**North Carolina Teacher Candidate Evaluation Rubric Midterm**

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| **Candidate:** |  | **School:** |  |
| **Clinical Educator 1:** |  | **Grade:** |  |
| **Clinical Educator 2:** |  | **Grade:** |  |
| **LEA:** |  | **IHE:** | **Western Carolina University** |

***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.***

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| Standards Met: 4 = Accomplished 3 = Proficient | Standards Not Met: 2 = Developing 1 = Emerging |

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| **Professionalism** | | | | | | | |
| 1e. Teachers demonstrate high ethical standards. | **1e.1 Upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.** | | | | | | |
| **Accomplished**  **4** | **Proficient**  **3** | | **Developing**  **2** | | **Emerging**  **1** | |
| Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct, and encourages others to do the same. | Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct. | | Articulates the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct. | | Recognizes the need for ethical professional behavior. | |
| Comments (optional) unless Developing or Emerging: | | | | | | |
| **Classroom Climate/Culture** | | | | | | | |
| 1a. Teachers lead in their classrooms. | **1a.3 Maintains a safe and orderly classroom that facilitates student learning.** | | | | | | |
| **Accomplished**  **4** | | **Proficient**  **3** | | **Developing**  **2** | | **Emerging**  **1** |
| Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners. | | Maintains a safe and orderly classroom that facilitates student learning. | | Describes the characteristics and importance of a safe and orderly classroom environment. | | Acknowledges the importance of high school graduation for students. |
| Comments (optional) unless Developing or Emerging: | | | | | | |

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| 1a. Teachers lead in their classrooms.  (*Continued…*) | **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.** | | | | | | | |
| **Accomplished**  **4** | | **Proficient**  **3** | | **Developing**  **2** | | **Emerging**  **1** | |
| Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners. | | 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. | | Understands 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 use of seclusion and restraint. | | Acknowledges the importance of high school graduation for students. | |
| Comments (optional) unless Developing or Emerging: | | | | | | | |
| 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.** | | | | | | | |
| **Accomplished**  **4** | | | **Proficient**  **3** | **Developing**  **2** | | **Emerging**  **1** | |
| Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment. | | | Maintains a positive and nurturing learning environment. | Recognizes and can explain aspects of a respectful and effective learning environment. | | Articulates the importance of appropriate and caring learning environments for children. | |
| Comments (optional) unless Developing or Emerging: | | | | | | | |
| 2c. Teachers treat students as individuals. | **2c.1 Maintains a learning environment that conveys high expectations of every student.** | | | | | | | |
| **Accomplished**  **4** | **Proficient**  **3** | | | | **Developing**  **2** | | **Emerging**  **1** |
| Enhances a learning environment that meets the needs of individual students. | Maintains a learning environment that conveys high expectations of every student. | | | | Encourages and values individual student contributions, regardless of background or ability. | | Articulates the need to treat students as individuals. |
| Comments (optional) unless Developing or Emerging: | | | | | | | |

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| 4g. Teachers communicate effectively. | **4g.1 Uses a variety of methods to communicate effectively with all students.** | | | | | |
| **Accomplished**  **4** | | | **Proficient**  **3** | **Developing**  **2** | **Emerging**  **1** |
| Establishes classroom practices that encourage all students to develop effective communication skills. | | | Uses a variety of methods to communicate effectively with all students. | Demonstrates the ability to communicate effectively with students. | Communicates effectively both orally and in writing. |
| Comments (optional) unless Developing or Emerging: | | | | | |
| **4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.** | | | | | |
| **Accomplished**  **4** | | **Proficient**  **3** | | **Developing**  **2** | **Emerging**  **1** |
| Establishes classroom practices that encourage all students to develop effective communication skills. | | Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. | | Provides opportunities for students to articulate thoughts and ideas. | Recognizes a variety of methods for communicating effectively with students. |
| Comments (optional) unless Developing or Emerging: | | | | | |
| **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.** | | | | | |
| **Accomplished**  **4** | **Proficient**  **3** | | | **Developing**  **2** | **Emerging**  **1** |
| Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum. | Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. | | | Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. | Acknowledges that diverse cultures impact the world. |
| Comments (optional) unless Developing or Emerging: | | | | | |

