></p>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Attendance is regular as assigned with limited or no absences, is punctual and dependable. Follows public school and School of Education policies when absences do occur. <b>Refer to LiveText Time Log.</b></p> <p><b>Comment:</b></p>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Reflects in a critical manner to allow for assessment of self-progress and potential growth as a teacher. <b>Use the <u>Reflection Rubric Score</u></b> when determining P, or E/D.</p> <p><b>Comment:</b></p>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p><b>Rubric for Internship Formal Observations</b> #1 and #2 total score for the <b>Professional Responsibility Category</b> should be used when determining P, or E/D. <b>An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for maintaining a positive classroom climate/culture may be used.</b></p> <p><b>Comment:</b></p>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O

	Clinical Educator Professionalism Rating <b>Comment:</b>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
--	---	---

**Professionalism: Total Score: (Max=15) \_\_\_\_\_**

**Classroom Climate/Culture**

**NC Professional Teaching Standards (NCPTS) 1a.:** Teachers lead in their classrooms (edTPA Rubrics 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15); **2a.:** Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults (edTPA Rubrics 2, 6, 7, 8, 13); **2b.:** Teachers embrace diversity in the school community and in the world (edTPA Rubrics 1, 2, 3, 4, 6, 7, 8); **2c.:** Teachers treat students as individuals (edTPA Rubrics 7, 8); **2d.:** Teachers adapt their teaching for the benefit of students with special needs (edTPA Rubrics 1, 2, 3, 4, 5, 7, 8); **4a.:** Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students (edTPA Rubrics 1, 2, 3, 4, 5, 9, 10, 11, 14); **4f.:** Teachers help students to work in teams and develop leadership qualities (edTPA Rubrics 7, 8); **4h.:** Teachers use a variety of methods to assess what each student has learned (edTPA Rubrics 5, 7, 8, 11, 12, 13, 14, 15); **CAEP Standard 1: INTASC Standards 1, 2 and 3: Learners and Learning**

**1a.3:** Maintains a safe and orderly classroom that facilitates student learning.  
**1a. 4:** Uses positive management of student behavior  
**2a.1:** Maintains a positive and nurturing learning environment.  
**2b.1/2b.2 :** Appropriately use materials that counteract stereotypes and incorporate different points of view  
**2b.3:** Understands the influence of diversity and plans instruction accordingly.  
**2c.1:** Maintains High Expectations for All Students.  
**2d.2:** Uses research-verified strategies to provide effective learning activities for students with special needs.  
**4a.1:** Identifies developmental levels of individual students and plans instruction accordingly.  
**4f.1:** Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.  
**4h.1:** Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction  
**CAEP: InTASC 1:** Learner Development; **InTASC 2:** Learning Differences; **InTASC 3:** Learning Environments

**Rubric for Internship Formal Observations #1 and #2 total score for the Learning Environment Category should be used when determining P, or E/D. *An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for maintaining a positive classroom climate/culture may be used.***  
**Comment:**

P (3)  
 D (2)  
 E (1)  
 N/O

**Rubric for Internship Formal Observations #1 and #2 total score for the Learner and Learning Category should be used when determining P, or E/D. *An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for maintaining a positive classroom climate/culture may be used.***  
**Comment:**

P (3)  
 D (2)  
 E (1)  
 N/O

	Clinical Educator Classroom Climate/Culture Rating <b>Comment:</b>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>Classroom Climate/Culture Total Score: (Max=9) _____</b>		
<b>Instruction</b>		
<p><b>NC Professional Teaching Standards (NCPTS) 3a.:</b> Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> (edTPA Rubrics 1, 2, 3, 4, 5, 7, 8, 9, 14); <b>3d.:</b> Teachers make instruction relevant to students (edTPA Rubrics 2, 3); <b>4a.:</b> Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students (edTPA Rubrics 1, 2, 3, 4, 5, 9, 10, 11, 14); <b>4b.:</b> Teachers plan instruction appropriate for their students: (edTPA Rubrics 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, 15); <b>4c.:</b> Teachers use a variety of instructional methods (edTPA Rubrics 2, 3, 4, 6, 7, 8); <b>4d.:</b> Teachers integrate and utilize technology in their instruction (edTPA Rubrics 2, 7, 8); <b>4e.:</b> Teachers help students develop critical-thinking and problem-solving skills (edTPA Rubrics 7, 8); <b>4f.:</b> Teachers help students to work in teams and develop leadership qualities (edTPA Rubrics 7, 8); <b>4g.:</b> Teachers communicate effectively (edTPA Rubrics 7, 8, 13); <b>4h.:</b> Teachers use a variety of methods to assess what each student has learned (edTPA Rubrics 5, 7, 8, 11, 12, 13, 14, 15); <b>CAEP Standard 1: INTASC Standards 6, 7 and 8: Instructional Practice</b></p>		
<p><b>3a.2:</b> Integrates literacy instruction to enhance learning.  <b>3d.1/4d.1:</b> Integrates 21<sup>st</sup> Century Skills and Content in Instruction/ Integrates Technology with instruction  <b>4a.2:</b> Assess and uses resources to address strengths/weaknesses  <b>4b.1</b> Collaborate to monitor performance and make instruction responsive  <b>4c.1:</b> Uses a variety of teaching methods to reach the needs of all students  <b>4e.1:</b> Integrates instruction for critical thinking/problem solving skills  <b>4f.1:</b> Organizes learning teams for collaboration, cooperation and student leadership  <b>4g.2:</b> Encourages and support students to articulate thoughts and ideas  <b>4h.1:</b> Uses multiple indicators, both formative and summative, to monitor and evaluate progress and inform instruction  <b>CAEP: InTASC 7:</b> Planning for Instruction; <b>InTASC 8:</b> Instructional Strategies</p>	<p><b>Rubric for Internship Formal Observations #1 and #2 total score for the Instructional Practice Category</b> should be used when determining P, or E/D. <b>An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for engaging in effective instructional practice may be used.</b></p> <p><b>Comment:</b></p>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	Clinical Educator Instruction Rating <b>Comment:</b>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>Instruction Total Score: (Max=6 points) _____</b>		

### Content Knowledge

**NC Professional Teaching Standards (NCPTS) 2c.:** Teachers treat students as individuals (edTPA Rubrics 7, 8); **3a.:** Teachers align their instruction with the *North Carolina Standard Course of Study* (edTPA Rubrics 1, 2, 3, 4, 5, 7, 8, 9, 14); **3b.:** Teachers know the content appropriate to their teaching specialty (edTPA Rubrics 1, 7, 8); **3c.:** (Teachers recognize the interconnectedness of content areas/disciplines (edTPA Rubrics 1, 4, 7, 8) **3d.:** Teachers make instruction relevant to students (edTPA Rubrics 2, 3); **4e.:** Teachers help students develop critical-thinking and problem-solving skills (edTPA Rubrics 7, 8); **5c.:** Teachers function effectively in a complex, dynamic environment (edTPA Rubric 3); **CAEP Standard 1: INTASC Standards 4 and 5: Content Knowledge**

