Internship Resources for University Supervisors

Office of Professional Experiences

Watson College of Education

http://www.uncw.edu/ed/professionalexperience/

Cindy Wiseman
Director of Professional Experiences
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910-962-3360

Stephanie Glowa
Field Experience Coordinator
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910-962-3086

Letter from the Associate Dean for Teacher Education and Outreach

As the Associate Dean for Teacher Education and Outreach I appreciate your willingness and commitment to the role of teacher educator/university supervisor in the Watson College of Education through close mentorship of our interns. We value how you play an integral role in the process of a developing teacher, as you share knowledge, advice, and resources to help the interns reach their potential as teachers.

You are an important member of the triad which includes intern and classroom teacher and I know the role includes many responsibilities including facilitator, observer, coach, evaluator, mentor, and liaison. All these responsibilities are essential to maintaining an open and honest communication that will lead to the success of our candidates. I sincerely appreciate your commitment of time, effort, and expertise.

I look forward to hearing any accolades of our interns and hope you have an enjoyable and successful semester.

Sincerely,

Ann Potts

Ann Potts, Ph.D.
Associate Dean for Teacher Education and Outreach

Professional Development System University-School Partnership

KEY CONTACTS

Dr. Kenneth Teitelbaum	**Dean** **Watson College of Education**	**962-3354**	**teitelbaumk@uncw.edu**
Dr. Carol McNulty	**Associate Dean for Academic and Student Affairs**	**962-3361**	**mcnultycp@uncw.edu**
Dr. Ann Potts	**Associate Dean for Teacher Education and Outreach**	**962-4174**	**potts@uncw.edu**
Dr. Kathy Fox	**Chair** **Early Childhood, Elementary, Middle, Literacy and Special Education**	**962-3240**	**foxk@uncw.edu**
Dr. Donyell Roseboro	**Chair** **Instructional Technology, Foundations and Secondary Education**	**962-2289**	**roseborod@uncw.edu**
Dr. Susan Catapano	**Chair** **Educational Leadership**	**962-2290**	**catapanos@uncw.edu**
Ms. Somer Lewis	**Director** **Professional Development System**	**962-7244**	**lewiss@uncw.edu**
Ms. Cindy Wiseman	**Director** **Professional Experiences Office**	**962-3360**	**wisemanc@uncw.edu**
Ms. Stephanie Glowa	**Field Experience Coordinator**	**962-3086**	**glowas@uncw.edu**
Dr. Jeff Ertzberger	**Director of Technology**	**962-7670**	**ertzbergerj@uncw.edu**

WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

Information for Teacher Internship Supervisors

Thank you in advance for your upcoming efforts to make the teacher internship a valuable learning experience for our WCE interns. The following information will assist you as you supervise your interns. You may also read the **Practicum Semester Handbook** and consult with program departments for detailed information about the internship semester.

GENERAL INFORMATION

Class Roster

Access the class roster through SeaNet at https://seanet.uncw.edu
You are responsible for verifying your class roster. Roster verification is crucial because this information affects student graduation eligibility.

Travel

Supervisors will work with their department secretary to do electronic submission of travel.

Calendar

All interns will follow the calendar for their assigned school district once they begin in their placements. Teacher interns will be expected to be in their school placements except for days on campus for internship courses.

TEACHING REQUIREMENTS

Minimum Teaching Requirement

Interns must assume full responsibility for all instructional and non-instructional duties in their assigned classroom for as many days as possible but in no case for fewer than **30 full days**. To be recommended for licensure, interns must complete a minimum of thirty days of full-time teaching.

In the event that an intern misses a day, the intern is responsible for making sure that lesson plans and teaching materials are in the classroom. The intern must also call the partnership teacher and the university supervisor no later than one hour prior to the start of the school day.
Excessive absences may jeopardize the practicum, resulting in an extended practicum experience and a grade of Incomplete or the postponement of the internship to another semester.

Year-round Schools

Teacher interns who are placed in year-round schools will participate in the intercession/enrichment schedule. This is a 3-week period that does not usually count toward full time teaching days. The first week may count toward full-time teaching if the intern fully plans and delivers remediation instruction for full days. The interns should follow this schedule:
>   First week – planned teaching and work with enrichment groups and/or remedial groups in
>   placement site
>   Second week – focused observation at other school sites

Third week – break

It is up to the supervisor and the site coordinator to ensure that the 30-day minimum teaching requirement is met.

Certification in all Content Areas

The university supervisor and the partnership teacher must certify that the intern taught the subject areas relevant to licensure. Please check the requirements for the area in which you supervise.

POLICIES/PROCEDURES

Work/Course Notification Form

Interns are strongly encouraged to devote their full attention to the practicum semester. In those cases when an intern must work or take other courses, the intern must notify the appropriate department chair using the Work/Course Form which must be signed by both the partnership teacher and the university supervisor.

Substituting

Interns may substitute for their partnership teacher only after the partnership teacher and university supervisor give approval. When partnership teachers are attending UNCW staff development opportunities, the intern is expected to substitute as a courtesy. Prior to being able to substitute teach, the intern needs to fill out the appropriate paperwork for the school system. Interns may not substitute teach for any teacher other than their partnership teacher.

Early Release

The early release process is as follows:

- The personnel official in the school district intending to hire the intern sends an email or fax request to the Director of Professional Experiences. The request must include: school, position offered, starting date and a statement that the intern will attend the final seminar at UNCW to complete internship requirements.

- Upon receipt of the request, the Director of Professional Experiences will secure early release approval from the university supervisor and the partnership teacher. The intern will be asked to confirm acceptance of the early release request.

- Once the university supervisor, partnership teacher and teacher intern have confirmed approval of the request, the Director of Professional Experiences sends a statement of permission for early release to the requesting personnel official.

- The hiring school district notifies the intern of the approval, start date and salary.

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SUPERVISION RESPONSIBILITIES

Observation/Evaluation of Teacher Interns

Supervisors are expected to:
- observe their interns and complete classroom evaluation/feedback forms.
  - May use lesson videotape and reflection
- complete a midterm and final **Intern Performance Scale** form. Both the partnership teacher and intern should participate in this process.
- collaborate on coaching plans with the intern and partnership teacher.

TaskStream Web-based Tools
All supervisors have a TaskStream account and are asked to utilize TaskStream for intern communication, feedback and review of intern products.

End of Semester Procedures

The university supervisor is responsible for turning in the following <u>original copy</u> to Cindy Wiseman in EB 317:
- **Certification of Teaching Capacity** – The partnership teacher, the university supervisor, the principal/designee and the teacher intern must sign the form to verify successful completion of the internship semester. All areas must be rated as "MET" for the intern to be recommended for licensure
  - After signing the form, the supervisor is asked to provide the intern with a paper copy or an electronic copy for inclusion in their Program Evidences Folio. Then, the intern submits the folio to the supervisor for verification of evidence 4.

The university supervisor completes the final **Intern Performance Scale** after consultation with the partnership teacher. The Final Intern Performance Scale ratings are entered **electronically only.**

Internship Grades
- Enter all grades electronically in SeaNet prior to the due date.
- The supervisor assigns the grade for the internship after consultation with the partnership teacher. Grades can range from A to C-.

Watson College of Education and Licensure Procedures

Office of Professional Experiences

Watson College of Education

http://www.uncw.edu/ed/professionalexperience/

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WATSON COLLEGE OF EDUCATION
Work/Course Notification Form

I realize that internship is considered a full-time commitment.

☐   A. I will devote full time to the practicum semester.

☐   B. I am choosing to take a course during the practicum semester. My class schedule will be as follows:

☐   C. I am choosing to work during the practicum semester. My working hours will be as follows:

I realize that if working or taking a course negatively affects my performance, that is, if students cease to learn or relationships are impaired, I shall be asked to withdraw from the practicum semester.

_____

Intern Signature   Date

_____

Intern Name (**Please print**)

If Box B or C is checked, please obtain the following signatures:

_____

University Supervisor   Date

_____

Partnership Teacher   Date

Deliver, email, mail, or fax completed form to Director of Professional Experiences

Watson College of Education
University of North Carolina Wilmington
601 S. College Road Wilmington, NC 28403
Fax: 910.962.4081

Fall 2014 Watson College of Education Teacher Intern Meetings
All Teacher Interns

Wednesday, August 20, 2014
All Interns - Seminars at UNCW - See Program Area Schedules 9:00am - 11:00am   EB 162   Internship Opening Session
Thursday, August 21, 2014
All Interns – First Full Day in Placement Site
tbd
Interns at UNCW - Career Center Job Fair Panel
Monday, November 24, 2014
Early Release Date
Thursday, December 4, 2014
All Interns - Last day in Placement Site
Friday, December 5, 2014
Final Seminar for all Teacher Interns - 10:00am in EB 162
Saturday, December 13, 2014
UNCW Commencement - by Colleges, see university schedule

Beginning on August 20, 2014, interns are either at UNCW for seminars or in their placement site classrooms.

**Please note that interns will receive the internship course seminar schedules for days on campus in addition to the dates above.

Interns follow the placement school system calendar for holidays and will be present at the school on teacher workdays.

