



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

THE TEACHERS ACADEMY

“A community of professional educators committed to preparing and supporting the professional development of caring, collaborative, and competent educators who work in diverse settings”

Alternative Licensure Handbook

Licensure-only Programs and NC Teach



August 2006



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Introduction

The Teachers Academy has prepared this handbook to assist students, faculty, and public school supervisors in understanding the nature of the teacher education experience at The University of North Carolina at Greensboro. Information in this handbook is pertinent to candidates who are pursuing a licensure-only program as they work towards Standard Profession I Licensure, the initial North Carolina license for teachers.

Academic departments have an additional handbook with information specific to their licensure programs. All students should check with their advisors for complete program information.

Licensure programs are dynamic – they change as the profession and law change. For the most recent information, read this handbook online at http://www.uncg.edu/ted/teach_acad_handbooks.html.



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Section I Teacher Education at UNCG

An Overview

The University of North Carolina at Greensboro has been dedicated to the education of future teachers since it opened as the State Normal and Industrial School on October 5, 1892. Today, teacher education is a university-wide priority. Programs are offered by the College of Arts and Sciences, the School of Education, the School of Health and Human Performance, the School of Human Environmental Science and the School of Music.

While individual licensure programs remain under the purview of the college and schools, the overall integrity of professional preparation and policies that affect all programs is the responsibility of the Dean of the School of Education. Under his direction, the Teachers Academy provides a structure that strengthens the university-wide approach to the education of prospective teachers and other school personnel. The Teachers Academy's Council of Program Coordinators and Executive Committee develop and implement policies that are aligned with state and national laws and with best professional practice, oversee the development of professional education programs, and coordinate teacher education programs across campus. The Teachers Academy also provides information to licensure candidates and processes applications for admission to the Teachers Academy (professional education), admission to student teaching/internships, and licensure.

All teacher education programs emphasize a strong foundation in the liberal arts and sciences, careful preparation in the content area that the candidate will teach, and rich experiences in professional studies. The programs provide a strong knowledge base along with opportunities to synthesize and apply this knowledge within the context of schools and schooling.

The School of Education & Teachers Academy Conceptual Framework for Professional Education

In 2001, the University of North Carolina at Greensboro faculty, administrators and teachers from regional public schools, community members and students participated in the development of the Conceptual Framework for Professional Education at The University of North Carolina at Greensboro. The Conceptual Framework is reviewed annually.

The Conceptual Framework sets the directions, goals and expectations for all activities related to professional education at UNCG and the professional practice of faculty and candidates.

The graphic and Executive Summary that follows represents, in concise form, the *School of Education/Teachers Academy Conceptual Framework for Professional Education*. An extended text is also available.

All candidates and faculty are expected to be knowledgeable about the Conceptual Framework and to align their practice with it. Candidates should read it and use it as they prepare for their professions.



"A Community of Professional Educators Committed to Preparing and Supporting the Professional Development of Caring, Collaborative, and Competent Educators Who Work in Diverse Settings"

Conceptual Framework Executive Summary
July 2001; revised March 2006

UNCG Vision Statement

The University of North Carolina at Greensboro is a leading student-centered University, linking the Piedmont Triad to the world through learning, discovery, and service.

UNC Teacher Education Deans Council Vision Statement

The University of North Carolina's schools, colleges and departments of education, in collaboration with public school partners and others, are committed to producing professional educators of the highest quality and to supporting their continued development on behalf of children in North Carolina.

UNCG Teachers Academy Mission Statement

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual and cultural diversity and recognizes the importance of a strong knowledge base, reflection, and integration of theory and practice.

UNCG's professional education programs are guided by shared commitments to:

- equity and excellence in teaching, research, and service
- integrity and ethical deliberation in working with students, their families, and university, school and community colleagues
- construction of a professional knowledge base through collaboration and collegiality
- dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel

We believe that caring, collaborative and competent professionals possess a strong knowledge base comprised of five types of knowledge:

- content knowledge
- professional knowledge and skills
- pedagogical content knowledge
- sociocultural knowledge
- critical and reflective knowledge and skills

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Candidates should display behaviors that are:

- reflective
- ethical
- inclusive
- engaged in and committed to professional practice
- dedicated to life-long learning
- self-efficacious
- receptive to feedback
- affirming of diversity
- professionally responsible
- collaborative

Performance Expectations

Education is a culturally-relevant, caring enterprise that engages students, candidates, faculty, as well as school and agency partners in opportunities to collaboratively construct meaningful and productive futures. Educators must be responsive to the

varied racial, ethnic, linguistic, gender, disability, and socioeconomic experiences of all learners. Therefore, all candidates must acquire content and pedagogical knowledge, utilize current evidence-based practice, and make ethical decisions in a changing and culturally diverse world. UNCG's professional education programs present candidates with opportunities to master the knowledge base, acquire the skills, and develop the dispositions that are the foundation of competent professional practice.

The following performance expectations are aligned with standards, principles, or core propositions from the

- Interstate New Teacher Assessment and Support Consortium (INTASC)
- North Carolina Professional Teaching Standards Commission (NCPTSC)
- National Board for Professional Teaching Standards (NBPTS)
- Interstate School Leaders Licensure Consortium (ISLLC)
- International Society for Technology in Education (ISTE)

Caring professionals

- continually assess their own beliefs, attitudes and actions (ISLLC 1, INTASC 9, NBPTS 4)
- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners (INTASC 3, NBPTS 3)
- use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation (INTASC 5)
- respect and care about their students (ISLLC 5)
- are committed to students and their learning (NBPTS 1)
- facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (ISLLC 1)
- act with integrity, fairness, and in an ethical manner (ISLLC 5)
- understand, respond to, and influence the larger political, social, economic, legal, and cultural context of schooling (ISLLC 6, ISTE 6)

Collaborative professionals

- actively seek out opportunities to grow professionally (INTASC 9, ISTE 5)
- foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (INTASC 10)
- demonstrate qualities of leadership (NCPTSC 4)

- are members of learning communities who pursue lifelong learning (NBPTS 5)
- collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC 4)

Competent professionals

- understand the central concepts, tools of inquiry, and structures of the disciplines they teach and can create learning experiences that make these aspects of subject matter meaningful for students (INTASC1, NCPTSC 1, NBPTS 2)
- understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development (INTASC 2, NCPTSC 2)
- understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (INTASC 4, NCPTSC 2, ISTE 3)
- use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (INTASC 6, NCPTSC 2)
- demonstrate a sound understanding of technology operations and concepts (ISTE 1)
- plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals (INTASC 7, NCPTSC 2, ISTE 2)
- understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner (INTASC 8, NCPTSC 2, ISTE 4)
- are reflective practitioners who continually evaluate the impact of their choices and actions on students, parents, and other professionals (INTASC 9, NCPTSC 5)
- facilitate and monitor student learning (NBPTS 3)
- think systematically about their practice and learn from experience (NBPTS 4)
- advocate, nurture and sustain a school culture and instructional program conducive to student learning and promote success of all students (ISLLC 2)
- foster a safe, efficient, and effective learning environment (ISLLC 3)

Undergraduate Licensure Programs

The following programs lead to an undergraduate degree and Standard Professional License I (licensure at the undergraduate level).

COLLEGE OF ARTS AND SCIENCES

Art (K-12) (2.7 GPA)
 Biology (9-12)
 Chemistry (9-12)
 English (9-12) (2.75 GPA)
 French (9-12) (2.75 GPA)
 German (9-12) (2.75 GPA)
 Latin (K-12) (3.0 GPA)
 Mathematics (9-12)
 Physics (9-12)
 Spanish (9-12) (2.75 GPA)
 Social Studies (9-12) (2.7 GPA)
 A major in one of the following areas is required for Comprehensive Social Studies:
 Anthropology
 Economics
 Geography
 History
 Political Science
 Psychology
 Sociology
 Theatre (K-12) (3.0 GPA)

SCHOOL OF EDUCATION

Elementary Education (K-6)
 Education of the Deaf (K-12) (2.7 GPA)
 Middle Grades (6-9)
 Special Education (K-12)

SCHOOL OF HEALTH AND HUMAN PERFORMANCE

Dance Education (K-12)
 Physical Education (K-12)

SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES

Birth-Kindergarten (B-K) (2.7 GPA)

SCHOOL OF MUSIC

Music Education (K-12)

Alternative Licensure Programs

The following programs lead to Standard Professional License I through coursework at the undergraduate level, except as noted for Special Education. These programs do not lead to a degree.

COLLEGE OF ARTS AND SCIENCES

Art (K-12) (2.7 GPA)
 Biology (9-12)
 Chemistry (9-12)
 English (9-12) (2.75 GPA)
 French (9-12) (2.75 GPA)
 German (9-12) (2.75 GPA)

Latin (K-12) (3.0 GPA)
 Mathematics (9-12)
 Physics (9-12)
 Spanish (9-12) (2.75 GPA)
 Theatre (K-12) (3.0 GPA)

<p><u>SCHOOL OF EDUCATION*</u> Education of the Deaf (K-12) (2.7 GPA) Middle Grades (6-9) Social Studies (9-12) (2.7 GPA) A major in one of the following areas is required for Comprehensive Social Studies: Anthropology Economics Geography History Political Science Psychology Sociology</p>	<p><u>SCHOOL OF HEALTH AND HUMAN PERFORMANCE</u> Dance Education (K-12) Physical Education (K-12)</p> <p><u>SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES</u> Birth-Kindergarten (B-K) (2.7 GPA)</p> <p><u>SCHOOL OF MUSIC</u> Music Education (K-12)</p> <p>*Note: UNCG does not offer a licensure-only program in Elementary Education.</p>
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***Graduate Licensure Programs
Master’s of Education—Classroom Practice Track***

<p>The following programs lead to a Master’s of Education (M.Ed.) at the same time that they satisfy undergraduate licensure prerequisites and lead to master’s level licensure.</p>	
<p><u>COLLEGE OF ARTS AND SCIENCES</u> English (9-12) Latin (9-12) <u>SCHOOL OF EDUCATION</u> French (K-12)</p>	<p>Spanish (K-12) Comprehensive Science (9-12) Comprehensive Social Studies (9-12) Elementary Education (K-6) Middle Grades (6-9)</p>

Graduate Licensure-only Programs

<p>The following programs lead to licensure only. They do not lead to a degree. Application for these programs is made through the <u>Graduate School</u>, not the Teachers Academy Alternative Licensure Program.</p>	
<p><u>SCHOOL OF EDUCATION</u> ESOL (9-12) – Add-on program. Candidate must hold a Standard Professional I teaching license.</p>	<p>Reading (9-12) – Add-on program. Candidate must hold a Standard Professional I teaching license. Special Education (K-12) – Graduate level program</p>

Professional Education Directory

The School of Education

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Dr. Betty Epanchin, Associate Dean for Teacher Education and School Relationships and Director of Teachers Academy bcepanch@uncg.edu	334-5993	318 Curry
Dr. Sandra Bates-Hart, Director of Instructional Technology TBA	334-3402	338 Curry

The Teachers Academy

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	334-5946	180 Mossman

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Exceptional Children

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Department Heads

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Section II **Alternative Licensure-only Programs**

Overview of Standard Professional I Licensure Programs

Standard Professional License: The Standard Professional I License (formerly the “A” license) is the State of North Carolina’s initial license for individuals who qualify to teach in preschool, elementary, middle and secondary schools. All public schools and many private schools in North Carolina require their professional educators to hold this initial level of licensure.