<p><b>2c.1:</b> Maintains a learning environment that conveys high expectations of every student  <b>3a.1:</b> Develops and applies lessons based on the NCSCS  <b>3b.1:</b> Appropriate content knowledge  <b>3b.2:</b> Encourage investigation of content area, expand knowledge, satisfy curiosity  <b>3c.1/3c.2:</b> Relates content to other disciplines and global awareness  <b>3d.1:</b> Integrates 21<sup>st</sup> century skills and content in instruction  <b>4e.1:</b> Integrates instruction to develop critical thinking and problem solving skills  <b>5c.1:</b> Uses research-verified approaches  <b>CAEP: InTASC 4:</b> Content Knowledge;  <b>InTASC 5:</b> Application of Content</p>	<p><b>Rubric for Internship Formal Observations</b> #1 and #2 total score for the <b>Content Knowledge Category</b> should be used when determining P, or E/D. <b>An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for engaging in effective instructional practice may be used.</b></p> <p><b>Comment:</b></p>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Clinical Educator Content Knowledge Rating</p> <p><b>Comment:</b></p>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>Content Knowledge Total Score: (Max=6) _____</b>		

### Evaluation/Assessment

**NC Professional Teaching Standards (NCPTS) 1a.:** Teachers Lead in the Classroom (edTPA Rubrics 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15); **4h.:** Teachers use a variety of methods to assess what each student has learned (edTPA Rubrics 4, 7, 8, 11, 12, 13, 14, 15); **5a:** Teachers analyze student learning (edTPA Rubrics 4, 5, 11, 13, 14, 15); **CAEP Standard 1: INTASC Standard 6: Assessment (Instructional Practice)**

<p><b>1a.1:</b> Evaluates progress toward HS graduation using a variety of data  <b>4h.1/4h.2:</b> Uses multiple indicators, both formative and summative to monitor and evaluate students' progress to inform instruction.  <b>5a.1:</b> Uses data to provide ideas to improve learning  <b>CAEP: InTASC Standard 6:</b> Assessment</p>	<p><b>Rubric for Internship Formal Observations</b> #1 and #2 total score for the <b>Assessment Category</b> should be used when determining P, or E/D. <b>An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for engaging in effective instructional practice and assessment may be used.</b></p> <p><b>Comment:</b></p>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
--	--	---

		Clinical Educator Assessment Rating <b>Comment:</b>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
		<b>Assessment Total Score: (Max=6) _____</b>	
<b>Impact on P-12 Student Learning</b>			
<b>NC Professional Teaching Standards (NCPTS) 1d.:</b> Teachers advocate for students (edTPA Rubrics 1, 2, 3, 4, 7, 8); <b>2d.:</b> Teachers adapt teaching for students with special needs (edTPA Rubrics 1, 2, 3, 4, 5, 7, 8); <b>CAEP Standard 6: Assessment (Analyzing Student Learning)</b>			
<b>1d.1:</b> Implements policies that positively impact learning <b>2d.1:</b> Cooperates with specialists and uses resources to support special learning needs of all students. <b>2d.2:</b> Uses research-verified strategies for effective learning <b>CAEP: InTASC Standard 6:</b> Assessment	<b>Rubric for Internship Formal Observations Impact on P-12 Student Learning</b> total score should be used when determining P, or E/D. An average of the two scores from the two required observations may be used or, at the discretion of the instructor, the score best representing the student's potential for engaging in effective P-12 Student Impact may be used. <b>Comment:</b>		<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
		Clinical Educator Impact on P-12 Student Learning Rating <b>Comment:</b>	<input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
		<b>P-12 Impact Total Score: (Max=6) _____</b>	
		<b>Total Final Evaluation Score (Max=48)</b>	
		_____	
		<b>37-48= Proficient</b> <b>24-36= Developing</b> <b>≤ 23= Emerging</b>	
<b>Signatures</b>			
<b>Individual</b>	<b>Printed name</b>	<b>Signature</b>	<b>Date</b>
<b>Candidate</b>			
<b>Clinical Educator</b>			
<b>Supervisor</b>			

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of an agreement with the ratings on each descriptor.



## Internship Formal Observation (Two Sections) (Advanced Fieldwork & Student Teaching/Clinical Practicum)

Candidate: \_\_\_\_\_ LicArea: \_\_\_\_\_

Observer: \_\_\_\_\_

A formal observation of the intern must be completed during face-to-face observations and during video-taped lessons. Observers are encouraged to provide additional feedback through the Narrative Feedback Form. Two formal observations must be completed during Advanced Fieldwork and Student Teaching/Clinical Practicum with the first occurring before midterm and the second following midterm. **Raters should leave an item blank if it has not been observed.**

Criteria	Emerging 1 point	Developing 2 points	Proficient 3 points
<p><b>Accomplished:</b> Well above standard, shows strength and has internalized expectations so that delivery is fluid and natural.</p> <p><b>Proficient:</b> Engages in, uses, demonstrates, participates, displays, moving to accomplished...Meets Expectations</p> <p><b>Emerging/Developing:</b> May need some additional improvement/can identify, shows understanding, acknowledges... <i>Additional Comments Suggested.</i></p>			
<b>Learner and Learning</b>	Attempts to incorporate their interests, aspirations, and backgrounds into the lesson		
	Differentiates instruction so students of all styles and ability levels can experience success		
	Engages students in diverse forms of thinking that also explores feelings and values		
	Assesses students' background knowledge, skill levels, and interests to define learning goals		
	Uses heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)		
	Differentiates assessment tasks so that students can show what they know in different ways		
	Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency		
<b>Score</b>			
<b>Learning Environment</b>	Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry		
	Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally		
	Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous discussions, and individual and group responsibility for quality work		
	Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the classroom		
	Knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways		
<b>Score</b>			
<b>Content Knowledge</b>	Selects relevant standards that are appropriate to the content and grade level		
	Demonstrates an understanding of the central concepts, tools of inquiry, and content discipline he or she is teaching about		
	The candidate effectively uses his/her content knowledge <i>to connect</i> concepts to engage learners in critical thinking, problem-solving and creativity		
	Challenges students' minds with rigorous content and equips them with the skills they need to handle rigorous content		
	Designs lessons and units around the way the content is organized (e.g., topic-subtopic, cycle, procedural, comparison, etc.) and breaking the content up into manageable chunks		
	Creates opportunities for students to learn, practice, and master academic language in their content		
	Engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work		
	Uses supplementary resources and technologies effectively to ensure accessibility and relevance		
	Develops and implements supports for learner literacy development		
<b>Score</b>			
<b>Instructional Practice</b>	Begins lessons and units with engaging hooks, thought-provoking activities or questions that activate their prior knowledge		
	Introduces students to the key vocabulary terms they will need to know and understand to successfully learn the content		
	Uses essential questions to guide learning and promote deep thinking		

