The University of North Carolina at Greensboro

**Department of Teacher Education
Elementary Education Program**

Handbook for Preservice Teachers, On-Site-Teacher-Educators (OSTEs) and School Administrators

2015-2016

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Preface

This handbook includes internship information and guidelines for field experiences required by the undergraduate teacher-preparation program in elementary education at the University of North Carolina at Greensboro (UNCG).   The UNCG Elementary Education Program is committed to partnerships with diverse schools with the goals of positively influencing the learning opportunities and achievement of children and improving the quality of teacher education for our university students.

The mission of professional education at The University of North Carolina at Greensboro is to ensure "Access to Opportunities through Teaching, Learning and Caring." This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates' acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates' continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision-making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

This handbook is organized so that sections address guidelines and responsibilities of UNCG interns, On-Site-Teacher-Educators (referred to as OSTEs), and university team leaders and supervisors. In each case, the "you" refers to the subject of that section. All forms, standards, and common elements are found in the Appendices. Additionally, the Teacher Education Handbook is an importance reference document for all to review. It is strongly recommended that all interns and OSTEs have a copy of this handbook.

SECTION A: COMMUNICATION PROCEDURES

Partnerships between schools and universities require a commitment to effective communication because of the many stakeholders involved (UNCG interns, OSTEs, Curriculum Facilitators, principals, university faculty, central office personnel, etc.).

Informal one-on-one communication between school administration, faculty, and university representatives is crucial for successful field experiences for

all students. If any stakeholder has concerns or questions, please proceed by contacting the appropriate person for a solution. In most cases, this first contact will begin with the UNCG team leader assigned to your school.

The following suggestions are recommended to enhance communication for all involved.

- Team leaders at each building, together with the building principal and Curriculum Facilitator, or other liaison designee, should meet as needed and also meet regularly with OSTEs to ensure communication regarding intern placement, performance, supervision, evaluation, and any other issues that may arise. UNCG Team Leaders should arrange to meet with OSTEs at the beginning of each semester and more often if necessary.
- Team leaders and co-team leaders meet monthly to discuss issues relating to field placement and enhance communication and information sharing within the Department of Teacher Education and Higher Education (TEHE) and with the UNCG Teachers Academy.
- Dr. Christina O'Connor, Director of Collaborative for Educator Preparation (CEP) can be contacted at ckoconno@uncg.edu.
- Dr. Jennifer Mangrum and Dr. Scott Howerton will co-chair the Elementary Education Program Committee. Dr. Mangrum can be reached at jrmangru@uncg.edu and Dr. Howerton can be contacted at wshowert@uncg.edu.
- Dr. Colleen Fairbanks, Chair of the UNCG Department of Teacher Education and Higher Education is available for matters regarding field experiences and PDS partnerships. She may be reached via e-mail at cmfairba@uncg.edu.

For interns, communication regarding issues, problems and concerns about your work in the field always begin with your team leader, co-team leader or supervisor. For instance, if you are concerned about your field placement, you should discuss such concerns with your team leader, not with school staff. Your team leader will then help you decide how to proceed and communicate with school staff, when necessary.

Similarly, communication regarding questions, problems, and concerns about your on-campus methods courses always begins with the instructor of the course in question, not with your team leader, co-team leader, or OSTE.

In instances in which you feel your concerns are not being adequately considered and addressed, see your team leader who will advise you about the appropriate appeal procedures.

Of particular concern, you must understand that all professional conversations you have at your school placement should be kept confidential. Stories about parents and children must not be discussed with roommates, friends, or other persons not associated with the school. Avoid talking about private, confidential matters relating to your internship experiences in public places like hallways and workrooms and even in the line at the grocery or any other store. Please read carefully the professional dispositions (see Appendix C) that will now be expected of you as a preservice teacher in the UNCG Teacher Education Program.

SECTION B: UNCG INTERNS

Responsibilities of UNCG Interns

Liability Insurance
All candidates enrolled in courses that include field experience **are strongly encouraged** to purchase professional liability insurance *prior* to starting any internship, practicum, or student teaching experience. Professional liability insurance should be in effect for each course that requires a field experience, as well as during student teaching. In instances in which a student causes damage or injury during the field experience or student teaching, **neither the University nor the state of North Carolina will be responsible for providing legal defense for that student or for paying for any judgment which may be entered against the student**.

Options for obtaining $1,000,000 in Professional Liability insurance include (a) joining SNCAE for $30 annually, which includes $1,000,000 in Professional Liability insurance Sept. to Sept., (b) be initiated into Kappa Delta PI ($65) and then paying $25 for $1,000,000 in Professional Liability insurance for April to April; (c) joining PENC (Professional Educators of North Carolina) for $25 annually, which includes $1,000,000 in Professional Liability insurance form July-June annually, or (d) provides a certificate of $1,000,000 in Professional Liability insurance from their own carrier.
- Forward your confirmation of liability insurance to Tammy Downs, tadowns@uncg.edu.

Technical Standards
Technical standards include academic requirements **and** non-academic criteria essential for participation in the program. Technical standards include, but are not limited to physical, cognitive, communication, technological proficiency, and attitudinal abilities essential to becoming a teacher of children as required by the North Carolina Department of Public

Instruction, (NCDPI), in conjunction with the North Carolina Profession Teaching Standard (NCPTS).

The elementary education program is a major that places specific requirements and demands on students. The primary goal is to prepare graduates to enter the profession of teaching children (elementary grades, K-6) and working with their families and other professionals. The Technical Standards set forth establish essential qualities necessary for students admitted to the program so that they can achieve the knowledge, skills, competencies, and dispositions of an entry-level teacher. The abilities and expectations listed below must be met by all students admitted to the program, with or without reasonable accommodations. In the event that a student is unable to meet the Technical Standards, with or without reasonable accommodations, the student will not be admitted to the program or allowed to remain enrolled in or to graduate from the program.

You must sign, and deliver the signed document to the Student Services Office. The signed document will be included in your student folder located in the Student Services Office.

Attendance
Attendance and punctuality are critical aspects of the teaching profession. Interns are expected to attend full internship hours as scheduled and outlined by your team leader. In the event that this responsibility cannot be met (e.g., tardiness, illness, or other unavoidable issues), the intern is required to immediately contact both the team leader and the OSTE and follow any further procedures as outlined by your team leader. If absences occur during regular internship hours, this time must be recorded and accounted for. Time missed will be made up, at your OSTE's convenience, during school instructional hours. Your team leader will outline your team's specific procedures for making up internship hours. It is important to note that making up time missed does not excuse an absence. Repeated absences and tardies, even if time is made up, will be subject to scrutiny under the attendance policy and will have an effect on your evaluation and your grade for your internship.

You will keep an accurate accounting of your internship hours. Your team leader will inform you of the appropriate procedures and policies for reporting your hours. Please remember that the accuracy of your time reporting falls under the UNCG Academic Integrity Policy. This policy is available at: UNCG Academic Integrity Policy. Misrepresenting your internship hours will be considered an integrity policy violation.

The UNCG Elementary Education attendance policy is as follows:

- Two (2) absences = minus one letter grade
- Three (3) absences will result in lowering the final grade by two grade letters.
- Four (4) absences = failing grade
- Three (3) tardies and/or leaving internship or seminar early = 1 absence

Internship

As a UNCG Intern, you are responsible for sustaining clear and open communication with your OSTE, team leader, co-team leader, course instructors, and all observers. During your teacher education program, it also will be important for you to learn how to maintain positive communication with others in your school community, including students, parents, the principal, the curriculum facilitator, and other teachers.

While in your internship classroom, follow the directions of your OSTE to guide your involvement with children. You may be asked to work with specific children on instructional tasks, monitor progress, or coordinate activities. Should you find yourself without any direction, it is your responsibility to ask your OSTE how you may be of support in your internship placement. You should not use internship time for completing course assignments, taking a break, responding to cell phone calls, or other unrelated behaviors. Internship is designed to develop your teaching practice by interacting with children and also to provide additional support for learning opportunities that will improve the achievement of children.

Professional Attire

Professional attire must adhere to the expectations of the UNCG Teacher Education Program and the policies and practices of your assigned school. Your team leader will discuss specific expectations with you. As a rule of thumb, you should dress in casual, business attire. Remember that if you want to be recognized as a teacher, you must present yourself as a professional and not as a college student. Interns are expected to wear clothes and shoes that are conducive to the nature of active elementary school classrooms. If you come to internship dressed inappropriately, you may be sent home and will need to make up the internship hours missed.

Interns are also expected to be well-groomed, with a minimum of makeup and jewelry. You will need to abide by school and school district policy regarding piercings and tattoos.