An individual whose career goal is to work as a professional educator in the public schools should complete an education program leading to Standard Professional I Licensure. If a candidate plans to work outside of North Carolina, he/she should check with the education department/department of public instruction of that state to determine if there is reciprocity with North Carolina.

Candidates will receive a program of study that outlines the competencies and courses that are required to be eligible for licensure. Included in the program of study are competencies in the 1) teaching area (“content”), 2) professional education (“pedagogical knowledge and skills”), 3) technology, and 4) teaching performance. The latter will be demonstrated by successful clinical experience as a student teacher or lateral entry teacher.

Lateral Entry Teachers: Under certain conditions, a school district may hire an individual to teach if he or she holds a bachelor’s degree from a regionally accredited institution in the subject area to be taught. This individual must be accepted into and complete an approved licensure-only program at an area college or university, or a Regional Alternative Licensure Center, within three years. In some circumstances an individual’s employment as a full-time teacher may meet the requirements for student teaching. However, student teaching is not automatically waived; proper documentation is required.

Lateral-entry candidates should initiate admission procedures as soon as they receive a contract. UNCG cannot be responsible for individual deadlines required by teaching

contracts. The applicant must provide all required paperwork in a timely manner in order to be admitted.

Alternative Licensure-only Programs at UNCG

The academic programs listed below are designed to meet the needs of individuals who have an undergraduate degree or at least 24 semester hours from a regionally accredited college or university in the subject area that they wish to teach but who have *not* completed coursework in professional education. These programs are also for individuals who have a teaching license but desire licensure in an additional area. All licensure-program coursework is at the undergraduate level.

UNCG offers Alternative Licensure-only Programs in the following teaching areas.

Art (K-12)	Hearing Impaired (K-12)
Biology (9-12)	Latin (9-12)
Birth through Kindergarten	Mathematics (9-12)
Chemistry (9-12)	Music Education (K-12)
Dance (K-12)	Physical Education (K-12)
English (9-12)	Physics (9-12)
French (K-12)	Spanish (K-12)
German (K-12)	Theatre Arts (K-12)

NC TEACH

NC TEACH (Teachers of Excellence for All Children) is a comprehensive program designed to recruit, train, support, and retain highly skilled mid-career professionals who seek to enter the teaching profession. It is specifically designed for individuals who would like to complete the coursework and other requirements for Standard Professional I licensure while they are working as lateral entry teachers.

The NC TEACH program includes an intensive, full-time five week Summer Institute that focuses on professional development and the realities of today's classroom. The six one-semester-hour courses are delivered online. During the following fall and spring, NC TEACHers participate in a seminar each month, take courses in methods and literacy, and work full time as lateral entry teachers while receiving the support of teacher mentors. Additional coursework may be required for individuals after their transcripts are reviewed; each participant receives a program of study.

As with the Alternative Licensure-only Programs, candidates must have an undergraduate degree or at least 24 semester hours from a regionally accredited college or university in the subject area that they wish to teach.

At UNCG, NC TEACHers may seek licensure in one of the following high need areas:

Biology (9-12)	Middle Grades Mathematics (6-9)
Chemistry (9-12)	Middle Grades Science (6-9)
English (9-12)	Middle Grades Social Studies (6-9)
French (K-12)	Social Studies (9-12)
Mathematics (9-12)	Spanish (K-12)
Middle grades Language Arts (6-9)	

The UNC General Administration, in collaboration with the North Carolina Department of Public Instruction, administers the program. Participants attend classes at one of 13 sites across the state; UNCG is one of the host sites.

Application Process

Candidates for the **Alternative Licensure-only Programs and NC TEACH** should send completed applications to the

**Teachers Academy
The University of North Carolina at Greensboro
321 Curry
P.O. Box 26170
Greensboro, North Carolina 27402-6170.**

Complete applications include the application, the NC residency form, if applicable, and all post-secondary official transcripts. The Teachers Academy compiles the application materials and, once complete, the Teachers Academy will prepare the application for review by the appropriate academic department.

If the application is approved for admission, the program area advisor of the academic department develops a program of study that outlines the requirements for licensure. The **program of study**, developed individually for each candidate, includes approximately 18 hours of core education coursework, demonstration of teaching and technology competencies, and additional requirements if found necessary after an audit of the candidate's records. All licensure-program coursework is at the **undergraduate** level.

The applicant's file is then returned to the Teachers Academy for final review and approval. If the individual's application is approved at both levels, a letter of admission and a program of study are sent from the Teachers Academy to the applicant. If the application is not approved, the individual is notified in writing.

Additional Program Options

Prospective students are encouraged to explore options for programs leading to licensure and make certain that all minimum requirements for the program that they select are met before submitting an application. Candidates for Alternative Licensure-only Program or NC TEACH may consider, as well, a second undergraduate degree or, in some cases, a Master's of Education.

Master's of Education-Classroom Practice Track: UNCG offers a Master's of Education—Classroom Practice Track in eight licensure areas. The M.Ed.-CPT leads to undergraduate and graduate licensure (Standard Professional I and "M" licensure) as well as a master's degree. For information about M.Ed.-CPT programs, the candidate can read web information at www.uncg.edu/cui for Elementary, French, Middle Grades, Science, Social Studies, or Spanish); www.uncg.edu/eng for English; or www.uncg.edu/cla for Latin.

Elementary Education: UNCG does not offer an Alternative Licensure-only Program in Elementary Education. Candidates for Elementary Education licensure can apply to the Office of Undergraduate Admissions for a second undergraduate degree or the Graduate School for the M.Ed.-CPT.

Social Studies: Social studies licensure requires an undergraduate major in one of the core social studies disciplines: anthropology, economics, geography, history, political science, psychology, or sociology. Individuals who do not have an undergraduate major or at least 24 hours in one of these core disciplines and want to pursue initial licensure in social studies must apply for a second undergraduate degree through the Office of Undergraduate Admissions. Individuals who have an undergraduate degree in one of the core disciplines may apply to the M.Ed.–CPT in Social Studies Education or NC TEACH.

Special Education: The Department of Specialized Services offers a licensure-only program, PAIL, at the graduate level. Candidates have the option of transitioning into an M.Ed. program. Information can be found at www.uncg.edu/ses or by calling 336-334-5843.

Section III **Requirements and Deadlines**

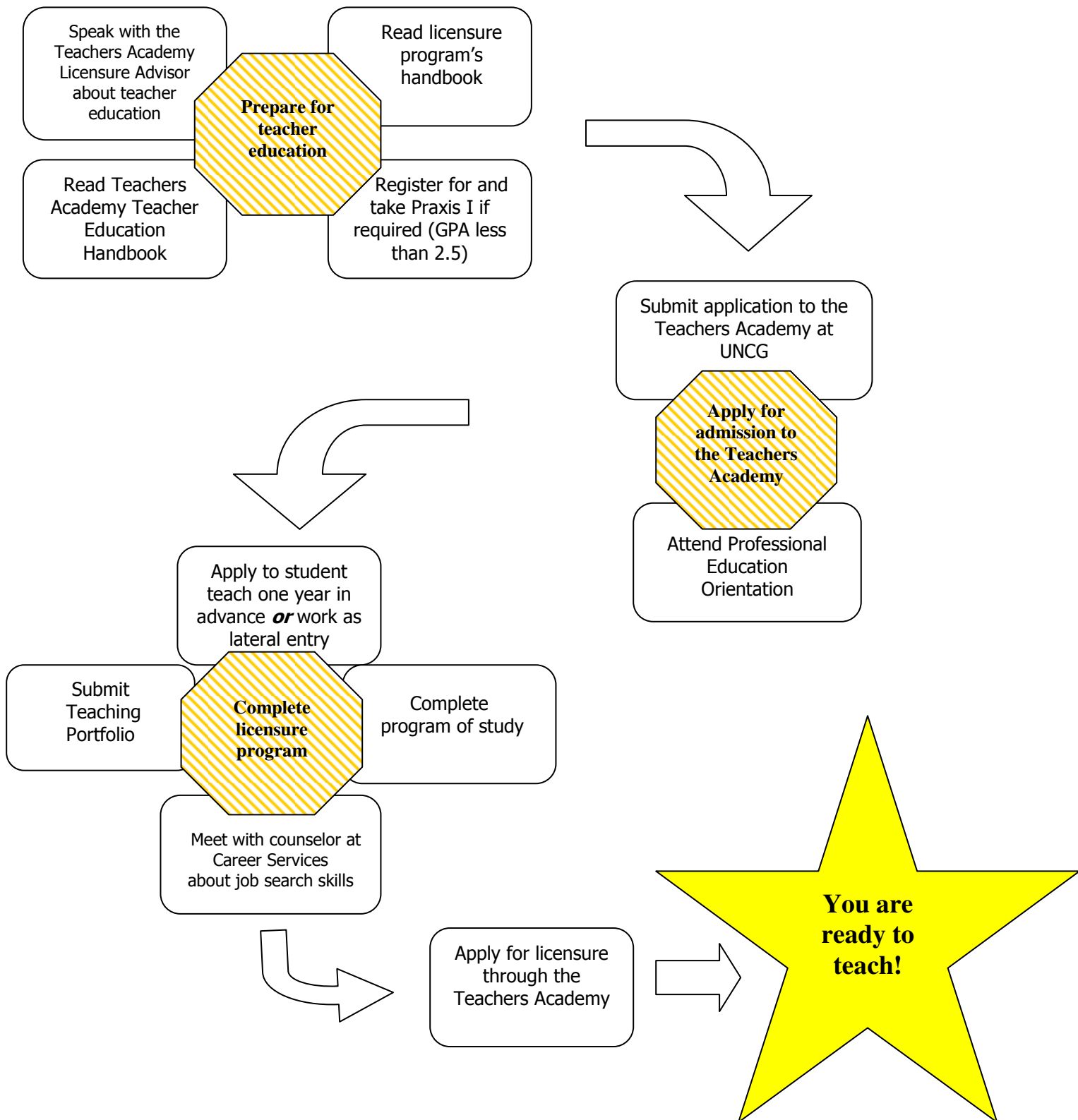
Introduction

The University of North Carolina at Greensboro, in alignment with regulations of the State Department of Public Instruction, has developed policies and procedures for admission to professional education (including teacher education), retention in the professional education program, admission to student teaching/internships, and eligibility for licensure.