	Organizes classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives			
	Keeps the flow of activities in the classroom moving smoothly.			
	Effectively transitions between aspects of the lesson and overall pacing to support student learning			
	Employs a wide variety of tools and strategies to keep students excited and on-task			
	Uses a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable			
	Incorporates multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge			
	Provides a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance learning			
	Encourages discussion, dialogue, and debate around important ideas			
	Probes, extends, and clarifies student responses using effective questioning techniques			
	Builds in periodic review and guided practice opportunities to help students master key skills and content			
	Helps students reflect on their own learning process to identify what they did well and where they'd like to improve			
	Celebrates student learning and achievement			
<b>Score</b>				
<b>Assessment</b>	Uses formative and summative assessment as appropriate to support, verify, and document learning			
	Designs assessments that match learning objectives with assessment methods and minimizes bias			
	Uses test and other performance data to understand each learner's progress and guide planning			
	Makes sure students understand what's expected of them (e.g., examining rubrics, checklists, models of exemplary work, etc.) and provides effective descriptive feedback to guide progress toward completion			
	Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process			
	Uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences			
	Prepares learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs			
	Seeks appropriate ways to use technology to support assessment practice both to engage learners and assess and address learner needs			
<b>Score</b>				
<b>Professional Responsibility</b>	Understands and adheres to the expectations and Code of Ethics of the teaching profession			
	Works effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, teacher assistants, parent volunteers)			
	Uses conventional and professional oral and written language in teaching			
	Is consistent and fair in the treatment of all students in the classroom			
	Is respectful of school policies and procedures			
<b>Score</b>				
	<b>Impact on P-12 Student Learning</b>	<b>Observed</b>	<b>Not Observed</b>	
<b>Student Behavior</b>	Students show respect for each other and the intern			
	Students seem to understand the classroom rules and procedures and follow them			
	Students generally have a positive attitude			
	Students seem curious about the lesson being presented			
	Students appear energetic and enthusiastic during the lesson			
	Students seem to know what to do after being given directions by the intern			
	Students generally appear to be on-task and motivated			
	Students collaborate appropriately with each other			
	Students generally display good effort during the lesson			
	Students make good use of their time			
<b>Student Learning</b>	Students seem to understand the content being presented by the intern			
	The lesson allows students to draw from prior knowledge to facilitate understanding			
	Students are able to identify big ideas and important details about the lesson			
	The lesson allows students to actively process new content			
	The lesson allows students to raise their own questions about the content and new ideas			

	The lesson presented allows students to use thinking and learning strategies effectively		
	Students are able to make connections to real world		
	Students have access to necessary supplies and resources		
	The intern uses strategies during the lesson and at its conclusion to assess impact		
	Students are able to answer questions about their learning		
	Students participate in whole-class and small-group discussions		
	Students seem to take pride in their work		
	Students appear to know what's expected of them		
	Students are able to present and explain their work products when asked		
	Students seem able to summarize what they've learned		
<b>Score</b>	<b>(Max Observed = 25)</b>		
<b>Total Score from Section I</b>			
<b>Total Score from Section II</b>			
<b>Comments</b>			
<b>Feedback Shared</b>			
Observer Signature _____		Date: _____	
Intern Signature _____		Date: _____	

## Narrative Feedback Form

(Completed by clinical educators and supervisors during Formal Observations in Advanced Fieldwork/Student Teaching)

Notes:	Classroom Observation #: Observer:	Date:
Grade & Room #:	Teacher:	
Subject Time or Period:		
Number of Students:		
Type of Class:	<input type="checkbox"/> General Ed. <input type="checkbox"/> Exceptional Children (EC) <input type="checkbox"/> Other <input type="checkbox"/> Limited English Proficient (LEP):	
Lesson Objective:		

### **Evidence and Observations:**

Teacher Actions (Cause)	Impact on Student Learning (Effect)

Key Strengths:

Classroom Behavior Management: (must be completed in every formal observation)

Key Areas of Improvement:

Notes for Coaching Conversations:

Connections to Professional Development Plan and Self-assessment

Feedback Shared

Observer Signature \_\_\_\_\_

Date \_\_\_\_\_

Intern Signature \_\_\_\_\_

Date \_\_\_\_\_

## Advanced Fieldwork Professional Development Plan (Completed by Intern)

Name:	Grade/Subject:	School:
Clinical Educator/Mentor:		

<p>NC Professional Teaching Standards</p> <ol style="list-style-type: none"> <li>1. Teachers Demonstrate Leadership</li> <li>2. Teachers Establish a Respectful Environment for a Diverse Population of Students</li> <li>3. Teachers Know the content They Teach</li> <li>4. Teachers Facilitate Learning for Their Students</li> <li>5. Teachers Reflect on Their Practice</li> </ol>	<p>Standard(s) to be addressed:</p>  <p>Element(s) to be addressed:</p>
---	---

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1				
Goal 2				

Intern Signature	Clinical Educator Signature	Supervisor Signature
Date	Date	Date

**Advanced Fieldwork/Student Teaching-Clinical Practicum Professional Development Plan Rubric (Completed by Supervisor in LiveText)**

The Professional Development Plan should be completed by interns during the final weeks of the semester and used as a framework for discussion during the final evaluation among the clinical educator, supervisor, and intern. The Professional Development Plan should incorporate the interns' reflections, reflection feedback from the supervisor and the Midterm Evaluation completed by the supervisor and clinical evaluator. The intern must also include a 500 word written explanation to describe the rationale for goal selection and strategies for improvement. During student teaching/clinical practicum, each intern will be expected to meet with his/her supervisor to review the plan and its areas of focus prior to beginning the experience. Progress in the areas/goals identified in the plan will be re-assessed during the midterm evaluation of the student teaching/clinical practicum internship. An example of 2 goals/elements follow: Goal 1: Standard 4: Teachers Facilitate Learning for Their Students, Element 1: 1h1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Goal 2: Standard 1: Teachers Demonstrate Leadership, Element 1: 1c1 Participates in professional development and growth activities.

	<b>Emerging/Developing 1 (Below 80%)</b>	<b>Proficient 2 (80-89%)</b>	<b>Accomplished 3 (90-100%)</b>
<p><b>Goals:</b> The intern's Professional Growth Plan focuses on two goals which are clear, realistic and accurately aligned to the feedback received by the Clinical Educator and/or College Supervisor.</p>	<p>The Professional Growth Plan is vague and/or does not clearly identify two specific goals for improvement. <b>Or-</b> The Professional Growth Plan does not appear to align with noted areas of improvement as identified in the intern's own reflections or the feedback received by the clinical educator and/or college supervisor.</p>	<p>The Professional Growth Plan is clearly written and identifies two specific goals for improvement. <b>And-</b> The Professional Growth Plan does align with noted areas of improvement as identified in the feedback received by the clinical educator and/or college supervisor.</p>	<p>The Professional Growth Plan indicates the intern has thoughtfully identified two goals that are significant in terms of overall impact on P-12 student learning. <b>And-</b> The Professional Growth Plan incorporates the feedback received throughout the semester from a variety of sources including the intern's own reflections, feedback from the clinical educator, college supervisor during lesson plan delivery and formal evaluations.</p>
<p><b>Activities/Actions:</b> The activities and actions proposed by the intern to achieve his/her goals can be clearly measured, are realistic in scope for the student teaching/clinical practicum experience, and incorporate suggestions for improvement made by the clinical educator and college supervisor.</p>	<p>The activities/actions proposed by the intern in the Professional Growth Plan will be difficult to measure, they are vague, and/or they do not seem to consider the suggestions for improvement that have been offered by the clinical educator or college supervisor. <b>Or-</b> The activities/actions proposed seem either too broad or too narrow in scope for the student teaching/clinical practicum internship.</p>	<p>The activities/actions proposed by the intern in the Professional Growth Plan are measurable and seem realistic for the scope of the student teaching/clinical practicum internship. <b>And-</b> The actions/activities do reflect suggestions for improvement offered by the clinical educator and college supervisor.</p>	<p>The activities/actions proposed by the intern in the Professional Growth Plan are measurable and the intern offers insight into how he/she will monitor his own progress toward goal achievement. <b>And-</b> The actions/activities outlined by the intern seem to be thoughtfully selected and offer a realistic timeframe for making improvements. Concrete ideas are presented by the intern rather than just restating comments from the clinical educator or college supervisor.</p>
<p><b>Expected Outcomes:</b> The intern has clear expectations on what outcomes he/she expects to achieve for each goal identified in the Professional Development Plan.</p>	<p>The intern's plan is vague in identifying what he/she hopes to accomplish when working on each of the two stated goals. Outcomes are subjective and difficult to measure.</p>	<p>The intern is able to identify at least 1-2 expected outcomes for each of the two goals he/she has identified in the plan. The outcomes are clear, measureable and, if achieved, will seemingly have a positive impact on student learning.</p>	<p>The intern is able to identify at least 1-2 expected outcomes for each of the two goals he/she has identified. The outcomes are clear, measureable and the intern is able to articulate in the plan what evidence will constitute goal achievement and how these improvements will positively impact student learning.</p>

