

COLLEGE OF EDUCATION
FAYETTEVILLE STATE UNIVERSITY
Guidelines for Evaluating Teacher Candidates
Using North Carolina Professional Teaching Standards

Ratings of performance will be given based on the following:

(A) **Accomplished** candidates possess and demonstrate truly exemplary understanding, mastery and consistent integration of relevant concepts and skills in their professional practice. Such candidates regularly engage in activities that intentionally and proactively encourage professional growth of colleagues, continually evaluate their performance, and actively seek to improve their performance.

NOTE: The **accomplished candidate rating** should be reserved for only those very few individuals who exemplify excellence or are considered truly exceptional.

(P) **Proficient** candidates know what the standard means, know the significance of the standard to the craft of teaching, know what the standard looks like in the classroom, and can consistently demonstrate the standard in real-world contexts..

NOTE: To be recommended for licensure, a candidate must demonstrate performance at no less than proficient on each element and on each standard.

(D) **Developing** candidates have mastered important concepts and demonstrated the ability to apply these to concrete problems, but in contexts of limited complexity.

(E) **Emerging** candidates possess only a limited or superficial knowledge and awareness of concepts associated with the standard—do not demonstrate consistent performance at this point.

Grades will be assigned in a holistic manner, looking at the whole—candidate progress made, the context in which the internship is completed, candidate disposition, etc.

A=a mark of **Accomplished** on at least 2 standards with a mark of **Proficient** on remaining 3 standards

B=a mark of **Proficient** on each standard (Required to be recommended for licensure)

C=a mark of **Proficient** on 3 out of 5 standards (Will not be recommended for licensure, but can graduate)

D=a mark of **Proficient** on 2 out of 5 standards (Will not be recommended for licensure or graduation)

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Standard 1: Candidate Demonstrate Leadership

Some indicators of Proficient	Some Artifacts/Evidence
Takes responsibility for the progress of students to ensure that they graduate from high school.	Lesson Plans Lesson Plan Reflections Candidate surveys (e.g. exit slips, affective surveys) Communication journal entries Evidence of co-planning with grade level Candidate data (e.g. demographics, grade book) Discipline Records Classroom Management Plan Candidate work samples Class rules and procedures Observation of Candidates Performance Evaluations Periodic Assessment of candidate progress from Clinical Educator (EPP) Visitation Form Professional Growth Plan
Provides evidence of data driven instruction throughout all classroom activities.	
Evaluates candidate progress using a variety of assessment data.	
Establishes a safe and orderly classroom.	
Participates in a professional learning community by effectively collaborating with colleagues.	
Contributes to the improvement of the profession through professional growth.	
Contributes to the establishment of positive working relationships	
Supports positive change in policies and practices affecting student learning.	
Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards of Professional Conduct</i>	
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Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

Some indicators of Proficient	Some Artifacts/Evidence
Establishes an inviting, respectful, supportive, inclusive, and flexible learning environment.	Demographic survey data Assessment products Documentation of IEP data use Communication log—parents & community Collaboration with special education teachers Collaboration with ESL teachers Lesson Plans Lesson Plan Reflections Unit Plans Assessment Modifications Cultural Awareness Projects Use of technology to incorporate cultural awareness Candidate surveys Orientation Log
Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	
Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student’s development and attitudes.	
Communicates high expectations for all students.	
Encourages and values contributions of students, regardless of background or ability.	
Collaborates with specialists who can support the special learning needs of students.	
Provides research based effective practices for students with special needs.	
Communicates and collaborates with the home and community for the benefit of the students.	

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STANDARD 3: Teachers Know the Content They Teach

Some indicators of Proficient	Some Artifacts/Evidence
Understands the <i>North Carolina Standard Course of Study</i> and uses it in the preparation of lesson plans and applies strategies to make the curriculum rigorous and relevant.	Use of NC Standard Course of Study Lesson Plans Lesson Plan Reflections Unit Plans
Integrates effective literacy instruction throughout the curriculum.	Use of content standards Special projects/performances Display of creative candidate work
Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	Periodic Assessment of Candidates progress Observation of Candidates Performance Evaluations Assessment Modifications
Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard of Study</i> .	Websites cross-referenced with the Standard Course of Study Graphic display of assessments
Promotes global awareness and its relevance to the subjects.	Assessment Analysis Description of gains/losses
Deliberately incorporates 21 ST Century life skills into their teaching. (Skills includes: leadership, ethics, accountability, adaptability, personal responsibility, people skills, self-direction, and social responsibility.)	Long Range Planning Guide Rubrics
Incorporates 21 ST Century content into their teaching. (Content includes: global awareness, financial, economics, business and entrepreneurial literacy, civic literacy, and health).	

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Standard 4: Teachers Facilitate Learning for Their Students

Some indicators of Proficient	Some Artifacts/Evidence
Understands developmental level of students and appropriately differentiates instruction.	Lesson Plans Lesson Plan Reflections Candidate surveys (e.g. exit slips, affective survey) Communication journal entries Candidate data (e.g. demographics, grade book) Candidate work samples Class rules and procedures Observation of Candidate Performance Evaluations Periodic assessment of candidate performance Technology integrated lessons Divergent and higher order questions Collaborative lesson planning Cooperative group work Technology Projects Candidate Resources Graphic Display of Assessments Assessment Analysis Long Range Planning Guide Homework procedures Makeup work procedures Rubrics
Assesses resources needed to address strengths and weaknesses of students.	
Uses a variety of data for short and long term planning of instruction; monitors and modifies instructional plans to enhance student learning.	
Demonstrates awareness of use of appropriate methods and materials necessary to meet the needs of students.	
Demonstrate knowledge of how to utilize technology in instruction.	
Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills. (Processes include: asking questions, thinking creatively, developing and testing innovative ideas, synthesizing knowledge, and drawing conclusions.	
Provides opportunities for cooperation, collaboration and leadership through student learning teams.	
Communicates clearly with students in a variety of ways.	
Provides opportunities for students to articulate thoughts and ideas.	
Diagnoses students achievement and prescribes appropriate learning activities and materials based upon the diagnosis.	

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Standard 5: Candidates Reflect on Their Practice

Some indicators of Proficient	Some Artifacts/Evidence
Provides ideas about what can be done to improve student learning in their classroom,	Lesson Plans Lesson Plan Reflections Unit Plans Use of formative assessment data Candidate work samples Formative and summative assessment data Professional Seminar Schedule Communication journal entries Reflection Paper on Conceptual Framework Site seminar agendas/notes Reference sources for teachers Personal teaching philosophy Orientation Log
Participate in professional development aligned with professional goals. (e.g. Professional Seminar Class and assigned site seminars)	
Considers and uses a variety of research based approaches to improve teaching and learning.	