

# HIGH POINT UNIVERSITY

Stout School of Education



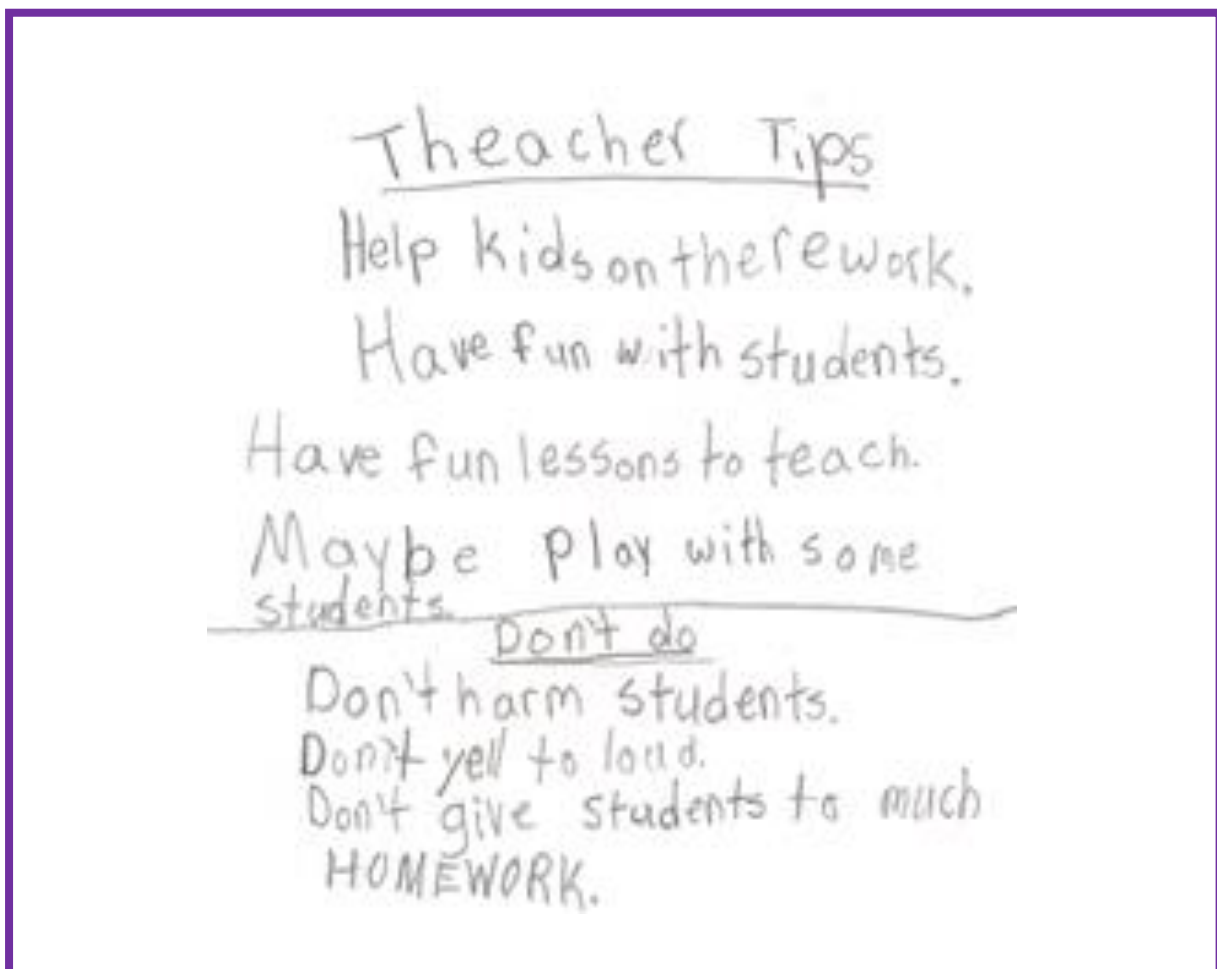
## **PREPARE RESIDENCY PROGRAM**

### **Cohort III Residency Handbook**

**Fall 2021 - Spring 2022**

*“Today’s teachers must have the energy of a volcano,  
the precision of a calculator, the memory of an elephant,  
the diplomacy of an ambassador, the patience of a turtle,  
and the compassion of a doctor when the patient  
says where it hurts”.*

*Jamie Escalante  
Stanford University. 1990*



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### FALL 2021-Spring 2022

#### University Supervisors

Ms. Debbie Albert  
Dr. Mariann Tillery  
Dr. Jocelyn Becoats

### FALL 2021-Spring 2022

#### Teacher Residents

Crystal Adkins-Pennix	Allen Jay Elementary School
Davida Ballard	College Preparatory & Leadership Academy
Titha Bates	College Preparatory & Leadership Academy
Liliana Blue	Jamestown Elementary School
Ashley Clayton	College Preparatory & Leadership Academy
Myah Curry	Hunter Elementary School
Marium Dyer	Jones Elementary School
BonKeisha Leach	College Preparatory & Leadership Academy
Lewis Edwards	Lindley Elementary School
Sarah Graham	Triangle Lake Montessori School
Brandon Green	Falkener Elementary School
Brandon Harris	Welborn Academy of Science & Tech Middle School
Kiara Lamb	Johnson Street Global Studies School
Jasmine LeGrand	Gillespie Park Elementary School
Paris McLean	College Preparatory & Leadership Academy
Kaya Mebane	Gillespie Park Elementary
Dominique Pettiford	Eastern Guilford Middle School
Casia Pinkney	Hunter Elementary School
Yvette Quezada	Erwin Montessori School
Vanessa Rawlings	Falkener Elementary School
Gina Sanchez	Oak View Elementary School
Saniqua Seay	Fairview Elementary School

# High Point University Stout School of Education Conceptual Framework



## *“The teacher as leader for learners in a global world.”*

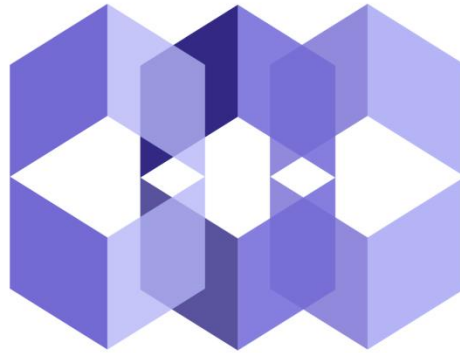
The conceptual framework, “The teacher as leader for learners in a global world,” reflects an intention to create a learning environment in which teacher candidates become reflective practitioners who collaborate and lead in their classrooms and schools for the purpose of preparing students to meet the challenges of a global society.

With the beginning of the 21<sup>st</sup> century and the explosion of digital technologies, the classroom has become the world. The learner must now navigate the world with 21<sup>st</sup> century literacies. The teacher facilitating the development of the learner must not only be a reflective decision-maker, continue to have a strong knowledge base and understanding of the learner, but also to be an effective leader and collaborator.

The professional development of the effective teacher is portrayed in the triangle which showcases the characteristics of **reflection, collaboration and leadership**. The effective teacher must be able to **reflect** in order to make informed decisions and develop the skills needed to **collaborate** with colleagues, parents and the community to improve the ability of the learner to succeed in the P-12 environment. Along with reflection and collaboration, the effective 21<sup>st</sup> Century teacher must expand the role by development of **leadership** skills. With the combination of these three characteristics, the effective teacher can facilitate change and innovation in the experiences of the learner, via the classroom and the school as well as professional development.

Surrounding the professional development of the teacher candidate is the **21<sup>st</sup> century** knowledge of the **learner**, knowing the developmental, emotional and cultural aspects of each learner. This leads to the teacher’s facilitation of the acquisition of **21<sup>st</sup> century skills** needed by the learner to critically think, problem solve, utilize technology, communicate, and collaborate. All this occurs in the **21<sup>st</sup> Century classroom** which mirrors the world both in diversity and communication but also provides the learner an environment that is nurturing, inclusive, healthy and safe.





## Valuing Diversity, Embracing Inclusion

# HIGH POINT UNIVERSITY

### **High Point University Mission Statement**

The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.

### **Commitment to Diversity, Equity, & Inclusion**

High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education forms critical thinkers, moving students from a fixed-mindset to a growth-mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

We strive toward the recruitment and retention of students, faculty, and staff who reflect an intersectional range of races, ethnicities, religions, genders, sexual orientations, sexual identity and gender expression, abilities, classes, ages, and political ideas. We recognize that diversity also includes a range of geographic locations, communication styles, family makeup, educational background, military service, and other unique life experiences. To encourage diversity and inclusion we endorse dynamic curricula and research agendas—through the university’s core education as well as all fields of study, programming, and community engagement—that include a multiplicity of views and perspectives.

Diversity, equity, and inclusion are not merely moral imperatives or societal goals, they are a competitive advantage. Our continued success as a university rests in our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged. Our commitment to diversity, equity, and inclusion cultivates students’ desire for citizenship in complex global communities.

## **HPU Stout School of Education Diversity Vision Statement**

In conjunction with High Point University's Commitment to Diversity, Equity, and Inclusion and the Stout School of Education's Conceptual Framework, the Stout School of Education envisions an inclusive community that reflects the diversity of America's public schools. This vision for diversity encompasses three goals. First, in keeping with the university's perspective that inclusivity "creates a path by which all individuals can achieve their highest potential" and recognition that U.S. students benefit from having a diverse body of educators, the Stout School of Education aims to recruit and retain a diverse population of students, faculty, and staff. Second, the Stout School of Education's Conceptual Framework maintains that part of preparing teachers for 21<sup>st</sup> century classrooms includes ensuring teacher candidates can recognize the "developmental, emotional, and cultural aspects of each learner." Thus, the Stout School of Education strives to impart in its students the knowledge and skills that will enable them to advocate for and recognize and meet the needs of the learners in their schools. Third, the Stout School of Education acknowledges the national demands for teachers in high-need schools and specialty fields, like STEM, special education, and English language instruction. Therefore, it seeks to help meet those demands through promoting careers in high-need schools and specialty fields among its teacher candidates and graduate students.