Watson College of Education
University of North Carolina Wilmington

Internship Communications Process

Core Triad of Communication

Teacher Intern

Partnership Teacher

University Supervisor
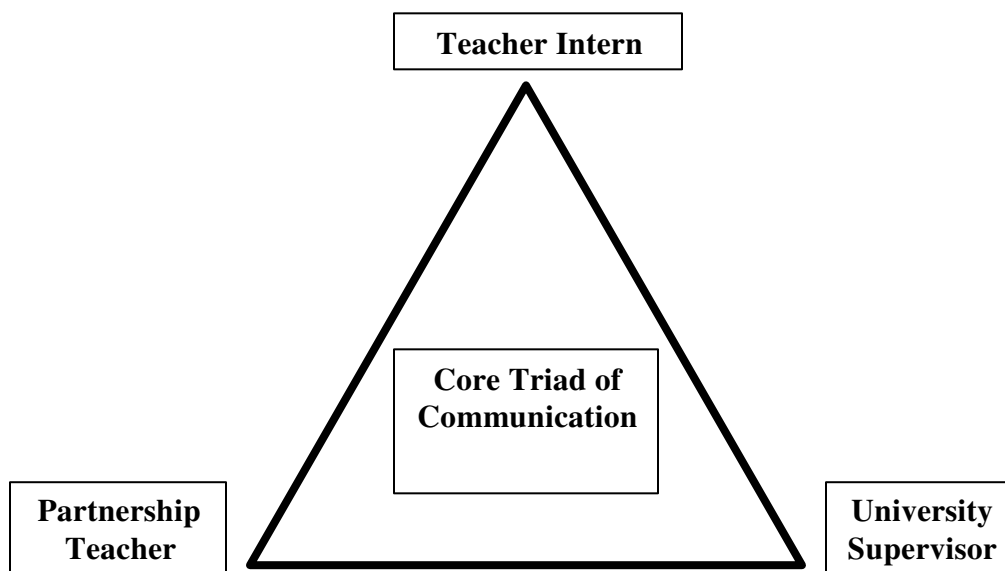
1. Communication between the WCE intern, partnership teacher and university supervisor takes top priority. Interns, partnership teachers and university supervisors should communicate and problem-solve collaboratively to resolve issues and concerns arising within the internship placement. When necessary, the site coordinator and/or school administrator may be accessed for consultation and support.
2. If internship situations cannot be successfully resolved by this core triad with the support of school personnel (i.e. site coordinator, administrator, department chair), then the Director of Professional Experiences should be contacted as the key UNCW representative. At this point, the Director will contact all appropriate persons at the university to elicit background information and consultation for collaboratively designing a plan of action that responds to the concern(s) brought forward.
3. When judged appropriate by the core triad (or members thereof), situations that may potentially result in intervention at the university level should be communicated to the site coordinator and school administrator to ensure all necessary parties are informed.

All internship participants should feel free to contact the Director of Professional Experiences for consultation and/or support. The key to success in the internship is communication.

Contact Information:

Ms. Cindy Wiseman	Director of Professional Experiences	(910) 962-3360	wisemanc@uncw.edu
Dr. Ann Potts	Associate Dean for Teacher Education and Outreach	(910) 962-4174	pottsa@uncw.edu
Dr. Carol McNulty	Associate Dean for Academic and Student Affairs	(910) 962-3361	mcnultycp@uncw.edu

Revised 07/2013

WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

PREPARATIONS FOR THE INTERNSHIP SEMESTER

The following is a list of business items and "tips" for preparing for the internship semester. Please note that it is *your responsibility* to complete all items and also to ensure that appropriate materials are on file at the end of the semester for submission of your licensure application to the State Department of Public Instruction in Raleigh.

1. **Health Form** – A Health Examination Certification is *required* for all student teachers. Students who do not submit the Health Examination Certificate will not be eligible to go to public school placements and *will be administratively withdrawn* from internship courses.

   The *original* of the Health Examination Certificate will be sent to the intern's assigned school system after it is submitted to the Watson School of Education. **Make a copy** of the health form for your own files before submitting it. Copies are not kept by the Watson School of Education. Students must submit the *original* form to EB 326 or mail it to Cindy Wiseman at the address below in item #3.

   The form can be completed by your family physician, an urgent care, or in the Student Health Center. Call 962-3280 to schedule an appointment in the Student Health Center and be sure to specify that you need a physical for student teaching. (Limited appointments are available during the final exam period, so schedule the appointment before the last day of classes.)

2. **Praxis I and II, MTEL Scores** – All of the appropriate Praxis I, Praxis II and/or MTEL Specialty Area scores must be on file before your licensure application can be processed. Students take designated specialty area tests depending upon the area of licensure they are seeking. The required tests and scores are listed on: www.uncw.edu/ed/advising/. Topics covered and sample questions are provided on the following website: www.ets.org/praxis/. Please be sure to code UNCW as a score recipient or you will have to pay an additional fee to send an official copy.

   NOTE: Your licensure application cannot be processed until Dr. McNulty's office receives official Praxis II Specialty Area passing scores from ETS. Please work with your advisor to ensure that you are taking the test(s) in time for passing scores to be submitted.

3. **Transcripts**
   Licensure-only students: If you have graduated from another university you must send an original degree-posted transcript to the address listed below. Transcripts previously sent to UNCW's Admissions Office cannot be used for this purpose.

   Dr. Carol McNulty
   Associate Dean for Academic and Student Affairs
   Watson College of Education, UNCW
   601 S. College Road
   Wilmington, NC 28403-5991

   Degree Seeking Students: If you are graduating from UNCW you will complete the transcript request form during the final seminar at the conclusion of the practicum semester.

4. **Graduation Application** – All students graduating from UNCW must apply for graduation by the deadline date. The application and deadline date are available in the Registrar's Office or online at www.uncw.edu/reg. Information on commencement also is available on the UNCW website.

5. **Becoming Licensed in Another State** – If you are planning to teach in another state, you should contact that state and request a licensure packet as soon as possible.

6. **Employment or Courses During the Internship Semester** – Students are encouraged *not* to work or take other courses during the practicum semester. Those who intend to do so must notify the Director of Professional Experiences (EB 326) within the first week of the semester by submitting the Work/Course Notification Form located in the internship course packet. This form must be signed by the university supervisor and partnership teacher prior to submission to the Director of Professional Experiences.

7. **Substituting** – Before an intern can substitute, he or she must have the permission of <u>both</u> the university supervisor and the partnership teacher. Interns are allowed to substitute for their partnership teachers <u>only</u> during the practicum semester. Each school system has its own policies regarding criminal background checks and payment, and interns should familiarize themselves with the appropriate procedures. If the partnership teacher is attending a UNCW sponsored event, the intern is expected to substitute without pay as a professional courtesy.

   To substitute for any school system after the practicum semester ends, interns must apply through the regular "Substitute Teacher" process. Information on this process is available from the Central Office of each school system. *Interns are strongly encouraged to complete the application process <u>early</u> in the internship semester.*

8. **Calendar** – During the practicum semester, interns will follow the school system calendar (<u>not</u> the UNCW calendar.) Partnership teachers may elect to use annual leave time during designated periods of the year; however, interns are <u>required</u> to be at school sites on all **teacher workdays** and during remediation and enrichment weeks in year-round schools. Interns do not take UNCW Fall Break or Spring Break; instead they follow the school system calendar for vacation days. The internship time schedule may be extended by the university supervisor if the intern has absences due to illness or family emergencies.

9. **Early Release** – If an intern is offered employment by a school system, he/she can be released before the end of the semester only if: (1) the school system sends an official request to the Director of Professional Experiences, and (2) both the university supervisor and the partnership teacher approve. In order to qualify, interns must have demonstrated adequate performance on all competencies, and must continue <u>full</u> participation in internship activities until the early release date. Generally, fall interns can be released upon school system request and university approval to begin employment in late November. Similarly, spring interns can be released for employment in mid-April. The dates for early release are established each semester based upon the university and school system calendars.

   Interns receiving early release should confirm salary arrangements with school system personnel since most individuals are paid at the substitute non-certified level until the date of graduation and receipt of passing Praxis scores. **NOTE:** Interns <u>must</u> return to campus for all required seminars and submit all required course products. The school system must hire a substitute for days the intern will return to campus.

10. **Professionalism -** Interns are required to demonstrate professionalism in all of their interactions during the practicum semester. Interns are guests in schools, and are expected to conduct themselves as teachers and role models. To fulfill these expectations, interns must:
    a. Demonstrate positive, productive, and professional attitudes and behaviors when interacting with teachers, students, parents, administrators, and university personnel. Careful attention should be given to discretion and confidentiality in conversations within the school and in the community.
    b. Be receptive to feedback and committed to continuous improvement as a professional educator.
    c. Be prompt and consistent in attendance. Interns must be at their school sites for the hours typically maintained by their partnership teachers – often one hour before the beginning of school and arrival of students, and typically at least one hour after school. Interns must arrange childcare and other responsibilities accordingly. (Child care coverage beginning at 7am to 5pm is strongly recommended.) An intern who has 3 or more absences/tardies may have his/her time in

the practicum site extended in order to meet performance competencies, may receive an *Incomplete*, or may be withdrawn from the internship.

d. Be willing to accept and fulfill all instructional and non-instructional duties of a teacher.

e. Dress in a professional manner every day unless special attire is warranted due to an activity (e.g., field day). Interns must wear clothes and accessories appropriate for the role of teacher. Piercings, nose rings, etc. (except limited ear piercings) must be removed during the school day. Failure to comply with these expectations will result in removal from the placement site. The following attire is NOT acceptable:

- Jeans
- Shorts
- T-shirts
- Tank tops or spaghetti straps not covered by an outer garment
- Overly short skirts
- Flip Flops or Tennis Shoes
- Exposed midriffs
- Exposed cleavage
- Any attire that is excessively tight, revealing, obscene or disruptive to the learning environment
- Any clothing that promotes alcohol, tobacco and controlled substances or displays profanity or sexual words and symbols
- Nose-rings, lip-rings, face-rings, tongue-rings or excessive earrings
- Exposed tattoos

f. Refrain from online activities inappropriate for education professionals.

g. Cell phones should be muted and stored during instructional and non-instructional duty times. Texting during instructional time is not acceptable.

h. Be aware of allergies and sensitivities to perfume, colognes and cigarette smoke.

11. **Code of Ethics** – Interns must abide by the North Carolina Code of Ethics for North Carolina Educators (see Practicum Handbook), Professional Standards, UNCW's Code of Student Life, and the Watson School's Performance Review Process.

Questions?
Please contact:

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mcnultycp@uncw.edu
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WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

PROFESSIONAL ROLES FOR TEACHER INTERNS

1. **Course Work -** During the practicum semester the intern must limit course work for academic credit to the internship courses. Written requests for exceptions to this policy must be submitted to the Director of Professional Experiences by submitting the Work/Course Notification. The form must be signed by the partnership teacher and university supervisor, and submitted to EB 326 if the intern is taking a course in addition to the internship courses.

2. **Employment -** Interns are strongly encouraged not to engage in any employment during the practicum semester. Interns planning to work must submit notification of intent to engage in employment. Interns <u>must</u> inform their university supervisors and partnership teachers about work schedules and <u>obtain</u> <u>signatures</u> as required on the Work/Course Notification form. Interns must follow this same procedure if they become employed at any point during the semester.