Candidates are expected to take responsibility for knowing all policies and procedures associated with seeking licensure and for being sure that all deadlines are met. They should read and adhere to the information in this handbook.

The **graphic** that follows will help candidates understand the procedures for seeking licensure. **Detailed information** is available on the subsequent pages.

Professional Education Checklist Alternative Undergraduate Licensure-Only



See following pages for detailed information!



Prepare for Teacher Education

1. Learn about alternative licensure programs.

Procedure

For information about Alternative Licensure-only Programs contact the Teachers Academy Licensure Advisor at 336.334.3415.

For detailed information about a particular licensure program, read the undergraduate bulletin or the departmental website, or contact the Program Coordinator. See the Professional Education Directory above for contact information.

Deadline: All licensure programs rely heavily on early and adequate advising. Candidates should meet with their advisors as early in their licensure programs as possible, preferably the first week after they are admitted to a licensure program and at the beginning and end of each semester thereafter.

2. Read the *Teachers Academy Alternative Licensure-only Handbook*.

Procedure

The handbook can be downloaded at http://www.uncg.edu/ted/teach_acad_handbooks.html

Deadline: As soon as week after candidate is admitted to a licensure program

3. Read the licensure program handbook.

Procedure

The candidate should get a copy from his/her licensure area department.

Deadline: As soon as week after candidate is admitted to a licensure program

Apply for Admission to the Alternative Licensure-only Program

1. Submit an application

Procedures

The candidate:

- Obtains an application for admission from The Teachers Academy Licensure Advisor, 321 Curry Building **or** online at <http://www.uncg.edu/ted/>.
- Completes the Licensure-only application with the appropriate licensure area designated.
- Completes the North Carolina residency form, if appropriate.
- Encloses the \$45.00 processing fee.
- Encloses *sealed official* transcripts from *all* post-secondary schools attended **or** requests that the transcripts be sent directly to the Office of Admissions.
- Submits passing scores for the Praxis I if required (see below).
- Submits a letter from their principal or personnel officer confirming employment in the subject/grade level for which application is being made *if the candidate is a lateral entry teacher*.
- Submits the completed application, required materials and application fee to

Teachers Academy

The University of North Carolina at Greensboro
321 Curry
P.O. Box 26170
Greensboro, North Carolina 27402-6170.

Requirements

Grade Point Average

A minimum GPA of 2.5 is required for admission in most disciplines. Several disciplines require a GPA of 2.7 or higher. (Please see page 6.)

Candidates who do not meet the GPA admission requirement may be eligible for admission if they

Had a GPA of 3.0 in their major **or**

Had a GPA of 3.0 in their senior year **or**

Had a GPA of 3.0 in 15 credit hours related to their teaching field that they took after completing their undergraduate degree program and within the last five years

And

Earn passing scores on the Praxis I as required by North Carolina (Reading 176, Writing 173, Mathematics 173).

Candidates must register at www.ets.org for the pencil-and-paper test, *or* ProMetrics (1-800-853-6773) for the computerized test.

Academic Major:

Candidates must have a major or at least 24 semester hours that are relevant to the teaching licensure area.

Deadlines

March 31 for fall semester admission

October 31 for spring semester admission

Applications will be considered, but processing will not be guaranteed, if the applications are received by the dates listed above and all other required documents are received no later than **June 30** for fall semester admission and no later than **December 1** for spring semester admission.

NOTES:

Summer attendance only: Individuals who plan to register for classes only during summer sessions should make that clear on their application.

Non-continuous attendance: Individuals who miss one or more semesters of course attendance may request that the Admissions Office reactivate their programs if they have met the following criteria:

- They have been admitted to the UNCG and a licensure-only program and have registered for classes prior to the missed semester(s).
- They have not attended any other college or university other than UNCG during the time that they did not attend classes at UNCG.

Individuals who have attended another college or university since last attending UNCG are required to submit official transcripts to the Undergraduate Admissions Office for evaluation of transfer credit.

Violations of law: Candidates should be aware that school districts require applicants to disclose to the school district all violations of law, even those that have been expunged. A candidate may be denied a student teaching or internship placement and/or employment based on a history of violations of law. If a candidate does not report a violation to the school district, he or she may be dismissed from his/her position.

Given these potential problems, candidates are urged to report all violations to the Director of the Teachers Academy when they apply for admission to the Teachers Academy. The Director will review the records confidentially for eligibility to teach.

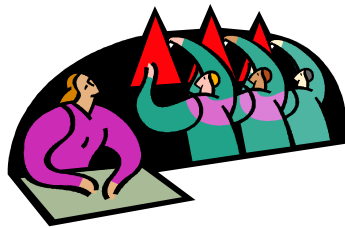
2. Attend Professional Education Orientation

Requirement

Candidates are strongly advised to attend a **Professional Education Orientation** after they are admitted to the Teachers Academy.

Deadline

The Teachers Academy and program advisors will notify candidates about the Professional Education Orientation schedule.



Complete Licensure Program Requirements

1. Complete program of study

Procedure

The candidate proceeds through course work in the sequence outlined by his/her licensure program.

2. Apply for student teaching placement (*required for candidates who are not working as lateral entry teachers*)

The applications are available at 324A in the Curry Building or online at <http://www.uncg.edu/ted>.

He/she must complete the application for student teacher placement and the Criminal Records Check form, which are in the application packet.

Application forms may vary by the location of the student teaching placement. Advisors will provide information about required forms.

The candidate should submit his/her completed application packet to 324A in the Teachers Academy.

NOTE: Candidates should be aware that school districts require applicants to disclose to the school district all violations of law. A candidate may be denied a

student teaching or internship placement and/or employment based on a history of violations of law. If a candidate does not report a violation to the school district, he or she may be dismissed from his/her position.

Given these potential problems, candidates are urged to report all violations to the Director of the Teachers Academy when they apply for admission to the Teachers Academy. The Director will review the records confidentially for eligibility to teach.

Requirements

In order to be eligible to student teach, the candidate must have been **admitted to the Teachers Academy by the last day to add courses in the semester that precedes student teaching.** This is state requirements. No exceptions or waivers are permitted.

The candidate must have a minimum of a 2.5 GPA. These are state requirements. No exceptions or waivers are permitted. Some departments require a higher GPA.

The candidate must have acceptable evaluations on the Student Dispositions Checklist.

Deadlines

Applications for student teaching must be submitted to the Teachers Academy one year prior to student teaching, according to the following schedule

November 1 of the year before fall student teaching
February 15 of the year before spring student teaching

3. Student teach (*required for candidates who are not working as lateral entry teachers*)

Procedures, Requirements and Deadlines

For information about student teaching, candidates should carefully read the Teachers Academy Teacher Education Handbook and the licensure program handbook at

http://www.uncg.edu/ted/teach_acad_handbooks.html

4. Teach with a lateral entry license

Procedures, Requirements and Deadlines

Successfully complete one year as a **lateral entry teacher** in the licensure area.

Lateral entry teachers do not student teach.

5. Submit Teaching Portfolio

Procedure

Information about the Teaching Portfolio is provided by the licensure program. The contents of the portfolio must demonstrate the candidate's teaching and technology competencies.

Requirements

All students seeking an initial North Carolina teaching license must demonstrate and document **mastery of the National Educational Technology Standards for Teachers (NETS-T)**.

NETS-T I and VI must be demonstrated by successfully completing CUI/LIS 120 **or** by preparing a section of the teaching portfolio that covers these standards.

NETS-T II and V must be demonstrated in the teaching portfolio. Development and demonstration of these standards are embedded in the professional courses required by each program. Some of the products from courses can be used in the portfolio. The candidate should check with her/his instructors.

Program advisors will explain documentation of technology standards. Students should keep samples of their coursework to be used as artifacts in their teaching/technology portfolio. The portfolio is evaluated by a team of university and public school educators, who will report the evaluation the Director of Instructional Technology. She/he will then report to the Licensure Processor in the Teachers Academy.

Deadline

The Teaching Portfolio must be submitted and receive a passing evaluation before a candidate can be recommended for North Carolina teaching licensure.

6. Meet with Career Services Center counselor (recommended but optional)

Procedure

The candidate should contact the Career Services Center at 334-5454 to arrange an appointment to learn resume preparation and interviewing skills and to start a credentials file.

Deadline

The candidate should begin to work with the Career Services Center during the semester before student teaching or completion of the licensure program. He/she should check her/his credentials file and meet with a career counselor during and after student teaching/completion of licensure program.



Apply for Teaching Licensure

Procedures

The candidate should pick up the licensure application at the Teachers Academy in the Curry Building **or** online at <http://www.uncg.edu/ted/>.

The completed application packet should be delivered to the Licensure Processor, 319 Curry, with

1. Licensure application fee (credit card information **or** a check made out to the North Carolina Department of Public Instruction);
2. Transcripts from all universities and colleges that the student has attended (including a transcript that documents undergraduate degree) before admission to the Teachers Academy;
3. Transcripts for courses required for licensure that do not appear on the UNCG transcript;
4. Copy of Plan of Study with documentation of course changes or waivers, if any;
5. Copy of North Carolina teaching license if candidate holds a lateral entry license.

NOTE: Only complete applications will be accepted.

Requirements

1. Completion of the licensure program;
2. 2.5 GPA or higher if required by licensure program;
3. Documentation of technology and teaching competencies (i.e., passing evaluation of Teaching Portfolio);
4. Documentation of acceptable evaluations on the Student Dispositions Checklist;
5. Passing grade for student teaching (*not for lateral entry teachers*);
6. University/school evaluations (Pre-Service Teacher Growth and Assessment Profile and other evaluations/observations) that document successful student teaching or lateral entry teaching, to be submitted by the university supervisor;

7. "S" form that documents successful student teaching, to be submitted by a school district official
or a letter from the lateral entry teacher's principal documenting one successful year of teaching in the licensure area and copy of principal's evaluations;
8. Submission of application (see above).