*Approved by the High Point University Teacher Education Council, March 2015*

### **KNOWLEDGE BASE SUMMARY/PROGRAM OBJECTIVES**

The knowledge base for a teacher education program is the body of research, expert opinion, and professional practice that undergirds and informs that particular program. The knowledge base helps to define what an effective teacher needs to know and be able to do, and it helps to determine the essential knowledge, skills, and attitudes, that each student in the program will have an opportunity to acquire.

In August 2006, the State Board of Education adopted a new guiding mission for North Carolina Public Schools which ensures that "every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> century". Within this initiative, several goals were outlined to guide professional educators to make the necessary and sweeping changes needed to achieve this mission. Broadly, these goals include a focus on the development of 21<sup>st</sup> century curriculum that is both rigorous and inclusive with visionary leaders who are capable of using innovative 21<sup>st</sup> century systems.

In 2006, the State Board of Education charged the North Carolina Professional Teaching Standards Commission with the task of aligning its standards for teachers with this newly adopted mission. Critical to the success of these new initiatives is the recognition that in an increasingly challenging, and ever-changing environment, today's practicing teachers must effectively possess the knowledge, skills, and dispositions to lead in the real-world environment of 21<sup>st</sup> century schools. Different demands dictate new roles for teachers in their classrooms and in their schools. An increased focus on the development of teacher leadership skills, collaboration, and delivery of instruction that is integrated with 21<sup>st</sup> century technologies has become paramount in significance in the newly approved North Carolina Professional Teaching Standards (2008).

**Research on Effective Teaching for the 21<sup>st</sup> Century:** Clearly, the vision for today's 21<sup>st</sup> century teachers not only embraces the need for reflective decision-making but also addresses the need for educators to be effective leaders, and collaborators. Professional development opportunities which enhance problem-solving and exposure to problem-based learning designed to stimulate inquiry, reflection, and to challenge perspectives regarding key issues, values and needs has become the focus of structured leadership training (Rowley, 1999). It is imperative that teachers develop a strong knowledge base and expertise in their craft to assume the role of teacher leader in a rapidly changing setting that must increasingly value individual and cultural diversity, while striving toward higher standards for academic achievement (Grant & Gillette, 2006). It is no longer enough to know what and how to teach, but in the 21<sup>st</sup> century, it is incumbent upon teachers to develop the skills base to guide students in becoming caring, competent, collaborative individuals.



Danielson (2006) notes that a learning environment which is conducive to enabling students to acquire 21st century skills must not only exist for the students but also for the educators tasked with preparing the students, as they themselves must be well versed in and practicing these skills as professionals. According to the 2001 Report of the Task Force on Teacher Leadership, "No single principle of school reform is more valid or durable than the maxim that student learning depends first, last, and always on the quality of the teachers. Experts may disagree about how the system functions, or whether it is adequately funded, but no list of educational priorities fails to place teacher quality at or very near the top" (School Leadership for the 21<sup>st</sup> Century, 2001).

**Leadership in the "Global" 21<sup>st</sup> Century Classroom:** In order for today's students to be prepared to navigate the 21<sup>st</sup> century world, they must become proficient in 21<sup>st</sup> century literacies, including media, information and cyber literacies. Twenty-first century curriculum has certain critical attributes in that it should be interdisciplinary, project-based, and research-driven. Multiple literacies such as higher order thinking skills, multiple intelligences, and 21<sup>st</sup> century technologies should be emphasized. The classroom must be expanded to include the greater community and service learning should become the focus of many critical long-term projects. The curriculum and instruction should be designed to challenge all students, and provide for differentiation. There is substantial research supporting the effectiveness of 21st century instructional methodologies which include technology-assisted and inquiry-based learning activities. When these instructional strategies are used in a cooperative learning environment, students are seen to learn more and retain knowledge better (Moursund, 2004; President's Committee of Advisors on Science and Technology, 2001). Teaching through "inquiry" involves engaging students in the process of researching and collecting data with teacher support and coaching. The inquiry-process emphasizes web research and critical thinking skills through active teacher coaching to model effective inquiry and to promote reflection (Roy, D.; Kustra, E; & Borin P., 2003). Because this approach to teaching and learning is significantly different from the "stand and deliver" approach used by many teachers, it tends to require a significant amount of ongoing and sustained professional development for its effective implementation (Sandholtz et al. 2000). Although the incorporation of technology is central to the types inquiry-based instruction found in a 21<sup>st</sup> century classroom, research suggests that most teachers have difficulty incorporating these tools into daily instruction (Comeau, 2008). In many countries today's students are referred to as "digital natives" and today's educators as "digital immigrants" (Wesch, 2008)).

**Teacher Leadership in the School:** The vision for 21<sup>st</sup> century schools emphasizes that today's teachers are empowered to expand their leadership by working collaboratively with all school personnel on important issues such as curriculum design and school improvement. Darling-Hammond (1996) cited shared decision making as a factor in curriculum reform and the transformation of teaching roles in some schools. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of teacher commitment and subsequent student achievement (Maxwell, 2005). Despite compelling evidence indicating that working collaboratively represents best practice, teachers in many schools continue to work in isolation. Even in schools that endorse the idea of collaboration, the willingness to collaborate often equates with congeniality or developing consensus on operational procedures, and committees to oversee different facets of the school's operation, such as discipline, technology, and social climate. Although each of these activities can serve a useful purpose, none represents the kind of professional dialogue that can transform a school into a professional learning community. The development of professional learning communities requires training, structure, and support for this expanded professional role for today's teacher leaders. As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement (Dufour, 2004). Professionally, teachers who have participated in professional learning communities have reported benefits such as a reduction in feelings of isolation, increased commitment to the mission and goals of the school, and increased feelings of professional renewal, morale, and desire to inspire students (Hord, 1997).

**Toward this end, the teacher education programs at High Point University have adopted the following program objectives (effective fall, 2009):**

1. To provide a teacher education program that provides candidates with the experiences needed to become 21<sup>st</sup> century professionals.
2. To facilitate the teacher education candidate's acquisition of the 21<sup>st</sup> century knowledge, skills, and dispositions needed to produce globally competitive P-12 students.

3. To help prospective teachers to develop the leadership skills needed to effectively collaborate, facilitate change and innovation, and make informed decisions which impact student success.
4. To promote the teacher education candidate's understanding of how to develop a learning environment that is nurturing, inclusive, healthy, and safe.

**In addition, those completing the High Point University Teacher Education Program are expected to meet or exceed proficiency in the following areas:**

- Content Knowledge in the Major
- Leadership skills
- Collaboration Skills
- Relationship Building
- Use of Technology
- A knowledge of Research
- Media and Financial Literacy
- A knowledge of diverse cultures and global issues
- A knowledge of multiple languages
- An understanding of the process of life-long learning
- Reading, Science, Mathematics, and Communication Skills
- Critical Thinking and problem solving skills
- Innovative and Creative Thinking
- Reflection and Informed Decision Making



In addition to the Conceptual Framework and the Objectives of the program, the Stout School of Education's Code of Professional and Ethical Behaviors is a framework of behaviors expected by our student interns. This document outlines the expectations for the High Point University interns which also complement s the Code of Ethics for North Carolina Educators published by the North Carolina Board of Education.

## Educator Preparation Program Revised August 2019

### CODE OF PROFESSIONAL AND ETHICAL BEHAVIORS

All school system employees hold positions of public trust. They are responsible for the education of students and also serve as examples and role models to students. As prospective and current employees of the school system, candidates enrolled in both the initial and advanced teacher education and administration programs at High Point University are responsible for both the integrity and the consequences of their own actions. The highest standards of honesty, integrity, and fairness should be exhibited by each candidate when engaging in any activity concerning teaching or school administration, particularly in relationships with their peers, faculty, P-12 students, parents, the public, and other employees of the school system.

(Adopted from the Code of Ethics for North Carolina Educators approved by the North Carolina State Board of Education in March, 2002).