3. **Calendar -** Interns must comply with the policies, procedures, calendar, and rules of the school system to which they are assigned. Such regulations include work hours, vacation schedules, and attendance at meetings, extra-curricular assignments, dress and grooming. Interns are expected to attend <u>all</u> after school and evening events attended by partnership teachers. <u>Note</u>: Interns do not take UNCW Fall Break or Spring Break; instead they follow the school system calendar for vacation days. Interns are present in their school on all teacher workdays.

4. **Substituting** – Before an intern can substitute, he or she must have the permission of <u>both</u> the university supervisor and the partnership teacher. Interns are permitted to substitute for their <u>partnership teachers only</u> during the practicum semester. Each school system has its own policies regarding criminal background checks and payment, and interns should familiarize themselves with the appropriate procedures. If the partnership teacher is attending a UNCW sponsored event, the intern is expected to substitute without pay as a professional courtesy.

   To substitute for any school system after the practicum semester ends, interns must apply through the regular "Substitute Teacher" process. Information on this process is available from the Central Office of each system. Interns are strongly encouraged to complete the application process early in the internship semester.

5. **Early Release -** If an intern is offered employment by a school system, he/she can be released before the end of the semester if: (1) the school system Personnel Officer sends an official written/email request to the Director of Professional Experiences, and (2) both the university supervisor and the partnership teacher approve. In order to qualify, interns must have demonstrated adequate performance on all competencies, and must continue <u>full</u> participation in internship activities until the early release date.

   Interns receiving early release should confirm salary arrangements with school system personnel since most individuals are paid at the substitute non-certified level until the date of graduation and receipt of passing Praxis scores. **NOTE: Interns <u>must</u> return to campus for all required seminars** and submit all required course products. The school system must hire a substitute for days the intern will return to campus.

6. **Professionalism -** Interns are required to demonstrate professionalism in all of their interactions during the practicum semester. Interns are guests in schools and are expected to conduct themselves as teachers and role models. To fulfill these expectations, interns must:
   a. Demonstrate positive, productive, and professional attitudes and behaviors when interacting with teachers, students, parents, administrators, and university personnel. Careful attention should be given to discretion and confidentiality in conversations within the school and in the community.
   b. Be receptive to feedback and committed to continuous improvement as a professional educator.
   c. Be prompt and consistent in attendance. Interns must be at their school sites for the hours typically maintained by their partnership teachers – often one hour before the beginning of school and arrival of students, and typically at least one hour after school. Interns must arrange childcare and other responsibilities accordingly. (Child care coverage beginning at 7am to 5pm is strongly recommended.) An intern who has 3 or more absences/tardies may have his/her time in the practicum site extended in order to meet performance competencies, may receive an Incomplete, or may be withdrawn from the internship.
   d. Be willing to accept and fulfill all instructional and non-instructional duties of a teacher.
   e. Dress in a professional manner every day unless special attire is warranted due to an activity (e.g., field day). Interns must wear clothes and accessories appropriate for the role of teacher. Piercings, nose rings, etc. (except limited ear piercings) <u>must</u> be removed during the school day. Failure to comply with these expectations will result in removal from the placement site.
      The following attire is NOT acceptable:
      - Jeans
      - Shorts
      - T-shirts
      - Tank tops or spaghetti straps not covered by an outer garment
      - Overly short skirts
      - Flip flops or tennis shoes
      - Exposed cleavage or midriffs
      - Any attire that is excessively tight, revealing, obscene or disruptive to the learning environment
      - Any clothing that promotes alcohol, tobacco, and controlled substances or displays profanity or sexual words and symbols
      - Nose-rings, lip-rings, face-rings, tongue-rings or excessive earrings
      - Exposed tattoos
   f. Refrain from online activities inappropriate for education professionals. Please be reminded that the Internet is largely unregulated and personal data can be viewed, stored and disseminated without the owner's permission. Internet use carries no right or expectation of privacy.
   g. Cell phone use, including text messaging, is not permitted during the school day.
   h. Be aware of allergies and sensitivities to perfume, colognes and cigarette smoke.

Code of Ethics – Interns must abide by the North Carolina Code of Ethics for North Carolina Educators (see Practicum Handbook), UNCW's Code of Student Life, WSE Standards of Professional Conduct, and the WSE Performance Review Process.

Standards of Professional Conduct
Watson College of Education
University of North Carolina at Wilmington

Preamble

Educators are entrusted with the care and education of learners at all levels; therefore, they must adhere to a high standard of personal character and conduct in order to serve as positive role models for pupils, families/caregivers, and the community. Professional responsibility begins with a prospective educator's initial association with the Watson College of Education and continues after their admission as a candidate for licensure. All students associated with the WCE, prior to and after admission to the school, must accept the responsibility for adhering to high ethical standards, as they make a commitment to serve pupils, schools, and their profession. Commitment to ethical and professional standards is expected to continue as candidates are licensed and assume their professional roles. All policies, procedures and regulations contained in the *UNCW Code of Student Life* also apply*.*

The WCE Standards of Professional Conduct incorporate the following:
- the Code of Ethics for North Carolina Educators (adopted by the North Carolina State Board of Education, June 5, 1997; www.ncpublicschools.org);
- the Code of Professional Practice and Conduct for North Carolina Educators, effective April 1, 1998 (Section 0.600; www.ncpublicschools.org/teacher education/conductcode.htm); and
- the Watson College of Education professional expectations as identified in the Performance Evaluation Scale exit criteria.

Adherence to these professional standards is expected during all aspects of students' matriculation and career with the WCE, including practica and field activities. Violations of these Standards of Professional Conduct may result in disciplinary action, including but not limited to withdrawal from courses (including those that require field experiences and practica) and/or dismissal from the teacher education program. Students are also subject to discipline for misconduct as stated in the UNCW Code of Student Life.

Commitment to the Education Profession

1. Understands, respects and applies principles of teaching and learning and content knowledge relevant to the area of licensure;

2. Pursues growth and development in the theory, principles, and practices of the profession and uses knowledge and skills appropriately to improve the educational opportunities, experiences, and performance of student learners and colleagues.

3. Demonstrates appropriate behaviors, attitudes and skills related to the conduct of a professional educator, such as the following:

- attire appropriate to the setting,
- punctuality,
- attendance,
- professional interactions with peers, faculty, staff, and administrators as well as field-based personnel,
- development and use of appropriate professional language in oral and written communications, and
- adherence to institutional policies and procedures.

4. Provides accurate and truthful credentials and information regarding admission, requirements for licensure, and in all interactions with faculty and staff.

Commitment to Schools and School Systems

1. Contributes to a classroom climate conducive to learning.

2. Promotes optimal learning opportunities for all those engaged in the educational setting on-campus, on-line or in field experiences and/or practica.

3. Acknowledges and supports diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

4. Participates positively, collegially and cooperatively in campus-based coursework, school/community-based work and in other professional decision-making processes.

5. When acting in a professional capacity:
   A. Acts fairly, consistently, and prudently in the exercise of authority.
   B. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of their rights protected by law.

Acts and speaks respectfully in educational settings as a representative of UNCW, the Watson College of Education and its programs.

Commitment to Students

1. Supports, acknowledges and respects diversity among individuals in all educational settings.

2. Sets high expectations for all students and provides various methods and opportunities for students to achieve goals.

3. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.

4. Manages student behavior fairly and consistently. Influences student behavior in positive ways while maintaining students' dignity;

5. Assesses students and assigns grades based upon the students' demonstrated competency, merit, and performance, without regard to personal factors that are irrelevant to the program involved.

6. Holds in confidence information learned in professional practice and contained in educational records except when disclosure is required by pertinent regulations or statutes.

7. Treats all students with respect and maintains an appropriate relationship with students in all settings. The educator will not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

   a. Speech that is considered abusive, profane, vulgar, demeaning or obscene

   b. Acts of child abuse, as defined by law

   c. Any provision, sale or supply of alcohol or drugs

   d. Any act of harassment based on sex, race, religion, disability, age, and national origin as defined by policy and law and

   e. Any intentional solicitation, encouragement, whether written, verbal, or physical, or consummation of a romantic or physical relationship with a P-12 student, or any sexual contact with a P-12 student. The term "romantic relationship" shall include dating any P-12 student.

WCE Categories of Professional Dispositions

1. **Commitment to Personal and Professional Qualities**
   o Integrity (honesty, ethics and character)
   o Caring
   o Tolerance
   o Critical thinking and problem solving
   o Creativity and innovation
   o Consideration and thoughtfulness
   o Language appropriate to context and audience
   o Attendance, punctuality and responsiveness
   o Professional attire and appearance

2. **Commitment as a Learner**
   o Engages actively in class
   o Completes assignments to the best of one's ability
   o Takes responsibility for one's learning by showing initiative in responding to assignments, projects and class activities both as a learner and a teacher
   o Accepts feedback readily and is receptive to new ideas
   o Gives thoughtful consideration to different viewpoints
   o Contributes ideas and demonstrates initiative when working in groups and teams, comes to classes and meetings prepared
   o Collaborates with peers, colleagues and other teachers to create a professional learning community

3. **Commitment as an Educator to the Success of all Students**
   o Reflects about one's own cultural identity and experiences
   o Examines and seeks to overcome biases and stereotypes
   o Shows respect for and sensitivity to students' varied perspectives and cultures
   o Takes responsibility for all students' learning and holds high expectations for all students
   o Establishes an environment that is inviting, respectful, supportive and inclusive
   o Works collaboratively with the families and significant adults in the lives of their students
   o Chooses methods and materials that engage students to raise academic achievement of all learners and strives to eliminate achievement gaps

4. **Commitment to Professional Leadership** [1]
   o Involves families and the community in the classroom and the school
   o Participates in initiatives to improve public education, including professional associations, community service, boards, panels, agencies or special projects
   o Advocates for positive change in policies and practices affecting student learning and lives
   o Seeks solutions to overcome social, political, cultural, economic, physical and cognitive barriers that may prevent effective family and community involvement in the education of their students

---

[1] Candidates will show evidence of some aspects of Category 4 during our preparation programs. The intent is to show the continuum of commitment and professional behaviors that will grow beyond our programs. This category will be assessed by candidates' demonstrating their connections across the classroom, school, and community and society.