Critical Performances/Evidences

In order to demonstrate mastery of the new NC Professional Teaching Standards and the new elementary grade standards (for teaching content),

the Department of Teacher Education requires preservice teachers to participate in critical performances that will yield designated evidence in six key areas; (1) Breadth of Content Knowledge, (2)Depth of Content Knowledge, (3) Pedagogical Knowledge and Skills in Planning (4) Pedagogical Knowledge and Skills /Clinical, (5) Impact on Student Learning and (6) Leadership, Advocacy and Professional Practice. A brief description of each evidence required to be recommended for a teaching license and the accompanying rubric can be found in Appendix C.

Critical performances and other Assessments/Evidences are formal demonstrations of pedagogical understanding and practical applications of a set of skills and knowledge. Each methods instructor will require a critical performance and/or assessment/evidence focusing on the course content, principles, and instructional strategies for teaching that discipline. In some cases, the critical performance/assessment may encompass a span of connected lessons central to the methods course goals and objectives. An aspect of the critical performance/assessment may include formal lesson observations at your internship placement that should be discussed and arranged with your OSTE in a timely manner based on your instructors' guidelines.

Your methods' instructors will provide you with a grading rubric, based on the North Carolina Professional Teaching Standards (NCPTS), the National Education Technology Standards (NETS) standards (see Appendix D) and specified content standards. You are advised to use the rubrics and checklists provided for planning purposes and for self-evaluation of your work.

Observations
Both informal observations and formal observations of your teaching small or large groups will be conducted each semester. Necessary observation forms are located in the Appendix B of this Handbook. Your team leader will discuss the procedures for your team's informal observations. Typically, informal observations occur at the beginning of each semester and will give you necessary feedback to develop your teaching over the course of the semester. Formal observations will occur later in the semester. It is your responsibility to coordinate the scheduling of informal and formal observation with your OSTE and UNCG observers to meet the required deadline for assignments and assessments established by your methods instructor. Please do so as soon as possible to give your OSTE ample notification and opportunity to prepare and schedule your observation time. Lesson plan forms must be completed and signed by the OSTE in advance of the lesson and all observation forms should be complete and available for your observer the day of your observation, at the very latest. Incomplete

observation forms may result in re-scheduling your observation at a later date when you are fully prepared.

Guidelines for Observations
While your UNCG Team Leader may have more specific requirements of you, general guidelines for arranging your observation are as follows:

- Share your internship and methods course requirements early in the semester with your OSTE. It is helpful to map out a timeline of assignments for the semester that require teaching in your internship classroom and discuss these teaching requirements with your OSTE.
- Contact the assigned observers to schedule and discuss your internship lessons and observations well in advance of your due date. During this conversation, it is helpful to discuss your initial ideas for the lesson so that you will get direction for planning. Prior to your observation, you may want to have a pre-observation conference or send your lesson plan to your observer for review if there are aspects of your lesson that you believe will benefit from additional feedback.
- You must review your lesson with your OSTE prior to the observation and with ample time for comments and feedback. To demonstrate that this process has occurred, your OSTE's signature on your lesson plan is required for all observed lessons.
- When your observer arrives at your classroom for your observation, all pre-observation forms, lesson plan, and materials should be ready for review (see Appendix B).
- Following your lesson, you will arrange a post-observation meeting with your observer. It is best if this post-observation conference occurs soon after the lesson. Be sure to bring all materials requested by your observer to this meeting.
- Your UNCG team leader will discuss with you the requirements for submitting observation forms and written reflection following your post-observation conference.
- Your UNCG team leader and your methods instructors will provide you with directions and deadlines for uploading observation materials on TaskStream. Your formal observations will be used at the end of the semester to trigger the release of your evaluations (TGAP and Professional Dispositions) to your OSTEs (see Appendix C).

Standards
UNCG is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the State of North Carolina. As such, UNCG is required to provide evidence that preservice teachers meet the NC Professional Teaching standards. (see Appendix D). These standards, which

measure pedagogical development and skills, will be addressed in several ways during methods and seminar courses.

Further, National Education Technology Standards (NETS) (see Appendix D) will demonstrate your technological competencies, as will National TESOL standards for working effectively with English Language Learners (ELLs). These standards will be integrated into your methods courses, and evidenced by you in your lessons and documented through the development of your electronic portfolio, and within the required Library Information Science (LIS 120) class.

Each semester, your team leader and OSTE will assess your internship performance and teaching beliefs through the Teacher Growth and Assessment Process (aka TGAP) and Professional Dispositions matrices (see Appendix C). These assessments address both North Carolina and NCATE-specified areas of preservice teacher growth. You are expected to be competent in all areas on the TGAP and Dispositions rubrics prior to graduation. Failure to meet ALL dispositions to a satisfactory level may result in a grade of C- or less in TED Courses. It is important that you review the assessments regularly in order to determine goals for growth. Grades in TED course lower than a C means the course will need to be repeated.

Each critical performance/assessment or evidence for your methods courses will be assessed with a rubric provided by the course instructor. This rubric is aligned with NCPTS, TESOL and NETS standards and contributes to the teaching portfolio requirement necessary for processing your application for teaching licensure.

North Carolina's Standard Course of Study has been completely overhauled and new standards are to be implemented in classrooms beginning in 2012-13. You will use North Carolina Common Core and Essential Standards objectives and national content standards as detailed by your methods instructors to develop your lessons (North Carolina Common Core and Essential Standards). Wherever possible, your lessons should support the instruction in your internship classroom. For instance, when you discuss your lessons with your OSTE, refer to the curriculum for your grade level so that your lessons are in line with essential standards and objectives being taught in your internship setting.

In addition to the above requirements, you will need to meet the university graduation requirements. Please refer to your UNCG Student Handbook and the Teacher Education Handbook for Undergraduates (Teacher Education Handbook). **It is your responsibility to know and understand the requirements for graduation.** Your advisor in the Office of Student

Services (OSS) will provide you with clear and accurate information regarding UNCG/School of Education/state policies, procedures, and services

TaskStream
You will compile an electronic portfolio on TaskStream, called a Directed Response Folio or DRF, found online at www.taskstream.com. The evidence you submit on your TaskStream portfolio is a requirement for completing your teaching program. You are required to purchase a two-year subscription to TaskStream. Please select the additional Teacher Tool package so that you may access national and state standards through drop-down menus, for free.
The TaskStream program is set up to enable you to submit your six key evidences (Appendix C) and portfolio items to your team leader and methods instructors electronically. Every semester both your OSTE and team leader will also evaluate your professional dispositions (Dispositions) and performance abilities (TGAP) through this platform. Once evaluations are released by your team leader or methods instructor, you will be able to view and print any items.

Evaluation Procedures
Each semester, both your team leader and OSTE evaluate you in multiple ways. First, there are your lesson plan demonstrations, such as formal and informal observations, walk-through visits, and on-site behaviors. Next, each individual evaluates you using two assessments. Second, the TGAP Performance Skills matrix (see Appendix C) measures your performance of pedagogy (teaching behaviors). Each semester, the focus of your observation will increase. Please refer to the TGAP Profile to determine what criteria you will be assessed on for each semester. You will notice from the TGAP Profile that performance criteria are cumulative and increase in number of criteria assessed each semester, resulting in all criteria assessed during student teaching. Third, both your team leader and OSTE will each assess your attitudes, behaviors, and performance in your internship setting according to the Professional Dispositions matrix (see Appendix C), which specifies essential teacher dispositions expected of graduates from UNCG's elementary education program. Please use these two assessment measures to set your personal improvement goals and to reflect on your progress toward achieving those goals. You will find both TGAP and Professional Dispositions available on TaskStream.

Elementary Education Program Grading Policy

The following grading policy has been adopted by the Elementary Education Program Committee:

The School of Education is a professional school, and the Department of Teacher Education and Higher Education is responsible for preparing professional teachers. The criterion for excellence is embedded in the word "professional" -- that is, an ability to use professional knowledge creatively and adaptively and to engage in appropriate dispositional characteristics. TED instructors are dedicated to two propositions: (1) providing students with adequate background and scaffolding for them to understand the content and pedagogy in question and (2) assigning grades that reflect each student's potential to be a professional. Consequently, you are not entitled to a particular grade by virtue of your admission to the School of Education; rather, your instructor has the responsibility to make a professional judgment about both your performance and your disposition and to assign a grade accordingly. Specifically, TED instructors will use the following criteria when assigning grades to assignments:

> A – Excellent work that demonstrates not only a clear understanding of the material but also a **superior** ability to utilize that material in the assignment submitted. All criteria are met. The student's work goes beyond the task and contains **additional, unexpected or outstanding features**.
>
> B – A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.
>
> C – Work that demonstrates a technical, or basic, understanding of the material under study and which utilizes that material adequately in the assignment submitted. The work meets the assignment criteria.
>
> D – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.
>
> F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

Regarding the final course grade, the instructor will compute scores on the course assignments and factor in considerations such as attendance, participation, late assignments, etc. according to the criteria specified in the syllabus. The instructor then has the obligation and reserves the right to raise or lower the final grade based on evidence regarding performance and/or disposition if, in his or her judgment, the work and/or disposition of

the student warrants it (e.g., Dispositions and TGAP scores evaluated on TaskStream will influence the final grade).