	<b>Emerging/Developing 1 (Below 80%)</b>	<b>Proficient 2 (80-89%)</b>	<b>Accomplished 3 (90-100%)</b>
<b>Resources Needed:</b> The intern's plan addresses what resources (materials, support, workshops, etc.) would be needed to achieve the goals identified.	The intern's plan does not include resources for achieving the goal <b>Or:</b> The resources identified by the intern for achieving the identified goals are impractical or unrealistic.	The intern's plan includes 1-2 resources needed for achieving the two goals. <b>And:</b> The resources identified by the intern for achieving the identified goals are realistic given the intern's role and function in the school as a student teacher/clinical practicum candidate, budgeting, and access to additional support.	The intern's plan includes 1-2 resources needed for achieving the two goals. <b>And:</b> The resources identified by the intern for achieving the identified goals are thoughtfully realistic and provide options for accessing needed supports. The intern recognizes his own need to be resourceful and responsible in accessing additional supports outside of the school setting to which he/she is assigned.
<b>Timeline</b> Intern provides an estimated timeline for implementing the activities/actions presented in the plan and is able to articulate where he/she hopes to be by mid-semester	The intern provides no timeline for implementing the activities/actions suggested in the plan and there is no mention of what the intern hopes to achieve by the mid-semester evaluation during student teaching/clinical practicum.	The intern provides a realistic timeline for implementing the activities/actions suggested in the plan and there is only a vague expectation of where the intern hopes to be for each goal by the mid-semester evaluation of student teaching/clinical practicum.	The intern provides both a realistic timeline for implementing the activities/actions suggested in the plan and there is a clear expectation of where the intern hopes to be for each goal by the mid-semester evaluation of student teaching/clinical practicum.
<b>500 Word Explanation/Rationale</b> The intern provides the rationale behind the Professional Development Plan that appropriately addresses how the two goals that were selected will assist him/her in meeting the NC Professional Teaching Standards/Elements.	The intern's explanation does not accompany the plan <b>OR-</b> The rationale provided does not effectively link the two goals to the appropriate NC Professional Teaching Standards/Elements.	The intern's 500 word explanation is adequate <b>And:</b> The rationale provided does link the two goals to the appropriate NC Professional Teaching Standards/Elements.	The intern's 500 word explanation is clear and compelling <b>And:</b> The rationale provided illustrates a deeper level of insight in connecting how achievement of the two goals will facilitate the intern's growth as a teacher for the particular NC Professional Teaching Standards/Elements.
<b>Total Score</b>	_____ <b>Total Score Emerging/Developing</b>	_____ <b>Total Score Proficient</b>	_____ <b>Total Score Accomplished</b>
<b>Emerging/Developing: Total Score of 8 or below on project</b> <b>Proficient: Total Score of 9-14 on project</b> <b>Accomplished: Total Score of 15-18 on project</b>			
_____ <b>Supervisor Signature</b>		_____ <b>Date</b>	



## NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS

### 1. TEACHERS DEMONSTRATE LEADERSHIP

#### a. Teachers lead in their classrooms.

1. Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.
2. Draws on appropriate data to develop classroom and instructional plans.
3. Maintains a safe and orderly classroom that facilitates student learning.
4. Uses positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.

#### b. Teachers demonstrate leadership in the school.

1. Engages in collaborative and collegial professional learning activities.
2. Identifies the characteristics or critical elements of a school improvement plan.
3. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.

#### c. Teachers lead the teaching profession.

1. Participates in professional development and growth activities.
2. Begins to develop professional relationships and networks.

#### d. Teachers advocate for schools and students.

1. Implements and adheres to policies and practices positively affecting students' learning.

#### e. Teachers demonstrate high ethical standards

1. Upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.

### 2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

#### a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

1. Maintains a positive and nurturing learning environment.

#### b. Teachers embrace diversity in the school community and in the world.

1. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.
2. Incorporates different points of view in instruction.
3. Understands the influence of diversity and plans instruction accordingly.

#### c. Teachers treat students as individuals.

1. Maintains a learning environment that conveys high expectations of every student.

#### d. Teachers adapt their teaching for the benefit of students with special needs.

1. Cooperates with specialists and uses resources to support the special learning needs of all students.
2. Uses research-verified strategies to provide effective learning activities for students with special needs.

#### e. Teachers work collaboratively with the families and significant adults in the lives of their students.

1. Communicates and collaborates with the home and community for the benefit of students.

### 3. TEACHERS KNOW THE CONTENT THEY TEACH

#### a. Teachers align their instruction with the *North Carolina Standard Course of Study*.

1. Develops and applies lessons based on the *North Carolina Standard Course of Study*.

## NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS

2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.

**b. Teachers know the content appropriate to their teaching specialty.**

1. Demonstrates an appropriate level of content knowledge in the teaching specialty.
2. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

**c. Teachers recognize the interconnectedness of content areas/discipline.**

1. Demonstrates knowledge of links between grade/subject and the *North Carolina Standard Course of Study* by relating content to other disciplines.
2. Relates global awareness to the subject.

**d. Teachers make instruction relevant to students.**

1. Integrates 21<sup>st</sup> century skills and content in instruction.

### 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

**a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.**

1. Identifies developmental levels of individual students and plans instruction accordingly.
2. Assess and uses resources needed to address strengths and weaknesses of students.

**b. Teachers plan instruction appropriate for their students.**

1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.

**c. Teachers use a variety of instructional methods.**

1. Uses a variety of appropriate methods and materials to meet the needs of all students.

**d. Teachers integrate and utilize technology in their instruction.**

1. Integrates technology with instruction to maximize students' learning.

**e. Teachers help students develop critical-thinking and problem-solving skills.**

1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.