WCE Professional Dispositions for Teacher Candidates

Over the last several years, state and national organizations have developed new expectations of teachers. Embedded in the North Carolina and InTASC standards for teachers (and many of the curricular recommendations from professional associations) are assumptions that teachers are both caring and competent. From these new expectations the Watson College of Education (WCE) developed dispositional[1] expectations for teachers with four main categories to guide teacher candidate development. These categories promote a new, broader understanding of teacher professionalism. From personal and professional qualities, commitment as a learner, to success for all learners to teacher leadership, professionalism is defined by commitment, responsibility, caring and action on behalf of all students. The WCE dispositions incorporate the professional standards as described in the Code of Ethics for North Carolina Educators and the Code of Professional Practice and Conduct for North Carolina Educators. Students should refer to these Standards for a more detailed description.

Through coursework and field experiences, the teacher candidates in WCE have opportunities to develop the following dispositions (e.g. reflects about one's own cultural identity and experiences, takes responsibility for all students' learning).

Program Dispositions serve three purposes:
1) inform candidates of dispositional expectations
2) help students identify areas for further development, and
3) assist faculty in candidate assessment

Professional Dispositions: Statement of Responsibility

My signature below verifies that I have read the Watson College of Education Professional Dispositions and recognize the importance of meeting these expectations. My performance on these dispositions must meet or exceed program expectations. I understand that failure to demonstrate appropriate dispositions will result in an intervention plan and/or result in dismissal from the Watson College of Education.

Candidate's Printed Name _____

Candidate's Signature _____   **Date:** _____

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[1]*NCATE's definition of dispositions: "Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development."*

Supervision Forms

Office of Professional Experiences

Watson College of Education

http://www.uncw.edu/ed/professionalexperience/

Cindy Wiseman
Director of Professional Experiences
wisemanc@uncw.edu
910-962-3360

Stephanie Glowa
Field Experience Coordinator
glowas@uncw.edu
910-962-3086

Summary of Forms for Supervision of Teacher Intern:

Intern Performance Scale – Initial/Midterm/Final
- ➢ The intern completes a self-assessment at the beginning of the semester and shares with supervisor.
- ➢ At midterm, the supervisor and partnership teacher work together to fill out the form and present the ratings to the intern. The form may also be filled out at midterm with the intern involved in determining the ratings.
- ➢ At final, the supervisor reviews the intern self-assessment, the teacher ratings, and enters a final Intern Performance Scale electronically. This is the only WCE record of the Intern Performance Scale.

Periodic Assessment of Intern Progress
- ➢ This form is filled out on dates specified by the supervisor. The partnership teacher fills out this form.

Observation of Intern Performance
- ➢ This form is utilized in formal observations of the teacher intern.

Coaching Plan
- ➢ This form is used to identify areas for coaching focus. The intern must always have a current coaching focus and current coaching plan. The partnership teacher and university supervisor both support and facilitate the coaching process. This form is electronically submitted in TaskStream.

Intern Intervention Report
- ➢ This form is used to document identified areas that need improvement, strategies for improvement and a timeline to review. When this form is used, a copy must be sent to Cindy Wiseman, Director of Professional Experiences.

At the end of the semester, the partnership teacher and the university supervisor will complete the following:

- ➢ Final Intern Performance Scale – the supervisor determines the final ratings and electronically submits the form.

- ➢ Certification of Teaching Capacity Form

  - o The supervisor turns in the original of the Certification of Capacity to Cindy Wiseman's office.
  - o The intern uploads the Certification of Teaching Capacity to the Program Evidences Folio. The supervisor is asked to verifiy that the form has been uploaded.

Watson College of Education

RUBRIC FOR ASSIGNING GRADES FOR INTERNSHIP COURSES

Use the *Intern Performance Scale* to determine intern grades, using the decision rules below. The *Intern Performance Scale* ratings will be used at midterm and final. Use the final markings at the end of the semester to compute grades.

The teacher intern will be evaluated and recommended for licensure if all areas of the Intern Performance Scale/Certification of Teaching Capacity are MET.
Within the MET range, the grading scale is:

A grade of A is earned if the student has:
   • a rating of "Accomplished" in a majority of the indicators on the rating scale
   • no ratings of "Inadequate" on any of the indicators
   • evidence of exceptional strength in performance and understanding of teaching and learning

A grade of B is earned if the student has:
   • a rating of "Developed" in a majority of the indicators on the rating scale
   • no ratings of "Inadequate" on any of the indicators
   • clear evidence of growth in performance and understanding of teaching and learning

A grade of C is earned if the student has
   • a rating of "Emerging" in a majority of the indicators on the rating scale
   • no ratings of "Inadequate" on any of the indicators
   • some evidence of growth in performance and understanding of teaching and learning

The teacher intern will be evaluated and will <u>not</u> be recommended for licensure if any of the areas of the Intern Performance Scale/*Certification of Teaching Capacity* are NOT MET.
Within the NOT MET range, the grading scale is:

A grade of D is earned if the student has completed student teaching and has not earned a grade of A, B, or C. **A grade of D is not acceptable for recommendation by UNCW for initial licensure.**

A grade of W is assigned if the student is withdrawn from the internship during the semester because students cease to learn or relationships are impaired.

A grade of INCOMPLETE may be assigned if performance is satisfactory during practicum, but the student is unable to complete the semester due to personal circumstances.

Watson College of Education
Intern Performance Scale
Aligned to North Carolina Certification of Teaching Capacity

Teacher Intern Name: _____   School: _____

Partnership Teacher Name: _____   Grade: _____

NOT MET	MET		
Inadequate (I): Does not meet criteria	**Emerging (E):** Minimally meets criteria Some evidence of growth	**Developed (D):** Consistently meets criteria Clear evidence of growth	**Accomplished (A):** Exceeds criteria Significant evidence of growth

Professionalism		Initial	Midterm	Final
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*. Models professionalism expectations and adheres to *WCE Expectations for Teacher Interns.*			
Comments:				

Classroom Climate/Culture		Initial	Midterm	Final
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.			
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.			
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.			
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.			
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.			
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.			
Comments:				

Instruction		Initial	Midterm	Final
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges			
	2b.2 Incorporates different points of view in instruction.			
3a. Teachers align their instruction with the *North Carolina Standard Course of Study*.	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.			
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.			
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.			
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.			
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.			
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.			
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.			

Comments:

Evaluation/Assessment		Initial	Midterm	Final
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the *North Carolina Standard Course of Study*.			
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.			

			Initial	Midterm	Final
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.				
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.				

Comments:

Impact on Student Learning			**Initial**	**Midterm**	**Final**
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning.				
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.				
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.				

Comments:

Overall Comments:

Initial Date: _____

Midterm Date: _____

Final Date: _____

Teacher Intern Signature: _____

Partnership Teacher Signature: _____

University Supervisor Signature: _____

WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

Periodic Assessment of Intern Progress

INTERN _____

Evaluation Scale
N = Not Evident, **I =** Inadequate, **E =** Emerging competence, **P =** Proficient for beginning teacher

1.0 Teachers Demonstrate Leadership	2.0 Teachers Establish a Respectful Environment for a Diverse Population of Students
N I E P	N I E P
3.0 Teachers Know the Content They Teach	4.0 Teachers Facilitate Learning for their Students
N I E P	N I E P
5.0 Teachers Reflect on Their Practice	Notes or Comments:
N I E P	

Coaching Focus: (areas for *next* coaching focus)

Signatures: _____ _____ _____
          Intern   Partnership Teacher   Date

WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

COACHING PLAN

Teacher Intern: _____   Partnership Teacher: _____

School: _____   Grade/Subject: _____   Supervisor: _____

Pre-conference Date:

Areas of Strength:	

Focus for Growth/Development:	

Teaching Strategies to be Used:	**Kinds of Data/Ways to Collect:**

Post-conference Date:

Results/Implications for Student Learning:

Signatures: _____   _____

                        Partnership Teacher/University Supervisor   **Teacher Intern**

UNIVERSITY OF NORTH CAROLINA WILMINGTON
Observation of Intern Performance

Intern_____ Date_____ Grade/Subject_____ Observer_____

Standard/Element	Comments
Professionalism 1e.　Teachers demonstrate high ethical standards.	
Classroom Climate/Culture 1a.　Teachers lead in their classrooms. 2a.　Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. 2c.　Teachers treat students as individuals. 4g.　Teachers communicate effectively.	
Instruction 2b.　Teachers embrace diversity in the school community and in the world. 3a.　Teachers align their instruction with the North Carolina Standard Course of Study. 3b.　Teachers know the content appropriate to their teaching specialty. 3d.　Teachers make instruction relevant to students. 4c.　Teachers use a variety of instructional methods. 4d.　Teachers integrate and utilize technology in their instruction. 4e.　Teachers help students develop critical-thinking and problem-solving skills. 4f.　Teachers help students to work in teams and develop leadership qualities.	
Evaluation/Assessment 1a.　Teachers lead in their classrooms. 4h.　Teachers use a variety of methods to assess what each student has learned. 5a.　Teachers analyze student learning.	
Impact on Student Learning 1d.　Teachers advocate for schools and students. 2d.　Teachers adapt their teaching for the benefit of students with special needs.	

WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON
Observation of Intern Performance

Intern	Date	Period	Observer

Evaluation Key: N = Not Evident   I = Inadequate   E = Emerging Competence   P = Proficient for beginning teacher   N/O = no opportunity to observe

2.0 Teachers Establish a Respectful Environment for a Diverse Population of Students	
2.1 provide an environment in which each child has a positive, nurturing relationship with caring adults.	
2.2 embrace diversity in the school community & in the world.	
2.3 treat students as individuals	
2.4 adapt their teaching for the benefit of students with special needs.	
2.5 work collaboratively with the families and significant adults in the lives of their students	
• *Interactions with students are appropriate*	
• *Establish classroom rules and routines*	
• *Respond to appropriate & inappropriate behavior*	
3.0 Teachers Know the Content They Teach	
3.1 align instruction with the NC Standard Course of Study.	
3.2 know the content appropriate to their teaching specialty.	
3.3 recognize the interconnectedness of content areas/disciplines.	
3.4 make instruction relevant to students.	
4.0 Teachers Facilitate Learning for Their Students	
4.1 know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.	
4.2 plan instruction appropriate for their students.	
4.3 use a variety of instructional methods.	
4.4 integrate and utilize technology in their instruction.	
4.5 help students develop critical thinking and problem-solving skills.	
4.6 help students work in teams and develop leadership qualities.	
4.7 communicate effectively.	
4.8 use a variety of methods to assess what each student has learned	
• *Use appropriate content-related pedagogy*	
• *Materials organized before lesson*	
• *Presentation of content*	
• *Identification of goals and specific learning objectives*	
• *Identification of essential prior learnings*	
• *Provision for motivational aspects of learning*	
• *Use of questioning and discussion*	
• *Learning guidance & assistance*	
• *Reinforcement and corrective feedback*	
• *Allocation and use of time*	
• *Evidence of student learning*	

Numbered items are from the NC Professional Teaching Standards. Bulleted items are additional indicators approved by the WCE Secondary Program. N C Professional Teaching Standards 1.0 and 5.0 are primarily assessed through the overall internship experience.

WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON
Observation of Intern Performance

Intern_____ **Date**_____ **Grade Level**_____ **Observer**_____

Evaluation Key: **+ = satisfactory** ✓ **= needs improvement** **- = not satisfactory** **NA = not applicable** **NO = no opportunity to observe**

1.0 Teachers Demonstrate Leadership *1.1 Teachers lead in their classrooms.* *1.2 Teachers demonstrate leadership in the school.* *1.3 Teachers lead the teaching profession.* *1.4 Teachers advocate for schools and students.* *1.5 Teachers demonstrate high ethical standards.*	_____ **Comments:**
2.0 Teachers Establish a Respectful Environment for a Diverse Population of Students *2.1 Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.* *2.2 Teachers embrace diversity in the school community and in the world.* *2.3 Teachers treat students as individuals* *2.4 Teachers adapt their teaching for the benefit of students with special needs.* *2.5 Teachers work collaboratively with the families and significant adults in the lives of their students.*	_____ **Comments:**
3.0 Teachers Know the Content They Teach *3.1 Teachers align their instruction with the North Carolina Standard Course of Study.* *3.2 Teachers know the content appropriate to their teaching specialty.* *3.3 Teachers recognize the interconnectedness of content areas/disciplines.* *3.4 Teachers make instruction relevant to students.*	_____ **Comments:**
4.0 Teachers Facilitate Learning for Their Students *4.1 Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.* *4.2 Teachers plan instruction appropriate for their students.* *4.3 Teachers use a variety of instructional methods.* *4.4 Teachers integrate and utilize technology in their instruction.* *4.5 Teachers help students develop critical thinking and problem-solving skills.* *4.6 Teachers help students work in teams and develop leadership qualities.* *4.7 Teachers communicate effectively.* *4.8 Teachers use a variety of methods to assess what each student has learned*	_____ **Comments:**
5.0 Teachers Reflect on Their Practice *5.1 Teachers analyze student learning.* *5.2 Teachers link professional growth to their professional goals.* *5.3 Teachers function effectively in a complex, dynamic environment.*	_____ **Comments:**

WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

Internship Intervention: Due Process

During the internship, there may be circumstances where immediate termination of an internship may be necessary. However, in most cases, an intervention involving an improvement plan may be considered, prior to a termination of a internship. In these cases, the intervention must be handled judiciously, and often with immediacy. In addition to strict adherence to due process rights of interns, attention must also be given to the needs of children, partnership teachers and school administrators. General guidelines for terminations of internships are provided in the Practicum Semester Handbook and copied in the following pages.

The following intervention steps must be observed:
1. *Inform the student*. Open communication between the intern, partnership teacher, and university supervisor guides the intern in monitoring his/her growth. Concerns regarding any of the Intern Performance Scale criteria need to be communicated early and in writing with the intern's signature acknowledging awareness of the concern(s).

2. *Support or assistance*. Partnership teacher and university supervisor support professional development in concern areas using available resources.

3. *Written notification*. If an intern is in jeopardy of not successfully completing the internship, the university supervisor notifies him/her in writing specifying which exit criteria are not being met. In addition, the supervisor in collaboration with the partnership teacher identifies an improvement plan using the Intern Intervention Report, a professional development plan or other appropriate written format.

4. *Meeting.* In the event an intern needs to be removed from the placement site (see guidelines), the Director of Professional Experiences (or designee), University Supervisor, and school personnel as appropriate meet with the intern. At the meeting, the intern:
   a. Receives a written summary of the areas of concern;
   b. Has an opportunity to further review documentation supporting the removal decision;
   c. Responds to the concerns.

5. *Appeal.* In the event the student disagrees with the decision, the student may request an appeal to the Dean of the Watson College of Education within within one week after notification of the decision. A decision of the Dean is final and may not be appealed. The request for appeal must be in writing and must state the reasons for the appeal and the remedy requested.

WATSON COLLEGE OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

INTERN INTERVENTION REPORT

TEACHER INTERN: _____

PARTNERSHIP TEACHER: _____

UNIVERSITY SUPERVISOR: _____

SCHOOL: _____ DATE: _____

BEHAVIOR LEADING TO CONCERN(S): (indicate standard) _____

_____

_____

_____

_____

AREAS THAT NEED IMPROVEMENT: (indicate standard) _____

_____

_____

_____

_____

IMPROVEMENT STRATEGIES AND TIMELINE: _____

_____

_____

_____

_____

_____

Failure to meet these terms and conditions may result in termination from the Watson College of Education internship.

DATE FOR REVIEW _____

_____   _____   _____
University Supervisor   Partnership Teacher   Teacher Intern

Please forward a copy to the Director of Professional Experiences.

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LEA/IHE Certification of Teaching Capacity

Candidate Name: _____   **School:** _____

Cooperating Teacher Name: _____   **Grade:** _____

LEA: _____   **IHE:** _____

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

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

Candidate initials: _____

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

Candidate initials: _____

LEA/IHE Certification of Teaching Capacity

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

SIGNATURES

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

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
Principal (or designee)			
University Supervisor			
Comments (optional):			

The interns are asked to utilize TaskStream for:

1. Submission of coaching plans – interns are instructed to use the electronic coaching plan template in TaskStream. They will email the coaching plan to their partnership teacher. For the university supervisor, the interns email and/or "request feedback" so that the supervisor will be able to access the coaching plan via email as well as provide feedback as applicable.
2. Submission of lesson plans – interns are instructed to use the electronic lesson plan template in TaskStream to submit the 3 observed lesson plans. Interns are instructed to follow supervisor instructions for lesson plan format and due dates.
3. Submission of **Program Evidences Folio** and other required assignments

Coaching Plan Guidelines for interns:
1. Choose a day of the week to create coaching plan, always have a current coaching focus area
2. Try to narrow coaching focus area rather than choosing broad category
3. Submit coaching plans to supervisor and partnership teacher (email and/or request feedback)

Coaching Plans – Coaching Plan Record
Interns will create a coaching plan about every week. They will compile the plans in the Coaching Plan Record and share it with Program Coordinator – allows storage for program access.

Steps for using Coaching Plan Template:

- Click on Lessons, Units and Rubrics, open Lesson Builder

- New Lesson Title – enter DATE Coaching Plan (August 27 Coaching Plan)

- Choose a Format – select Coaching Plan

- Complete top section and Pre-Conference section

    ✓ EMAIL – click on Email and select external recipients – email to partnership teacher and university supervisor

    ✓ *Follow supervisor instructions for requesting feedback in addition to emailing the coaching plan.

    ✓ Add coaching plans to COACHING PLAN RECORD

    ✓ Request feedback from Program Coordinator – only need to request one time and it will automatically update throughout the semester

Recommended Lesson Planning Schedule   C. Wiseman

The teacher intern is held accountable for lesson planning. Lesson planning is to be done in advance of teaching the lesson and the teacher intern **must** secure the partnership teacher's approval before teaching a lesson.

The goal in planning should be to have plans written for at least a week in advance. It is understood that adjustments can be made to plans however, it is necessary to remain on a schedule of planning in advance so that the intern always has plans available for the classroom. Therefore, planning by the teacher intern should follow this schedule:

> Monday or Tuesday – the teacher intern meets with the partnership teacher to identify objectives and lessons for the next week
>
> Tuesday night – the teacher intern finishes draft of the lesson plans for the next week
>
> Wednesday – the teacher intern gives the partnership teacher lesson plans to review, intern and teacher discuss any modifications
>
> Wednesday night – the teacher intern completes writing lesson plans in final format for the next week
>
> Thursday – the teacher intern brings completed lesson plans to the partnership teacher for final approval. Then, the teacher intern collects materials, resources for the next week, makes power points, etc.
>
> Friday – prior to leaving school, the teacher intern organizes plans and materials for the next week (I suggest that the intern make a copy of the plans to take home for review over the week-end)

Begin this schedule with the first subject that the intern teaches so that a good habit of planning will be established by the time that the intern has full time teaching duties. This schedule will give the teacher intern and the partnership teacher the confidence that plans and materials are in place when they leave the school on Friday afternoon.