Continuation in the Teacher Education Program

To remain in good standing in the Elementary Education teacher education program, you must maintain a GPA of 2.75 each semester. In addition, you must have acceptable ratings on your TGAP and Professional Dispositions. Grades of lower than a C in your methods courses are considered unsatisfactory and mean that the course(s) will have to be repeated before continuing in the program, and a grade lower than a C in your internship and seminar course may result in dismissal from the teacher education program. When a candidate receives a rating of 1 (or 1 or 2 on a 6 point scale) on any of the disposition rubrics, the program faculty discusses the candidate's behavior to determine whether other faculty members working with the candidate see the same difficulties. If so, those who work with the candidate become a committee for developing an action plan for the candidate. This committee of elementary education faculty must provide the candidate with specific feedback about the reasons for the low rating, expectations for successful performance and a timetable by which a successful performance is expected. This information will be known as the Professional Improvement Plan (PIP). A written record of the content of this conference is developed and signed by the candidate and the committee members and kept by the Program faculty/coordinator. A copy is also sent to the Director of the Teachers Academy for the purpose of keeping accurate records.

If a candidate's disposition or performance does not improve after a plan has been developed and appropriate time and opportunities for improvement have been provided, the team working with the candidate may recommend that the candidate be dismissed from the program and be recommended for licensure.

Generally, the intent of this review is to promote a candidate's professional growth and retain him or her in the program; however, if a serious episode of unprofessional behavior occurs, immediate dismissal from the program and withdrawal of licensure candidacy without an opportunity for improvement may be recommended by the faculty team who work with the candidate.

If you are experiencing problems or issues that you believe will adversely affect your performance in internship or methods courses, it is imperative

that you contact your team leader and instructors as soon as possible. Waiting until the end of the semester to disclose such matters does not allow for addressing them in ways that may avoid negative consequences.

During your time at UNCG and the Teacher Education Program, you may find yourself balancing a number of personal and career concerns. UNCG offers services to support you in dealing with personal and professional demands. Counseling and Testing Center (mental health assistance) at 334-5874; Student Academic Services at 334-5730; and Dean of Students Office at 334-5514 are available for assistance and support to all UNCG students.

SECTION C: ON-SITE-TEACHER-EDUCATORS (OSTEs) AND SCHOOL ADMINISTRATORS

Responsibilities of OSTEs

On-Site Teacher Educators (OSTEs) are a vital participant in the education of preservice teachers. Without the practical experiences that interns gain in your classrooms learning alongside you and your students, UNCG would not be able to provide a quality teacher education experience for our students. OSTEs support the efforts of university educators by mentoring and coaching interns in the on-site practices and ethics of the teaching profession and overseeing the performance of their intern's classroom instructional activities. In the role of an OSTE, you are asked to discuss and plan lessons with interns and review lesson plans to ensure that they are suitable for your classroom, your students, and the curriculum for your grade level and your school. Further, OSTEs are responsible for providing scaffolded opportunities for an intern to practice the craft of teaching, moving from one-on-one tutoring or coaching, to small group instruction, and then to larger or whole groups. This scaffolding of teaching practice culminates in the intern assuming a leadership position for all-day instruction, while student teaching during his or her senior year.

It is also your responsibility to provide constructive feedback to your intern. Following observations, you are asked to have a post-observation conference with your intern to review the lesson and your suggestions for improvement. Please always have 1-3 growth goals for your intern after every observation. In addition to formal observations, informal conversations and feedback is equally important. It is through such professional conversations that interns will gain a greater appreciation and understanding for using professional knowledge and judgment in making instructional decisions and solving problems associated with teaching practice. If you have any questions of concerns about the nature of feedback, please consult with the UNCG team leader assigned to your school.

You will also need to evaluate your intern on his or her professional dispositions and teaching performance in your classroom (see criteria specified in Appendix C). We ask that you also discuss this evaluation with the intern so that communication of expectations and specific situations are clear and accurate. The roles of mentor and evaluator necessitate that OSTEs maintain professional relationships with interns. While the UNCG team leaders and supervisors are in classrooms frequently, they cannot see everything that occurs in your classroom. Should you have a concern about your intern, please contact your team leader as soon as possible so that the

situation can be addressed. In our experience, concerns do not often improve with time, and it becomes more difficult to facilitate change and find solutions to problems later in the semester. Please know that everyone has the best interest of the intern in mind. Thus, communication must be open and honest in the OSTE-UNCG Supervisor relationship for our field placements to be effective and successful learning experiences for interns.

Since interns are not covered through school insurance, **they are not to be left alone with students**. Should a liability issue arise, they are not covered through the school district insurance, and, therefore, are not responsible for students' welfare. Please do not leave them alone without oversight by school staff. Once they become full-time student teachers and have arranged for liability insurance, they may be left alone with students.

You are the primary field educator of your preservice teacher, which is why we call you an On-Site Teacher Educator, or OSTE. Your practical application of skills and knowledge, combined with your knowledge of the students and the school community context, makes a lasting impression on our interns. Please provide them with the opportunities they should have to experience exemplary practices and to develop independence in teaching.

Observations

Your team leader will discuss with you the specific procedures for observations. Typically, we ask that you officially observe three-four lessons each semester, one or two informal observations at the beginning of the semester and one or two formal observation during the last half of the semester. As an observer, you will (a) discuss the lesson and lesson plan with the intern prior to all observations, then (b) observe the lesson(s), either in whole or part, for a minimum of 30 minutes, and finally (c) after having observed discuss the teaching of the lesson with the intern after the observation. The intern will have all forms filled out prior to the observation (see Appendix B for relevant forms).

You should arrange for a post-conference with the intern as soon as possible after the lesson so that the lesson is fresh in the minds of the preservice teacher and the observer. Please pay particular note to the intern-student interactions, lesson flow, and evidence of using thoughtful instructional strategies and success of actual teaching practices. Please review all aspects of the lesson in order to ensure that the intern receives feedback as to the appropriateness, effectiveness, and design of the learning activity. We ask you to have 1-3 areas of growth for the intern to work on following the observation. In your suggestions for growth, it is important to balance both management and instructional objectives that focus on student learning. In observing and providing feedback, it is very helpful to refer to the criteria

and language of the TGAP instrument (See Appendix C), since your intern will be evaluated at the end of every semester based on this assessment.

Standards

Your intern will need to address various content standards through each lesson in order to present a worthwhile lesson plan. Please assist your intern in selecting appropriate standards should assistance be requested. The intern will find a shortcut to the Common Core and other National Standards through TaskStream.

TaskStream

As an OSTE, you will assess your intern's growth in order to guide his/her instruction. You will evaluate your intern each semester for teaching skills and teacher dispositions. The two assessments you will need to complete are available on-line through a website at www.taskstream.com (also, see Appendix C). You will receive a user I.D. and a password through initial site registration that will give you access to TaskStream. Each semester, your intern(s) and/or UNCG supervisor will inform you when the time has come for evaluation. Please log on to the TaskStream site to complete the assessments as soon as possible. Either before or after completing these assessments, you must review them with your intern to provide feedback for improvement. In addition to your assessment, the UNCG team leader also will individually assess the intern without seeing your evaluations, and then reconcile the scores of both assessments. At the end of the semester, your intern will receive composite scores of both assessments. In this manner, the intern will receive continual feedback each semester on necessary skills and dispositions needed for further teaching development. Please provide as many comments as possible when using TaskStream, as these are more helpful to the interns than just a score.

Critical Performances and other Assessments/Evidences

Your intern will be required to complete critical performances or other assessments/evidences associated with required methods courses each semester. Critical performances/assessments may be comprised of various connected pieces, such as teaching formal lessons, undertaking the writing process, or a completing a project relating to a content area. In addition to being a learning experience for the intern, requirements for these critical performances/assessments need to be aligned with your curriculum and should reflect your goals or the needs of your students. Please play the role of constructive collaborator, helping the intern understand lesson construction as it relates to Common Core objectives, other state and national standards, essential questions, and assessment.