Deadline

The candidate should submit application at the end of semester in which he/she completes his/her licensure program. The application should not be submitted earlier. Applications cannot be processed until the Registrar certifies completion of courses required for the licensure program. Licensure processing usually takes 4-8 weeks.

Candidates are encouraged to submit applications for licensure within a year of program completion. Candidates who submit applications after a year may be required to meet additional requirements.

Section IV **Responsibilities and Procedures** **for Student Teaching**

Student teaching is a collaborative effort that requires the resources of The University of North Carolina at Greensboro, the local education agency (LEA) – school districts and individual schools – and the community. Those most directly involved in making student teaching a successful experience are cooperating teachers, school principals, university supervisors, and the student teachers themselves. Each of these individuals makes unique contributions to the pre-service teacher's professional development.

For information about student teaching, read the Teachers Academy Teacher Education Handbook at

http://www.uncg.edu/ted/teach_acad_handbooks.html

Lateral entry teachers will also find much of this information useful.

Section V **Ethical and Legal Implications** **of Student Teaching and Lateral Entry Teaching**

Introduction

UNCG student teachers, as well as the cooperating teacher in the schools where student teachers are assigned, work under the laws of the state of North Carolina. Local school board regulations have the power of law as long as they do not conflict with state laws. It is important to remember that the full legal responsibility for students in the school remains with the cooperating teacher during the entire time the student teacher is working in the school. The student teacher should fully inform her/his cooperating teacher about plans, activities, concerns, problems and progress of the class.

At the same time, the student teacher has important and compelling, although temporary, responsibilities and should fulfill all of the assigned duties of his/her student teaching placement. She/he must be in compliance, at all times, with the University of North Carolina Academic Integrity Policy and the Student Code of Conduct, the Code of Ethics for North Carolina Educators, and the Public School Laws of North Carolina.

Similarly, lateral entry teachers, who serve as the “teacher of record,” are bound by local, state and federal law.

Students who violate the UNCG Code of Conduct will be subject to the sanctions outlines and published by the university. Violations of law will be dealt with by the appropriate governmental body. When a student’s behavior is deemed unacceptable by school or university personnel but not subject to the UNCG codes or policies nor to law, the Professional Behavior Intervention Procedures will govern the disposition of the concerns.

Academic Integrity Policy & Student Code of Conduct

All students are subject to the University Academic Integrity Policy (Honor Policy) and Student Code of Conduct.

These documents can be read at <http://studentconduct.uncg.edu/policy/code/code.2004-2005.doc> and <http://www.uncg.edu/reg/Policy/HonorPolicy.html>.

Code of Ethics

Student teachers must be familiar with and abide by the “Code of Ethics for North Carolina Educators.” The code can be read at http://www.ncpublicschools.org/teacher_education/ethics.pdf.

North Carolina Laws

The Public School Laws of North Carolina, enacted by the North Carolina General Assembly and subject to related laws and court interpretation, can be read at <http://www.ncga.state.nc.us/gascripts/Statutes/StatutesTOC.pl?Chapter=0115C>.

Professional Behavior Intervention Procedures

As noted above, when a student’s behavior is deemed unacceptable by school or university personnel but not subject to the UNCG codes or policies nor to law, the Professional Behavior Intervention Procedures will govern the disposition of the concerns. These procedures can be read in the appendices section of this handbook.

Liability Insurance

All candidates enrolled in courses that include field experience are strongly encouraged to purchase professional liability insurance *prior* to starting any internship, practicum, or

student teaching experience. Professional liability insurance should be in effect for each course that requires a field experience as well as during student teaching. In instances where a student causes damage or injury during the field experience or student teaching, **neither the University nor the state of North Carolina will be responsible for providing legal defense for that student or for paying for any judgment which may be entered against the student.**

Liability insurance is a benefit of membership in the Student North Carolina Association of Educators (SNCAE) and Kappa Delta Pi (KDP). Candidates may get information about membership in SNCAE at www.sncae.org or by emailing the Assistant Director of the Teachers Academy at c_greenb@uncg.edu.

Candidates may also obtain liability insurance from other providers.

NOTE: All candidates must sign a statement on their application to the Teachers Academy indicating that they were informed of this policy.

APPEAL POLICY AND PROCEDURES

Students who have concerns that are not addressed through the Teachers Academy Professional Behavior Intervention Procedures, the University Code of Conduct, or law may follow the Teachers Academy Appeal Policy. All appeals begin at the program/departamental level. If the student is not able to resolve his/her concern at the program/departamental level, he/she may submit an appeal to the Teachers Academy.

Appeals to the Teachers Academy

Students wishing to appeal a program/departamental decision should send a statement or letter that describes the concern under appeal to the Associate Dean for Teacher Education and School Relations/Director of the Teachers Academy. She will review the appeal to determine whether the issue is one that may be appealed. Assuming the concern may be appealed, she will notify the student verbally or in writing of the date on which the appeal will be heard by the Teachers Academy Executive Committee. Students and/or a faculty member may present the appeal at the Executive Committee meeting. After the formal presentation, the Committee will conduct closed and confidential deliberations. Faculty members from the student's home department may participate in the discussion, but they will not vote again. The student will be notified in writing of the decision.

Appendix A

Candidate Disposition Assessment Process

The Candidate Disposition Assessment Process is intended to be used primarily as a formative assessment tool that enables programs to identify difficulties that candidates may be having early in their program so that these issues can be corrected. Programs vary in when and how they administer the Assessment process, but all collect data from multiple sources: at a minimum, the candidate, mentor teacher, and university supervisor. Potential difficulties are brought to the attention of the candidate early on and development plans are created. The behaviors that are monitored are seen as characteristics of caring, collaborative and competent teachers and are listed below:

- Reflective
- Ethical
- Inclusive
- Engaged and committed to professional practice
- Dedicated to life-long learning
- Self-efficacious
- Receptive to feedback
- Affirming of diversity
- Responsible
- Collaborative

While the primary purpose of the Candidate Disposition Assessment Process is to provide candidates with candid, constructive feedback so that they can improve as teachers, this process may also become grounds for removing a candidate from the teacher education program if, after repeated efforts, improvement in identified areas is not seen.

Date

Assessor

Student

School

Grade Level/ Subject Area

Assessor's Signature

Student's Signature

Indicators of the dispositions:

1. Reflective

1	2	3	4	5	6
The candidate only occasionally reflects on personal attitudes, beliefs, professional practice, or student outcomes. Needs to be prompted to make use of reflections when adjusting professional practice or understanding the impact of one's professional practice on student outcomes. The candidate often makes inaccurate conclusions when reflecting.	The candidate reflects on personal attitudes, beliefs, professional practice, and student outcomes. On occasion the candidate uses these reflections to make adjustments to professional practice or understanding of the impact of one's professional practice on student outcomes. The candidate generally reaches accurate conclusions when reflecting.	The candidate consistently reflects on personal attitudes, professional beliefs, professional practice, and student outcomes and makes adjustments as necessary. The candidate consistently uses reflections to create alternate strategies or to maintain successful practices that positively impact professional practice. The candidate consistently reaches accurate conclusions when reflecting.			

Comments:

2. Ethical

1	2	3	4	5	6
The candidate often does not exercise good professional judgment; does not always maintain confidentiality; occasionally complains about learners, learners' families, or colleagues; does not respect diversity among learners, learners' families, or colleagues; and does not treat others equitably.	The candidate usually exercises good professional judgment; maintains confidentiality; does not complain about learners, learners' families, or colleagues; respects diversity among learners, learners' families, and colleagues; and treats all learners equitably.	The candidate consistently exercises good professional judgment; maintains confidentiality; respects colleagues, all learners, the learner's families; respects differences in diversity among learners, learners' families, and colleagues; respects different points-of-view; treats all learners equitably; and is an advocate on behalf of the learners, the school and colleagues.			

Comments:

3. Inclusive

1 2 3 4 5 6

<p>The candidate does not use a variety of teaching methods with which to address differences in students' learning and motivational needs; instructional goals are unsuitable for many learners; few or inadequate attempts are made to accommodate learners who need additional help or enrichment activities and seldom displays the willingness to nurture or consider factors such as cultural diversity and learners with special needs.</p>	<p>The candidate uses a variety of teaching methods with which to address differences in students' learning and motivational needs. Instructional goals are suitable for all learners. The candidate often attempts to adjust instruction to accommodate learners who need additional help and displays the willingness to nurture or consider factors such as cultural diversity and learners with special needs.</p>	<p>The candidate consistently adapts instruction to accommodate differences in students' learning and motivational needs. Instructional goals are suitable for the different learning and motivational needs of learners. The candidate consistently adjusts instruction to accommodate learners who need additional help or enrichment activities. Is proactive with learners by consistently displaying the willingness to nurture or consider factors such as cultural diversity and learners with special needs.</p>
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Comments:

4. Engaged and committed to professional practice

1 2 3 4 5 6

<p>The candidate articulates or demonstrates little commitment, enthusiasm, and interest in teaching. Only occasionally does the candidate appear to enjoy teaching and interacting with colleagues and learners. Articulates or demonstrates a minimal valuing of the profession. Rarely does the candidate convey the importance of her/his own work and the work of her/his students.</p>	<p>The candidate usually articulates and demonstrates commitment, enthusiasm, and interest in teaching. The candidate appears to enjoy teaching, interacting with learners, and often seeks out ways to improve professional practice through discussions with colleagues and referring to professional resources. Articulates and demonstrates respect of the profession. Often the candidate communicates the importance of her/his work and the work of her/his students.</p>	<p>The candidate consistently articulates and demonstrates a high interest, enthusiasm, and commitment for teaching. The candidate enjoys teaching, interacting with learners, and consistently seeks out ways to improve professional practice through discussions with colleagues and referring to professional resources. Articulates and demonstrates a respect for the profession and seeks ways to improve the future of the profession. The candidate consistently communicates the importance of her/his own work and the work of her/his students.</p>
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Comments:

5. Life-long learners

1 2 3 4 5 6

<p>The candidate does not demonstrate curiosity about learning and professional development. Does not demonstrate interest in improving skills and knowledge and is unlikely to ask questions or question assumptions. The candidate does not participate in opportunities for professional growth.</p>	<p>The candidate demonstrates curiosity toward learning and professional development. Often demonstrates interest in improving skills and knowledge. Occasionally, implements and evaluates new strategies in the professional setting. Asks questions and questions assumptions. The candidate participates in required opportunities for professional growth.</p>	<p>The candidate consistently demonstrates a curiosity for learning and a zest to improve professionally. Consistently demonstrates commitment to improving skills and knowledge. Often implements and evaluates new strategies in the professional setting. Asks questions and questions assumptions. The candidate actively participates in a variety of avenues for professional growth.</p>
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Comments:

6. Self-efficacious

1 2 3 4 5 6

<p>The candidate often doubts his/her ability to organize and execute the actions needed to complete many tasks within the classroom. Articulates or behaves as though she/he believes that she/he will not be successful in challenging classroom situations. The candidate doubts that the collaborative actions of the candidate and his/her colleagues positively impact learners</p>	<p>The candidate believes in his/her ability to organize and execute the actions needed to complete most tasks within their classroom. Articulates and behaves as though she/he can be successful in challenging situations. The candidate usually believes that the collaborative actions of the candidate and his/her colleagues positively impact learners.</p>	<p>The candidate believes in his/her ability to organize and execute actions needed to complete all tasks within their classroom. Articulates and behaves as though she/he will be successful in the most challenging situations. The candidate believes that the collaborative actions of the candidate and his/her colleagues positively impact all learners.</p>
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Comments:

9. Responsible

1 2 3 4 5 6

<p>The candidate does not put in sufficient time and effort to meet job requirements. Rarely is able to troubleshoot problems and often has difficulty finding solutions. Demonstrates a lack of motivation to improve. Is often rash or inconsiderate of others and often acts without thinking. Attendance, promptness, and preparation need to improve.</p>	<p>The candidate puts in sufficient time and effort to meet the requirements of the job. Is able to troubleshoot problems and find solutions most of the time. Engages in behaviors that demonstrate the motivation to improve. Is considerate of others and thinks before speaking or acting. Arrives on-time and is prepared to work.</p>	<p>The candidate puts in extra time and effort to enhance the experience for learners and their families. Is resourceful in finding ways to troubleshoot problems and find solutions. Consistently engages in behaviors that demonstrate motivation to improve. Is thoughtful of others when speaking or acting and assists others in being thoughtful. The candidate is prompt and reliable in all matters, well prepared and well organized.</p>
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Comments:

10. Collaborative

1 2 3 4 5 6

<p>The candidate seldom collaborates with colleagues in planning, conducting, or assessing instruction. Rarely participates in collegial activities that contribute to productive learning environments. Relationships with colleagues are often negative and the candidate usually contributes to groups only when prompted. Seldom attempts to involve learners, families, and the community in instructional programs.</p>	<p>The candidate collaborates with colleagues, sharing professional strategies and successful practices. Participates in collegial activities that contribute to productive learning environments. Generally, has positive relationships with colleagues, shares information with colleagues, and contributes to groups without prompting. Often attempts to involve learners, families, and the community in instructional programs.</p>	<p>The candidate assumes leadership role in initiating collaborative projects with colleagues. Actively participates in collegial activities that contribute to productive learning environments. Consistently, has positive relationships with colleagues, frequently shares successful practices, willingly contributes to group endeavors, and values the contributions of colleagues. Involves learners, families, and the community in appropriate aspects of the instructional programs.</p>
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Comments:

Appendix B Teacher Growth and Assessment Profile



University of North Carolina at Greensboro



Teacher Growth and Assessment for Pre-Service

ASSESSMENT MATRIX

PURPOSE: In order to provide feedback on the expectations of pre-service teachers for standards-based performance during the learning-to-teach process, we have adapted the SERVE Model for Teacher Growth and Assessment (© 2000, SERVE) as a summative assessment tool. This Assessment Matrix, which is based on the Interstate New Teacher Assessment and Support Consortium principles, or INTASC, clearly describes what pre-service teachers should know and be able to do by the end of their student teaching experience. This Assessment Matrix is to be used by field-based and UNGC supervisors (e.g., OSTEs) at the end of every semester to assess the progress of every Intern and Student Teacher as they develop and grow in these areas. Each program has designated specific performance dimensions to be targeted and assessed for each internship, and every student teacher must be assessed on all 21 performance dimensions at the end of the student teaching experience. Self-assessment and continuous improvement using this matrix as a guide also remain a primary goal. This system is not to be used for single lesson observations. Instead it is meant to take into account all the efforts of the pre-service teacher during an entire semester.

DIRECTIONS: Preservice Teacher Self-Assessment: Use this matrix as rubric to help you assess your current level of performance on each of the designated performance dimensions that are the focus of assessment during your Internships. You should also work on developing an understanding of the remaining dimensions in preparation for student teaching. For on-line resources, visit the Electronic Resource Matrix (ERMa) at www.serve.org/erma/. Your user name is **UNG-G** and your password is **serve**. The matrix displayed is for practicing teachers with slightly different wording, but comparable skill sets. Click on any dimension for on-line resources pertaining to that particular area.

Supervisor Assessment (Cooperating Teachers (OSTEs) and UNGC Supervisors): Use this matrix as a rubric to guide your formative observations and the oral and written feedback you give to each preservice teacher you are evaluating. At the end of the semester use the Teacher Growth and Assessment for Pre-Service (TGAP) Assessment Matrix to indicate your summative evaluation of the preservice teacher's performance for that semester. Please base your assessment on observations of the pre-service teacher's preparation for and execution of instruction in the classroom, including their required Critical Performance(s). **Please refer to the Scoring Guide to determine which performance dimensions you are scoring for Interns or Student Teachers.**

PLANNING

1. Long-range planning with sequencing (INTASC 1, 4, 7, 9)		
1 or 2	3 or 4	5 or 6
There is evidence of inconsistent or sporadic planning of daily goals. There are no clear instructional and/or assessment goals or strategies. Plans consist of little more than pages of texts or topics to be addressed. Unit planning, if applicable, is inadequate or weak.	There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment. The teacher can provide a clear rationale for the design and sequence of units.	There is evidence of strong daily, weekly or unit planning focusing on key topics. The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past plans, student performance, and student feedback in developing and/or modifying ideas for subsequent plans. The teacher plans lessons that encourage students to see, question, and interpret ideas from diverse perspectives.
2. Alignment with curriculum (INTASC 1, 7)		
1 or 2	3 or 4	5 or 6
The evidence indicates that instructional content is inconsistently aligned with the North Carolina state curriculum (e.g., NC Standard Course of Study). Key topics or goals of curriculum may be missing in plan(s).	The evidence indicates that instructional content is consistently aligned with North Carolina state curriculum (e.g., NC Standard Course of Study). The plan(s) indicate that instructional goals of the curriculum are met.	The evidence indicates instructional content is consistently aligned with the North Carolina state curriculum (e.g., Standard Course of Study). The teacher has developed a plan or method to ensure that all appropriate instructional goals of the curriculum for this lesson(s) are met. Manageable sets of curriculum goals/objectives within this lesson/unit are prioritized.
3. Materials/equipment (INTASC 1, 4, 6)		
1 or 2	3 or 4	5 or 6
Necessary instructional materials are often missing or not ready prior to the beginning of the lesson. For example, students may be sent to retrieve equipment or materials from other locations during class.	The teacher is prepared for class with all necessary materials and equipment readily accessible and working properly.	Advance planning ensures that the lesson(s) move smoothly. All materials and equipment are prepared ahead of class. The teacher has a well-organized system for managing materials (for example, a filing system) to ensure that materials are available and easily accessible.

INSTRUCTION

4. Context of the lesson (INTASC 1, 2, 3, 7)		
1 or 2 Context of the lesson may be set, but expectations for learning are not clear. Instructional goals/objectives of the lesson may be stated but are often confusing or unrelated to the lesson's activities. The teacher does not frame the context of the lesson in a key problem or question and rarely stimulates the students to reflect on prior experiences.	3 or 4 Context of the lesson is set with reference to prior knowledge/activities. Expectations for student learning are clearly stated. The teacher frames the context in a key problem or question. The teacher stimulates student reflection on past experiences and prior knowledge.	5 or 6 The teacher sets context of lesson in a creative way that engages students from the beginning. Expectations for student learning are well articulated and clearly understood by all students. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family or community norms. The teacher stimulates student reflection on past experiences and prior knowledge. The teacher effectively links new ideas to familiar ideas.
5. Content knowledge; presentation (INTASC 1, 4, 7)		
1 or 2 The teacher displays some errors or lack of depth in content and has difficulty explaining the relevancy of the material. Attempts are made to explain content, but there is little follow-up to student questions.	3 or 4 The teacher displays solid content knowledge and can clearly explain relevancy of material to students. Explanations are clearly stated. Student questions are followed up by attempts to present the material more effectively, using alternative explanations to assist student understanding.	5 or 6 The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge. The teacher provides relevant experiences to engage students in interpreting ideas from a variety of perspectives. The teacher is creative and flexible in presentation ensuring that all students understand before moving on.
6. Appropriateness of the lesson; pacing (INTASC 4, 7)		
1 or 2 The pacing of the lesson (e.g., flow of lesson or appropriate allocation of time to activities) is inconsistent. Opportunities for student engagement are limited with inconsistently appropriate use of instructional time. Frequent off-task behaviors observed. Activities are not always developmentally appropriate.	3 or 4 The pacing of the lesson (e.g., flow of lesson including transitions and closure) consistently offers opportunities for active student engagement with appropriate use of instructional time. Activities reflect developmentally appropriate practices.	5 or 6 Throughout the lesson, all students are actively engaged in a variety of meaningful ways with maximum use of instructional time including effective transitions and closure. Activities are based on developmentally appropriate practices that challenge without overwhelming students. Lessons encourage students to think critically and problem solve.

INSTRUCTION (Continued)

7. Use of technology and instructional resources (INTASC 6)		
1 or 2	3 or 4	5 or 6
The evidence indicates limited or inappropriate use of available technology and/or other supplementary instructional resources (e.g., math manipulatives).	The evidence indicates consistent integration of available computer technology and other supplementary instructional resources as appropriate to objectives of the lesson.	The evidence indicates that the teacher consistently expands the integration of available computer technology and a wide variety of other supplementary instructional resources. The teacher creates tasks within a lesson to further student expertise and use of available computer technology and resources.
8. Effectiveness of instructional strategies (INTASC 1, 2, 3, 4,)		
1 or 2	3 or 4	5 or 6
The evidence indicates limited knowledge of a variety of appropriate instructional strategies. Teacher relies heavily on one or two strategies regardless of effectiveness.	The evidence indicates growing knowledge and consistently effective use of a variety of instructional strategies that are developmentally appropriate. The teacher is able to gauge effectiveness of selected strategies based on student outcomes and student feedback.	The evidence indicates the teacher has selected and created a wide range of instructional strategies that address learning styles and individual needs of all students with an emphasis on creativity and effectiveness based on student outcomes and student feedback.
9. Strategies for under-achieving students (INTASC 3, 4)		
1 – 2	3 or 4	5 or 6
There is evidence that the teacher is inconsistent in implementing specific strategies to raise the performance level of under-achieving students (any student not performing at expected level).	There is evidence that the teacher implements specific strategies to raise the performance level of under-achieving students (any student not performing at expected level).	The teacher strives to know each student as an individual learner and uses this knowledge to adapt strategies and resources to raise the performance levels of under-achieving students (any student not performing at expected level). The teacher monitors and adjust strategies in response to student outcomes and student feedback.