Resources

Office of Professional Experiences

Watson College of Education

http://www.uncw.edu/ed/professionalexperience/

Cindy Wiseman
Director of Professional Experiences
wisemanc@uncw.edu
910-962-3360

Stephanie Glowa
Field Experience Coordinator
glowas@uncw.edu
910-962-3086

Courses Housing State Evidences
Program Evidences Folio

PROGRAM	Evidence 1: Content Knowledge (breadth in specialty area)	Evidence 2: Content Knowledge (depth in specialty area)	Evidence 3: Pedagogical and Professional Knowledge, Skills, and Dispositions (effective design of classroom instruction)	Evidence 4: Pedagogical and Professional Knowledge, Skills, and Dispositions (in practice)	Evidence 5: Positive Impact on Student Learning	Evidence 6: Leadership and Collaboration	Evidence 7
Education of Young Children	Transcript	EDN 430 Designing Learning Spaces	EDN 465 or 466 Integrated Unit Plan	EDN 465 or 466 Certification of Teaching Capacity	EDN 302 Formative Evaluation and Summative Evaluation	EDN 460 /EDN 466 Early Childhood Manager Portfolio or Family Involvement workshop	
Elementary	Praxis II/MTEL Transcript	EDN 334 Social Studies Content Paper	EDN 411 Instructional Unit Plan	EDN 411 Certification of Teaching Capacity	EDN 411 Authentic Assessment Analysis	EDN 411 Reflection on Professional Development and Collaboration	
Elementary MAT	Praxis II/MTEL Transcript	LIC 534 Social Studies Content Paper	LIC 560 Instructional Unit Plan	LIC 560 Certification of Teaching Capacity	LIC 560 Authentic Assessment Analysis	LIC 560 Reflection on Professional Development and Collaboration	Capstone Experience
Middle Grades Language Arts	Praxis II Transcript	Approved level Course (Content paper/project)	EDN 353 Integrated Thematic Unit	EDN 411 Certification of Teaching Capacity	EDN 411 Analysis of Student Learning Project	EDN 318 Virtual Visit Project	
Middle Grades Math	Praxis II Transcript	MAT 245 or MAT 346 Comprehensive Mathematics Project	EDN 353 Integrated Thematic Unit	EDN 411 Certification of Teaching Capacity	EDN 411 Analysis of Student Learning Project	EDN 318 Virtual Visit Project	
Middle Grades Social Studies	Praxis II Transcript	EDN 335 Conceptual Understandings Concept Map	EDN 353 Integrated Thematic Unit	EDN 411 Certification of Teaching Capacity	EDN 411 Analysis of Student Learning Project	EDN 318 Virtual Visit Project	
Middle Grades Science	Praxis II Transcript	EDN 338 Science Content Evidence Prompt	EDN 353 Integrated Thematic Unit	EDN 411 Certification of Teaching Capacity	EDN 411 Analysis of Student Learning Project	EDN 318 Virtual Visit Project	

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Courses Housing State Evidences
Program Evidences Folio

PROGRAM	Evidence 1: Content Knowledge (breadth in specialty area)	Evidence 2: Content Knowledge (depth in specialty area)	Evidence 3: Pedagogical and Professional Knowledge, Skills, and Dispositions (effective design of classroom instruction)	Evidence 4: Pedagogical and Professional Knowledge, Skills, and Dispositions (in practice)	Evidence 5: Positive Impact on Student Learning	Evidence 6: Leadership and Collaboration	Evidence 7
Special Education - General	Praxis II/MTEL Transcript	SED 372 Teaching Report /Content Paper	SED 368/369 Direct Instruction Lesson Plans in Reading and Mathematics	SED 411 Certification of Teaching Capacity	SED 352 Functional Behavioral Assessment and Social Skills Unit	SED 375 Collaboration Project	
Special Education - Adapted	Praxis II Transcript	SED 372 Clinical Teaching Report	SED 368/369 Direct Instruction Lesson Plans in Reading and Mathematics	SED 411 Certification of Teaching Capacity	SED 352 Social Skills Unit	SED 375 Collaboration Project	
Secondary Biology	Praxis II Transcript	CAS Content Product Approved Undergraduate Content paper/project	SEC 406 Unit Plan	SEC 431 Certification of Teaching Capacity	SEC 431 Inquiry Project	SEC 200 School and Self Improvement Project Parent Communication Log	
Secondary Chemistry	Praxis II Transcript	CAS Content Product Approved Undergraduate Content paper/project	SEC 406 Unit Plan	SEC 431 Certification of Teaching Capacity	SEC 431 Inquiry Project	SEC 200 School and Self Improvement Project Parent Communication Log	
Secondary Earth Science	Praxis II Transcript	CAS Content Product Approved Undergraduate Content paper/project	SEC 406 Unit Plan	SEC 431 Certification of Teaching Capacity	SEC 431 Inquiry Project	SEC 200 School and Self Improvement Project Parent Communication Log	

Courses Housing State Evidences
Program Evidences Folio

PROGRAM	Evidence 1: Content Knowledge (breadth in specialty area)	Evidence 2: Content Knowledge (depth in specialty area)	Evidence 3: Pedagogical and Professional Knowledge, Skills, and Dispositions (effective design of classroom instruction)	Evidence 4: Pedagogical and Professional Knowledge, Skills, and Dispositions (in practice)	Evidence 5: Positive Impact on Student Learning	Evidence 6: Leadership and Collaboration	Evidence 7
Secondary Science	Praxis II Transcript	CAS Content Product Approved Undergraduate Content paper/project	SEC 406 Unit Plan	SEC 431 Certification of Teaching Capacity	SEC 431 Inquiry Project	SEC 200 School and Self Improvement Project Parent Communication Log	
Secondary Math	Praxis II Transcript	CAS Content Product Approved Undergraduate Content paper/project	SEC 404 Unit Plan	SEC 431 Certification of Teaching Capacity	SEC 431 Inquiry Project	SEC 200 School and Self Improvement Project Parent Communication Log	
Secondary English	Praxis II Transcript	CAS Content Product Approved Undergraduate Content paper/project	SEC 403 Unit Plan	SEC 431 Certification of Teaching Capacity	SEC 431 Inquiry Project	SEC 200 School and Self Improvement Project Parent Communication Log	
Secondary Social Studies	Praxis II Transcript	CAS Content Product Approved Undergraduate Content paper/project	SEC 405 Unit Plan	SEC 431 Certification of Teaching Capacity	SEC 431 Inquiry Project	SEC 200 School and Self Improvement Project Parent Communication Log	
Spanish	Praxis II Transcript	CAS Content Product Approved Undergraduate Content paper/project	EDN 420 Unit Plan	EDN 409 Certification of Teaching Capacity	EDN 409 Inquiry Project	EDN 420 Individualized Growth Plan and School Improvement Plan	

Courses Housing State Evidences
Program Evidences Folio

PROGRAM	Evidence 1: Content Knowledge (breadth in specialty area)	Evidence 2: Content Knowledge (depth in specialty area)	Evidence 3: Pedagogical and Professional Knowledge, Skills, and Dispositions (effective design of classroom instruction)	Evidence 4: Pedagogical and Professional Knowledge, Skills, and Dispositions (in practice)	Evidence 5: Positive Impact on Student Learning	Evidence 6: Leadership and Collaboration	Evidence 7
French	Praxis II Transcript	CAS Content Product Approved Undergraduate Content paper/project	EDN 420 Unit Plan	EDN 409 Certification of Teaching Capacity	EDN 409 Inquiry Project	EDN 420 Individualized Growth Plan and School Improvement Plan	
Music	Praxis II Transcript	Upper Level Applied Music Jury	MUS 326 Instructional Design Project	EDN 409 Certification of Teaching Capacity	EDN 409 Impact on Student Learning Project	MUS XXX Professional Learning Activities	Schools Improvement Plan Analysis
Physical Education and Health	Praxis II Transcript	PED 385 Curriculum Development Project	PED 387 Lesson Plan Assignment	EDN 409 Certification of Teaching Capacity	PED 410 Inquiry Project	PED 415 Individualized Education Plan	
ESL	Praxis II Transcript	EDN 326/537 Language analysis Project					
AIG	Transcript	EDN 555 AIG Program Analysis					
Middle Grades MAT Language Arts	Praxis II Transcript	Approved level Course (Content paper/project)	LIC 553 Integrated Thematic Unit	LIC 511 Certification of Teaching Capacity	LIC 511 Analysis of Student Learning Project	LIC 518 Virtual Visit Project	M-Level Presentation
Middle Grades MAT Math	Praxis II Transcript	LIC 523 Comprehensive Mathematics Project	LIC 553 Integrated Thematic Unit	LIC 511 Certification of Teaching Capacity	LIC 511 Analysis of Student Learning Project	LIC 518 Virtual Visit Project	M-Level Presentation

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Courses Housing State Evidences
Program Evidences Folio

PROGRAM	Evidence 1: Content Knowledge (breadth in specialty area)	Evidence 2: Content Knowledge (depth in specialty area)	Evidence 3: Pedagogical and Professional Knowledge, Skills, and Dispositions (effective design of classroom instruction)	Evidence 4: Pedagogical and Professional Knowledge, Skills, and Dispositions (in practice)	Evidence 5: Positive Impact on Student Learning	Evidence 6: Leadership and Collaboration	Evidence 7
Middle Grades MAT Social Studies	Praxis II Transcript	**LIC 535** - Advanced Social Studies	**LIC 553** Integrated Thematic Unit	**LIC 511** Certification of Teaching Capacity	**LIC 511** Analysis of Student Learning Project	**LIC 518** Virtual Visit Project	**M-Level Presentation**
Middle Grades MAT Science	Praxis II Transcript	**LIC 538** Science Research Proposal	**LIC 553** Integrated Thematic Unit	**LIC 511** Certification of Teaching Capacity	**LIC 511** Analysis of Student Learning Project	**LIC 518** Virtual Visit Project	**M-Level Presentation**
Secondary MAT English	Praxis II Transcript	Approved Graduate level Course(Content paper/project)	**SEC 503** Unit Plan	**SEC 509** Certification of Teaching Capacity	**SEC 509** Inquiry Project	**SEC 528** School and Self Improvement Project Parent Communication Log	**Comprehensive Portfolio Defense**
Secondary MAT Math	Praxis II Transcript	Approved Graduate level Course (Content paper/project)	**SEC 504** Unit Plan	**SEC 509** Certification of Teaching Capacity	**SEC 509** Inquiry Project	**SEC 528** School and Self Improvement Project Parent Communication Log	**Comprehensive Portfolio Defense**
Secondary MAT Social Studies	Praxis II Transcript	Approved Graduate level Course (Content paper/project)	**SEC 505** Unit Plan	**SEC 509** Certification of Teaching Capacity	**SEC 509** Inquiry Project	**SEC 528** School and Self Improvement Project Parent Communication Log	**Comprehensive Portfolio Defense**
Secondary MAT Science	Praxis II Transcript	Approved Graduate level Course (Content paper/project)	**SEC 506** Unit Plan	**SEC 509** Certification of Teaching Capacity	**SEC 509** Inquiry Project	**SEC 528** School and Self Improvement Project Parent Communication Log	**Comprehensive Portfolio Defense**

Enrolling in a Program Evidences Folio Group Within TaskStream

Dear Watson College of Education Student,

The Program Evidences Folio is a compilation of artifacts developed in select courses of each teacher licensure program. In order to obtain a license to teach in North Carolina students completing teacher licensure programs must demonstrate proficiency in relation to all North Carolina Professional Teaching Standards. This proficiency will be demonstrated through successful development of the required program-specific artifacts. The Watson College of Education has chosen Taskstream as the web tool for hosting the Program Evidences Folio. **In order to ensure that you have the correct folio template, you must enroll yourself with the program from which you are currently seeking licensure. If you have not previously done this, follow the steps below.**

Step 1: Log In
Go to www.taskstream.com and log into your TaskStream account.
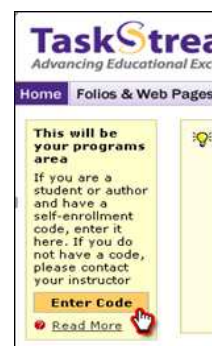
Step 2: Find the Self-Enrollment Area
From the home page, click the **Enter Code** button.