**f. Teachers help students to work in teams and develop leadership qualities.**

1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

**g. Teachers communicate effectively.**

1. Uses a variety of methods to communicate effectively with all students.
2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.

**h. Teachers use a variety of methods to assess what each student has learned.**

1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.
2. Provides evidence that students attain 21<sup>st</sup> century knowledge, skills and dispositions.

### 5. TEACHERS REFLECT ON THEIR PRACTICE

**a. Teachers analyze student learning.**

1. Uses data to provide ideas about what can be done to improve students' learning.

**b. Teachers link professional growth to their professional goals.**

1. Participates in recommended activities for professional learning and development.

**c. Teachers function effectively in a complex, dynamic environment.**

1. Uses a variety of research-verified approaches to improve teaching and learning.



	<p>Reflects in a critical manner to allow for assessment of self-progress and potential growth as a teacher. <b>Use the Reflection Rubric Score when determining A, P, or E/D. An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for meaningful reflection may be used.</b>  <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O	<p>Reflects in a critical manner to allow for assessment of self-progress and potential growth as a teacher. <b>Use the Reflection Rubric Scores when determining A, P, or E/D.</b>  <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p><b>Rubric for Internship Formal Observations #1 and #2 total score for the Professional Responsibility Category should be used when determining A, P, or E/D. An average score may be used or, at the discretion of the instructor, the score best representing the student's potential for maintaining a positive classroom climate/culture.</b>  <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O	<p><b>Rubric for Internship Formal Observations total score for the Professional Responsibility Category should be used when determining A, P, or E/D.</b>  <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Clinical Educator Professionalism Rating  <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O	<p>Clinical Educator Professionalism Rating  <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<p align="center"><b>Professionalism: Total Score: (Max=24) _____</b></p>			<p align="center"><b>Professionalism: Total Score: (Max=24) _____</b></p>	
<p align="center"><b>Classroom Climate/Culture</b></p> <p><b>NC Professional Teaching Standards (NCPTS) 1a.:</b> Teachers lead in their classrooms (edTPA Rubrics 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15); <b>2a.:</b> Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults (edTPA Rubrics 2, 6, 7, 8, 13); <b>2b.:</b> Teachers embrace diversity in the school community and in the world (edTPA Rubrics 1, 2, 3, 4, 6, 7, 8); <b>2c.:</b> Teachers treat students as individuals (edTPA Rubrics 7, 8); <b>2d.:</b> Teachers adapt their teaching for the benefit of students with special needs (edTPA Rubrics 1, 2, 3, 4, 5, 7, 8); <b>4a.:</b> Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students (edTPA Rubrics 1, 2, 3, 4, 5, 9, 10, 11, 14); <b>4f.:</b> Teachers help students to work in teams and develop leadership qualities (edTPA Rubrics 7, 8); <b>4h.:</b> Teachers use a variety of methods to assess what each student has learned (edTPA Rubrics 5, 7, 8, 11, 12, 13, 14, 15); <b>CAEP Standard 1: INTASC Standards 1, 2 and 3: Learners and Learning</b></p>				
<p><b>1a.3:</b> Maintains a safe and orderly classroom that facilitates student learning.  <b>1a. 4:</b> Uses positive management of student behavior  <b>2a.1:</b> Maintains a positive and nurturing learning environment.  <b>2b.1/2b.2 :</b> Appropriately use materials that counteract stereotypes and incorporate different</p>	<p><b>Rubric for Internship Formal Observations #1 and #2 total score for the Learning Environment Category should be used when determining A, P, or E/D. An average score may be used or, at the discretion of the instructor, the score best representing the student's potential for maintaining a positive classroom climate/culture.</b>  <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O	<p><b>Rubric for Internship Formal Observations total score for the Learning Environment Category should be used when determining A, P, or E/D.</b>  <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O

<p>points of view</p> <p><b>2b.3:</b> Understands the influence of diversity and plans instruction accordingly.</p> <p><b>2c.1:</b> Maintains High Expectations for All Students.</p> <p><b>2d.2:</b> Uses research-verified strategies to provide effective learning activities for students with special needs.</p> <p><b>4a.1:</b> Identifies developmental levels of individual students and plans instruction accordingly.</p> <p><b>4f.1:</b> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p> <p><b>4h.1:</b> Uses multiple indicators, both formative and summative, to monitor and evaluate progress and inform instruction</p> <p><b>CAEP: InTASC 1:</b> Learner Development; <b>InTASC 2:</b> Learning Differences; <b>InTASC 3:</b> Learning Environments</p>	<p><b>Rubric for Internship Formal Observations #1 and #2</b> total score for the <b>Learner and Learning Category</b> should be used when determining A, P, or E/D. <i>An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for maintaining a positive classroom climate/culture may be used.</i></p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O	<p><b>Rubric for Internship Formal Observations</b> total score for the <b>Learner and Learning Category</b> should be used when determining A, P, or E/D.</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Clinical Educator Classroom Climate/Culture Rating</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O	<p>Clinical Educator Classroom Climate/Culture Rating</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<p><b>Classroom Climate/Culture Total Score: (Max=12) _____</b></p>			<p><b>Classroom Climate/Culture Total Score: (Max=12) _____</b></p>	

### Instruction

**NC Professional Teaching Standards (NCPTS) 3a.:** Teachers align their instruction with the *North Carolina Standard Course of Study* (edTPA Rubrics 1, 2, 3, 4, 5, 7, 8, 9, 14); **3d.:** Teachers make instruction relevant to students (edTPA Rubrics 2, 3); **4a.:** Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students (edTPA Rubrics 1, 2, 3, 4, 5, 9, 10, 11, 14); **4b.:** Teachers plan instruction appropriate for their students: (edTPA Rubrics 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, 15); **4c.:** Teachers use a variety of instructional methods (edTPA Rubrics 2, 3, 4, 6, 7, 8); **4d.:** Teachers integrate and utilize technology in their instruction (edTPA Rubrics 2, 7, 8); **4e.:** Teachers help students develop critical-thinking and problem-solving skills (edTPA Rubrics 7, 8); **4f.:** Teachers help students to work in teams and develop leadership qualities (edTPA Rubrics 7, 8); **4g.:** Teachers communicate effectively (edTPA Rubrics 7, 8, 13); **4h.:** Teachers use a variety of methods to assess what each student has learned (edTPA Rubrics 5, 7, 8, 11, 12, 13, 14, 15); **CAEP Standard 1: INTASC Standards 6, 7 and 8: Instructional Practice**

**3a.2:** Integrates literacy instruction to enhance learning.  
**3d.1/4d.1:** Integrates 21<sup>st</sup> Century Skills and Content in Instruction/Integrates Technology with instruction  
**4a.2:** Assess and uses resources to address strengths/weaknesses  
**4b.1** Collaborate to monitor performance and make instruction responsive  
**4c.1:** Uses a variety of teaching methods to reach the needs of all students  
**4e.1:** Integrates instruction for critical thinking and problem solving skills  
**4f.1:** Organizes learning teams for collaboration, cooperation and student leadership.  
**4g.2:** Encourages and support students to articulate thoughts and ideas  
**4h.1:** Uses multiple indicators, both formative and summative, to monitor and evaluate progress and inform instruction  
**CAEP: InTASC 7:** Planning for Instruction; **InTASC 8:** Instructional Strategies

**Rubric for Internship Formal Observations #1 and #2** total score for the **Instructional Practice Category** should be used when determining A, P, or E/D. *An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for engaging in effective instructional practice may be used.*

**Comment:**

- A (4)
- P (3)
- D (2)
- E (1)
- N/O

**Rubric for Internship Formal Observations** total score for the **Instructional Practice Category** should be used when determining A, P, or E/D.

