EXIT CRITERIA FOR THE 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 College 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
4	**Accomplished**	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.
3	**Proficient**	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.
2	**Developing**	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.).
1	**Emerging**	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 *Emerging Candidate* possesses only a limited or superficial knowledge and awareness of concepts associated with educational concepts.
0	**Not Met**	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.
*	**Cannot Be Determined (CBT)**	This criterion cannot be determined or evaluated fairly because of a State of Emergency/Stay at Home order. N/A will be selected by the Clinical Educators (EPP)/University Supervisors in Taskstream.

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 indictors. Total your responses at the end.

(*) Cannot Be Determined (CBT)   (0) Not Met   (1) Emerging   (2) Developing   (3) Proficient

(4) Accomplished

STANDARD 1

CANDIDATES DEMONSTRATE LEADERSHIP	CBT *	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 ESTABLISH A RESPECTFUL ENVIRONMENT	CBT *	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	CBT *	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.						
• Recognizes the interconnections of content						

Total_____

STANDARD 4

CANDIDATES FACILITATE LEARNING FOR THEIR STUDENTS	CBT *	NOT MET 0	EMERGING 1	DEVELOPING 2	PROFICIENT 3	ACCOMPLISHED 4
• Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of their students.						
• Plans instruction appropriate for their students.						
• Uses a variety of instructional methods.						
• Integrates and utilizes technology in their instruction						
• Helps students develop critical thinking and problem-solving skills.						
• Helps students work in teams and develop leadership qualities.						
• Communicates effectively.						
• Uses a variety of methods to assess what each student has learned.						

Total_____

STANDARD 5

CANDIDATES REFLECT ON THEIR PRACTICE	CBT *	NOT MET 0	EMERGING 1	DEVELOPING 2	PROFICIENT 3	ACCOMPLISHED 4
• Analyzes student learning.						
• Links professional growth to their professional goals.						
• Functions effectively in a complex, dynamic environment.						

Total_____

COMMENTS

OVERALL RATING OF ABILITY AS A CLINICAL EXPERIENCE CANDIDATE

Candidate Name_____**SS#** _____

POSSIBLE POINTS

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

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)

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