Step 3: Enter Your Code
Enter the program code specified below in the appropriate field, and then click the **Search** button.

Find the corresponding code for your program and type that code into the program code box.

Program Name	Program Code
EEL - Elementary Education	**EEL33**
SEC – Secondary Education	**SEC82**
EMG - Middle Grades Education	**EMG435**
EYC - Education of Young Children	**EYC123**
HPE – Health and Physical Education	**HPE86**
SPED Adapted – Special Education – Adapted Curriculum	**SPEDA**
SPED General – Special Education – General Curriculum	**SPEDG**
FL – Foreign Language	**FL476**
ESL - English as Second Language	**ESL898**
AIG - Academically and Intellectually Gifted	**AIG123**
MAT SEC – Masters of Arts in Teaching Secondary	**MATSEC4**
MAT MG – Masters of Arts in Teaching Middle Grades	**MATMG2**
MUS - Music	**MUS47**

You will be able to review the program information that corresponds to the code that you entered. To be enrolled in the program, click the **Enroll** button. If you do not wish to be enrolled in the program at this time, click the **Cancel - Do Not Enroll button**.

Creating Coaching Plans in TaskStream

1. Log in to TaskStream

Log in to TaskStream at https://www.TaskStream.com with your **username** and **password** you designated when you created your TaskStream account.

2. Lessons, Units & Rubrics/Lesson Builder

Click on **Lessons, Units & Rubrics** on the top menu bar and click on **Go to the Lesson Builder.**

3. Title Your Coaching Plan

Type in the title of your Coaching Plan using a title such as **Coaching Plan 1: Specific Category of Plan**. It is recommended to do this by date.

4. Choose Format

Choose the format **Coaching Plan** from the drop down menu

5. Click Create New

6. Request Feedback

Complete your Coaching Plan and request feedback from your University Supervisor and the name 'Program Coordinator'

You will need a minimum of 8 Coaching Plans during your internship.

![taskstream]

Creating a Coaching Plan Record in TaskStream

1. Log in to TaskStream

Log in to TaskStream at https://www.TaskStream.com with your **username** and **password** you designated when you created your TaskStream account.

2. Folios & Web Pages

Click on '**Folios & Web Pages**' on the top menu bar.

3. Create your Record

You will be creating a New Folio/Web Page. Title this **Coaching Plan Record of <u>Your Name</u>** and then click the **Create New** button.

4. Custom Template

On the next screen, click in the radio button for **Custom Templates (designed by your learning community)**. From the drop down menu next **to Select Custom Template**, choose **Coaching Plan Record**. Click **Continue**.

5. Access your Record

On the next screen, click on the title of your folio '**Coaching Plan Record of <u>Your Name</u>**' in the left column.
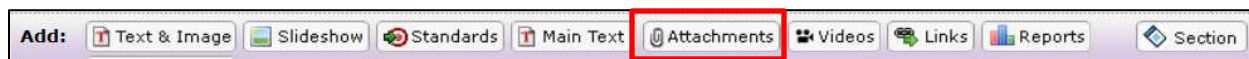
6. Edit Text & Image

In the 'Text and Image Section' that has sub categories of 'Intern Name, Grade Level, etc.' click on the '**Edit Text & Image'** button in the top right corner. Fill in your information, after your information is typed in click the '**Save and Return'** button.
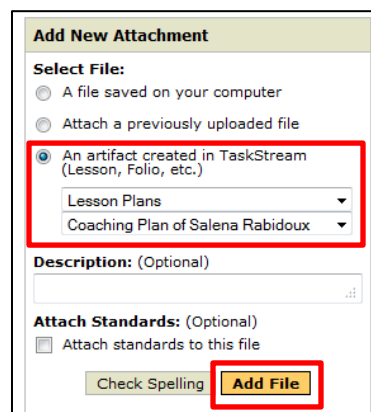
7. Attachments

After your demographic information is entered, scroll to the bottom of your Coaching Plan Record. Click on the '**Attachments'** button.
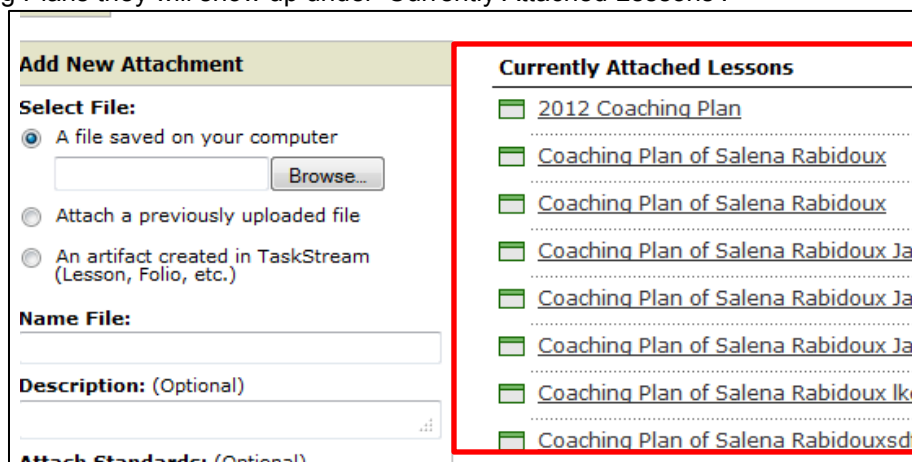
8. Adding Artifacts

On the next screen, you will begin to add your Coaching Plans into this Coaching Plan Record. To add a new attachment, under Select File click the radio button next to **An artifact created in TaskStream**. Two drop-down menus will appear. Choose **Lesson Plans** for the category and then **select your specific Coaching Plan** that you want to add. Click the '**Add File**' button.

9. End of Semester Review

You can add all of your Coaching Plans at the end of the semester or during the semester. As you add your Coaching Plans they will show up under 'Currently Attached Lessons'.

Page 2

10. Request Comments

At the end of the semester, and after all of your Coaching Plans have been attached to this portfolio, go to the '**Edit Content**' tab in your Coaching Plan Record and click on the '**Request Comments**' button at the top of your screen.
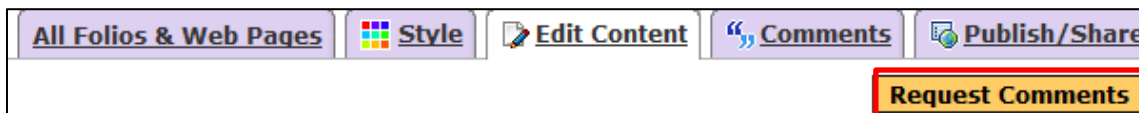
11. Request Feedback on All Areas

A pop-up box will appear. Place a check mark in the box next to 'Request Feedback on All Areas' and then click the 'Continue' button.

12. Select Supervisor and Program Coordinator

On the next screen, place a checkmark in the box next to the name '**Program Coordinator'** and another checkmark in the box next to the name of your **Supervisor**.

By the end of your internship there should be a minimum of 8 Coaching Plans attached within this Coaching Plan Record.

Page 3

Submitting an Evidence in TaskStream

Follow the directions below to submit an evidence. It is assumed that if you are uploading evidence, your instructor has already approved the evidence as proficient and you have been told to upload it.

Step 1: Log In
Go to www.taskstream.com and log into your TaskStream account.

Step 2: Find Your Program Area
From the home page, click the Program Name of your area of study.

Step 3: Click on the Evidence to be Uploaded.
Click on the specific evidence that you are attempting to upload to view requirements and upload files.
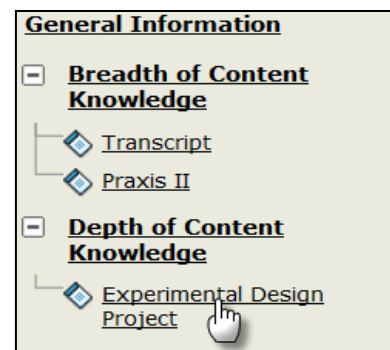
Step 4: Use the Attachment Button
Use the buttons at the bottom of the page to upload your work.
Click "Attachments" to attach a Word, PowerPoint, Picture, TaskStream lesson plan, or other type of file.

The Add/Edit Attachments page appears.

Use for Word, PowerPoint, and Picture files.

Use for TaskStream Lesson plans or Portfolios
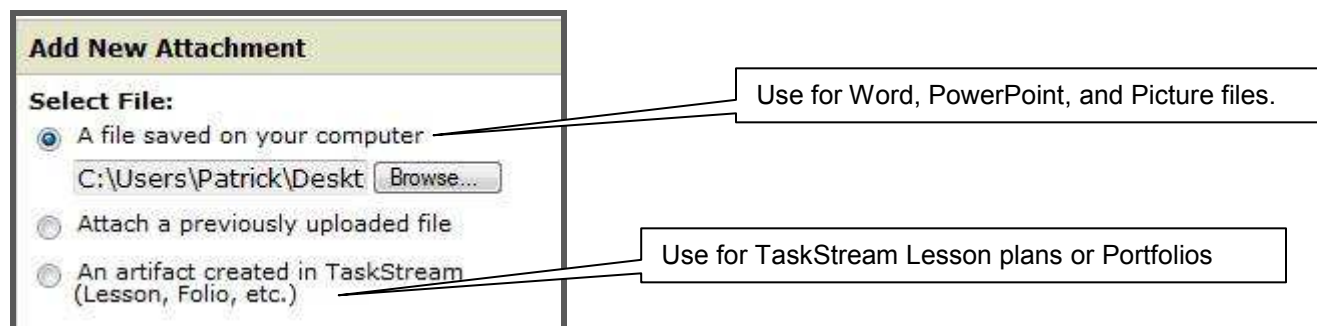
*After attaching your file, click the "**Save and Return**" button.*

North Carolina Program Evidences Folio   Page **1** of **2**
Submit student evidences in TaskStream (Updated 11/19/2012)

Step 5: Click the Submit Work Button

When you have finished uploading files, don't forget to submit your work using the "Submit Work" button in the top right corner of the page. A pop up box will appear to confirm the submission and requires you to select an evaluator.
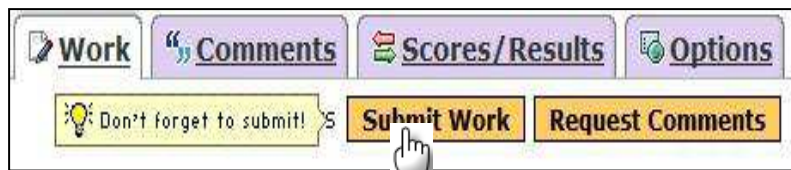
Step 6: Submit to your instructor

Click the radio button next to the name of your current instructor.