**Comment:**

- A (4)
- P (3)
- D (2)
- E (1)
- N/O

	Clinical Educator Instruction Rating <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O	Clinical Educator Instruction Rating <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>Instruction Total Score: (Max=8 points) _____</b>		<b>Instruction Total Score: (Max=8 points) _____</b>		
<b>Content Knowledge</b> <b>NC Professional Teaching Standards (NCPTS) 2c.:</b> Teachers treat students as individuals (edTPA Rubrics 7, 8); <b>3a.:</b> Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> (edTPA Rubrics 1, 2, 3, 4, 5, 7, 8, 9, 14); <b>3b.:</b> Teachers know the content appropriate to their teaching specialty (edTPA Rubrics 1, 7, 8); <b>3c.:</b> (Teachers recognize the interconnectedness of content areas/disciplines (edTPA Rubrics 1, 4, 7, 8) <b>3d.:</b> Teachers make instruction relevant to students (edTPA Rubrics 2, 3); <b>4e.:</b> Teachers help students develop critical-thinking and problem-solving skills (edTPA Rubrics 7, 8); <b>5c.:</b> Teachers function effectively in a complex, dynamic environment (edTPA Rubric 3); <b>CAEP Standard 1: INTASC Standards 4 and 5: Content Knowledge</b>				
<p><b>2c.1:</b> Maintains a learning environment conveying high expectations</p> <p><b>3a.1:</b> Develops and applies lessons based on the NCSCS</p> <p><b>3b.1:</b> Appropriate content knowledge</p> <p><b>3b.2:</b> Encourages investigation of content area, expand knowledge, satisfy curiosity</p> <p><b>3c.1/3c.2:</b> Relates content to disciplines and global awareness</p> <p><b>3d.1:</b> Integrates 21<sup>st</sup> century skills and content in instruction</p> <p><b>4e.1:</b> Integrates instruction to develop critical thinking and problem solving skills.</p> <p><b>5c.1:</b> Uses research-verified approaches</p> <p><b>CAEP: InTASC 4:</b> Content Knowledge; <b>InTASC 5:</b> Application of Content</p>	<p><b>Rubric for Internship Formal Observations #1 and #2</b> total score for the <b>Content Knowledge Category</b> should be used when determining A, P, or E/D. <i>An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for engaging in effective instructional practice may be used.</i></p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O	<p><b>Rubric for Internship Formal Observations</b> total score for the <b>Content Knowledge Category</b> should be used when determining A, P, or E/D</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	Clinical Educator Content Knowledge Rating <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O	Clinical Educator Content Knowledge Rating <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>Content Knowledge Total Score: (Max=8) _____</b>		<b>Content Knowledge Total Score: (Max=8) _____</b>		





	P-12 Impact Total Score: (Max=8) _____		P-12 Impact Total Score: (Max=8) _____	
	Total Final Evaluation Score (Max=68)	_____	Total Final Evaluation Score (Max=68)	_____
	<p>60-68= Accomplished  43-59= Proficient  34-42= Developing  ≤ 33= Emergent</p> <p>Score ≤ 35-Recommend Repeating Pedagogy Course</p>		<p>Intervention Plan is Required for an intern with a score of <u>41</u> or lower at midterm.  Comment:</p>	
<b>Signatures</b>				
<b>Individual</b>	<b>Printed name</b>	<b>Signature</b>		<b>Date</b>
<b>Candidate</b>				
<b>Clinical Educator</b>				
<b>Supervisor</b>				

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of an agreement with the ratings on each descriptor.

**Intervention Plan for Student Teaching (if needed)**



## Request to a Parent/Guardian/Student for a Release Form

Dear Parent/Guardian:

I am a student teacher at Greensboro College, participating in edTPA to fulfill a program for my instruction and a North Carolina licensure requirement. edTPA is a performance assessment for teacher candidates, created by Stanford University. My edTPA materials will be submitted to and scored by educators in a secure system operated by Pearson.

The performance assessment documents a series of lessons I teach in your child's classroom and includes short video recordings. Although the video recordings involve both the teacher and various students; the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear in the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at Greensboro College. My assessment materials may also be used by Stanford University and Pearson under secure conditions for edTPA program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies. The form attached will be used to document your permission for these activities.

Sincerely,

Greensboro College Teacher Candidate

## edTPA Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project, or by students who are 18 or more years of age that are involved in this project)

Dates of PERMISSION to gather/include student work and/or video record will be  
(circle semester) Fall/Spring \_\_\_\_\_

Student Name: \_\_\_\_\_

**I am the parent/legal guardian of the child named above. I have read and understand the project description given in the letter provided with this form, and agree to the following:**

*(Please check the appropriate box below.)*

I DO give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA at Greensboro College.

I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

I DO NOT give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA at Greensboro College.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

---

---

**I am the student named above and am more than 18 years of age. I have read and understand the project description given in the letter provided with this form and agree to the following:**

I DO give permission to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA at Greensboro College. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

I DO NOT give permission to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA at Greensboro College.

\_\_\_\_\_  
Student Signature (more than 18 years of age)

\_\_\_\_\_  
Date



## Request to a Parent/Guardian/Student for a Release Form

Dear Parent/Guardian:

I am pursuing my teaching license at Greensboro College and participating in edTPA to fulfill a program for my instruction and a North Carolina licensure requirement. edTPA is a performance assessment for teacher candidates, created by Stanford University. My edTPA materials will be submitted to and scored by educators in a secure system operated by Pearson.

The performance assessment documents a series of lessons I will teach in your child's classroom and includes short video recordings. Although the video recordings involve both the teacher and various students; the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear in the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at Greensboro College. My assessment materials may also be used by Stanford University and Pearson under secure conditions for edTPA program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies. The form attached will be used to document your permission for these activities.

Sincerely,

Greensboro College Teacher Candidate

## edTPA Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project, or by students who are 18 or more years of age that are involved in this project)

Dates of PERMISSION to gather/include student work and/or video record will be  
(circle semester) Fall/Spring \_\_\_\_\_

Student Name: \_\_\_\_\_

**I am the parent/legal guardian of the child named above. I have read and understand the project description given in the letter provided with this form, and agree to the following:**

*(Please check the appropriate box below.)*

I DO give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA at Greensboro College.

I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

I DO NOT give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA at Greensboro College.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

---

---

**I am the student named above and am more than 18 years of age. I have read and understand the project description given in the letter provided with this form and agree to the following:**

I DO give permission to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA at Greensboro College. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

I DO NOT give permission to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA at Greensboro College.