INSTRUCTION (continued)

10. Questioning Techniques (INTASC 6, 8)

1 or 2	3 or 4	5 or 6
<p>Teacher questioning techniques rarely assesses student understanding or encourages higher level thinking skills. Most questions focus on low-level content with little or no follow-up. Most, if not all, questions are fact-oriented relying on student recall. (Refer to Bloom's taxonomy.)</p>	<p>Teacher questioning techniques consistently provide an assessment of most students' understanding and encourage higher level thinking skills. (Refer to Bloom's taxonomy.) The teacher asks questions and stimulates discussion in a variety of ways to assess student understanding; probe for critical thinking; and promote risk-taking and problem-solving.</p>	<p>Teacher questioning techniques assess understanding of all students and encourage higher level thinking skills. The teacher effectively uses questioning to evaluate the effect of classroom activities. (Refer to Bloom's taxonomy.) The teacher asks questions and stimulates discussion in a variety of ways to assess student understanding; probe for critical thinking; promote risk-taking and problem-solving; encourage divergent and convergent thinking; and stimulate student curiosity.</p>

ASSESSMENT

11. Analysis of student assessment results (INTASC 2, 8)

1- 2	3 or 4	5 or 6
<p>The teacher is beginning to analyze student assessment results (formal and informal) and to reflect on how instructional planning and intervention strategies may be structured around results.</p>	<p>The teacher demonstrates proficiency in analyzing student assessment results (formal and informal) within a lesson or unit in order to adjust instruction or plan future intervention strategies.</p>	<p><i>The teacher demonstrates exceptional skill in analyzing student assessment results. The teacher demonstrates skill in implementing classroom assessment strategies (formal and informal) to adjust instruction during the lesson and to plan future lessons and future intervention strategies.</i></p>

12. Meaningful student work assignments (INTASC 5, 8)

1 or 2	3 or 4	5 or 6
<p>The evidence indicates inconsistent engagement of students in assessment activities and/or assignments. There is inconsistent effort by the teacher to vary assessments or assignments to reflect desired goals and/or objectives.</p>	<p>There is evidence of consistently meaningful engagement of students in activities and/or assignments. There is consistent effort by the teacher to vary assessments and assignments to reflect desired goals and/or objectives.</p>	<p>There is evidence of consistently meaningful engagement of students in purposeful activities and/or assignments. The teacher uses a wide range of both formal and informal assessments that allow systematic monitoring of student progress.</p>

ASSESSMENT (Continued)

13. Quality of feedback to students (INTASC 6, 8)

1- 2	3 or 4	5 or 6
Written and/or verbal feedback is minimal. Feedback does not adequately address individual student strengths or weaknesses. Re-direction is inconsistent or limited. Feedback is general (e.g., "Good job!") rather than specific.	The teacher effectively communicates appropriate written and verbal feedback that consistently addresses individual student strengths and weaknesses. Feedback provides students with appropriate information concerning how they can improve.	The teacher effectively communicates appropriate written and verbal feedback that consistently addresses individual student strength and weaknesses. The teacher encourages student self-reflection. Feedback is fair and demonstrates high expectations for all students. Feedback is specific enough to build on student knowledge and address individual student need.

STUDENT MOTIVATION AND MANAGEMENT

14. Expectations/procedures (INTASC 2, 5)

1- 2	3 or 4	5 or 6
Explicit expectations and procedures for classroom and school safety are inconsistently enforced as evidenced by significant difficulties in managing student behavior in the classroom. Disruption of instructional time by student behavior is frequent.	Explicit expectations and procedures for classroom and school safety are clearly communicated and understood as evidenced by generally successful management of student behavior in the classroom. Disruption in instructional time by student behavior is rare and does not adversely impact instruction.	Explicit expectations and procedures for classroom and school safety are clearly communicated and understood. There is evidence that students take ownership of their behavior and learning. Disruption of instruction by student behavior is generally prevented through prior intervention and knowledge of students.

15. Expectations for student success (INTASC 2, 3, 5)

1-2	3 or 4	5 or 6
The teacher has moderate expectations for student achievement for some students and inconsistently uses effective motivational techniques or strategies. Teacher does not initiate any efforts beyond those of colleagues or school to celebrate or recognize student success.	The teacher has high expectations for student achievement and consistently uses effective motivational techniques or strategies. The teacher initiates efforts to celebrate and recognize student success within the classroom.	The teacher has high expectations for student achievement for all students and creates a learning environment that best facilitates the learning and development of students. Recognition of student success encourages students to respect individual and group differences.

STUDENT MOTIVATION AND MANAGEMENT (Continued)

16. Student interest and participation (INTASC 5)

1 or 2	3 or 4	5 or 6
Student interest and participation is inconsistent. There is inconsistent meaningful engagement of students in learning experiences.	Student interest and participation is often high. There is consistent meaningful engagement of students in learning experiences.	Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences and activities involving choice, authentic tasks and highly challenging projects.

17. Classroom climate (INTASC 5, 10)

1 or 2	3 or 4	5 or 6
Attention is distributed inequitably. The teacher demonstrates an emerging awareness of the diversity of student needs. Interactions among students and with the teacher do not consistently demonstrate mutual respect	The teacher demonstrates sensitivity to all students. Interactions between students and teacher demonstrate mutual respect, support and openness to diverse perspectives. The teacher talks with and listens to students in an effort to better understand diverse student needs.	The teacher creates through the use of resources (time, space, materials) a supportive classroom climate of openness, mutual respect, and inquiry. The teacher talks with and listens to students to address diverse student needs. Students accept responsibility for their own learning.

TEACHER IMPACT

18. Student progress toward goals (INTASC 4, 7, 9)

1 or 2	3 or 4	5 or 6
There is evidence of inconsistent student progress of most students toward accomplishment of lesson(s) or unit goals. The teacher is unable to identify alternative strategies needed to promote student growth.	There is evidence of consistent student progress of most students toward lesson(s) or unit goals. The teacher is able to identify additional strategies needed to promote growth.	There is evidence of significant student growth in a variety of ways related to specific classroom and student goals. The teacher effectively evaluates how to achieve learning goals, reflecting upon and choosing alternative strategies to meet individual student needs.

TEACHER IMPACT (Continued)

19. Contribution to school climate (INTASC 9, 10)

1 or 2	3 or 4	5 or 6
There is a general lack of involvement/interest in school-wide activities. The teacher does not participate in collegial activities or make links with students' other learning environments through interactions with other teachers. The teacher is generally unwilling to seek out or receive help from other teachers.	There is involvement/interest in school-wide activities demonstrating a willingness to make a positive contribution to the overall school climate. The teacher participates in collegial activities. The teacher shows a willingness to consult and work with other teachers to improve the learning environment by continually refining practices.	There is involvement/interest as a leader in a variety of school-wide activities demonstrating a significant contribution to the overall school climate. The teacher seeks out collegial activities and opportunities to consult and work with other teachers. The teacher is committed to seeking out, developing, and refining practices. The teacher can identify and use community resources to foster student learning.

PROFESSIONAL GROWTH AND CONTRIBUTIONS

20. Interaction with parents (INTASC 3, 8, 10)

1 or 2	3 or 4	5 or 6
Interaction with parents is inconsistent even when the opportunity arises. The majority of interactions may be focused entirely on behavior issues or poor academic performance. Comments may be general and not specific.	Interaction with parents is consistently of professional quality whenever the opportunity arises. Areas of concern are addressed in a positive manner. The teacher attempts to follow-up parent contact when possible. The teacher introduces him/herself to parents through written or verbal communication.	The teacher frequently seeks out opportunities to communicate with parents in a professional manner. The teacher is knowledgeable about strategies to invite parents to become involved in the student's learning creating positive relationships with families. The teacher introduces him/herself to parents through effective written or verbal communication that invites cooperation.

21. Teacher's records (INTASC 8)

1 or 2	3 or 4	5 or 6
Teacher's records and reports are inconsistent in quality and/or timeliness. The teacher cannot consistently use the records to communicate student progress.	Teacher's records are consistently accurate and timely. The teacher can effectively use the records to communicate student progress.	Teacher's records are always of high quality with exemplary accuracy and timeliness. The teacher can effectively use the records to communicate student progress and analyze student strengths.

Appendix C **Portfolio Rubrics**

As a means of demonstrating that candidates have met the required standards, all UNCG professional education candidates produce a final portfolio that is evaluated by faculty in all programs on 12 dimensions. In addition, programs use these portfolios as a means of evaluating their candidates' accomplishment of program specific standards. These portfolios typically contain artifacts that have been included for several different reasons. Most of the artifacts are examples of candidate's best work; however, some are included for the purpose of demonstrating coverage and accomplishment of required content and some of the artifacts are included to illustrate growth over time. Candidates are responsible for clearly labeling each artifact and for identifying why it is included in the portfolio. Programs have developed their guidelines for the portfolios, but all are evaluated on the basis of the following twelve dimensions:

1. Knowledge of diverse cultures and perspectives
2. Evidence of having high expectations for all students to learn and achieve
3. Evidence of reflective practice
4. Examples of collaboration
5. Knowledge of and experience with families
6. Assessment of learning goals and objectives
7. Instructional adjustments based on assessment data
8. Illustrations of monitoring student learning
9. Evidence of having a positive impact on student learning
10. Evidence of content depth
11. Evidence of content breadth
12. Evidence of research-based professional practice

Name: _____

Date portfolio submitted: _____

Program: _____

Faculty evaluators: _____

1. Evidence of the use of culturally responsive pedagogy / Knowledge of diverse cultures and perspectives

1	2	3	4	5	6
Artifacts in the portfolio display little awareness of or sensitivity to the diversity of cultures and is not sensitive to the diversity of learners' needs. The portfolio contains does not show how the candidate works with those with varying learning styles and lacks of the use of different modalities. The portfolio displays little variation based of interests, skills, knowledge, and cultural heritage of students.		The works in the portfolio display an awareness and sensitivity to the diversity of cultures and to the diversity of learners needs. The portfolio show how the candidate works with those with varying learning styles and use different modalities. The portfolio displays variation based of interests, skills, knowledge, and cultural heritage of students.			The works in the portfolio display a high degree of awareness and sensitivity to the diversity of cultures and to the diversity of learners needs. The portfolio shows how the candidate consistently adapts their approach to those with varying learning styles and integrates the use of multiple modalities. The portfolio displays an outstanding variation of approaches based of interests, skills, knowledge, and cultural heritage of students.