Step 7: Click the "Submit for Evaluation" Button

Step 8: Print Confirmation

You are provided a chance to Print a Confirmation of your submission, or you can just close the window. This is optional, but highly recommended.

Want More Information?

1) For more information about the NC Program Evidences Folio - visit the Watson College of Education program evidence center at http://www.uncw.edu/ed/portfolio

2) Having trouble with TaskStream – Call Toll Free = 800-311-5656. A mentoring services agent will be able to help you. It is free and part of your subscription.

North Carolina Program Evidences Folio   Page **2** of **2**
Submit student evidences in TaskStream (Updated 11/19/2012)

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Watson
College *of* Education

Submitting Transcripts in TaskStream

Step 1: Log In to MySeaPort
Go to http://myseaport.uncw.edu/ and **log in** using your UNCW email username and password.

Step 2: Click on 'SeaNet'

Step 3: Click on 'Student Services & Financial Aid'
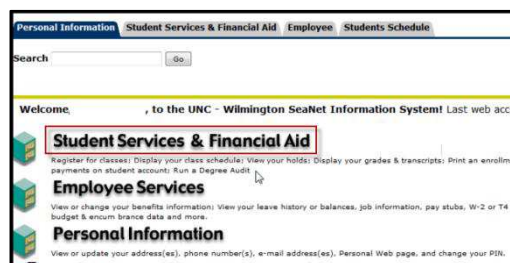
Step 4: Click on 'Student Records'
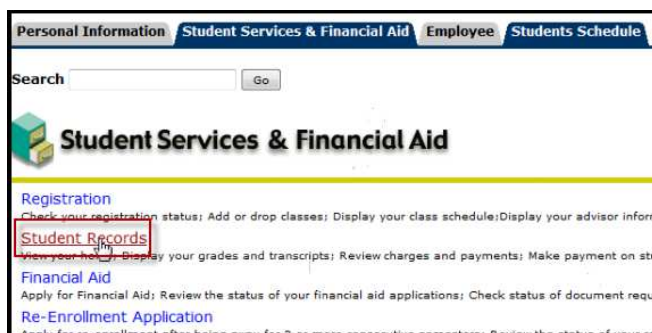
Step 5: Click on 'View Unofficial Transcript'
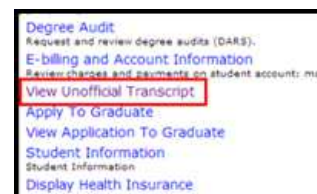
Step 6: Transcript Levels

Choose the Transcript Level for 'All Levels', the Transcript Type of 'Unofficial Advising Transcript' and then click 'Submit'

Step 7: Copy, paste and save your transcript in a Word or PDF document

You will need to highlight and copy all text on this screen and paste it in a Word documents, then save it to your desktop.

Step 8: Log in to TaskStream

Go to www.taskstream.com and log in with the **username** and **password** you designated when you created your TaskStream account.

Step 9: Click on your 'Program Evidences Folio' under the Author tab

Step 10: Click on the 'Transcript' link
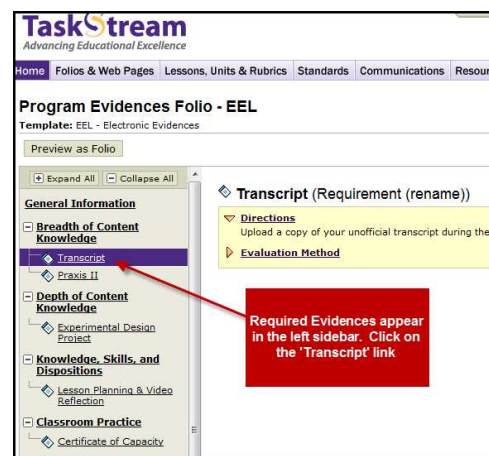
Step 11: Scroll to the bottom of the page and click on the button 'Attachments'
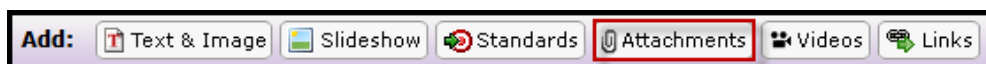
Step 12: Select File
Choose the option to add **a file saved on your computer**. Browse for your previously saved Word document of your transcript and click the **Add File** button.

Step 13: After the file has loaded, click the 'Save and Return' button.
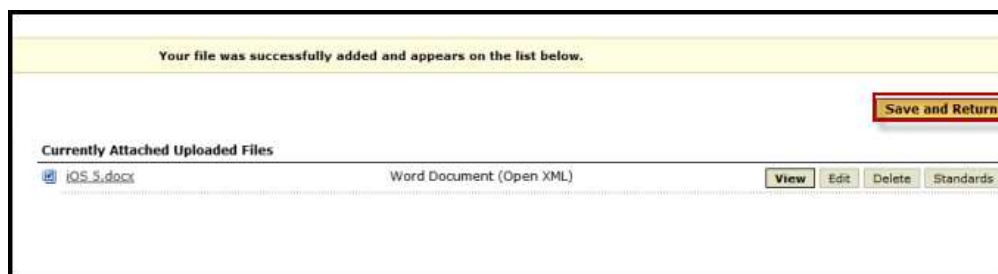
Step 14: Click 'Submit Work'

When you have finished uploading files, don't forget to submit your work using the "Submit Work" button in the top right corner of the page. A pop up box will appear to confirm the submission and requires you to select an evaluator.

Step 15: Submit for Evaluation

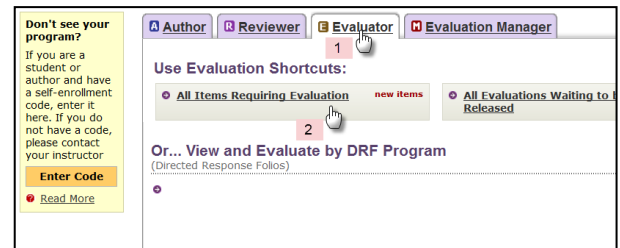Click the radio button next to the name of your current **instructor** and then click the **Submit for Evaluation** button

Evaluating an Evidence in TaskStream

Step 1: Log In
Go to www.taskstream.com and log into your TaskStream account.

Step 2: Evaluator Tab
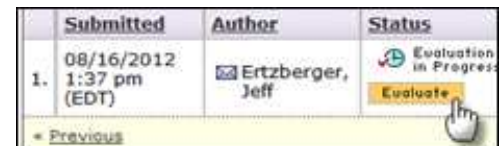Within the Evaluator tab, select the **All Items Requiring Evaluation** link.

Step 3: Select Your Program
Click in the **check box** beside your program to select it, then click the **continue** button.
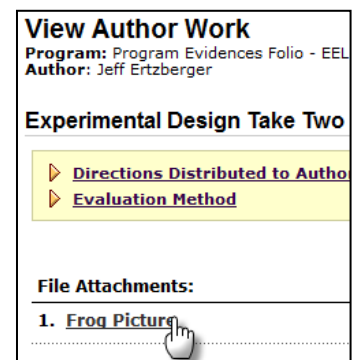
Step 4: Click the Evaluate Button
You will see all students that have submitted their work to you. Click on the yellow **Evaluate** button to begin the evaluation process.

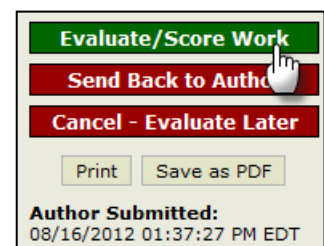## Step 5: View the Student Submission
You will see all the student submissions in the left of the page. It will be under the title of File Attachments.

The attachment will open and you will be able to verify that is it the students' proficient evidence. If the student has submitted the wrong file, click on the red **"Send Back to Author"** button.

Step 6: Mark the Evidence as Proficient
Once confirming that the upload is a proficient evidence, click the green "**Evaluate/Score Work**" button.

North Carolina Program Evidences Folio   Page **1** of **2**
Marking an Evidence as Proficient in TaskStream (Updated 11/19/2012)

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Step 7: Choose Meets Requirements

Click once on the circle selection beside the green "Meets Requirements".

Step 8: Record the Evaluation as Final

Click once on the circle selection beside of **Record as final and release evaluation to author now**. You can choose to leave the "Send external Notification" on or off. If you leave it on the author will be notified by email that you have received their evidence and marked it as proficient.

Step 7: Click Submit Evaluation Now

Click once on the circle selection beside the green "Record as final and release evaluation to author now."

Step 8: Continue Evaluating

After you click the submit evaluation now button, you will be returned to the "All Items Requiring Evaluation" screen. Only those students

* It is recommended that the instructor make a separate note of those students that have submitted their evidence to TaskStream and been approved. This will make it easy to determine who has not yet submitted an evidence.

North Carolina Program Evidences Folio   Page **2** of **2**
Marking an Evidence as Proficient in TaskStream (Updated 11/19/2012)

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North Carolina Professional Teaching Standards

North Carolina
Professional Teaching Standards
Commission

*"For every student in North Carolina,
a knowledgeable, skilled compassionate teacher...
a star in every classroom."*

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st Century.

A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

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

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

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

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

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

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

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

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

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

III — STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

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

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

IV — STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

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

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, innovate, and collaborate

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

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

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

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data