Candidates enrolled in the Stout School of Education are provided with many opportunities to develop the attributes necessary for successful teaching and/or school administration careers. Along with these opportunities come the serious responsibilities of the candidate to students, school, community, and the University. Each candidate, initial and advanced, is required to comply with the following expectations:

1. Adhering to the University Honor Code adopted and endorsed by the faculty and Board of Trustees of High Point University.
2. **Maintaining regular attendance, being punctual and, when engaged in field-work, staying in the school for the time scheduled. Only illness or true emergencies excuse an absence or tardy. PREPARE residents are expected to notify mentor teachers and university supervisors by phone immediately if the schedule cannot be met. After these contacts are made you are to contact the Program Director (Dr. Kristy Davis (336) 841-9067) or email (kdavis6@highpoint.edu) and leave a message to state the date of your absence and reason. This process is expected on any day a resident is absent even in the event of consecutive days absent.**
3. Exemplifying the attitudes and actions expected of a teacher or school administrator rather than those which characterize a student. Residents should never engage in any inappropriate social interaction (including but not limited to, profane or lewd remarks, dating, phone calls, texting, etc.) with the students of the cooperating school.
4. Transmission on any social media platform with students or mention of students or partnering schools is strictly prohibited. (including but not limited to, Facebook, Instagram, SnapChat, etc.)
5. Placing school duties and responsibility as a first priority and willingly accepting all reasonable duties assigned.
6. Never misrepresenting one's professional qualifications.
7. Conforming to university and school policies regarding standards of behavior.
8. Insubordination (failure to comply) with directives given by University faculty can result in dismissal from the internship and/or the degreed program.
9. Safeguarding all personal and confidential information concerning pupils and use it only for professional purposes. Remember that much damage can be done to students as a result of inappropriate sharing of information. *This includes refraining from texting and discussions on social networking websites and emails.*
10. Acknowledging the diverse views of P-12 students, their families, and professional colleagues. Students should be challenged to look at all sides of controversial issues and refrain from exerting one's own personal beliefs on others.
11. Following the rules of basic courtesy toward school administrators, teachers, pupils, staff, and members of the community. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, the staff, the community, and the University or its faculty.
12. Dressing appropriately and in keeping with faculty and University standards. Personal hygiene and grooming should be of the highest order. Provocative or sloppy dress is always unacceptable. *Visible body piercing and tattoos may*

*be unacceptable depending upon local school policies.* Schools have differing policies so principals or cooperating teachers should be consulted and the policies of the school strictly followed.

13. Avoiding all partiality and favoritism toward students.
14. Maintaining good professional relationships. Always deal with the personnel of the cooperating school in an open, honest, and fair way. Without the cooperation of the area schools, High Point University could not properly train its undergraduate and graduate students. It is the responsibility of each of these students to maintain a good professional relationship with the cooperating schools.
15. Refraining from using personal cellphones, computers and other personal devices in the school setting unless approved by the cooperating teacher, administration and University.
16. Refraining from using social networking sites [such as Facebook, Twitter, Instagram and others.] in the school setting other than for instructional purposes. Texting and friending students, parents and teachers (unless the school administration approves) is not permitted.
17. *Absolutely no posting of any pictures of students on any website or social networking sites or picture sites such as Instagram. Pictures/videos of students can only be posted on approved websites approved by the school principal or a protected website approved by the High Point University Technology Coordinator.*
18. Showing good *common sense* in all situations. If one is unsure, questions should be taken to the University supervisors, Student Teaching Coordinator, the Associate Dean or Dean of the Stout School of Education.
19. All initial and advanced students enrolled in the educator preparation program are expected to be familiar with the *Code of Ethics for North Carolina Educators* adopted by the North Carolina State Board of Education in March, 2002.

**Each teacher resident must seriously assume the above responsibilities to maintain good standing in the PREPARE Residency Program. Failure to do so could result in removal from the program.**





## INTRODUCTION – Introduction to PREPARE Residency (EDU 5229) and Residency Continuation (EDU 5232).

Introduction to the PREPARE Residency (EDU 5229) and Residency Continuation (EDU 5232) is a year-long experience. Participation in these courses is without question, one of the most critical components of the PREPARE Residency Program.

This Handbook contains the guidelines, policies and expectations for teacher residents, mentor teachers, instructors and University supervisors. It includes the conceptual framework for the EPP, the EPP’s Code of Professional and Ethical Behaviors, HPU and EPP Diversity statement and a chart of how the two courses connect. Policies governing the selection of mentor teachers and school sites, and the roles of the mentor teacher, University supervisor or instructor are outlined. The Introduction to the PREPARE Residency section describes the expectations and defines the assignments and evaluations that occur during the fall for teacher residents. Introduction to the PREPARE Residency in the fall runs concurrently with required math, science and social studies methods courses (EDU 5130 and EDU 5133). Teacher residents enrolled in the PREPARE program will also attend a series of STEM Saturday opportunities, the November Community Showcase event and one HPU Community Christmas evening in December to earn credit for EDU 5137: Integrating STEM Instruction Into the Elementary Classroom. This Handbook contains a recommended time line for the residency experience and includes Appendices with the assessment and evaluation rubrics, testing information for N.C. licensure and information on edTPA requirements.

### Expectations, Evaluation & Connections – Introduction to the PREPARE Residency and Residency Continuation

<b>Introduction to the PREPARE Residency EDU 5229</b>	<b>Residency Continuation EDU 5230</b>
<p>Teacher residents are expected to maintain regular attendance in their role as either Teacher Assistant or Residency Licensure Teacher. The resident should notify his/her university supervisor at the start of the day if an absence is anticipated. Regular attention is part of the midterm and final evaluation for EDU 5229.</p> <p>At the start of EDU 5229 teacher residents are expected to provide his/her university supervisor with contact information and a schedule of teaching activities in order to plan for observations. <i>The <a href="#">Introduction to Student Teaching – Information Sheet</a> can be found on page 26 in the Section I-Appendices.</i></p>	<p>Teacher residents are expected to maintain regular attendance in their role as either Teacher Assistant or Lateral Entry Teacher. It is expected that the resident will notify his/her university supervisor at the start of the day if an absence is anticipated. Regular attention is part of the midterm and final evaluation for EDU 5230. If it is determined that the resident has exceeded the number of absences allowed during the residency continuation (3), the residency continuation may be extended beyond the end of the graded university semester. Please consult your university supervisor if further information is needed.</p>
<p>Teacher residents’ attendance is mandatory for all scheduled seminars and STEM Saturdays designed to support him/her during the residency. <b>Fall dates for seminars and STEM Saturdays will be announced.</b></p>	<p>Teacher residents’ attendance is mandatory for all scheduled seminars designed to support him/her during the residency. <b>Spring dates for seminars include January or February TBA seminar on edTPA and 3/26: Hosted by HPU with author Kyle Schwartz who wrote <i>I wish my teacher knew</i>”.</b></p>
<p><b>All teacher residents are required to teach one lesson with support from the mentor teacher by midterm.</b> The teacher resident will write a reflection following the mentor teacher and university supervisor’s feedback on the <a href="#">Side by Side Lesson Format</a> which can be found on page 30 in the Section I-Appendices. <b>Following midterm, the PREPARE</b></p>	<p>All teacher residents are required to have one formal observation completed by the university supervisor prior to midterm and one formal observation completed by the university supervisor after midterm. The mentor teacher will complete a formal observation after midterm. Each formal observation is to be a different lesson. If the candidate is</p>

<p>resident will teach a minimum of two more lessons. One lesson will be formally observed by the university supervisor and one by the mentor teacher. The lessons formally observed will be evaluated using <a href="#">the Student Teaching Formal Observation rubric</a>.</p> <p>If the candidate is placed on an Intervention Plan, additional formal observations may be required.</p>	<p>placed on an intervention plan, additional formal observations may be required. The mentor teacher/university supervisor will complete the <b><i>Student Teaching Formal Observation</i></b> rubric for all formal observations.</p> <p>Authentic and specific feedback will encourage further growth.</p>
<p>The teacher resident is required to complete a total of two (2) reflections during <b><u>Introduction to the PREPARE Residency</u></b>. The <b><i>Final Reflection Rubric</i></b> will be used to evaluate the final reflection that is completed at the conclusion of <b><u>Introduction to the PREPARE Residency</u></b>.</p>	<p>Using the <b><i>Ongoing Reflection scoring criteria</i></b>, all student teachers are required to complete a reflection following the formal observation by the University Supervisor prior to midterm. A final reflection using the <b><i>Final Reflection Rubric</i></b> will be completed at the end of the student teaching experience. If a student teacher is placed on an intervention plan, additional observations and reflections may be required. All evaluation forms are included in the appendix of the PREPARE Residency Handbook.</p>
<p>A Professional Development Plan (PDP) will be developed by the conclusion of <b><u>Introduction to the PREPARE Residency</u></b> which will outline areas of needed improvement. Goals, objectives and an anticipated timeline for making progress should also be included. The plan will be used by the teacher resident to target areas of needed growth during the <b><u>Residency Continuation</u></b>. The PDP will be evaluated by the university supervisor using the <b><i>Professional Development Plan Rubric</i></b> which can be found on page 43 in the Section I-Appendices. The PDP and PDP Rubric will be reviewed with the university supervisor by the end of the semester.</p>	<p>The Professional Development Plan (PDP) and corresponding rubric will be reviewed by the university supervisor at midterm of the <b><u>Residency Continuation</u></b> in order to provide feedback on the teacher resident’s progress on the stated goals and actions outlined in the PDP. It is the expectation that the teacher resident implement the plan during Residency Continuation.</p>
<p>At midterm the teacher residents will be evaluated by the mentor teacher and University Supervisor using the <b><i>Performance in the Field Experience</i></b> form (see Section I- page 34 in the Appendices). For self-reflection, the teacher resident will also be asked to complete <b><i>the Performance in the Field Experience</i></b>. At a follow up conference, the university supervisor will review observations, reflections, attendance and the <b><i>Performance in the Field Experience</i></b> evaluation.</p>	<p>The teacher resident will be evaluated at midterm using the <b><i>Introduction to the PREPARE Residency &amp; Residency Continuation Evaluation Form</i></b> to assess growth in meeting proficiency and to note progress in those areas outlined in the PDP. Any teacher resident scoring below 60 on the the midterm evaluation will be required to participate in an intervention plan developed by the University Supervisor. The intervention plan will address areas of concern and provide a plan for improvement. The mentor teacher will be required to have a minimum of <u>one additional</u> formal observation using the <b><i>PREPARE Teacher Resident Formal Observation Rubric</i></b>. An additional reflection following the formal observation and University Supervisor’s feedback using the <b><i>Ongoing Reflection</i></b> scoring criteria will also be required. Disposition areas are also considered and reviewed when determining the need for an intervention plan.</p>
<p>All teacher residents will have a final evaluation of their Introduction to the <b><u>Introduction to the PREPARE Residency</u></b> experience, which includes a conference with the university supervisor and cooperating teacher using the <b><i>Introduction to the PREPARE Residency &amp; Residency Continuation Evaluation Form</i></b> to assess growth in meeting proficiency. The university supervisor and the cooperating teacher will fill out their respective portions of the <b><i>form</i></b>. Any teacher</p>	<p>All teacher residents will be required to have a final evaluation and exit conference with the university supervisor and mentor teacher. The university supervisor will complete the <b><i>NC Student Teacher Evaluation Rubric and Certification of Teaching Capacity</i></b> after collaboration with the mentor teacher. The Stout School of Education may extend the student teaching experience in the event the teacher resident does not score a minimum of “Proficient” on all standards.</p>



