

**EXIT CRITERIA FOR TEACHER EDUCATION CANDIDATE**  
**Fayetteville State University**  
**Fayetteville, NC 28301-4298**

Candidate \_\_\_\_\_ Social Security No. \_\_\_\_\_

Address \_\_\_\_\_  
Street City State Zip

Cooperating Administrative Unit \_\_\_\_\_

Teaching Assignment \_\_\_\_\_  
School Subject/Grade Level

Clinical Educator (P-12) \_\_\_\_\_

The assignment began \_\_\_\_\_ and ended \_\_\_\_\_  
(month, date, year) (month, date, year)

Fayetteville State Clinical Educator (EPP) \_\_\_\_\_

The Exit Criteria for the Teacher Education Candidate is guided by the accreditation standards of the Council for the Accreditation of Educator Preparation (CAEP) and the North Carolina Department of Public Instruction (NCDPI). This evaluation incorporates the School of Education’s conceptual framework outcomes, the CAEP Standards, the NC Core, Diversity, Technology, and Specialty Area Standards, and the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards.

Teacher Candidates attain levels of competence defined as:

Points Possible	Levels	Criteria
<b>4</b>	<b>Accomplished</b>	This level 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.
<b>3</b>	<b>Proficient</b>	This level 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 license.
<b>2</b>	<b>Developing</b>	This level reflects a candidate with the skills and knowledge of a candidate 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.).
<b>1</b>	<b>Emerging</b>	This level reflects a candidate who is a new candidate to the field of education. Such candidates are engaged in their baccalaureate, and perhaps teacher education coursework. However, the <i>Emerging Candidate</i> possesses only a limited or superficial knowledge and awareness of concepts associated with educational concepts.
<b>0</b>	<b>Not Met</b>	This level reflects a candidate does not yet appear to understand the concepts underlying the guidelines. Work on fundamental practices associated with the guidelines is required to enable growth in this area.

## PERFORMANCE IN CLINICAL EXPERIENCE

Candidate Name \_\_\_\_\_ SS# \_\_\_\_\_

**Directions:** Use the following scale to rate each of the Competency Criteria listed. Circle your overall rating after considering all indicators. Total your responses at the end.

(0) Not Met      (1) Emerging      (2) Developing      (3) Proficient      (4) Accomplished

### STANDARD 1

CANDIDATES DEMONSTRATE LEADERSHIP	NOT MET 0	EMERGING 1	DEVELOPING 2	PROFICIENT 3	ACCOMPLISHED 4
• Leads in classroom					
• Demonstrates leadership in school					
• Leads the teaching profession					
• Advocates for schools and students					

Total \_\_\_\_\_

### STANDARD 2

CANDIDATES DEMONSTRATE LEADERSHIP	NOT MET 0	EMERGING 1	DEVELOPING 2	PROFICIENT 3	ACCOMPLISHED 4
• Provides an environment in which each child has a positive, nurturing relationship with caring adults					
• Embraces diversity in the school community and in the world.					
• Adapts their teaching for the benefit of students with special needs.					
• Works collaboratively with the families and significant adults in the lives of their students.					

Total \_\_\_\_\_

### STANDARD 3

CANDIDATES KNOW THE CONTENT THEY TEACH	NOT MET 0	EMERGING 1	DEVELOPING 2	PROFICIENT 3	ACCOMPLISHED 4
• Aligns their instruction with the NCSCOS.					
• Knows the content appropriate to their teaching specialty.					

<ul style="list-style-type: none"> <li>Recognizes the interconnections of content areas/disciplines.</li> </ul>					
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**Total** \_\_\_\_\_

**STANDARD 4**

CANDIDATES FACILITATE LEARNING FOR THEIR STUDENTS	NOT MET 0	EMERGING 1	DEVELOPING 2	PROFICIENT 3	ACCOMPLISHED 4
<ul style="list-style-type: none"> <li>Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of their students.</li> </ul>					
<ul style="list-style-type: none"> <li>Plans instruction appropriate for their students.</li> </ul>					
<ul style="list-style-type: none"> <li>Uses a variety of instructional methods.</li> </ul>					
<ul style="list-style-type: none"> <li>Integrates and utilizes technology in their instruction</li> </ul>					
<ul style="list-style-type: none"> <li>Helps students develop critical thinking and problem-solving skills.</li> </ul>					
<ul style="list-style-type: none"> <li>Helps students work in teams and develop leadership qualities.</li> </ul>					
<ul style="list-style-type: none"> <li>Communicates effectively.</li> </ul>					
<ul style="list-style-type: none"> <li>Uses a variety on methods to assess what each student has learned.</li> </ul>					

**Total** \_\_\_\_\_

**STANDARD 5**

CANDIDATES REFLECT ON THEIR PRACTICE	NOT MET 0	EMERGING 1	DEVELOPING 2	PROFICIENT 3	ACCOMPLISHED 4
<ul style="list-style-type: none"> <li>Analyzes student learning.</li> </ul>					
<ul style="list-style-type: none"> <li>Links professional growth to their professional goals.</li> </ul>					
<ul style="list-style-type: none"> <li>Functions effectively in a complex, dynamic environment.</li> </ul>					

**Total** \_\_\_\_\_

**COMMENTS**

**OVERALL RATING OF ABILITY AS A CLINICAL EXPERIENCE CANDIDATE**

Candidate Name \_\_\_\_\_ SS# \_\_\_\_\_

**POSSIBLE POINTS**

<b>NOT MET</b>	<b>EMERGING</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>ACCOMPLISHED</b>
<b>0-21</b>	<b>22-38</b>	<b>39-55</b>	<b>56-72</b>	<b>73-88</b>
<b>0 - 0.4 = F Taskstream Score</b>	<b>0.5 – 1.4 = D Taskstream Score</b>	<b>1.5 – 2.4 = C Taskstream Score</b>	<b>2.5 – 3.4 = B Taskstream Score</b>	<b>3.5 – 4 = A Taskstream Score</b>

Total \_\_\_\_\_

This evaluation was prepared cooperatively by the undersigned clinical educator (EPP) and clinical educator (P-12).

\_\_\_\_\_  
Clinical Educator (EPP)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Educator (P-12)

\_\_\_\_\_  
Date

**NCBT I Program - edTPA Professional Growth Plan Summary Information**

Candidate Name \_\_\_\_\_

**\*Please note that an evidence source of the strength/area of growth must be identified and each candidate must have at least one of each for all three tasks areas. Sources include, but are not limited to:**

- **edTPA artifacts (EA)**
- **commentaries (C)**
- **student work samples (SWS)**
- **clinical observation feedback (COF)**
- **supervisor evaluation (SE)**
- **course assignments/assessments (CA)**

<b>Tasks</b>	<b>Strength(s)</b>	<b>Area(s) of Growth</b>
<b>(1) Planning</b>	Ex. Candidate is excellent with planning class differentiation. <b>(EA= edTPA Artifacts)</b>	Ex. Candidate needs to use more research-based activities on lesson plans. <b>(COF)</b>
<b>(2) Instruction</b>		
<b>(3) Assessment</b>		

**Please return this form to:**

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edTPA Coordinator and Lecturer  
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