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| 2b. Teachers embrace diversity in the school community and in the world.  (*Continued…)* | **2b.2 Incorporates different points of view in instruction.** | | | | | |
| **Accomplished**  **4** | | | **Proficient**  **3** | **Developing**  **2** | **Emerging**  **1** |
| Builds on diversity as an asset in the classroom. | | | Incorporates different points of view in instruction.  Understands the influence of diversity and plans instruction accordingly. | Acknowledges the influence of all aspects of diversity on students’ development and attitudes. | Identifies the range and aspects of diversity of students in the classroom. |
| Comments (optional) unless Developing or Emerging: | | | | | |
| 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.** | | | | | |
| **Accomplished**  **4** | | **Proficient**  **3** | | **Developing**  **2** | **Emerging**  **1** |
| Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas. | | Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning. | | Integrates literacy instruction in individual lessons and in particular subject areas. | Understands the importance of literacy instruction across all subjects, grades and ages. |
| Comments (optional) unless Developing or Emerging: | | | | | |
| 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.** | | | | | |
| **Accomplished**  **4** | **Proficient**  **3** | | | **Developing**  **2** | **Emerging**  **1** |
| Prompts students’ curiosity for learning beyond the required coursework. | Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity. | | | Demonstrates a basic level of content knowledge in the teaching specialty. | Successfully completes general education coursework across the required range of disciplines. |
| Comments (optional) unless Developing or Emerging: | | | | | |

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| 3d. Teachers make instruction relevant to students. | **3d.1 Integrates 21st century skills and content into instruction.** | | | | | | | |
| **Accomplished**  **4** | | | | | **Proficient**  **3** | **Developing**  **2** | **Emerging**  **1** |
| Consistently integrates 21st century skills and content throughout classroom instruction and assessment. | | | | | Integrates 21st century skills and content in instruction. | Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.  Demonstrates understanding of 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills. | Recognizes the relationship between the North Carolina Standard Course of Study and life in the 21st century.  Identifies 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills. |
| Comments (optional) unless Developing or Emerging: | | | | | | | |
| 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.** | | | | | | | |
| **Accomplished**  **4** | | | | **Proficient**  **3** | | **Developing**  **2** | **Emerging**  **1** |
| Consistently enables the success of all students through the selection and use of appropriate methods and materials. | | | | Uses a variety of appropriate methods and materials to meet the needs of all students. | | Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students. | Understands a range of methods and materials that can be applied in the classroom. |
| Comments (optional) unless Developing or Emerging: | | | | | | | |
| 4d. Teachers integrate and utilize technology in their instruction. | **4d.1 Integrates technology with instruction to maximize students’ learning.** | | | | | | | |
| **Accomplished**  **4** | | | **Proficient**  **3** | | | **Developing**  **2** | **Emerging**  **1** |
| Engages students in higher level thinking through the integration of technology. | | | Integrates technology with instruction to maximize students’ learning. | | | Assesses effective types of technology to use for instruction. | Demonstrates knowledge of methods for utilizing technology in instruction. |
| Comments (optional) unless Developing or Emerging: | | | | | | | |
| 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.** | | | | | | | |
| **Accomplished**  **4** | | | **Proficient**  **3** | | | **Developing**  **2** | **Emerging**  **1** |
| Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts. | | | Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. | | | Demonstrates knowledge of processes needed to support students in acquiring critical thinking and problem-solving skills. | Demonstrates an understanding of the importance of developing students’ critical-thinking and problem-solving skills. |
| Comments (optional) unless Developing or Emerging: | | | | | | | |
| 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.** | | | | | | | |
| **Accomplished**  **4** | | | | **Proficient**  **3** | | **Developing**  **2** | **Emerging**  **1** |
| Encourages students to create and manage learning teams. | | | | Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. | | Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams. | Recognizes the need to encourage the development of cooperation, collaboration, and student leadership. |
| Comments (optional) unless Developing or Emerging: | | | | | | | |
| **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*.** | | | | | | | |
| **Accomplished**  **4** | | **Proficient**  **3** | | | | **Developing**  **2** | **Emerging**  **1** |
| Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the North Carolina Standard Course of Study. | | 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. | | | | Demonstrates how teachers contribute to students’ progress toward high school graduation by following the North Carolina Standard Course of Study. | Acknowledges the importance of high school graduation for students. |
| Comments (optional) unless Developing or Emerging: | | | | | | | |
| 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.** | | | | | | | |
| **Accomplished**  **4** | | **Proficient**  **3** | | | | **Developing**  **2** | **Emerging**  **1** |
| Uses information gained from assessment activities to improve teaching practice and students’ learning. | | Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction. | | | | Interprets data on student progress accurately and can draw appropriate conclusions. | Demonstrates awareness of multiple indicators or measures of student progress. |
| Comments (optional) unless Developing or Emerging: | | | | | | | |
| 4h. Teachers use a variety of methods to assess what each student has learned. (Cont’d) | **4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.** | | | | | | | |
| **Accomplished**  **4** | **Proficient**  **3** | | | | | **Developing**  **2** | **Emerging**  **1** |
| Provides opportunities for students to assess themselves and others. | Provides evidence that students attain 21st century knowledge, skills and dispositions. | | | | | Interprets data on student progress accurately and can draw appropriate conclusions. | Demonstrates awareness of multiple indicators or measures of student progress. |
| Comments (optional) unless Developing or Emerging: | | | | | | | |
| 5a. Teachers analyze student learning. | **5a.1 Uses data to provide ideas about what can be done to improve students’ learning.** | | | | | | | |
| **Accomplished**  **4** | **Proficient**  **3** | | | | | **Developing**  **2** | **Emerging**  **1** |
| Based upon data, selects or develops instructional approaches that are intentionally tailored to students’ learning needs. | Uses data to provide ideas about what can be done to improve students’ learning. | | | | | Identifies data sources to improve students’ learning. | Recognizes multiple sources of information on students’ learning and performance. |
| Comments (optional) unless Developing or Emerging: | | | | | | | |