<p>resident scoring below 47 on the midterm evaluation will be required to participate in an intervention plan developed by the university supervisor. The intervention plan will address areas of concern. Scores below 44 will be consider “not passing” and will require repeating Introduction to the PREPARE Residency.</p> <p>*One additional evaluation instrument will be used to evaluate the teacher resident’s disposition. This is a piloted instrument used for evaluation purposes for the 2019/2020 academic year.</p>	<p>*One additional evaluation instrument will be used to evaluate the teacher resident’s disposition. This is a piloted instrument used for evaluation purposes for the 2019/2020 academic year.</p>
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## Selection of the Residency Site and Mentor Teachers

The selection of sites for the PREPARE Residency Program is a collaborative effort of the TQP partners, High Point University, A&T State University, Guilford County Schools and the College Preparatory & Leadership Academy (CPLA) . The Executive Director of Human Resources for GCS confirms placement sites and selection of mentor teachers after discussion and approval by the school principal. Selected mentor teachers meet guidelines set forth by the state of North Carolina and individual school districts.

## Roles and Responsibilities

**Teacher Resident** - The teacher resident should display enthusiasm, initiative, and a positive attitude toward students, colleagues, and his/her responsibilities. All policies prescribed by the school, mentor teacher and university should be thoroughly studied. Appropriate personal hygiene and dress are essential elements of the mentor teacher’s professional role. Relationships with colleagues and students should be friendly and professional. Tact and discretion must always be utilized. PREPARE Teacher Residents are expected to adhere to the Stout School of Education’s **Code of Professional and Ethical Behaviors** at all times. A copy of the **Code of Professional and Ethical Behaviors** is accessible through the Stout School of Education website and in the Student Teaching Handbook. Additionally, it is the responsibility of all High Point University student teachers to review and be familiar with the **Code of Professional and Ethical Behavior for North Carolina Educators (revised August 2019)**. It is recommended that the teacher resident become familiar with the personnel policies of the school system in which the residency is taking place. Some systems post their personnel handbook online.

**Mentor Teacher** - The feedback and support provided by experienced mentor teachers contribute significantly to the growth teacher residents will achieve in their knowledge, skills and dispositions for classroom teaching. Emphasis on the resident’s role as a team member and co-teacher is vital if the teacher resident is to successfully establish a positive professional rapport with students. Supervision of PREPARE residents should be a cooperative responsibility. The mentor teacher should assist the resident in any aspect of his/her development. Teacher residents are reminded that praise and constructive criticism are vital elements of every residency experience. Teacher residents should expect both and accept them with equal appreciation.

**University Supervisor** - The university supervisor serves as a resource and support person to both the mentor teacher and PREPARE teacher resident. The university supervisor should be contacted immediately if either the mentor teacher or teacher resident has questions or concerns. The supervisors are expected to provide written documentation of each teacher resident’s progress using the appropriate evaluation instruments assigned by the Stout School of Education to maintain accountability and record-keeping. The university supervisors are responsible for assigning the “Pass/Fail” grade for EDU 5229: *Introduction to the PREPARE Residency* and EDU 5230: *Residency Continuation*. Teacher residents will also have the opportunity to evaluate both their university supervisor and mentor teacher (Appendix D) at the end of each semester.

School-Based Principal - The principal will provide assistance to the mentor teacher and teacher resident in the fulfillment of any aspect of their responsibilities. Principals are notified in advance of orientation sessions, the university school calendar and other important events to ensure consistency and support throughout the residency experience.

**Introduction**  
**to**  
**PREPARE Residency**  
**(EDU 5229)**

### Attendance at Placement Site:

At the start of the PREPARE Teacher Residency Program, residents should exchange telephone numbers, e-mail, and any special communication instructions with the university supervisor and mentor teacher. For ease of communication, all teacher residents are invited to GroupMe for PREPARE Cohort I residents, university professors, TQP contact partners and university supervisors. GroupMe is a free app that can be downloaded for free to your iPhone.

Maintaining regular attendance, being punctual, and staying in the school for the time scheduled are expectations of all teacher residents. In case of an emergency or illness the teacher resident should follow the procedures below.

- 1) Notify your university supervisor immediately during the morning of your anticipated absence.
- 2) Notify your mentor teacher immediately during the morning of your anticipated absence.

**It is the expectation that this process be followed each time a PREPARE Teacher Resident is absent even in the event of consecutive absences.**

***After a third absence, the PREPARE Teacher Resident is required to meet with the university supervisor. If a teacher resident does not contact the university supervisor and/or leave a message for the HPU placement coordinator, a conference will be required with the university supervisor. At that time, the teacher resident will receive a probation notice. If the lack of attendance continues, the teacher resident will be at risk for being withdrawn from the PREPARE Residency Program.***

### (EDU 5229): Introduction to the PREPARE Residency - Assignments

#### First Weeks and Seminars

- 1) Attend PREPARE Residency Orientation session
- 2) Letter of Introduction Sent to Principal by GCS Contact Ms. Alison Yates
- 3) Mentor Teacher selected for each resident by GCS

**Letter of Introduction:** The GCS contact (Ms. Alison Yates) will email a letter of introduction to each principal who is hosting a PREPARE Teacher resident to outline the general expectations of the residency program and to emphasize the importance of providing a qualified mentor teacher to support and guide the teacher resident during the 12 months of the residency experience. Additional information such as attendance at required PREPARE seminars and meetings will also be clarified for principals in this Introductory letter.

**At the conclusion of the fall semester all teacher residents will be expected to register and take the CKT Praxis Test 7803 and earn a score of 150 or higher to fulfill the math subtest licensure requirement.**

**EDU 5230:**  
**Residency**  
**Continuation**

**RESIDENCY CONTINUATION:** The residency continues into the spring semester when it is expected that full teaching responsibilities are assumed (if the resident is functioning in the role of a teacher assistant). PREPARE Teacher Residents are concurrently enrolled in EDU 5134: Foundations of Reading Instruction, EDU 5135: Diagnosis and Assessment in the Teaching of Reading and EDU 5300: Product of Learning for their edTPA portfolio development and submission. Similar to the fall semester, teacher Residents will be required to attend spring seminars during the semester.

**At the conclusion of the spring semester all teacher residents will be expected to register and take the Pearson Test 090 – Foundations of Reading with a score of 229 or higher to fulfill the math subtest licensure requirement.**

**SCHEDULE:** PREPARE Teacher Residents will follow the calendar of the GCS school district or the College and Leadership Preparatory Academy, not the HPU calendar. **Residency Continuation** is a full time residency experience with the expectation that the resident will follow, at minimum, the start and end times for faculty at the school to which he/she is assigned as well as events/assignments which may extend beyond the regular daily faculty hours.

**ROLES AND RESPONSIBILITIES:** A general description of each participant’s roles and responsibilities-is as follows:

**Teacher Resident:** The teacher resident should display enthusiasm, initiative, and a positive attitude toward students, colleagues, and his/her responsibilities. All policies prescribed by the school or mentor teacher should be thoroughly studied. Textbooks, curricula guides, and other instructional materials must be carefully reviewed. As soon as possible, the teacher resident should become familiar with the entire professional staff and school building. Attendance at faculty meetings, parent conferences, and in-service workshops is an important component of the residency experience. Appropriate personal hygiene and dress are essential elements of the teacher resident’s professional role. Relationships with colleagues and students should be friendly and professional. Tact and discretion must always be utilized. Teacher residents are expected to adhere to the Stout School of Education’s **Code of Professional and Ethical Behaviors** at all times. The Code of Ethics can be reviewed by on the Stout School of Education website. Additionally, it is the responsibility of all High Point University PREPARE residents to review and be familiar with the **Code of Ethics for North Carolina Educators**. It is recommended that the teacher resident become familiar with the personnel policies of the school system in which the residency is taking place. Some systems post their personnel handbook online.

Student Teachers are reminded that praise and constructive criticism are vital elements of student teaching. Student teachers should expect both and accept them with equal appreciation. The primary goal of the cooperating teacher and the university supervisor is to help make student teaching a successful and enjoyable experience.

The teacher resident will complete two (2) reflections during the semester. One is required after the formal observation by the University Supervisor prior to midterm and a final reflection toward the end of the semester. The **Ongoing Reflection Rubric** will be used for scoring the reflection after the formal observation and the **Rubric for Reflection** will be used as a framework for scoring the final reflection.