\_\_\_\_\_  
Student Signature (more than 18 years of age)

\_\_\_\_\_  
Date

## Student Teaching/Clinical Practicum Final Evaluation

(Completed jointly by Clinical Evaluator and Supervisor)

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

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

Clinical Educator: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

**Instructions: Please use the following guidelines when determining if a candidate's performance is Emerging/Developing (70% and below); Proficient (80%) or Accomplished (90%). Raters should use the N/O rating for those items which have not been observed.**

<b>A-Accomplished (4 pts)</b>	Well above standard, shows strength and has internalized expectations so that delivery is fluid and natural	Demonstrates ability beyond expectations at this time
<b>P-Proficient (3 pts)</b>	Engages in, uses, demonstrates, participates, displays, moving to accomplished	Shows growth at an acceptable level
<b>D-Developing (2 pts)</b>	Shows understanding and is moving toward proficiency but not practiced or observed on a regular basis. May need some additional improvement.	*Written feedback required
<b>E-Emerging (1 pt)</b>	Can identify, acknowledges but not yet practicing. Needs to focus and show improvement	*Written feedback required

### Professionalism

**NC Professional Teaching Standards (NCPTS) 1d.:** Teachers advocate for schools and students (edTPA Rubrics 1, 2, 3, 4, 7, 8); **1.e:** Teachers demonstrate high ethical standards (no edTPA Rubrics apply); **4.g:** Teachers communicate effectively (edTPA Rubrics 7, 8, 13); **5.b:** Teachers link professional growth to their professional goals (no edTPA Rubrics apply); **CAEP Standard 1.1 INTASC Standards 9 and 10: Professional Responsibility**

<i>Element</i>	<i>Descriptor</i>	<i>Rating</i>
<b>1d.1 :</b> Implements and adheres to policies and practices positively affecting students' learning <b>1e.1:</b> Upholds the <i>Code of Ethics for N.C. Educators and the Standards for Professional Conduct</i> . <b>4g.1:</b> Uses a variety of methods to communicate effectively with all students. <b>5b.1:</b> Participates in recommended activities for professional learning and development. <b>CAEP: InTASC 9:</b> Professional Learning and Ethical Practice; <b>InTASC 10:</b> Leadership and Collaboration	Collaborates, appropriate grooming and attire, accepts constructive criticism, positively learns from mistakes, attempts to correct and improve. <b>Use observations and consult clinical educator/mentor when determining A, P, or E/D.</b> <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	Attendance is regular as assigned with limited or no absences, is punctual and dependable. Follows public school and School of Education policies when absences do occur. <b>Refer to LiveText Time Log and clinical educator.</b> <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	Has made appropriate progress with regard to the two goals outlined in the Professional Development Plan (P= evidence of progress has been made with both goals or one goal has been achieved; E/D=no evidence or very limited progress made in either goal. Noted areas of weakness are still weaknesses). <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O

	<p>Reflects in a critical manner to allow for assessment of self-progress and potential growth as a teacher. <b>Use the Reflection Rubric Score when determining A, P, or E/D.</b></p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p><b>Rubric for Internship Formal Observations</b> total score for the <b>Professional Responsibility Category</b> should be used when determining A, P, or E/D.</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Clinical Educator Professionalism Rating</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>Professionalism: Total Score: (Max=24)_____</b>		

**Classroom Climate/Culture**

**NC Professional Teaching Standards (NCPTS) 1a.:** Teachers lead in their classrooms (edTPA Rubrics 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15); **2a.:** Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults (edTPA Rubrics 2, 6, 7, 8, 13); **2b.:** Teachers embrace diversity in the school community and in the world (edTPA Rubrics 1, 2, 3, 4, 6, 7, 8); **2c.:** Teachers treat students as individuals (edTPA Rubrics 7, 8); **2d.:** Teachers adapt their teaching for the benefit of students with special needs (edTPA Rubrics 1, 2, 3, 4, 5, 7, 8); **4a.:** Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students (edTPA Rubrics 1, 2, 3, 4, 5, 9, 10, 11, 14); **4f.:** Teachers help students to work in teams and develop leadership qualities (edTPA Rubrics 7, 8); **4h.:** Teachers use a variety of methods to assess what each student has learned (edTPA Rubrics 5, 7, 8, 11, 12, 13, 14, 15); **CAEP Standard 1: INTASC Standards 1, 2 and 3: Learners and Learning**

**1a.3:** Maintains a safe and orderly classroom that facilitates student learning.  
**1a. 4:** Uses positive management of student behavior  
**2a.1:** Maintains a positive and nurturing learning environment.  
**2b.1/2b.2 :** Appropriately use materials that counteract stereotypes and incorporate different points of view  
**2b.3:** Understands the influence of diversity and plans instruction accordingly.  
**2c.1:** Maintains High Expectations for All Students.  
**2d.2:** Uses research-verified

**Rubric for Internship Formal Observations** score for the **Learning Environment Category** should be used when determining A, P, or E/D.

**Comment:**

- 
- A (4)
- 
- 
- P (3)
- 
- 
- D (2)
- 
- 
- E (1)
- 
- N/O



<p>strategies to provide effective learning activities for students with special needs.</p> <p><b>4a.1:</b> Identifies developmental levels of individual students and plans instruction accordingly.</p> <p><b>4f.1:</b> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p> <p><b>4h.1:</b> Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction</p> <p><b>CAEP: InTASC 1:</b> Learner Development; <b>InTASC 2:</b> Learning Differences; <b>InTASC 3:</b> Learning Environments</p>	<p><b>Rubric for Internship Formal Observations</b> total score for the <u>Learner and Learning Category</u> should be used when determining A, P, or E/D.</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Clinical Educator Classroom Climate/Culture Rating</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>Classroom Climate/Culture Total Score: (Max=12) _____</b>		
<p><b>Instruction</b></p> <p><b>NC Professional Teaching Standards (NCPTS) 3a.:</b> Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> (<b>edTPA</b> Rubrics 1, 2, 3, 4, 5, 7, 8, 9, 14); <b>3d.:</b> Teachers make instruction relevant to students (<b>edTPA</b> Rubrics 2, 3); <b>4a.:</b> Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students (<b>edTPA</b> Rubrics 1, 2, 3, 4, 5, 9, 10, 11, 14); <b>4b.:</b> Teachers plan instruction appropriate for their students: (<b>edTPA</b> Rubrics 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, 15); <b>4c.:</b> Teachers use a variety of instructional methods (<b>edTPA</b> Rubrics 2, 3, 4, 6, 7, 8); <b>4d.:</b> Teachers integrate and utilize technology in their instruction (<b>edTPA</b> Rubrics 2, 7, 8); <b>4e.:</b> Teachers help students develop critical-thinking and problem-solving skills (<b>edTPA</b> Rubrics 7, 8); <b>4f.:</b> Teachers help students to work in teams and develop leadership qualities (<b>edTPA</b> Rubrics 7, 8); <b>4g.:</b> Teachers communicate effectively (<b>edTPA</b> Rubrics 7, 8, 13); <b>4h.:</b> Teachers use a variety of methods to assess what each student has learned (<b>edTPA</b> Rubrics 5, 7, 8, 11, 12, 13, 14, 15); <b>CAEP Standard 1: INTASC Standards 6, 7 and 8: Instructional Practice</b></p>		