Since these critical performances/assessments occur over time, they must be scheduled with you well in advance. Although we request your assistance

in scheduling to ensure that all critical performances/assessments are completed in a timely manner, it is the responsibility of your intern to make sure their assignments are planned and arranged with you in ample time to satisfy the due dates of their methods instructors.

Evaluation Procedures
The evaluation of your intern occurs at two points in the semester. At midterm, you may be asked to complete a straightforward evaluation sheet, often in checklist form to be returned to the team leader as a way to ensure that internship is progressing satisfactorily. This evaluation sheet asks basic questions about attendance, professional dress and actions, and communication. Should your intern receive less than favorable marks in any area, the team leader will discuss the situation with you. Please contact the team leader at any time to discuss specific concerns about your intern.

At the end of the semester, you will complete two evaluation instruments via TaskStream. You will find directions for completion of these instruments listed under the TaskStream heading in this handbook.

SECTION D: UNCG TEAM LEADERS AND SUPERVISORS

Responsibilities of UNCG Team Leaders and Supervisors

UNCG Team Leaders and Supervisors are liaisons between UNCG and the school community to which our interns are assigned during field placement. It is their responsibility to foster effective communication between school administrators and OSTES and to administer teacher education standards according to the policies and practices of the UNCG Elementary Education Program and The Teachers Academy. UNCG team leaders and supervisors work to ensure that interns receive high-quality field experiences that are rigorous and consistent. Team leaders often have responsibilities for supervising and managing a team of 25-30 preservice teachers and often have supervisors that may be co-team leaders assisting them in mentoring and monitoring interns during field experiences.

Communication of Supervision and Accreditation Standards
Team leaders communicate with school administrators and OSTEs regarding UNCG practices and policies relating to field experiences and our accreditation standards. The Teacher Education Handbook lays out these policies and practices, so we recommend the team leader read it. This communication occurs both formally through meetings with administrators and school staff and providing documents for review, and informally through conversations with individuals during site visits. Questions pertaining to field experiences should first be brought to the attention of the UNCG team leader or supervisor.

Supervision and Monitoring of Field Experiences
During the hours of field experiences, team leaders and supervisors will visit schools to check on the progress of field experiences, conduct observations of interns' lessons, and consult with OSTEs and administrators. In addition to visiting interns in classrooms, team leaders also conduct weekly seminars associated with field experiences. Often these seminars are located onsite at schools, providing opportunities for involving OSTEs and other school staff in seminar topics and discussions. While team leaders will visit regularly, questions and concerns may arise at other times. Team leaders will provide email and phone contact information to OSTEs and school administrators and are responsible for supplying needed information or clarification regarding field experience or the policies and practices of the UNCG Elementary Teacher Education Program. In addition, providing a schedule of

planned school visits will also help in keeping communication open with OSTEs, administrators and other school staff.

Efficient Procedures for Evaluation Requirements
Team leaders will organize and facilitate the evaluation of intern performance at two points during the semester. A midterm appraisal is conducted within the first two months of the semester to check-in with OSTEs to ensure that the beginning transition to field placement is satisfactory. We have found that this check-in often alerts us to situations that may be addressed early-on, avoiding long-term problems. At the end of the semester, team leaders will make arrangements for the final evaluation of field experience through the TGAP and Dispositions assessments that are electronically submitted on Taskstream. Team Leaders will be responsible for completing their own evaluations of their interns and then reconciling both sets of the evaluations and releasing these evaluations to interns at the end of the semester. The team leader and/or interns will provide OSTEs with specific procedures for completing assessments and respond to questions that may arise in the process of evaluation.

Partnerships with schools
In addition to supervising the field experiences of interns, team leaders and supervisors strive to develop professional relationships with teachers and administrators at local schools. It is our belief that professional conversations that result from information sharing across both institutions provide excellent opportunities for professional development and growth for members of both communities and greatly benefit the education of our preservice teachers. We are open to forming Professional Development School (PDS) partnerships with local schools, which involves more formal agreements in setting goals for improving student achievement, enhancing preservice teacher development, facilitating professional development opportunities, and seeking opportunities for research and inquiry. Such discussions should be coordinated with Dr. Colleen Fairbanks, TEHE Department Chair, at cmfairba@uncg.edu.

APPENDIX A

TED Mission: Teaching for Equity/Leading toward Change

The Department of Teacher Education and Higher Education provides the academic and practical preparation for educational leaders from the elementary grades to higher education in the dynamic and diverse contexts of educational institutions. The ultimate purpose of education is to ensure students' intellectual, cultural, and social growth so that they may become active, reflective citizens. To achieve this goal, our graduates draw from knowledge of educational theory, policy, research, and practice to engage students in the active construction of knowledge, enact culturally responsive principles, adapt to the specific needs of their students, and assess and respond to students' performances. To prepare teachers, teacher educators, and leaders in higher education to meet these goals, we hold the following five principles to be essential:

- *Leadership*: Our graduates will acquire the skills and dispositions to lead the field with respect to scholarship, administration, pedagogy, and professional development to contribute to educational reforms aimed at equity of access and equity of outcome.

- *Scholarship*: To lead and teach effectively, educators need to engage in the knowledge building of their disciplines, institutions, or educational contexts. Through such activities, educators enhance understanding of professional practice; continue to develop and improve their practice; contribute to the ongoing reform of educational efforts; and link their individual professional lives to local, state, and national educational contexts. In TED, participation in scholarly enterprises begins with students' initial licensure and continues through advanced studies.

- *Understanding Schools and Colleges as Institutions*: All educational institutions operate from a set of specific political, cultural, and pedagogical assumptions. The ability to "read" institutions for these commitments and to participate as active agents in their maintenance and renewal is an essential element of leadership. Our graduates will acquire historical, political, and cultural knowledge to be such active agents.

- *Building Community Understanding*: Education takes place not only in institutions but also in communities that have their own histories and hopes. TED programs engage students in the exploration of community life and its relationship to educational institutions so that

their graduates will recognize the importance of community involvement to their professional and civic lives.

- *Thoughtfully Adaptive Practice: Effective educators are able to reflect on their practices* and respond to these reflections with flexible, purposeful decision-making. They examine their practices and alter them in order to ensure the intellectual, social, and emotional growth of their students. To be thoughtfully adaptive, educators need to be knowledgeable about their students, their discipline, and effective pedagogy, as well as the ways local, state, and national initiatives influence their practice. TED programs provide its students with extensive understanding of effective curricular and institutional models, their uses in various educational settings, and the ways they may be adapted for diverse students.

APPENDIX B

Observation Forms

- o Pre-Observation Form
- o Informal Observation Form (Praise/Polish)
- o Triplicate Formal Observation Form

PRE-OBSERVATION FORM
(Please use this form before EVERY lesson that will be observed by your peer/team member, OSTE, or university educators).

NAME:

1. What is the topic of your lesson?

2. Why are you teaching this lesson? What is your rationale for teaching it?

3. Why did you design your instruction in this lesson in the way that you did? Why did you choose this way of teaching your lesson (e.g., was the idea from a methods course? From your OSTE? From another source?)

4. As you are thinking through this lesson, what do you believe will be the most challenging part of this lesson for you when you teach it? Why?

5. How will you know if your lesson is successful in meeting the needs of all of your students and in meeting your goals for the lesson?

6. List 1-3 areas to which you would like your observer to pay particular attention. Why do you want your observer to pay particular attention to these areas?

7. Is there anything else that you would like your observer to know before the observation?

INFORMAL OBSERVATION FORM
PRAISE/QUESTION/POLISH
(To be used during all peer, OSTE, and university teacher educator
informal observations)

Name of person being observed:
Name of observer:
Date:

Please remember to use the pre-observation form to guide your observation.

PRAISE (What went well in this lesson? Be specific.)

QUESTION (List 1-3 questions you have about specific teaching behaviors, interactions, or instructional techniques that you observed.)

POLISH (Based on the above questions and, if possible, your post-observation conference with the person you observed, list 1-3 areas that you suggest the person you observe target for improvement.)

REACTION (to be completed by the person who was observed): Do you agree with your observer's suggestions? Why or why not? If you agree with the suggestions, describe briefly how you will work to improve these areas and how you will know whether you improved in these areas.

THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

TEACHER EDUCATION FIELD EXPERIENCES
Classroom Observation Feedback Form

Preservice Teacher: Date:

School: Time:

Observer: Grade:

To be completed by the Preservice Teacher prior to the observation

1. What are your goals and objectives for this lesson?

2. What are some specific things you would like observed?

To be completed by the Observer during or after the observation

3. Strengths to continue to build on:

4. Suggestions for future lessons:

APPENDIX C

Assessments

- o Description of 6 Key Evidences
- o Rubrics for 6 Key Evidences
- o Professional Dispositions
- o TGAP Profile and Matrix

Description of the Six Key Evidences

- **Evidence 1: Breadth of Knowledge**
  - Teaching candidates must demonstrate a breadth of knowledge in their specialized area. For this evidence, candidates must provide their university transcript. Candidate's transcript will document at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C or better OR satisfactory Praxis II scores in the licensure area.
- **Evidence 2: In-Depth Content Knowledge**
  - Teaching candidates must demonstrate in-depth understanding of a designated content area. TED is requiring an in-depth inquiry project during the Science Methods course that includes a review of the literature and data collection.
- **Evidence 3: Pedagogical Knowledge and Skills/Planning**
  - Teaching candidates must demonstrate the ability in both short and long term planning. Teaching candidates must produce an interdisciplinary unit plan and reflection during the Advanced Methods course taken prior to student teaching. The Unit Plan and reflection demonstrate the candidate's ability to use research-verified approaches to instructional design, with attention to the North Carolina Standard Course of Study, Common Core, 21st century knowledge and skills, individual and group differences, formative and summative assessments, and the interdisciplinary nature of knowledge and learning.
- **Evidence 4: Pedagogical Knowledge and Skills/Clinical**
  - Teaching candidates must demonstrate professional teaching knowledge and skills in a clinical setting. UNCG supervisors and OSTEs will complete TGAP and Dispositions instruments that assess these skills. At the completion of successful student teaching, OSTEs and University Supervisors will sign off on the Certificate of Teaching Capacity.
- **Evidence 5: Impact on Student Learning**
  - Candidates will carry out a project that demonstrates their positive impact on student achievement during their Math Methods class. The data for this project must be collected on a diverse group of students for a period of time/series of lessons that provide the opportunity for substantive instruction and data

collection (typically four consecutive weeks), contain multiple assessment measures/approaches, be based upon the use of research-verified instructional practices, and focus on 21st century skills and knowledge. In most cases, this project will include aggregated data for at least one group (typically a class) and in-depth data for at least three individual students or three subgroups

- **Evidence 6:   Leadership, Advocacy and Professional Practice**
  - Teaching candidates must plan, develop and implement a collaborative leadership project based on the PDS school improvement plan during their senior year. The project must address collaboration, leadership for school improvement, engaging in professional development and community/family involvement.

Evidence 1 Content: Breadth of Knowledge	Not met	Proficient	Exceeds Expectati
Proficient			
NCPTS 3b.1 **Product**: Transcript			
Candidate's transcript will document at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C or better OR satisfactory Praxis II scores in the licensure area.			
Comments			

Evidence 2 Content: In-depth Inquiry Project	Not met	Proficient	Exceeds Expectation
Proficient			
NCPTS 3b.1 **Product**: Content investigation, such as an academic research paper, performance, etc.			
The candidate identifies and clearly states a topic that is significant in his or her field (a major understanding, concept, controversy or question).			
The significance of the topic to the discipline is explained.			
Literature of the discipline (scholarly and theoretical work) is cited and is used to support the ideas that are presented in the product. • The literature is current, accurate, relevant and authoritative. • Sufficient literature is cited to develop a convincing argument or understanding of the topic. It includes multiple perspectives about the topic. • The use of the literature demonstrates an understanding of how knowledge in the discipline is generated, how information is analyzed, interpreted and applied, what qualifies as data and how data are used. • The candidate explains the connections between this literature and the topic.			
The candidate collects, interprets and uses data from multiple sources and other information appropriate to the topic and discipline.			
The product reflects an understanding of the complexity of the topic and provides multiple interpretations.			
The candidate draws conclusions that demonstrate appropriate and logical integration of data and ideas as well as independent, critical thinking.			
The format and organization of the product is appropriate to the discipline, is clearly presented and demonstrates appropriate language conventions.			
Comments			

Evidence 3 Pedagogical Knowledge and Skills: Planning	Not met	Proficient	Exceeds Expectation
Proficient			
NCPTS 1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1 **Product**: Unit plan, lesson plans and reflection **Note:** The Unit Plan and reflection demonstrate the candidate's ability to use research-verified approaches to instructional design, with attention to the North Carolina Standard Course of Study, 21st century knowledge and skills, individual and group differences, formative and summative assessments, and the interdisciplinary nature of knowledge and learning.			
The unit plan and lessons are aligned with the North Carolina Standard Course of Study and integrate • content from other disciplines and grade levels • literacy instruction • 21st century skills and content • global awareness			
The unit plan and lessons include multiple formative assessments, including • assessments for identifying students' entry-level skills • plans and procedures for monitoring progress during instruction			
The unit plan includes summative assessments that demonstrate students' mastery of the unit goals and objectives of the lessons.			
Materials included in the unit counteract stereotypic thinking, acknowledge the contributions of all cultures, and meet the needs of diverse students.			
Materials and activities expose students to different points of view/ways of thinking about the topic/concern.			
Materials and activities focus on relevance of content to students.			
The candidate draws on appropriate data about students in making instructional decisions.			
Lesson plans are differentiated to address the developmental and learning needs of all students including students from diverse backgrounds, students with special needs and students who speak English as a second language.			
The unit plan and lessons integrate technology with instruction to maximize students' learning.			
The unit plan and lessons integrate specific instruction that help students apply processes and strategies for critical thinking and problem solving.			
The unit includes activities for students to develop knowledge and skills in the following areas: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction and social responsibility.			
Lesson plans include procedures for creating a safe, orderly and welcoming classroom.			
Planning reflects collaboration with colleagues, including special educators and other relevant specialists (i.e., speech and language specialists, social workers, school nurses and content specialists). This collaboration is documented in the reflection.			
The reflective document is comprehensive, logical, and connected to the unit plan and lessons. It includes attention to • the use of research-verified strategies • instructional decision-making processes • students' prior and future learning • 21st century knowledge and skills • connections with a greater context (global awareness).			
The format and organization of the product is logical and comprehensive, is clearly presented and demonstrates appropriate language conventions.			
Comments			

Evidence 4
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 Course of Study*.	☐ **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 an agreement with the ratings on each descriptor.

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

Evidence 5 Impact on Student Learning	Not met	Proficient	Exceeds Expectation
Proficient			
NCPTS 1a.1, 4b.1, 4h.1, 4h.2, 5a.1 **Product**: Positive Impact on Student Learning **Note**: Candidates must carry out a project that demonstrates their positive impact on student achievement. The data for this project must be collected on a diverse group of students for a period of time/series of lessons that provide the opportunity for substantive instruction and data collection (typically four consecutive weeks), contain multiple assessment measures/approaches, be based upon the use of research-verified instructional practices, and focus on 21st century skills and knowledge. In most cases, this project will include aggregated data for at least one group (typically a class) and in-depth data for at least three individual students or three subgroups			
Teaching Context			
The project provides an overview of a teaching context that is sufficient for making instructional decisions for all students. This includes the characteristics of the community, school, classroom, student differences, and implications for assessment and instruction.			
Assessment data available to the teacher in student records (class data) are summarized, with identification of subgroups			
Relevant student subgroups are identified. A rationale for the selection of the subgroups is provided. Pertinent data about the subgroups are summarized.			
Instructional Goals and Objectives			
The project includes specification of instructional goals and objectives (expected outcomes), and rationale for these goals and objectives. The goals and objectives must be relevant to students; integrate 21st century content, skills, dispositions and technology; and must be developmentally appropriate. These must include higher-level critical thinking and problem solving.			
Plans for Assessment			
Pre-assessment/baseline, formative and post-assessment measures are identified.			
Multiple assessment measures are aligned with each other and used in a logical and responsible manner.			
Assessment measures are differentiated to meet the needs of diverse students (subgroups).			
The methods and timetable of collecting data are thoroughly described.			
The rationale for the selection of these measures is explained.			
Data Collection and Analysis (Whole Class Data)			
Pre-assessment/baseline data are presented with an accompanying discussion of the analysis of data. (What did the data mean and how did the data influence instructional planning?)			
The formative assessments are used in making instructional decisions and are presented in the data reporting.			
Summative data is presented and discussed. Positive impact on student learning is demonstrated.			
Data Collection and Analysis (Students Representing Each of the Selected Subgroups)			
Pre-assessment/baseline data are presented with an accompanying discussion of the analysis of data. (What did the data mean and how did the data influence instructional planning?)			
The formative assessments are used in making instructional decisions and are presented in the data reporting.			
Summative data is presented and discussed. Positive impact on student learning is demonstrated.			
Instructional Monitoring and Lesson Adaptations (Differentiation)			
Lesson adaptations are directly and logically connected to the assessment data.			
The adaptations reflect collaboration with relevant specialists (special educators, speech and language specialists, social workers, school nurses and content specialists).			
A summary is included of lesson adaptations to address the strengths and weaknesses of all students, including students with special needs			
Reflection			
The reflective document is comprehensive, logical, and connected to the project. It includes attention to • changes in thinking about the role of assessment in teaching and teachers' responsibility to impact learning, and • connections of assessment results and decisions made during the project to future courses of action.			
Presentation			
Project is organized, descriptions of procedures are thorough, and data are presented in clear charts or tables providing evidence of student progress/learning/ growth. The candidate uses appropriate language conventions.			35
Comments			