**Mentor Teacher:** The feedback and support provided by experienced mentor teachers contribute significantly to the growth teacher residents achieve in their knowledge, skills and dispositions for classroom teaching. Each mentor teacher should be prepared to provide regular and ongoing feedback to the teacher resident throughout the residency experience. Emphasis on the teacher resident’s role as a team member and co-teacher is vital if the teacher resident is to successfully establish a positive professional rapport with students (this is particularly important for those who currently serve in the role of a teacher assistant). **The Stout School of Education will provide residency orientation at the start of the residency experience.** During orientation teacher residents will have an opportunity to meet and interact with their assigned university supervisor. Strategies for maximizing the success of PREPARE Teacher Residents as well as Stout School of Education policies, procedures, and expectations are outlined during this session.

The mentor teacher will complete a minimum of one formal observation following the midterm. The formal observation of teaching is followed by a conference between the mentor teacher and the teacher resident. The mentor teacher will use the **Formal Observation forms** to provide documented feedback to the teacher resident.

Support provided to the teacher resident is a cooperative responsibility between the primary on-site mentor teacher and the university supervisor. Feedback to the teacher resident should be provided on a regular basis. Communication may be accomplished through informal discussion or a formal conference. The university supervisor and teacher resident will provide an evaluation of their experiences with mentor teacher at the conclusion of the semester using the **University Supervisor Survey of Mentor Teacher** and the **Teacher Resident Survey of Mentor Teacher** (See Appendices B and C).

**University Supervisor:** University supervisors are to consult the **PREPARE Residency Handbook** and familiarize themselves with the guidelines and expectations. The university supervisor **must complete a minimum of five on site observations spread across the semester. The supervisor must make one formal observation prior to midterm [using the Formal Observation forms], timely enough for the teacher resident to receive feedback and one formal observation following the midterm.** After the first formal observation (prior to midterm), the teacher resident must write a reflection after receiving feedback. The supervisor will use the **Rubric for Ongoing Reflection** to score the reflection. In the spring, the university supervisor will work with the mentor teacher to coordinate a progression of increased involvement and teaching responsibilities for teacher residents currently serving as teacher assistants. The university supervisor should be contacted immediately if either the mentor teacher or teacher resident has questions or concerns. The university supervisor (Dr. Mariann Tillery or Dr. Kelli Jackson for GCS and Ms. Debbie Albert for the College Prep & Leadership Academy) is responsible for notifying the PREPARE Project Director (Dr. Kristy Davis) if a teacher resident's mid-semester evaluation indicates the need for an intervention plan or an extension of the residency experience. Supervisors are expected to provide written documentation of mid-semester and final evaluations for both EDU 5229 and EDU 5230 using the appropriate evaluation instruments provided by the Stout School of Education to maintain accountability and record-keeping.

**School Principal:** The principal or his/her designee will provide assistance to the mentor teacher and teacher resident in the fulfillment of any aspect of their responsibilities. Principals are notified in advance of orientation sessions, the university coursework and event calendar to ensure consistency and support throughout the residency experience. School principals will also be consulted in the event that a teacher resident's spring mid-semester evaluation necessitates an intervention plan. The principal, or designee, is required to sign the **LEA/IHE Certification of Teaching Capacity** at the end of the student teaching experience.

#### **INVOLVEMENT SCHEDULE:**

Teacher residents currently in the role of teacher assistants should gradually assume classroom responsibilities. While individual situations vary, the normal guideline is for a resident to have full instructional responsibilities for a minimum of 6 full weeks of Residency Continuation. Toward the end of the experience, the student teacher and mentor teacher should coordinate the transfer of teaching duties and important information, such as instructional materials, attendance records, and grades.

#### **INTERVENTION PLANS:**

To ensure that teacher residents are developing the ability to positively impact all students, Residency Continuation (EDU 5230) is structured with a series of assessments that address knowledge, skills and dispositions. The process includes the development of intervention plans for teacher residents who are not performing at the expected level after the midpoint of their Residency Continuation (spring) experience. At the midpoint of Residency Continuation, the University supervisor, mentor teacher and the teacher resident will participate in a midterm conference to document the resident's progress. The **Introduction to the PREPARE Residency (EDU 5229)/Residency Continuation (EDU 5230) Evaluation** form includes the ratings on the rubric for scores from the **Formal Observation Rubric** forms, reflection rubrics, and the **Professional Development Plan**. If the teacher resident's score is 60 or below, an intervention plan is developed by the university supervisor. Teacher residents must demonstrate proficiency in all areas by the conclusion of **EDU 5230: Residency Continuation** in order to successfully complete the full time residency. If a teacher resident does not demonstrate sufficient improvement prior to the end of the University's semester, the Stout School of Education has



the right to extend the residency experience to the end of the next month (generally 4-5 additional weeks).

### Attendance at Placement Site:

For ease of communication, all teacher residents are invited to continue to use GroupMe for PREPARE Cohort I residents, university professors, TQP contact partners and university supervisors. GroupMe is a free app that can be downloaded for free to your iPhone.

***A resident who is absent for two or more consecutively scheduled days, or a total of two or more non-consecutive days during either EDU 5230: Residency Continuation must make arrangements (with the approval from the University Supervisor, and Placement Coordinator) to extend the residency end date in order to receive credit for the course. Any absences beyond the two days will be required to be made up, regardless the reason for the absence.***

***After a third absence, the PREPARE Teacher Resident is required to meet with the university supervisor. If a teacher resident does not contact the university supervisor and/or leave a message for the HPU placement coordinator, a conference will be required with the university supervisor. At that time, the teacher resident will receive a probation notice. If the lack of attendance continues, the teacher resident will be at risk for being withdrawn from the PREPARE Residency Program.***

**INSTRUCTIONAL PLANNING:** One of the most critical factors in the success level of the residency experience will be the quality of planning by the teacher resident. The resident is expected to develop detailed, written plans for each subject/period of instructional responsibility as he/she progresses through EDU 5229 and EDU 5230. Lesson plans are to be submitted in advance to the mentor teacher and university supervisor for review and feedback. The submission date and method of submission may be determined by the mentor teacher and university supervisor. Lesson-plans should be organized and accessible for review by the mentor teacher and university supervisor. ***Teacher residents should check with their mentor teacher to determine if the school has a set requirement regarding lesson plan formats.***

Residents should keep in mind that praise and constructive criticism are vital elements of every residency experience. Teacher residents should expect both and accept them with equal appreciation. The primary goal of each supervisor is to help make the residency a successful and enjoyable experience.

**IMPACT ON P-12 STUDENT LEARNING:** A focus for educators today is the impact a teacher makes on P-12 student learning. In the ***Formal Observation*** forms, there is a section entitled ***Impact on Student P-12 Learning Checklist***. This section focuses on the elementary students' responses to teaching. During formal observations, the university supervisor will assess both instructional performance as well student engagement and participation.

**RESIDENCY CONTINUATION EVALUATION:** One of the most significant gateways used to assess the competency of teacher residents is the ***Formal Observation*** forms. The evaluation process used to assess each resident includes regular written feedback based on formal observations from the university supervisor and mentor teacher. The university supervisor will make a minimum of five visits with written feedback throughout the semester. One formal observation before the midterm using the ***Formal Observation*** forms must be completed. This instrument also includes a section entitled ***Impact on Student P-12 Learning Checklist, McRel Narrative Feedback form, and the Formal Observation form.*** Once the feedback has been shared with the teacher resident, he/she should complete a written reflection. At midterm the University Supervisor, the mentor teacher and the teacher resident will confer and during the formal mid-semester evaluation the ***Residency Continuation Evaluation*** form will be used as a means of identifying any teacher resident in need of an intervention plan for the remainder of the residency experience. The maximum points on this instrument are 80 [A/Accomplished = 4; P/proficient = 3; D/Developing=2; E/emerging=1]. Students teachers scoring below a C at mid-semester (***60 points or below***) will be recommended for an intervention plan. The intervention plan will focus on those areas rated by the university supervisor and mentor teacher as falling in the ***Emerging or Developing*** category. The university supervisor along with the cooperating teacher will develop the plan. The university supervisor may complete additional formal observations using the ***Rubric for Introduction to the PREPARE Residency/Residency Continuation***

**Formal Observation forms.** The teacher resident will again receive feedback. (additional reflections may be required) A teacher resident on an intervention plan may be expected to extend his/her residency beyond the required semester if adequate progress is not demonstrated. Teacher residents who are recommended for intervention plans will be asked to meet with the Associate Dean of the Stout School of Education and/or the Placement coordinator to review the intervention plan and timeline for demonstration of expected progress in areas of deficiency. Teacher residents who fail to demonstrate “proficiency” in the areas deemed deficient as outlined in the intervention plan may receive a grade of Incomplete for the residency with additional time required.

### edTPA PERFORMANCE BASED PORTFOLIO

In August 2016 the North Carolina General Assembly approved that all individuals completing an approved educator preparation program in N.C. submit a performance-based portfolio to demonstrate readiness for teaching. Effective 9/1/19, teacher residents completing the MAT program in elementary education, will be required to submit a completed edTPA portfolio for initial K-6 licensure

#### **DESCRIPTION:**

The edTPA is a performance-based assessment portfolio, which teacher residents complete during their residency as a licensure requirement. The edTPA consists of three major areas of evaluation: Planning, Instruction and Assessment. Within each of these three categories teacher residents will be asked to complete a series of tasks that provide evidence of competency in planning, instructional delivery and assessment of students. In Planning, teacher residents will develop a series of sequenced lesson plans and relevant instructional materials to accompany these lessons. In the category of Instruction, teacher residents will be required to video record themselves teaching a previously-described learning segment and choose two clips to submit from their lessons, along with a written commentary addressing the atmosphere of the classroom, the engagement of students, and differentiation. Finally, in the third category of Assessment, teacher residents will choose one assessment and analyze the students who have been highlighted in the video they have chosen to upload into the portfolio. Teacher residents will be required to submit three student work samples of this assessment (one student must have a specific learning need such as an Individualized Education Plan or be designated as an English Language Learner) along with their feedback to those students. HPU faculty and university supervisors will provide the support needed for each resident to develop and submit his/her edTPA portfolio during enrollment in EDU 5300: Product of Learning.