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| **Impact on Student Learning** | | | | |
| 1d. Teachers advocate for schools and students. | **1d.1 Implements and adheres to policies and practices positively affecting students’ learning.** | | | |
| **Accomplished**  **4** | **Proficient**  **3** | **Developing**  **2** | **Emerging**  **1** |
| Works with others to develop and/or revise policies and practices to improve students’ learning. | Implements and adheres to policies and practices positively affecting students’ learning. | Identifies the policies and practices affecting students’ learning. | Demonstrates awareness of school practices and policies. |
| Comments (optional) unless Developing or Emerging: | | | |
| 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 needs of all students.** | | | |
| **Accomplished**  **4** | **Proficient**  **3** | **Developing**  **2** | **Emerging**  **1** |
| Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students. | Cooperates with specialists and uses resources to support the special learning needs of all students. | Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students. | Recognizes that students have individual learning needs. |
| Comments (optional) unless Developing or Emerging: | | | |
| **2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.** | | | |
| **Accomplished**  **4** | **Proficient**  **3** | **Developing**  **2** | **Emerging**  **1** |
| Effectively engages special needs students in learning activities and ensures their unique learning needs are met. | Uses research-verified strategies to provide effective learning activities for students with special needs. | Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students. | Recognizes that students have individual learning needs. |
| Comments (optional) unless Developing or Emerging: | | | |

**North Carolina Teacher Candidate Evaluation Rubric Midterm**

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| **Overall** | | | |
| Overall performance on all North Carolina Professional Teaching Standards. | Provide a rating of overall performance of the candidate considering all NCPTS standards and sub-standards indicated in the above document. The overall performance rating is related to but does not dictate a particular course grade. | 4 3    Accomplished Proficient | 2 1    Developing Emerging |

***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.***

**Midterm**

**SIGNATURES**

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

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| **Individual** | **Printed Name** | **Signature** | **Date** |
| Candidate |  |  | \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |
| Clinical Educator  (1) |  |  | \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |
| Clinical Educator  (2) |  |  | \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |
| Field Supervisor |  |  | \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |
| Academic Supervisor  (if applicable) |  |  | \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |
| **Comments (optional) unless Developing or Emerging:** | | | |

**North Carolina Teacher Candidate Evaluation Rubric**

The following rubric was developed to align with and reflect the *North Carolina Professional Teaching Standards* approved by the North Carolina State Board of Education on June 7, 2007. The rubric also parallels the North Carolina *In-service Teacher Evaluation Rubric* that is used to assess the professional performance of in-service teachers throughout the state. However, the *Teacher Candidate Evaluation Rubric* has been adapted to reflect the specific contexts and opportunities available to teacher candidates throughout their programs, and to allow distinctions to be made across each of four levels of performance on the *North Carolina Professional Teaching Standards*.

Preservice teacher (candidate) performance should be rated on each element within each Standard as characteristic of a practitioner at one of four levels: *Emergent Candidate, Developing Candidate, Proficient Candidate* or *Accomplished Candidate.* These levels are cumulative across the rows of the rubric in that a *“Proficient Candidate”* teacher must exhibit the characteristics encompassed under the “*Emergent Candidate”* and *“Developing Candidate*” levels in addition to those described at the *“Proficient Candidate”* level*.* To be recommended for licensure, a candidate must demonstrate professional performance at no less than the *Proficient Candidate* level on each element and on each standard.