2. Evidence of having high expectations for all students to learn and achieve

1	2	3	4	5	6
The majority of the elements in the portfolio demonstrate an expectation that some learners will be unable to achieve at levels commensurate with their ability. Instructional goals found in the elements of the portfolio convey only modest expectations for the work of some or all learners. Several elements in the portfolio fail to support instructional goals and fail to engage many students in meaningful learning.		The majority of the elements in the portfolio demonstrate an expectation that most learners can achieve at the levels commensurate with ability. Instructional goals found in the elements of the portfolio usually convey expectations that nearly all learners will do well. Most of the elements in the portfolio support instructional goals and engage students in meaningful learning.			The elements in the portfolio demonstrate the belief that all learners can achieve at the highest levels commensurate with ability. Instructional goals in the elements of the portfolio are such that both the candidate and the learners maintain high expectations. All of the material in the portfolio support instructional goals and engage all students in meaningful learning.

3. Evidence of reflective practice

1	2	3	4	5	6
Artifacts in the portfolio show little evidence of adjusting professional practice as a result of reflections nor do they indicate an understanding of how professional practice affects student outcomes. The reflections offer few suggestions for how professional practice can be improved. The candidate often makes inaccurate conclusion when reflecting. The reflections show that the candidate is unable to assess personal professional growth.		Artifacts in the portfolio consistently make use of reflections to adjust professional practice and indicate an understanding of how professional practice affects student outcomes. The reflections offer many suggestions for how professional practice can be improved. The candidate generally makes accurate conclusions when reflecting. The reflections demonstrate personal and professional growth.			Artifacts in the portfolio make thoughtful and accurate use of reflections to adjust professional practice and indicate an understanding of how professional practice affects student outcomes. The reflections offer specific alternative actions for how professional practice can be improved. The reflections show that the candidate is able to assess their own professional growth and that he/she utilizes the reflections to improve his/her professional practice.

4. Examples of Collaboration

1	2	3	4	5	6
The portfolio lacks elements demonstrating collaboration with colleagues in planning, conducting, or assessing professional practice. The portfolio does not provide works that show the candidate participating in collegial activities that contribute to productive learning environments. The works in the portfolio show minimal attempts to involve learners, families, and the community in professional practice.			The portfolio contains multiple examples of the candidate demonstrating collaboration with colleagues in planning, conducting, or assessing professional practice. The portfolio provides works that show the candidate participating in collegial activities that contribute to productive learning environments. The works in the portfolio show attempts to involve learners, families, and the community in professional practice.		The portfolio contains multiple outstanding examples of the candidate demonstrating collaboration with colleagues in planning, conducting, or assessing professional practice. The portfolio provides works that show the candidate taking leadership roles in collegial activities that contribute to productive learning environments. The works in the portfolio show several successful attempts to involve learners, families, and the community in professional practice.

5. Knowledge of and experience with families

1	2	3	4	5	6
The portfolio provides no evidence or inappropriate evidence of attempts to engage families in the instructional program. The portfolio shows little or no evidence to involve families in the decisions made concerning their children. The portfolio does not show evidence of effective and timely feedback to families concerning instructional program and student performance.		The portfolio shows evidence of successful attempts to engage families in the instructional program. The portfolio shows evidence of the involvement of families in the decisions made concerning their children. The portfolio shows evidence of effective and timely feedback to families concerning instructional program and student performance, although the feedback may not be sufficiently specific to be useful in effectively changing student performance.			The portfolio provides consistent evidence of attempts of the successful engagement of families in the instructional program. The portfolio shows multiple examples that the candidate actively involves families in the decisions made concerning their children. The portfolio shows evidence of effective and timely feedback to families concerning instructional program and student performance. This feedback is constructive and sufficiently specific to be useful in effectively changing student performance.

6. Assessment of learning goals and objectives

1	2	3	4	5	6
The portfolio demonstrates assessments that are not congruent with professional goals as far as content, methods, and process. The portfolio contains assessment criteria and standards that are not clear and not communicated effectively to students and their families.		The portfolio demonstrates assessments that are somewhat congruent with professional goals as far as content, method, and process. The portfolio contains assessment criteria and standards that are generally clear and are usually communicated effectively to students.			The portfolio demonstrates assessments that are consistently congruent with professional goals as far as content, method, and process. The portfolio contains assessment criteria and standards that are consistently clear and communicated effectively to students.

7. Instructional adjustments based on assessment data

1	2	3	4	5	6
<p>The portfolio does not show or shows ineffective use of assessment results in planning or making adjustments to professional practice. The students are not aware of how well they are doing in meeting established standards.</p>		<p>The portfolio shows use of assessment results for planning and making adjustments to professional practice. Assessment results are generally used more to adjust instruction to the whole class, but not to specific students. For the most part, students are aware of how well they are doing in meeting established standards.</p>		<p>The portfolio shows consistent use of assessment results for planning and making adjustments to professional practice. Assessment results are used to adjust instruction to both the whole class, groups of students, and to specific students. The students are aware of how well they are doing in meeting established standards.</p>	

8. Illustrations of monitoring student learning

1	2	3	4	5	6
<p>The portfolio does not show effective use of a system of assessments to monitor student learning. The candidate does not demonstrate awareness of students who need extra attention.</p>		<p>The portfolio shows effective use of a system of assessments to monitor student learning. The candidate demonstrates awareness of students who need extra attention.</p>		<p>The portfolio shows a fully effective system of assessments to monitor student learning. The candidate is aware of students who need extra attention and provides follow-up instruction and assessments to monitor the progress of these students.</p>	

9. Evidence of having a positive impact on student learning

1	2	3	4	5	6
<p>The portfolio does not provide sufficient evidence demonstrating the candidate's positive impact on student learning. There is no evidence of measurement of students' knowledge before a lesson and the measurement of student knowledge following instruction. The portfolio does not contain sufficient evidence of the development of meaningful learning experiences for students based on student development levels and prior experiences.</p>		<p>The portfolio contains evidence demonstrating the candidate's positive impact on student learning. There is evidence of the measurement of students' knowledge before a lesson, the measurement of student knowledge following instruction, and remediation plans for students whose performance on the assessment was below standard. The portfolio contains sufficient evidence of the development of meaningful learning experiences for students based on student development levels and prior experiences.</p>		<p>The portfolio contains multiple examples of evidence demonstrating the candidate's positive impact on student learning. There are several examples of the measurement of students' knowledge before a lesson, the measurement of student knowledge following instruction, and remediation plans for students whose performance on the assessment was below standard. The portfolio shows that the candidate consistently develops meaningful learning experiences for students based on student development levels and prior experiences.</p>	

10. Evidence of content depth

1	2	3	4	5	6
<p>Several elements in the portfolio lack the necessary depth of content appropriate for the students. Significant errors of content are present in the portfolio</p>		<p>The majority of the elements in the portfolio display the necessary depth of knowledge appropriate for the level of understanding of the students. Only insignificant errors are present in the contents of the portfolio.</p>		<p>Nearly all elements in the portfolio display extensive knowledge of content and are appropriate for the level of understanding of the students. No errors are present in the contents of the portfolio.</p>	

11. Content Breadth

1	2	3	4	5	6
<p>Taken as a whole, the elements in the portfolio display little breadth of content knowledge. Individual elements in the portfolio lack breadth of content knowledge appropriate to the level of understanding of the students. The elements of the portfolio do not show connections between content and pedagogy.</p>		<p>Taken as a whole, the elements in the portfolio display breadth of content knowledge. The majority of the individual elements in the portfolio display breadth of content knowledge appropriate to the level of understanding of the students. The majority of the elements of the portfolio show connections between content and pedagogy.</p>		<p>Taken as a whole, the elements in the portfolio display extensive breadth of content knowledge. Nearly all the individual elements in the portfolio display breadth of content knowledge appropriate to the level of understanding of the students. Most of the elements of the portfolio show connections between content and pedagogy.</p>	

12. Evidence of research-based professional practice

1	2	3	4	5	6
<p>The elements in the portfolio display a limited repertoire of instructional strategies and resources. The portfolio contains few examples of the use of best professional practices. The portfolio contains few elements demonstrating that the candidate adapts instruction to accommodate different learning styles and displays little basic understanding of the typical developmental patterns of age groups.</p>		<p>The elements in the portfolio display some variety of instructional strategies and resources. Most of the elements in the portfolio demonstrate the candidate's knowledge of best professional practices. The portfolio contains some elements showing that the candidate adapts instruction to accommodate different learning styles and displays a basic understanding knowledge of the typical developmental patterns of age groups.</p>		<p>The elements in the portfolio display a wide variety of instructional strategies and resources. The portfolio consistently demonstrates an understanding of best professional practices. The portfolio contains elements that consistently show that the candidate adapts instruction to accommodate different learning styles and displays knowledge of the typical developmental patterns of age groups.</p>	

Appendix D

Technology Standards

ISTE National Educational Technology Standards for Teachers

NETS for Teachers

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1 TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3 TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.

- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

http://cnets.iste.org/teachers/t_stands.html

Appendix E

NORTH CAROLINA LAWS

The Public School Laws of North Carolina, enacted by the North Carolina General Assembly and subject to related laws and court interpretation, can be read at <http://www.ncga.state.nc.us/gascripts/Statutes/StatutesTOC.pl?Chapter=0115C>.

§ 115C-307. Duties of teachers.

(a) **To Maintain Order and Discipline.** – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall report to the principal acts of violence in school and students suspended or expelled from school as required to be reported in accordance with State Board policies.

(b) **To Provide for General Well-Being of Students.** – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.

(c) **To Provide Some Medical Care to Students.** – It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers or any other public school employee when given such authority by the board of education or its designee, (i) to administer any drugs or medication prescribed by a doctor upon written request of the parents, (ii) to give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the pupil, and (iii) to perform any other first aid or life saving techniques in which the employee has been trained in a program approved by the State Board of Education: Provided, that no one shall be required to administer drugs or medication or attend life saving techniques programs.