**NORTH CAROLINA LICENSURE REQUIREMENTS:** PREPARE Teacher Residents are recommended for an IPL (Initial Professional License) by the North Carolina Department of Public Instruction (NCDPI) when the following criteria have been met:

1. The teacher resident has received a minimum of “Proficient” ratings indicating proficiency across all items on the ***LEA/IHE Certification of Teaching Capacity*** during the final evaluation.
2. Completion of all MAT degree and/or licensure requirements with a minimum 3.0 GPA.
3. Passing scores on all required NC Licensure tests
4. Passing score on the required edTPA portfolios.

**COMPLETION OF TEACHER LICENSURE PROGRAM:** Teacher residents who complete the prescribed course of study for the MAT program in Elementary Education, maintain a grade point average of 3.0, have a successful residency experience (see criteria above), and meet the N.C. testing requirements will be recommended for licensure to the Division of Teacher Education of the North Carolina State Department of Public Instruction. [see Appendices] Teacher residents completing the MAT Elementary Education program are eligible to receive a Initial Professional License for three years until they meet eligibility for a Continuing Professional License. **PREPARE Teacher Residents must teach in a Title-I Guilford County School for a minimum of three years as part of their agreement to participate in the TQP grant program.**

**APPLYING FOR A TEACHING POSITION:** Teacher Residents will be eligible to continue their current residency teaching position (if lateral entry upon admission into the PREPARE program) or interview for a GCS teaching position if in a teacher assistant role upon successful completion of the residency and MAT program. Additional information on resume writing, interviewing strategies, resume writing and other items of support will be provided to teacher residents at the conclusion of the program.

**INITIAL PROFESSIONAL I LICENSE - Description:** The Initial Professional License (IPL) is the first license issued to teachers in North Carolina. To be eligible for the IPL license, the individual must have **completed** an approved EPP program **and** must meet the federal requirements to be designated as **Highly Qualified**.

The IPL license is a non-renewable three-year license. Individuals who hold an IPL license are expected to have mentors, Individual Growth Plans, must have 4 observations per year and a summative evaluation. Following the three-year window, successful teachers will be recommended to receive a Continuing Professional Teaching license (CPL).

**See Appendix C. for Licensure Filing Instructions.**

## APPENDICES

(Please visit the Stout School of Education website to print out original copies of the following forms.)

### **SECTION I:**

Observation and Evaluation Forms

### **SECTION II:**

Appendix A. Guidelines for Mentor Teachers

Appendix B. Sample lesson plan formats (Elementary Level/Secondary Level)

Appendix C. Licensure Filing Instructions

# Section I

## Introduction to Student Teaching – Information Sheet

Name: \_\_\_\_\_

Phone Contact: \_\_\_\_\_

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

School Phone Number: \_\_\_\_\_

School Principal: \_\_\_\_\_

School Principal Email: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Mentor Teacher's Email Address: \_\_\_\_\_

Your Schedule (including room numbers):

DAY	TIME	SUBJECT	ROOM #

\* Attach Mentor Teacher's Weekly Schedule





**Side-by-Side Lesson**  
**Description and Scoring Criteria**  
Introduction to PREPARE Residency (EDU 5229)

The side-by-side lesson is one the teacher resident should create and execute prior to midterm. This lesson may be in any content area (preferably math). The teacher resident may receive suggestions and support from the mentor teacher in planning and executing the lesson. This lesson should be recorded in order for the intern to reflect on teaching practices outlined in the scoring criteria. The PREPARE Resident will write and submit a 500-word reflection.

<b>Scoring Criteria</b>	<b>Points</b>	<b>Comments</b>
Reflection includes grade level, standards addressed, class make up (ESL, AIG, EC, etc.), lesson duration, and materials used in the lesson. 10 pts.		
Classroom management: Students' engagement in lesson, classroom management plan used in the cooperating classroom. 20 pts.		
Discuss ways in which the lesson was differentiated to meet the needs of diverse learners 20 pts.		
Address ways students were formatively assessed in the lesson. Include any pre/post assessments. 10 pts.		
Reflect on instructional strategies used in the lesson. 20 pts.		
Discuss general areas of strengths and areas in need of improvement. 20 pts.		

**Ongoing Reflection Rubric**  
**Introduction to PREPARE Residency (EDU 5229)**  
**&**  
**Residency Continuation (EDU 5230)**

Scoring Criteria	Points	Comments
Reflection discusses areas of strengths and areas in need of improvement. <b>45 pts.</b>		
Discuss next steps to be taken in addressing the areas in need of improvement. <b>45 pts.</b>		
Reflection provides true introspect in the intern’s cooperating classroom using a minimum of 500 words in APA format. Grammar/spelling/typographical errors are considered in scoring. <b>10 pts.</b>		
<b>Score</b>		

## Performance in Field Experience Introduction to PREPARE Residency (EDU 5229)

(Completed at Midterm by Mentor Teacher, Teacher Resident, and University Supervisor)

Teacher Resident:	
Mentor Teacher:	
School:	Grade Level:
Date:	Mid-term Score:

### Performance Evaluation

Mentor teachers should use the following guidelines when completing student evaluations: **Accomplished:** *Well above standard, shows strength and the student performs these expectations without any prompting or guidance. (This rating **would not** be typical of students at the beginning of the teacher education program and should be used only in those instances when performance is clearly exceptional).* **Proficient:** *Meets Standards, Engages in...demonstrates.... Displays.* A rating of **Developing** indicates that the standard is performed but not freely, consistently or without some prompting. A rating of **Emerging** suggests awareness but more growth in this standard is needed or expected. Please use the rating of **Not Observed** if there was no opportunity for the student to demonstrate performance in this particular area. For ratings at **Developing** or **Emerging**, additional comments are strongly encouraged.

Accomplished (4 points)	Proficient (3 points)	Developing (2 points)	Emerging (1 point)	Not Observed	Standards	Comments
					1. Exhibits professionalism in attitudes, behavior, dress and attendance	
					2. Demonstrates enthusiasm and initiative	
					3. Interacts positively with students, colleagues, and school personnel	
					4. Demonstrates adequate knowledge of technology and/or content	
					5. Effectively fulfills instructional responsibilities	
					6. Displays responsibility, dependability, promptness, and organization	
					7. Is sensitive to individual student needs and differences	
					8. Demonstrates appropriate oral and written language skills; uses standard English	
					9. Uses good judgment and self-control	
					10. Is a willing learner; accepts suggestions and feedback positively	
<b>Total Point Score</b>					(Accomplished: 36-40; Proficient: 30-35 Developing: 20-29; Emerging: 19 or below)	

**Signatures:**

Teacher Resident \_\_\_\_\_ Date \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Date \_\_\_\_\_

OR

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_





# HIGH POINT UNIVERSITY

## Stout School of Education

### Introduction to Prepare Residency/Residency Continuation

#### Rubric for Formal Observations/2 Parts

**Teacher Resident:** \_\_\_\_\_ **Class:** \_\_\_\_\_

Mathematics       Language Arts/Reading/Writing       History/Social Studies  
 Science       Health/Physical Education       Other: \_\_\_\_\_

**(Note):** One formal observation of the teacher resident with the accompanying Impact on Student Learning Checklist must be completed during the face-to-face observation in Introduction to PREPARE Residency (EDU 5229) and before the midterm evaluation in Residency Continuation (EDU 5230). The teacher resident should use the results of this formal evaluation to self-reflect and assess strengths and areas for improvement. Residents who require an intervention plan at mid-semester in Residency Continuation must have at least one additional formal observation and P-12 Student Learning Assessment with additional reflection prior to the final exit evaluation. **Raters should leave an item blank if it has not been observed.**

Criteria	<b>Proficient:</b> Shows strength and has internalized expectations so that delivery is fluid and natural. <b>Developing:</b> Engages in, uses, demonstrates, participates, displays. <b>Emerging:</b> May need some additional improvement/can identify, shows understanding, acknowledges. Additional comments suggested.	Emerging 1 point	Developing 2 points	Proficient 3 points
<b>Learner and Learning:</b>	Conveys a positive message in class that “we’re all in this together”.			
	Attempts to incorporate their interests, aspirations, and backgrounds into the lesson.			
	Differentiates instruction so students of all styles and ability levels can experience success.			
	Builds a classroom sense of community that inspires respect and mutual support for each student’s learning.			
	Designs activities that call for high levels of collaboration, discussion, and interaction among students.			
	Engages students in diverse forms of thinking that also explores feelings and values.			
	Assesses students’ background knowledge, skill levels, and interests to define learning goals.			
	Uses heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.).			
	Differentiates assessment tasks so that students can show what they know in different ways.			
Creates a classroom environment that has the capacity to surprise and delight (e.g., through enthusiasm, humor, novelty, color, movement).				
<b>Score</b>				
<b>Content Knowledge</b>	Selects relevant standards that are appropriate to the content and grade level.			
	Demonstrates an understanding of the central concepts, tools of inquiry, and content discipline he or she is teaching about.			
	The candidate effectively uses his/her content knowledge <u>to connect</u> concepts to engage learners in critical thinking, problem-solving and creativity.			