Evidence 6 Leadership, Advocacy and Professional Practice	Not met	Proficient	Exceeds Expectatio
Proficient			
NCPTS 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1 **Product:** Project that addresses collaboration and leadership for school improvement, engaging in professional development, and community/family involvement. **Note:** The project may be carried out by groups of students, but the contributions of individuals to each descriptor must be documented and evident.			
The candidate identifies the characteristics of a School Improvement Plan.			
The candidate uses appropriate data to identify an area of need that should be addressed in the School Improvement plan in order to promote student growth in terms of SBE priorities, 21st century skills and knowledge and/or global awareness.			
The candidate clearly identifies the benefits for students of the project.			
The candidate uses data to support and evaluate the plan for the project.			
The candidate provides evidence that he/she engaged in relevant, high quality professional development.			
The candidate provides evidence that he/she engaged in collaborative and collegial professional learning activities and began to develop a network of professional relationships.			
The candidate provides evidence that he/she engaged in communication and collaboration with home and community for the benefit of students.			
The project is organized, as well as thoroughly and logically developed, to meet the expected outcomes. The project report is detailed, clearly written and uses correct language conventions.			
Comments			

Candidate Disposition Assessment Process

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

Ethical behavior
Responsible
Personal and Professional Conduct
Inclusive and affirming of diversity
Collaborative
Reflective practitioner and learner
Receptive to feedback
Self-efficacious
Engaged and committed to professional practice

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

Teacher Candidate Disposition Assessment

The Candidate Dispositions Assessment Process, listed below, reflect professional attitudes, values and behaviors that are characteristic of caring, collaborative and competent teachers. Candidates must have acceptable evaluations by their university and school-based supervisors in order to be recommended for licensure.		Not Met	Proficient	Exceeds Expectations
1. Ethical behavior The candidate • protects the rights of all students and their families to confidentiality, freedom from harassment and physical and verbal abuse;	Self			
• behaves in an impartial and prudent manner, avoiding conflicts of interest; and • is honest and trustworthy in the performance of professional duties.	Instructor			
2. Responsible The candidate • puts in sufficient time and effort to complete required tasks to high standards, • troubleshoots problems and find solutions,	Self			
• is prompt and reliable, and • is well prepared and well organized.	Instructor			
3. Personal and Professional Conduct The candidate • demonstrates a high standard of personal character and conduct; • communicates in a respectful and open manner with	Self			
students, instructors, colleagues, families and other stakeholders; • continuously seeks to establish and maintain fair, impartial and appropriate professional relationships with all students and their families; • serves as a role model for students, parents and the community; and • uses all technology, including social networking, appropriately.	Instructor			

The Candidate Dispositions Assessment Process, listed below, reflect professional attitudes, values and behaviors that are characteristic of caring, collaborative and competent teachers. Candidates must have acceptable evaluations by their university and school-based supervisors in order to be recommended for licensure.		Not Met	Proficient	Exceeds Expectations
4. Inclusive and affirming of diversity The candidate • demonstrates appreciation and affirmation of multiple perspectives and that one's perspective is mediated by one's race/ethnicity, social class, gender, as well as other identities, personal characteristics and experiences;	Self			
• is sensitive to power differentials; • values and uses as a resource the diversity within the school; • is responsive to diversity; • welcomes students and families; and • treats people equitably and with respect.	Instructor			
5. Collaborative The candidate • has positive relationships with colleagues; • values the contributions of colleagues; • actively participates in collegial activities;	Self			
• shares successful practices; • contributes to group endeavors; and • involves learners, families, and the community in appropriate aspects of the instructional programs.	Instructor			
6. Reflective practitioner and learner The candidate • demonstrates curiosity about learning and professional development; • asks questions and questions assumptions;	Self			
• reflects on personal attitudes, professional beliefs, professional practice, and student outcomes; • engages in behaviors that demonstrate the motivation to improve; and • participates in a variety of avenues for professional growth.	Instructor			
7. Receptive to feedback The candidate • listens to constructive criticism from supervisors, colleagues and other stakeholders; • seeks out the perspectives of others on issues relating to professional practice;	Self			
	Instructor			

The Candidate Dispositions Assessment Process, listed below, reflect professional attitudes, values and behaviors that are characteristic of caring, collaborative and competent teachers. Candidates must have acceptable evaluations by their university and school-based supervisors in order to be recommended for licensure.		Not Met	Proficient	Exceeds Expectations
• is receptive and responsive to constructive feedback; • engages in critical thinking about the feedback; and • makes necessary adjustments after critically assessing the information.				
8. Self-efficacious The candidate • demonstrates confidence in his/her ability to make decisions, and to organize and execute actions needed to complete professional tasks;	Self			
• is self-reliant but is willing to seek support and resources when appropriate; and • believes that the collaborative actions of the candidate and his/her colleagues positively impact all learners.	Instructor			
9. Engaged and committed to teaching as a profession The candidate • articulates and demonstrates a high interest in, a respect	Self			
for and commitment to teaching; • seeks ways to improve the profession; and • is an advocate on behalf of learners and their families.	Instructor			

University of North Carolina at Greensboro
Teacher Growth and Assessment for Pre-Service (TGAP)
Assessment Profile for Undergraduate Elementary Education Majors
Revised 2010
NOTE: When a category is black, it is <u>not</u> assessed that semester.

Categories	Performance Dimensions	North Carolina Professional Teaching Standards	Internship 1	Internship 2	Internship 3	Student Teaching
Planning	1. Long-range planning with sequencing	2b.1	■	■	■	
	2. Alignment with curriculum	3a.2, 3d.1				
	3. Materials/equipment					
Instruction	4. Context of the lesson	2b.1,2b.2,4g.1,4g.2	■			
	5. Content knowledge; presentation	3b.2, 4g.1	■			
	6. Appropriateness of the lesson; pacing	4e.1	■	■		
	7. Use of technology and instructional resources					
	8. Effectiveness of instructional strategies	1d.1,2d.2,4e.1	■	■		
	9. Strategies for under-achieving students	2d.1, 2d.2	■			
	10. Questioning techniques	4g.1,4g.2	■			
Assessment	11. Analysis of student assessment results	1a.1,4h.2,5a.1	■	■	■	
	12. Meaningful student work assignments	4c.1,,4h.1				
	13. Quality of feedback to students	4g.1, 4g.2, 5a.1	■	■	■	
Student Motivation and Management	14. Expectations/procedures	1a.13,1a.4,4g.1				
	15. Expectations for student success	2a.1,2c.1				
	16. Student interest and participation	3b.2	■			
	17. Student collaboration	4f.1	■	■		
	18. Classroom climate	1a.4,2a.1,2b.1,4g.2	■	■	■	

SERVE
Improving Learning through Research & Development ™

University of North Carolina at Greensboro
Teacher Growth and Assessment for Pre-Service
ASSESSMENT MATRIX

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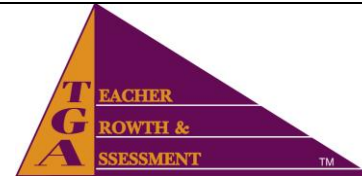
PURPOSE: In order to provide feedback on the expectations of pre-service teachers for standards-based performance during the learning-to-teach process, we have adapted the SERVE Model for Teacher Growth and Assessment (© 2000, SERVE) as a summative assessment tool. This Assessment Matrix, which is based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

DIRECTIONS: **Preservice Teacher Self-Assessment:** Use this matrix as rubric to help you assess your current level of performance on each of the designated performance dimensions that are the focus of assessment during your Internships. You should also work on developing an understanding of the remaining dimensions in preparation for student teaching. For on-line resources, you may access the Teacher Growth and Assessment Process Handbook provided by SERVE. This handbook provides a matrix for practicing teachers with slightly different wording, but comparable skill sets. Click on any dimension for on-line resources pertaining to that particular area.