Any public school employee, authorized by the board of education or its designee to act under (i), (ii), or (iii) above, shall not be liable in civil damages for any such authorized act or for any omission relating to such act unless such act or omission amounts to gross negligence, wanton conduct or intentional wrongdoing. Any person, serving in a voluntary position at the request of or with the permission or consent of the board of education or its designee, who has been given the authority by the board of education or its designee to act under (ii) above shall not be liable in civil damages for any such authorized act or for any omission relating to such act unless the act amounts to gross negligence, wanton conduct or intentional wrongdoing.

At the commencement of each school year, but prior to the beginning of classes, and thereafter as circumstances require, the principal of each school shall determine which persons will participate in the medical care program.

(d) **To Teach the Students.** – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to teach as thoroughly as they are able all branches which they are required to teach; to provide for singing in the school, and so far as possible to give instruction in the public school music.

(e) **To Enter into the Superintendent's Plans for Professional Growth.** – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to enter actively into the plans of the superintendent for the professional growth of the teachers.

(f) **To Discourage Nonattendance.** – Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he may report all violators of the compulsory

attendance law to the school social worker in accordance with rules promulgated by the State Board of Education.

(g) To Make Required Reports. – A teacher shall make all reports required by the local board of education. The superintendent shall not approve the voucher for a teacher's pay until the required monthly and annual reports are made.

The superintendent may require a teacher to make reports to the principal.

A teacher shall be given access to the information in the student information management system to expedite the process of preparing reports or otherwise providing information. A teacher shall not be required by the local board, the superintendent, or the principal to (i) provide information that is already available on the student information management system; (ii) provide the same written information more than once during a school year unless the information has changed during the ensuing period; or (iii) complete forms, for children with disabilities, that are not necessary to ensure compliance with the federal Individuals with Disabilities Education Act (IDEA). Notwithstanding the forgoing, a local board may require information available on its student information management system or require the same information twice if the local board can demonstrate a compelling need and can demonstrate there is not a more expeditious manner of getting the information.

Any teacher who knowingly and willfully makes or procures another to make any false report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public schools, payroll data sheets, or other reports required to be made to any board or officer in the performance of their duties, shall be guilty of a Class 1 misdemeanor and the certificate of such person to teach in the public schools of North Carolina shall be revoked by the Superintendent of Public Instruction.

(h) To Take Care of School Buildings. – It shall be the duty of every teacher to instruct children in proper care of property and to exercise due care in the protection of school property, in accordance with the provisions of G.S. 115C-523. (1955, c. 1372, art. 17, ss. 4, 6; 1959, cc. 1016, 1294; 1969, c. 638, ss. 2, 3; 1971, c. 434; 1981, c. 423, s. 1; 1985, c. 642; c. 686, s. 2; 1989, c. 585, s. 4; 1993, c. 539, s. 884; 1994, Ex. Sess., c. 24, s. 14(c); 1997-443, s. 8.29(k); 2000-67, s. 8.18(a).)

§ 115C-309. Student teachers.

(a) Student Teacher and Student Teaching Defined. – A "student teacher" is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a local board of education to student-teach under the direction and supervision of a regularly employed certified teacher.

"Student teaching" may include those duties granted to a teacher by G.S. 115C-307 and 115C-390 and any other part of the school program for which either the supervising teacher or the principal is responsible.

(b) Legal Protection. – A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.

(c) Assignment of Duties. – It shall be the responsibility of a supervising teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching. (1969, c. 638, s. 1; 1981, c. 423, s. 1.)

Appendix F

PROFESSIONAL BEHAVIOR INTERVENTION PROCEDURES

Teaching is a profession that requires mastery of content, knowledge of pedagogy, and dispositions that promote and support the learning and development of all students. Teacher preparation programs have responsibility for ensuring that their graduates possess the requisite knowledge, skills, and dispositions. The faculty and school partners of the University of North Carolina at Greensboro are committed to helping teacher candidates become competent, committed, caring, and collaborative educators. This commitment involves ensuring that students are enrolled in appropriate, sequenced courses; that high standards are set in their courses; that clinical work is carefully supervised and monitored; that faculty and candidates maintain professional demeanor in all settings; and that candidates are provided feedback about areas in which they need additional work. Students receive feedback about their scholarship, pedagogical skills, and professional behavior in both courses and supervised clinical settings.

Serious problematic behaviors such as plagiarism; cheating on tests; rude public outbursts at faculty or fellow students; intoxication; and possession, distribution, sale, and/or use of illegal drugs warrant immediate faculty intervention. These behaviors are covered by the University Code of Conduct and may also result in program dismissal. Other problematic behaviors that warrant faculty intervention include chronic tardiness, failure to assume responsibility, lack of dependability, and inappropriate or insensitive social interactions. Students receive feedback about these behaviors and related dispositions through the following means:

- At a minimum of three program-specified points in a student's teacher preparation program, the UNCG Student Professional Disposition Rubric will be completed by students and by supervisory personnel in the program. All programs will use the UNCG Student Professional Disposition Rubric. Programs may elect to add elements and indicators specific to their program. In accord with the UNCG Assessment Plan, two of the program specified rating points shall be 1) admission to student teaching and 2) exit from the program.
- In a conference between the student, the cooperating teacher and/or other school partners, and the faculty member who represents the program, ratings are compared and major discrepancies are discussed. During this conference, plans for addressing the candidate's needs are developed. The intent of this conference is remediation. Expectations and a timetable are specified. Each program will develop appropriate forms and procedures to be used in these cases. If a particularly egregious episode of inappropriate professional behavior occurs, however, the faculty member may recommend dismissal from the program immediately.
- If a student's behavior or disposition does not improve after a plan has been developed, timelines established and an appropriate time and opportunities for improvement have been provided, the faculty member will refer the student to the Department Chair to initiate program dismissal.
- A student who does not agree with the recommendation of the Department Chair can appeal the decision to Teachers Academy. If the student is not satisfied with the decision of the Teachers Academy, s/he can appeal that decision to the Dean of his/her respective School/Program. If an undergraduate student is not satisfied with the Dean's decision, the student can appeal to the Associate Provost for Undergraduate Education. If a graduate student is not satisfied with the School of Education Dean's decision, the student can appeal to the Associate Dean of the Graduate School. The record for any appeal consists of the deliberations of the Department and Teachers Academy. No additions to the record will be permitted. The purpose of appeals is to assure that the procedures outlined in this policy have been followed and without prejudice.

Transitional Procedures and Template for Departmental Procedures

During the transition period when programs are developing their rubrics, forms, and procedures, the Teachers Academy will serve as the administrative body for issues related to student professional behavior. When a student is referred to the Teachers Academy by a teacher preparation program, the director of the Teachers' Academy will convene an ad hoc committee composed of faculty who have taught/worked with the candidate. This committee will review the available information and interview the student, either individually or as a group. This committee will be charged with determining what action the program should take in relation to the student. All meetings with students will be tape-recorded. One of three recommendations will be made:

1. The committee may decide that no further action is needed and that the student should continue in the program without any structured faculty intervention.
2. The committee may recommend that the student continue in the program but that specific, targeted areas need to improve. A written plan that includes time lines for implementation and for re-evaluation will be developed and signed by the student and all ad hoc committee members. A date will be set for re-evaluation, and expectations will be detailed. Faculty responsibilities in helping the student meet these expectations will also be detailed.
3. The committee may recommend immediate dismissal from the Teachers' Academy.

At the time of re-evaluation, the committee has three alternatives:

- a) The committee may decide the candidate has accomplished the specified goals and the problem no longer exists.
- b) The committee may decide that the candidate has made progress on the plan but more work is needed. At this point, a revised plan may be developed that also includes a time line.
- c) The committee may decide the candidate has not made sufficient progress and should be dismissed from the Teachers Academy. This recommendation will be sent to the Teachers Academy for further action.

A recommendation for dismissal from the program due to issues of professional behavior requires the support of the ad hoc committee formed to discuss the case as well as the support of the Executive Committee of the Committee of Program Coordinators. When such recommendations become necessary, they will be transmitted to the Department Chair for further action.

Ad hoc committees shall record minutes of all meetings and include the following in the records of their deliberations:

Date of meeting
Persons attending the meeting
Name of student involved
Description of the student's difficulties
Proposed course of action (i.e., the committee should select Option 1 or 2 above)
Brief explanation of recommendations
Record of dissenting opinions

Members of the ad hoc faculty committee, the director of the Teachers Academy, and the chair of the student's Department will review and sign the minutes. Copies of the report will be given to the student, filed in the student's records, and given to the student's advisor.

When Option 2a above is selected, the ad hoc faculty committee will designate a person to communicate with the student about the committee's action and to share the minutes with the student. Minutes will be filed in a confidential file in the Teachers Academy. Upon graduation, information about this action in the student's file will be destroyed.

If the committee elects to implement any Option 2 actions, the ad hoc faculty committee, or its designee, will meet with the student to:

1. Discuss his/her progress in the program, and
2. Outline program expectations that the student will meet if he/she wishes to continue in the program. Specific information about time lines, intervention strategies, and procedures for evaluation will be provided.

If, after plans or timelines for improvement have not been met, the ad hoc committee elects to recommend that the student be terminated from the program, the committee will meet with the student to counsel him/her out of the program. The faculty will attempt to help the student use all university resources in finding alternate career choices.

When Option 2b is followed, a report will be prepared by the Teachers Academy that will include the following:

- Date of meeting
- Persons attending
- Name of student involved
- Description of the student's difficulties
- Action to be followed by the student to remedy these difficulties
- Procedure that will be used to assess the student action
- Dates for action to be completed and/or assessed
- Consequences of successfully or unsuccessfully completing action

The ad hoc faculty committee and the Director of the Teachers Academy must review the report, and the report will be transmitted to the Department Chair for action. Copies of the signed report will be placed in the student's records and given to the student.

If a student does not agree with the decision of the Teachers Academy when Option 2c is followed, s/he can appeal that decision to the Dean of the School of Education. If an undergraduate student is not satisfied with the School of Education Dean's decision, the student can appeal to the Associate Provost for Undergraduate Education. If a graduate student is not satisfied with the School of Education Dean's decision, the student can appeal to the Associate Dean of the Graduate School. The record for any appeal consists of the deliberations of the Department and Teachers Academy. No additions to the record will be permitted. The purpose of appeals is to assure that the procedures outlined in this policy have been followed and without prejudice.