**GLOSSARY OF TERMS**

**Accomplished Candidate**: The fourth of four performance levels used to rate a candidate’s proficiency on elements of the standards. Reflects only those candidates who possess and demonstrate truly exemplary understanding, mastery, and consistent integration of relevant concepts and skills in their professional practice. Such candidates regularly engage in activities that intentionally and proactively encourage the professional growth of colleagues, continually evaluate their own performance, and actively seek ways to improve their performance.

**Artifact**: A product used to demonstrate a teacher candidate’s performance or proficiency.

**Code of Ethics for North Carolina Educators**: The standards of professional conduct required of educators and adopted by the North Carolina State Board of Education, 6/5/97 (Appendix E).

**Developing Candidate**: The second of four performance levels used to rate a candidate’s proficiency on elements of the standards. Reflects a candidate with the skills and knowledge of a student who has successfully completed some teacher education coursework. Such candidates have mastered important concepts and demonstrated the ability to apply these to concrete problems, but in contexts of limited complexity (e.g., case study analysis, simulations, early field experiences, etc.).

**Diversity**: Differences in the characteristics of people, places or things (e.g., age, race, ethnicity, culture, gender, education, learning styles, religion, and any other ways in which differences occur).

**Electronic Evidence**: The artifacts or other materials that are used by the institution to support licensure candidates’ performance ratings and that are accessible by the North Carolina State Board of Education for programmatic review.

**Emerging Candidate**: The first of four performance levels used to rate a candidate’s proficiency on elements of the standards. Reflects a candidate who is a new student to the field of education. Such candidates are engaged in their baccalaureate, and perhaps teacher education, coursework. However, the Emerging Candidate possesses only a limited or superficial knowledge and awareness of concepts associated with educational concepts.

**Evaluator**: The person or persons designated by an institution as responsible for overseeing and completing the summative evaluation of licensure candidate’s performance.

**Formative**: Evaluation conducted during a program that produces information used primarily to make modifications and improvement; may be conducted as often as necessary.

**Literacy**: (i) Age-appropriate knowledge (reading, writing, comprehension, skills) in any particular content area or field; (ii) ability to understand, communicate, and apply principles associated with 21st Century Skills (e.g., financial, economic, business, and entrepreneurial literacy, civic literacy, information and media literacy, and ICT literacy). See *Framework for 21st Century Learning* and *Critical Elements for Creating 21st Century Skills*.

**North Carolina Standard Course of Study**: The materials that establish competencies for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. Where this document is referenced in this manual and in the rubric, other state-approved standards (e.g., North Carolina Early Learning Standards, North Carolina Standards for Career and Vocational Technology, etc.) also apply.

**Performance Descriptor**: Discrete statements of specific competency that collectively reflect a performance level in the rubric.

**Performance Element**: A paragraph that describes in detail one constituent aspect of a performance standard. The rubric contains twenty-five performance elements.

**Performance Level**: The label (e.g., Emergent Candidate, Developing Candidate, Proficient Candidate, and Accomplished Candidate) applied to each of four categories used to rate a teacher candidate’s overall performance for a performance element in the rubric.

**Performance Standard**: A statement reflecting a domain of professional practice against which educator performance is judged. The rubric contains five separate performance standards.

**Professional Learning Community (PLC)**: Describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

**Proficient Candidate**: The third of four performance levels used to rate a candidate’s proficiency on elements of the standards. Reflects a candidate who has mastered important concepts and demonstrated the ability to apply these concepts consistently in real-world contexts (e.g., internships). Such candidates have the knowledge and skills to perform effectively. This is the minimum performance level required to be recommended for licensure.

**Rubric**: The instrument comprised of standards, elements and descriptors used to evaluate preservice school executive performance against the *North Carolina Professional Teaching Standards*.

**Special needs**: Students with diverse abilities and disabilities who are not achieving optimal education outcomes. This may include students with identified disabilities, students from culturally and linguistically diverse backgrounds, and students who are academically and intellectually gifted.

**Summative**: Evaluation conducted at the end of a program that leads to a concluding judgment about performance.

**Works with others**: Phrase used in some descriptors that indicates that a candidate has completed a task in collaboration with additional individuals such as a cooperating teacher and/or program advisor.