	Challenges students' minds with rigorous content and equips them with the skills they need to handle rigorous content			
	Designs lessons and units around the way the content is organized (e.g., topic-subtopic, cycle, procedural, comparison, etc.) .			
<b>Score</b>				
		<b>Emerging 1 point</b>	<b>Developing 2 points</b>	<b>Proficient 3 points</b>
<b>Instructional Practice</b>	Begins lessons and units with engaging "hooks" —thought-provoking activities or questions that activate their prior knowledge.			
	Introduces students to the key vocabulary terms they will need to know and understand to successfully learn the content.			
	Uses essential questions to guide learning and promote deep thinking.			
	Organizes classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives.			
	Keeps the flow of activities in the classroom moving smoothly.			
	Effective transitions between aspects of the lesson and overall pacing supports student learning.			
	Employs a wide variety of tools and strategies to keep students excited and on-task.			
	Uses a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable.			
	Incorporates multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge.			
	Provides a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance learning.			
	Encourages discussion, dialogue, and debate around important ideas.			
	Probing, extending, and clarifying student responses using effective questioning techniques.			
	Builds in periodic review and guided practice opportunities to help students master key skills and content.			
	Makes sure students understand what's expected of them (e.g., examining rubrics, checklists, models of exemplary work, etc.) and provides feedback as they work.			
Helping students reflect on their own learning process to identify what they did well and where they'd like to improve.				
Celebrates student learning and achievement.				
<b>Score</b>				
<b>Professional Responsibility</b>	Understands and adheres to the Expectations and Code of Ethics of the Teaching Profession.			
	Works effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, teacher assistants, parent volunteers).			
	Uses conventional and professional oral and written language in teaching.			
	Is consistent and fair in the treatment of all students in the classroom.			
	Is respectful of school policies and procedures.			
<b>Scores:</b>				
<b>Total Score</b>				
<b>Comments:</b>				
<b>Signature:</b>				
<b>Date:</b> _____				



## Impact on Student P-12 Learning Checklist (Part 2)

Please Check all that Apply

<b>Impact on Student Behavior</b>	✓
Students show respect for each other and the intern	
Students seem to understand the classroom rules and procedures and follow them.	
Students make good use of their time.	
Students seem to know what to do after being given directions by the intern.	
Students generally have a positive attitude.	
Students appear energetic and enthusiastic during the lesson.	
Students collaborate appropriately with each other.	
Students generally display good effort during the lesson.	
Students generally appear to be on-task and motivated.	
Students seem curious about the lesson being presented.	
<b>Impact on Student Learning</b>	
Students participate in whole-class and small-group discussions.	
The lesson presented allows students to use thinking and learning strategies effectively.	
Students seem to understand the content being presented by the intern	
Students are able to identify big ideas and important details about the lesson.	
The lesson allows students to draw from prior knowledge to facilitate understanding.	
The lesson allows student to actively process new content.	
The lesson allows students to raise their own questions about the content and new ideas.	
Students seem able to summarize what they've learned.	
Students are able to make connections to real world.	
Students have access to necessary supplies and resources.	
Students appear to know what's expected of them.	
Students are able to answer questions about their learning.	
Students are able to present and explain their work products when asked.	
Students seem to take pride in their work.	
The intern uses strategies during the lesson and at its conclusion to assess impact.	

<b>Total Score</b> Max=25	
<b>Comments:</b>	
<b>Signature:</b> _____	<b>Date:</b> _____



Classroom Behavior Management: (must be completed in every formal observation)
Key Areas of Improvement:
Notes and Quotes for Coaching Conversations:
Connections to Professional Development Plan and Self-Assessment

OBSERVER: \_\_\_\_\_

TEACHER RESIDENT: \_\_\_\_\_

# PROFESSIONAL DEVELOPMENT PLAN

## Introduction to PREPARE Residency/Residency Continuation

Teacher Resident: \_\_\_\_\_ School: \_\_\_\_\_  
 Mentor Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

<b>A.</b>	<b>NC Professional Teaching Standards</b> 1. Teachers Demonstrate Leadership 2. Teachers Establish a Respectful Environment for a Diverse Population of Students 3. Teachers Know the Content They Teach 4. Teachers Facilitate Learning for Their Students 5. Teachers Reflect on Their Practice	<b>Standard(s) to be addressed:</b>  <b>Element(s) to be addressed:</b>			
<b>B.</b>	<b>Resident Teacher's Strategies</b>				
	<b>Goals for Elements</b>	<b>Activities/Actions</b>	<b>Expected Outcomes and Evidence of Completion</b>	<b>Resources Needed</b>	<b>Timeline</b>
	Goal 1  Goal 2:				
<b>C.</b>	<b>Signature and Date at Initial Development (Intro to PREPARE Residency)</b>		<b>Signature and Date at Review (Residency Continuation)</b>		
	<b>Resident</b>		<b>Resident</b>		
	<b>Mentor Teacher</b>		<b>Mentor Teacher</b>		
	<b>University Supervisor</b>		<b>University Supervisor</b>		

revised 2017

# PROFFESIONAL DEVELOPMENT PLAN RUBRIC

## Introduction to PREPARE Residency/Residency Continuation

The Professional Development Plan should be completed by teacher residents in EDU 5229 during the final weeks of the semester and used as a framework for discussion during the final evaluation among the mentor teacher, university supervisor and teacher resident. The Professional Development Plan should incorporate the resident's **two reflections, reflection feedback from the university supervisor and the Midterm Evaluation completed by the university supervisor and mentor teacher**. The teacher resident must also include a **500 word written explanation** to describe the rationale for goal selection and strategies for improvement. **During Introduction to the PREPARE Residency (EDU 5229), each teacher resident will be expected to meet with his/her university supervisor to review the plan and its areas of focus PRIOR to beginning Residency Continuation. Progress in the areas/goals identified in the plan will be re-assessed during the mid-term evaluation of Residency Continuation (EDU 5230).** The Professional Development Plan will be evaluated as one of the final assignments in EDU 5229 based on the rubric below:

	<b>Emerging/Developing 1 (Below 80%)</b>	<b>Proficient 2 (80-89%)</b>	<b>Accomplished 3 (90-100%)</b>
<p><b>Goals:</b> The teacher resident's Professional Growth Plan focuses on two goals which are clear, realistic and accurately aligned to the feedback received by the cooperating teacher and/or university supervisor.</p>	<p>The Professional Growth Plan is vague and/or does not clearly identify two specific goals for improvement. <b>Or-</b> The Professional Growth Plan does not appear to align with noted areas of improvement as identified in the teacher resident's own reflections or the feedback received by the mentor teacher and/or university supervisor.</p>	<p>The Professional Growth Plan is clearly written and identifies two specific goals for improvement. <b>And-</b> The Professional Growth Plan does align with noted areas of improvement as identified in the feedback received by the mentor teacher and/or university supervisor.</p>	<p>The Professional Growth Plan indicates the teacher resident has thoughtfully identified two goals that are significant in terms of overall impact on P-12 student learning. <b>And-</b> The Professional Growth Plan incorporates the feedback received throughout the semester from a variety of sources including the teacher resident's own reflections, feedback from the mentor teacher, university supervisor during lesson plan delivery and formal evaluations.</p>

<p><b>Activities/Actions:</b> The activities and actions proposed by the teacher resident to achieve his/her goals can be clearly measured, are realistic in scope for the residency experience, and incorporate suggestions for improvement made by the mentor teacher and university supervisor.</p>	<p>The activities/actions proposed by the teacher resident in the Professional Growth Plan will be difficult to measure, they are vague, and /or they do not seem to consider the suggestions for improvement that have been offered by the mentor teacher or university supervisor. <b>Or-</b> The activities/actions proposed seem either too broad or too narrow in scope for the residency experience.</p>	<p>The activities/actions proposed by the teacher resident in the Professional Growth Plan are measurable and seem realistic for the scope of the residency experience. <b>And-</b> The actions/activities do reflect suggestions for improvement offered by the mentor teacher and university supervisor.</p>	<p>The activities/actions proposed by the teacher resident in the Professional Growth Plan are measurable and the resident offers insight into how he/she will monitor his own progress toward goal achievement. <b>And-</b> The actions/activities outlined by the teacher resident seem to be thoughtfully selected and offer a realistic timeframe for making improvements. Concrete ideas are presented by the student teacher rather than just restating comments from the supervisor or mentor teacher.</p>
<p><b>Expected Outcomes:</b> The teacher resident has clear expectations on what outcomes he/she expects to achieve for each goal identified in the Professional Development Plan.</p>	<p>The teacher resident's plan is vague in identifying what he/she hopes to accomplish when working on each of the two stated goals. Outcomes are subjective and difficult to measure.</p>	<p>The teacher resident is able to identify at least 1-2 expected outcomes for each of the two goals he/she has identified in the plan. The outcomes are clear, measurable and, if achieved, will seemingly have a positive impact student learning.</p>	<p>The teacher resident is able to identify at least 1-2 expected outcomes for each of the two goals he/she has identified. The outcomes are clear, measurable and the resident is able to articulate in the plan what evidence will constitute goal achievement and how these improvements will positively impact student learning.</p>
<p><b>Resources Needed:</b> The teacher resident's plan addresses what resources (materials, support, workshops, etc.) would be</p>	<p>The teacher resident's plan does not include resources for achieving the goal <b>Or:</b> The resources identified by the resident for achieving the</p>	<p>The teacher resident's plan includes 1-2 resources needed for achieving the two goals. <b>And:</b> The resources identified by the resident for achieving the identified goals are realistic</p>	<p>The teacher resident's plan includes 1-2 resources needed for achieving the two goals. <b>And:</b> The resources identified by the resident for achieving the identified goals are thoughtfully realistic and</p>