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

PLANNING		

1. Long-range planning with sequencing

1 or 2	3 or 4	5 or 6
There is evidence of inconsistent or sporadic planning of daily goals. There are no clear instructional and/or assessment goals or strategies. Plans consist of little more than pages of texts or topics to be addressed. Unit planning, if applicable, is inadequate or weak.	There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment. The teacher can provide a clear rationale for the design and sequence of units.	There is evidence of strong daily, weekly or unit planning focusing on key topics. The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past plans, student performance, and student feedback in developing and/or modifying ideas for subsequent plans. The teacher plans lessons that encourage students to see, question, and interpret ideas from diverse perspectives.

2. Alignment with curriculum

1 or 2	3 or 4	5 or 6
The evidence indicates that instructional content is inconsistently aligned with the North Carolina state curriculum (e.g., NC Standard Course of Study). Key topics or goals of curriculum may be missing in plan(s).	The evidence indicates that instructional content is consistently aligned with North Carolina state curriculum (e.g., NC Standard Course of Study). The plan(s) indicate that instructional goals of the curriculum are met.	The evidence indicates instructional content is consistently aligned with the North Carolina state curriculum (e.g., Standard Course of Study). The teacher has developed a plan or method to ensure that all appropriate instructional goals of the curriculum for this lesson(s) are met. Manageable sets of curriculum goals/objectives within this lesson/unit are prioritized.

3. Materials/equipment

1 or 2	3 or 4	5 or 6
Necessary instructional materials are often missing or not ready prior to the beginning of the lesson. For example, students may be sent to retrieve equipment or materials from other locations during class.	The teacher is prepared for class with all necessary materials and equipment readily accessible and working properly.	Advance planning ensures that the lesson(s) move smoothly. All materials and equipment are prepared ahead of class. The teacher has a well-organized system for managing materials (for example, a filing system) to ensure that materials are available and easily accessible.

INSTRUCTION		

4. Context of the lesson

1 or 2	3 or 4	5 or 6
Context of the lesson may be set, but expectations for learning are not clear. Instructional goals/objectives of the lesson may be stated but are often confusing or unrelated to the lesson's activities. The teacher does not frame the context of the lesson in a key problem or question and rarely stimulates the students to reflect on prior experiences.	Context of the lesson is set with reference to prior knowledge/activities. Expectations for student learning are clearly stated. The teacher frames the context in a key problem or question. The teacher stimulates student reflection on past experiences and prior knowledge.	The teacher sets context of lesson in a creative way that engages students from the beginning. Expectations for student learning are well articulated and clearly understood by all students. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family or community norms. The teacher stimulates student reflection on past experiences and prior knowledge. The teacher effectively links new ideas to familiar ideas.

5. Content knowledge; presentation

1 or 2	3 or 4	5 or 6
The teacher displays some errors or lack of depth in content and has difficultly explaining the relevancy of the material. Attempts are made to explain content, but there is little follow-up to student questions.	The teacher displays solid content knowledge and can clearly explain relevancy of material to students. Explanations are clearly stated. Student questions are followed up by attempts to present the material more effectively, using alternative explanations to assist student understanding.	The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge. The teacher provides relevant experiences to engage students in interpreting ideas from a variety of perspectives. The teacher is creative and flexible in presentation ensuring that all students understand before moving on.

6. Appropriateness of the lesson; pacing

1 or 2	3 or 4	5 or 6
The pacing of the lesson (e.g., flow of lesson or appropriate allocation of time to activities) is inconsistent. Opportunities for student engagement are limited with inconsistently appropriate use of instructional time. Frequent off-task behaviors observed. Activities are not always developmentally appropriate.	The pacing of the lesson (e.g., flow of lesson including transitions and closure) consistently offers opportunities for active student engagement with appropriate use of instructional time. Activities reflect developmentally appropriate practices.	Throughout the lesson, all students are actively engaged in a variety of meaningful ways with maximum use of instructional time including effective transitions and closure. Activities are based on developmentally appropriate practices that challenge without overwhelming students. Lessons encourage students to think critically and problem solve.

7. Use of technology and instructional resources

1 or 2	3 or 4	5 or 6
The evidence indicates limited or inappropriate use of available technology and/or other supplementary instructional resources (e.g., math manipulatives).	The evidence indicates consistent integration of available computer technology and other supplementary instructional resources as appropriate to objectives of the lesson.	The evidence indicates that the teacher consistently expands the integration of available computer technology and a wide variety of other supplementary instructional resources. The teacher creates tasks within a lesson to further student expertise and use of available computer technology and resources.

8. Effectiveness of instructional strategies

1 or 2	3 or 4	5 or 6
The evidence indicates limited knowledge of a variety of appropriate instructional strategies. Teacher relies heavily on one or two strategies regardless of effectiveness.	The evidence indicates growing knowledge and consistently effective use of a variety of instructional strategies that are developmentally appropriate. The teacher is able to gauge effectiveness of selected strategies based on student outcomes and student feedback.	The evidence indicates the teacher has selected and created a wide range of instructional strategies that address learning styles and individual needs of all students with an emphasis on creativity and effectiveness based on student outcomes and student feedback.

9. Strategies for under-achieving students

1 or 2	3 or 4	5 or 6
There is evidence that the teacher is inconsistent in implementing specific strategies to raise the performance level of under-achieving students (any student not performing at expected level).	There is evidence that the teacher implements specific strategies to raise the performance level of under-achieving students (any student not performing at expected level).	The teacher strives to know each student as an individual learner and uses this knowledge to adapt strategies and resources to raise the performance levels of under-achieving students (any student not performing at expected level). The teacher monitors and adjusts strategies in response to student outcomes and student feedback.

10. Questioning Techniques

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

ASSESSMENT

11. Analysis of student assessment results

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

12. Meaningful student work assignments

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

13. Quality of feedback to students

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

STUDENT MOTIVATION AND MANAGEMENT

14. Expectations/procedures

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

15. Expectations for student success

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

STUDENT MOTIVATION AND MANAGEMENT (Continued)		
16. Student interest and participation		
1 or 2 Student interest and participation is inconsistent. There is inconsistent meaningful engagement of students in learning experiences.	**3 or 4** Student interest and participation is often high. There is consistent meaningful engagement of students in learning experiences.	**5 or 6** Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences and activities involving choice, authentic tasks and highly challenging projects.
17. Student Collaboration		
1 or 2 Students do not work together collaboratively and/or effectively on a consistent basis.	**3 or 4** Students work together collaboratively however they may not be effective due to management or protocol.	**5 or 6** Students consistently work together collaboratively. Groups/partners are well managed and effective.
18. Classroom climate		
1 or 2 Attention is distributed inequitably. The teacher demonstrates an emerging awareness of the diversity of student needs. Interactions among students and with the teacher do not consistently demonstrate mutual respect	**3 or 4** The teacher demonstrates sensitivity to all students. Interactions between students and teacher demonstrate mutual respect, support and openness to diverse perspectives. The teacher talks with and listens to students in an effort to better understand diverse student needs.	**5 or 6** The teacher creates through the use of resources (time, space, materials) a supportive classroom climate of openness, mutual respect, and inquiry. The teacher talks with and listens to students to address diverse student needs. Students accept responsibility for their own learning.

APPENDIX D

Standards

- NCPTS Chart per course
- TESOL Chart per course
- NETS

NC Professional Teaching Standards per course

KEY: I=Introduction of designated standards, M= Standards met through learning module, X = Standards assessed formally

NC Professional Teaching Standards	Elementary Education Revised Courses							
	TED 350	TED 370	TED 320	TED 375W	TED 380	TED 360	TED 400S	TED 420
STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP								
1.1 Teachers lead in their classrooms.	I	X					X	X
1.2 Teachers demonstrate leadership in the school.							X	
1.3 Teachers lead the teaching profession.						X	X	
1.4 Teachers advocate for schools and students.	I						X	
1.5 Teachers demonstrate high ethical standards.	I						X	
STANDARD II: 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 a caring adult.	I				X			
2.2 Teachers embrace diversity in the school community and in the world.	I	X		X	X	X	X	
2.3 Teachers treat students as individuals.	I	X			X		X	
2.4 Teachers adapt their teaching for the benefit of students with special needs.	I	X		X		X		X

NC Professional Teaching Standards	Elementary Education Revised Courses							
	TED 350	TED 370	TED 320	TED 375W	TED 380	TED 360	TED 400S	TED 420
2.5 Teachers work collaboratively with the families and significant adults in the lives of their students.	I				X		X	
STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH								
3.1. Teachers align their instruction with the North Carolina Standard Course of Study.	I	X	X	X	X	X		X
3.2 Teachers know the content appropriate to their teaching specialty.	I	X	X	X	X	X		X
3.3 Teachers recognize the interconnectedness of content areas/disciplines.	I	X		X		X		X
3.4 Teachers make instruction relevant to students.	I	X	X	X				X
STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS.								
4.1. Teachers know the ways in which lesson learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.	I	X	X	X	X	X	X	X

