

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 <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> . | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| Classroom Climate/Culture | | |
| 1a. Teachers lead in their classrooms. | 1a.3 Maintains a safe and orderly classroom that facilitates candidate learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| | 1a.4 Uses positive management of candidate 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. | <input type="checkbox"/> Met <input type="checkbox"/> 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. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 2c. Teachers treat candidates as individuals. | 2c.1 Maintains a learning environment that conveys high expectations of every candidate. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 4g. Teachers communicate effectively. | 4g.1 Uses a variety of methods to communicate effectively with all students. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| | 4g.2 Consistently encourages and supports candidates to articulate thoughts and ideas clearly and effectively. | <input type="checkbox"/> Met <input type="checkbox"/> 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. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| | 2b.2 Incorporates different points of view in instruction. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |

Candidate initials: _____

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

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