<p><b>3a.2:</b> Integrates literacy instruction to enhance learning.</p> <p><b>3d.1/4d.1:</b> Integrates 21<sup>st</sup> Century Skills and Content in Instruction/ Integrates Technology with instruction</p> <p><b>4a.2:</b> Assess and uses resources to address strengths/weaknesses</p> <p><b>4b.1</b> Collaborate to monitor performance and make instruction responsive</p> <p><b>4c.1:</b> Uses a variety of teaching methods to reach the needs of all students</p> <p><b>4e.1:</b> Integrates instruction for critical thinking and problem solving skills</p> <p><b>4f.1:</b> Organizes learning teams for collaboration, cooperation and student leadership.</p> <p><b>4g.2:</b> Encourages and support students to articulate thoughts and ideas</p> <p><b>4h.1:</b> Uses multiple indicators, both formative and summative, to monitor and evaluate progress and inform instruction</p> <p><b>CAEP: InTASC 7:</b> Planning for Instruction; <b>InTASC 8:</b> Instructional Strategies</p>	<p><b>Rubric for Internship Formal Observations</b> total score for the <b>Instructional Practice Category</b> should be used when determining A, P, or E/D.</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Clinical Educator Instruction Rating</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>Instruction Total Score: (Max=8 points) _____</b>		
<p><b>Content Knowledge</b></p> <p><b>NC Professional Teaching Standards (NCPTS) 2c.:</b> Teachers treat students as individuals (<b>edTPA</b> Rubrics 7, 8); <b>3a.:</b> Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> (<b>edTPA</b> Rubrics 1, 2, 3, 4, 5, 7, 8, 9, 14); <b>3b.:</b> Teachers know the content appropriate to their teaching specialty (<b>edTPA</b> Rubrics 1, 7, 8); <b>3c.:</b> (Teachers recognize the interconnectedness of content adreas/disciplines (<b>edTPA</b> Rubrics 1, 4, 7, 8) <b>3d.:</b> Teachers make instruction relevant to students (<b>edTPA</b> Rubrics 2, 3); <b>4e.:</b> Teachers help students develop critical-thinking and problem-solving skills (<b>edTPA</b> Rubrics 7, 8); <b>5c.:</b> Teachers function effectively in a complex, dynamic environment (<b>edTPA</b> Rubric 3); <b>CAEP Standard 1: INTASC Standards 4 and 5: Content Knowledge</b></p>		

<p><b>2c.1:</b> Maintains a learning environment that conveys high expectations of every student.</p> <p><b>3a.1:</b> Develops and applies lessons based on the NC Standard Course of Study.</p> <p><b>3b.1:</b> Appropriate content knowledge</p> <p><b>3b.2:</b> Encourage investigation of content area, expand knowledge, satisfy curiosity</p> <p><b>3c.1/3c.2:</b> Relates content to other disciplines and global awareness</p> <p><b>3d.1:</b> Integrates 21<sup>st</sup> century skills and content in instruction</p> <p><b>4e.1:</b> Integrates instruction to develop critical thinking and problem solving skills.</p> <p><b>5c.1:</b> Uses research-verified approaches</p> <p><b>CAEP: InTASC 4:</b> Content Knowledge; <b>InTASC 5:</b> Application of Content</p>	<p><b>Rubric for Internship Formal Observations</b> total score for the <u>Content Knowledge Category</u> should be used when determining A, P, or E/D</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Clinical Educator Content Knowledge Rating</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>Content Knowledge Total Score: (Max=8) _____</b>		
<p><b>Evaluation/Assessment</b></p> <p><b>NC Professional Teaching Standards (NCPTS) 1a.:</b> Teachers Lead in the Classroom (<b>edTPA</b> Rubrics 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15); <b>4h.:</b> Teachers use a variety of methods to assess what each student has learned (<b>edTPA</b> Rubrics 4, 7, 8, 11, 12, 13, 14, 15); <b>5a:</b> Teachers analyze student learning (<b>edTPA</b> Rubrics 4, 5, 11, 13, 14, 15); <b>CAEP Standard 1: INTASC Standard 6: Assessment (Instructional Practice)</b></p>		

<p><b>1a.1:</b> Evaluates progress toward HS graduation using a variety of data <b>4h.1/4h.2:</b> Uses multiple indicators, both formative and summative to monitor and evaluate students' progress to inform instruction. <b>5a.1:</b> Uses data to provide ideas to improve learning <b>CAEP: InTASC Standard 6: Assessment</b></p>	<p><b>Rubric for Internship Formal Observations</b> total score for the <b>Assessment Category</b> should be used when determining A, P, or E/D. <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Clinical Educator Evaluation/Assessment Rating <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>Assessment Total Score: (Max=8) _____</b>		
<b>Impact on P-12 Student Learning</b>		
<p><b>NC Professional Teaching Standards (NCPTS) 1d.:</b> Teachers advocate for students (<b>edTPA Rubrics 1, 2, 3, 4, 7, 8</b>); <b>2d.:</b> Teachers adapt teaching for students with special needs (<b>edTPA Rubrics 1, 2, 3, 4, 5, 7, 8</b>); <b>CAEP Standard 6: Assessment (Analyzing Student Learning)</b></p>		
<p><b>1d.1:</b> Implements policies that positively impact learning <b>2d.1:</b> Cooperates with specialists and uses resources to support special learning needs of all students. <b>2d.2:</b> Uses research-verified strategies for effective learning <b>CAEP: InTASC Standard 6: Assessment</b></p>	<p><b>Rubric for Internship Formal Observations P-12 Student Learning Category</b> total score should be used when determining A, P, or E/D. Student's ability to develop a P-12 assessment to accompany the lesson plan observed and reflection of what the assessment suggests about impact on P-12 learning. <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
	<p>Clinical Educator Impact on P-12 Student Learning Rating <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) N/O
<b>P-12 Impact Total Score: (Max=8) _____</b>	<b>P-12 Impact Total Score: (Max=8) _____</b>	

	<b>Total Final Evaluation Score (Max=68)</b>		_____
	<b>60-68= Accomplished</b> <b>43-59= Proficient</b> <b>34-42= Developing</b> <b>≤ 33= Emergent</b>	<b>Descriptor scores must be at least in the proficient range for a licensure recommendation</b> <b>Comment:</b>	
<b>Signatures</b>			
<b>Individual</b>	<b>Printed name</b>	<b>Signature</b>	<b>Date</b>
<b>Candidate</b>			
<b>Clinical Educator</b>			
<b>Supervisor</b>			

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of an agreement with the ratings on each descriptor.

**Intervention Plan (if needed)**

## Certification of Teaching Capacity

Candidate:	School:
Clinical Educator:	Grade:
LEA:	IHE: Greensboro College

*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 very 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
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 21 <sup>st</sup> 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

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

Standard/Element	Proficient Descriptor	Rating
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
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</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 21 <sup>st</sup> 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
Impact on Student Learning		
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

## Signatures

Note: The candidate signature does not imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

Individual	Printed Name	Signature	Date
Candidate			
Clinical Educator			
Principal (or designee)			
GC Supervisor			
Comments (optional):			

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