NC Professional Teaching Standards	Elementary Education Revised Courses							
	TED 350	TED 370	TED 320	TED 375W	TED 380	TED 360	TED 400S	TED 420
4.2. Teachers plan instruction appropriate for their students.	I	X	X	X	X	X	X	X
4.3. Teachers use a variety of instructional methods.	I	X	X	X	X	X		X
4.4. Teachers integrate and utilize technology in their instruction.	I	X	X	X	X	X		
4.5. Teachers help students develop critical thinking and problem solving skills.	I	X	X		X			X
4.6 Teachers help students work in teams and develop leadership qualities.		X	X				X	
4.7 Teachers communicate effectively.	I	X	X		X			X
4.8 Teachers use a variety of methods to assess what each student has learned.	I	X	X	X				X
STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE								
5.1. Teachers analyze student learning.	I	X	X	X		X	X	
5.2. Teachers link professional growth to their professional goals.	I	X					X	
5.3 Teachers function effectively in a complex, dynamic environment.	I	X		X		X	X	

NOTE: TED 428 (Advanced Methods) and TED 461 (Student Teaching) are not included on this grid, as the standards being met in these courses will vary, to some extent, based on team theme and instructor focus.

KEY: I=Introduction of designated standards, M= Standards met through learning module, X = Standards assessed formally

TESOL Standards Per Course

TESOL Standards	Elementary Education Revised Courses							
	TED350	TED370	TED320	TED375W	TED380	TED360	TED400S	TED420
DOMAIN I: LANGUAGE								
Standard 1.a. Describing language. **Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.**								
1.a.1. Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.			*					*
1.a.2. Apply knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English.			*					*
1.a.3. Apply knowledge of syntax (phrase and sentence structure) to assist ESOL students in developing written and spoken English			*					*
1.a.4. Apply understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.			*	*				*
1.a.5. Apply knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings.			*	*				*
1.a.6. Demonstrate ability to help ESOL students develop social and academic language skills in English.	I	*	*	*				*
1.a.7. Demonstrate ability to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.			*	*				*
1.a.8. Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire.			I					I
1.a.9. Locate and use linguistic resources to learn about the structure of English and of students' home languages.			I					
1.a.10. Demonstrate proficiency in English and serve as a good language model for ESOL students.			*	*				*
Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.								
1.b.1. Provide rich exposure to English.	I	*	*	*		*		*
1.b.2. Provide comprehensible input and scaffolding.	I	*	*	*		*		*
1.b.3. Provide opportunities for meaningful interaction.	I	*	*	*	*			*

TESOL Standards	Elementary Education Revised Courses							
	TED 3500	TED 370	TED 320	TED 375W	TED 380	TED 360	TED 400S	TED 420
1.b.4. Create a secure, positive, and motivating learning environment.	I	*						*
1.b.5. Understand and apply current theories and research in language and literacy development.		*	*	*				*
1.b.6. Recognize and build on the processes and stages of English language and literacy development.	I	*	I					*
1.b.7. Recognize the importance of ESOL students' home languages and language varieties and build on these skills as a foundation for learning English.	I				*			*
1.b.8. Understand and apply knowledge of socio-cultural and political variables to facilitate the process of learning English.							*	
1.b.9. Understand and apply knowledge of the role of individual learner variables in the process of learning English.			I					*
1.b.10. Provide appropriate instruction and feedback.			*			*		*
1.b.11. Help ESOL students to communicate in socially and culturally appropriate ways.	I	I						
1.b.12. Help ESOL students develop academic language proficiency.	I	*	*					*
1.b.13. Help ESOL students develop effective language learning strategies		*	*		*			*

DOMAIN 2: CULTURE

Standard 2.a. Nature and Role of Culture. Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

TESOL Standards	TED 3500	TED 370	TED 320	TED 375W	TED 380	TED 360	TED 400S	TED 420
2.a.1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.							*	*
2.a.2. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.							*	
2.a.3. Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL families.							*	*
2.a.4. Understand and apply concepts about the interrelationship between language and culture.						*	*	*

Standard 2.b. Cultural Groups and Identity. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

TESOL Standards	TED 3500	TED 370	TED 320	TED 375W	TED 380	TED 360	TED 400S	TED 420
2.b.1. Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.						*	*	
2.b.2. Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students.		*					*	*
2.b.3. Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning.							*	*
2.b.4. Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.		*					*	

TESOL Standards	Elementary Education Revised Courses							
	TED 350	TED 370	TED 320	TED 375W	TED 380	TED 360	TED 400S	TED 420
2.b.5. Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.							M	
DOMAIN 3: PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION								
Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum								
3.a.1. Plan standards-based ESL and content instruction	I	*	*		*	*	*	*
3.a.2. Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.	I					*	*	
3.a.3. Plan students' learning experiences based on assessment of language proficiency and prior knowledge.	I						M	*
3.a.4. Provide for particular needs of students with limited formal schooling (LFS) in their L1.	I							
Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.								
3.b.1. Organize learning around standards-based subject matter and language learning objectives.	I	*	*	*	*	*	*	*
3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.	I	*		*		*	*	*
3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.	I	*	*	*	*		*	*
3.b.4. Develop students' listening skills for a variety of academic and social purposes.		*	*	*			*	*
3.b.5. Develop students' speaking skills for a variety of academic and social purposes.		*	*	*			*	
3.b.6. Provide standards-based instruction that builds upon students' oral English to support learning to read and write.			*	*			*	*
3.b.7. Provide standards-based reading instruction adapted to ESOL learners.							*	*
3.b.8. Provide standards-based writing instruction adapted to ESOL learners. Develop students' writing through a range of activities, from sentence formation to expository writing.			*					
Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.								
3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.	I	*	*		*	*	*	*
3.c.2. Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.	I	*	*		*	*	*	

TESOL Standards	Elementary Education Revised Courses							
	TED 3500	TED 3700	TED 3200	TED 3750W	TED 3800	TED 3600	TED 4000S	TED 4200
3.c.3. Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.		*	*		*	*	*	*
3.c.4. Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).		*	*			*	*	*
3.c.5. Use software and Internet resources effectively in ESL and content instruction.			*			*	*	*
DOMAIN 4: ASSESSMENT*								
Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.								
4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately.	I		*	*				*
4.a.2. Demonstrate an understanding of the quality indicators of assessment instruments.			*					*
4.a.3. Demonstrate understanding of the limitations of assessment situations and make accommodations for ESOL students.			*					*
4.a.4. Distinguish between a language difference, gifted and talented, and special education needs for ESOL students.				*				
Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.								
4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ESOL students from language support programs.	I						I	
4.b.2. Understand, develop, and use norm-referenced assessments appropriately with ESOL learners.							I	
4.b.3. Understand, develop, and use criterion-referenced assessments appropriately with ESOL learners.							I	
4.b.4. Understand, construct, and use assessment measures for a variety of purposes for ESOL students.								*
4.b.5. Assess ESOL learners' language skills and communicative competence using multiple sources of information.								*
Standard 4.c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.								
4.c.1. Use performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards.			*					*
4.c.2. Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development.	I				*		*	
4.c.3. Prepare ESOL students to use self- and peer-assessment techniques when appropriate.	I							
DOMAIN 5: PROFESSIONALISM								

TESOL Standards	Elementary Education Revised Courses							
	TED 350	TED 370	TED 320	TED 375W	TED 380	TED 360	TED 400S	TED 420
Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.								
5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.							M	
5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.							M	
Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.								
5.b.1. Advocate and serve as language and education resources for students and families in their schools and communities.					*			
5.b.2. Serve as professional resource personnel in their educational communities.							I	
5.b.3. Advocate for ESOL students' access to all available academic resources, including instructional technology.							I	
Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.								
5.c.1. Establish professional goals and pursue opportunities to grow in the field of ESL.							I	
5.c.2. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school.		*						
5.c.3. Engage in collaborative teaching in general education and content-area classrooms.		*						
5.c.4. Model academic proficiency in the English language.	I		*					*

NOTE: TED 428 (Advanced Methods) and TED 461 (Student Teaching) are not included on this grid, as the standards being met in these courses will vary, to some extent, based on team theme and instructor focus.
KEY: I=Introduction of designated standards, M= Standards met through learning module, * = Standards assessed formally

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

a. Promote, support, and model creative and innovative thinking and inventiveness.

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.