needed to achieve the goals identified.	identified goals are impractical or unrealistic.	given the resident's role and function in the school, budgeting, and access to additional support.	provide options for accessing needed supports. The resident recognizes his/her own need to be resourceful and responsible in accessing additional supports outside of the school setting to which he/she is assigned.
<b>Timeline</b> The teacher resident provides an estimated timeline for implementing the activities/actions presented in the plan and is able to provide realistic goals for implementation.	The teacher resident provides no timeline for implementing the activities/actions suggested in the plan and there is no mention of what the resident hopes to achieve by the mid-semester evaluation during the residency experience.	The teacher resident provides a realistic timeline for implementing the activities/actions suggested in the plan and there is only a vague expectation of where the resident hopes to be for each goal by the mid-semester evaluation of the residency.	The teacher resident provides both a realistic timeline for implementing the activities/actions suggested in the plan and there is a clear expectation of where the resident hopes to be for each goal by the mid-semester evaluation of the residency.
<b>500 Word Explanation/Rationale</b> The teacher resident provides the rationale behind the Professional Development Plan that appropriately addresses how the two goals that were selected will assist him/her in meeting the N.C. Professional Teaching Standards/Elements.	The teacher resident's explanation does not accompany the plan <b>OR-</b> The rationale provided does not effectively link the two goals to the appropriate N.C. Professional Teaching Standards/Elements.	The teacher resident's 500-word explanation is adequate <b>And:</b> The rationale provided does link the two goals to the appropriate N.C. Professional Teaching Standards/Elements.	The teacher resident's 500-word explanation is clear and compelling <b>And:</b> The rationale provided illustrates a deeper level of insight in connecting how achievement of the two goals will facilitate the resident's growth as a teacher for the particular N.C. Professional Teaching Standards/Elements.
<b>Total Score</b>	<b>Total Score Emerging/Developing</b>	<b>Total Score Proficient</b>	<b>Total Score Accomplished</b>

**Emerging: Total Score of 11 or below (C or below on Project)**

**Proficient: Total Score of 12-15 (B- to B+ on Project)**

**Accomplished: Total Score of 16-18 (A- to A+ on Project)**

**University Supervisor:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**Reflection Rubric**  
**PREPARE Residency Program**

Reflections by students engaged in fieldwork during their progression in the Educator Preparation program are critical to assessing progress and growth in four main areas (as identified by the INTASC Standards). Candidates will be evaluated for their reflection of <b>Learners and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. Reflections will be assessed using the rubric below:</b>			
	<b>Emerging/Developing 1 (Below 80%)</b>	<b>Proficient 2 (80-89%)</b>	<b>Accomplished 3 (90-100%)</b>
<b>Learners and Learning</b>			
<p><b>Reflection of Learner Development</b> The reflection demonstrates insight about the relationship between developmental variation and the need to create environments that support learning for all P-12 students.</p>	<p>The reflection does not address developmental variation of P-12 students in the classroom <b>Or-</b> Comments do not suggest a recognition that learner differences create the need for supportive and individualized learning environments.</p>	<p>The reflection addresses developmental variation of P-12 students <b>And-</b> The reflection attempts to connect learner differences in ability and culture to a recognition that learning environments must be supportive, individualized and collaborative.</p>	<p>A meaningful reflection of the developmental variation noted by the candidate is provided and it especially focuses on the positive and unique characteristics of each student <b>And-</b> The reflection insightfully connects learner differences in ability, social behavior and culture to a recognition that learning environments must be supportive, individualized and collaborative.</p>
<b>Content Knowledge</b>			
<p><b>Reflection of One's Understanding of the Content as it relates to teaching concepts:</b> The reflection includes how the content included in the lesson was delivered to the students.</p>	<p>Content knowledge is not noted by the candidate in his/her reflection.</p>	<p>Self Assessment (or observation of the teacher) provides examples of how content knowledge seemed to positively impact student learning.</p>	<p>The reflection is insightful in drawing connections between understanding of content and teaching effectiveness. <b>And-</b> Self Assessment (or observation of the teacher) provides examples of how content knowledge seemed to positively impact student learning.</p>
<b>Instructional Practice</b>			

<p><b>Reflection of Own Planning or That of the Teacher He/She Observed:</b> The reflection includes an accurate sense of how instructional planning is connected to overall student engagement and classroom management.</p>	<p>The reflection does not address instructional planning as it relates to the students' level of engagement and/or classroom management <b>Or-</b> The reflection suggests an inaccurate perception of how planning might be connected to engagement and/or classroom management.</p>	<p>The reflection adequately addresses instructional planning as it relates to the students' level of engagement and/or classroom management</p>	<p>The reflections provides examples of things the intern (or the teacher) prepared that increased engagement or classroom management. Examples of student engagement are also provided in the reflection. <b>Or-</b> The reflection provides examples of where lack of preparation of the intern (or the teacher) seemed to decrease engagement.</p>
<p><b>Reflection of Own Teaching Style or That of the Teacher He/She Observed:</b> The reflection includes an accurate sense how one's teaching style impacts the success of the lesson being taught.</p>	<p>The reflection does not address teaching style and its relationship to the overall success of the lesson.</p>	<p>The reflection draws accurate connections between the intern's actual style of teaching (or that of the teacher he/she observed) and the success of the lesson</p>	<p>The reflection draws accurate connections between the intern's actual style of teaching (or that of the teacher he/she observed) and the success of the lesson <b>And –</b> The reflection includes some examples of the variation in instructional strategies used that impacted overall lesson effectiveness.</p>
<p><b>Reflection of Strengths and Weaknesses</b> The reflection includes an accurate sense of the teacher's strengths (EDU 1200/2100) or the intern's strengths and weaknesses (Student Teaching and Continuation) and how these Impact student learning.</p>	<p>The reflection does not provide an adequate reflection of strengths of the teacher (EDU 1200/2100) or strengths and weaknesses of the intern appropriate to the lesson observed (or delivered).</p>	<p>The reflection provides an adequate reflection of strengths of the teacher (EDU 1200/2100) or strengths and weaknesses of the intern appropriate to the lesson observed (or delivered).</p>	<p>The reflection does not provide an adequate reflection of strengths of the teacher (EDU 1200/2100) or strengths and weaknesses of the intern appropriate to the lesson observed (or delivered). <b>And-</b> The reflection shows an ability to connect how these strengths (and weaknesses as relevant) impacted student learning.</p>
<b>Professional Responsibility</b>			
<p><b>Reflection of Desire for Self Improvement</b> The reflection includes a genuine desire on the part of the intern to engage in self-improvement</p>	<p>The reflection seems superficial and does not suggest a genuine effort at self-reflection and/or assessment of teaching <b>Or-</b></p>	<p>The reflection includes meaningful and worthwhile assessment of teaching <b>And-</b></p>	<p>The reflection includes meaningful and worthwhile assessment of teaching and is realistic for the lesson taught (observed). <b>And-</b></p>

and responsibility to ensure student growth.	The comments about self-improvement and/or assessment of teaching are unrealistic.	The comments about self-improvement and assessment of teaching are realistic and appropriate for the lesson taught (observed).	The reflection includes comments and/or thoughts about future goals and ideas for self improvement given
<b>Due Date/Format of Reflection</b>	Reflection is (one day late or more) and hand-written and/or written in casual language.	Reflection is turned in on time and typed with a format that is mostly professional.	Reflection is turned in on time and is typed. The reflection is written with an advanced vocabulary stance and is professional.
<b>Grammar and Conventions</b>	Reflection has more than five conventional errors and/or is not at the length assigned by the professor.	Reflection written with conventional spelling/grammar and meets expectations of length assigned by professor.	Well written reflection that is error free, neat and well organized/meets expectations of length assigned by professor.

<b>Total Score</b>	<b>Total Score Emerging/Developing</b>	<b>Total Score Proficient</b>	<b>Total Score Accomplished</b>
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**Emerging: Total Score of 12 or below (C or below on Project)**

**Proficient: Total Score of 13-18 (B- to B+ on Project)**

**Accomplished: Total Score of 19-24 (A- to A+ on Project)**

# Introduction to PREPARE Residency & Residency Continuation Evaluation Form

Teacher Resident: \_\_\_\_\_

School: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

LEA: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

*Instructions: Please use the following guidelines when determining if a student teacher's performance is Emerging/Developing (70% and below); Proficient (80%) or Accomplished (90%). Raters should use the N/O rating for those items that have not been observed.*

<b>A Accomplished (4pts)</b>	Well above standard, shows strength and has internalized expectations so that delivery is fluid and natural	Demonstrates ability beyond expectations at this time
<b>P Proficient (3pts)</b>	Engages in, uses, demonstrates, participates, displays, moving to accomplished,	Shows growth at an acceptable level.
<b>D Developing (2pts)</b>	Shows understanding and is moving toward proficiency but not practiced or observed on a regular basis. May need some additional improvement.	<b>*Written feedback required.</b>
<b>E Emerging (1pt)</b>	Can identify, acknowledges but not yet practicing. Needs to focus and show improvement	<b>*Written feedback required.</b>

<b>Professionalism</b>				
N.C. Professional Teaching Standards (NCPTS) 1.e: Teachers demonstrate high ethical standards				
N.C. Professional Teaching Standards (NCPTS) 4.g: Teachers communicate effectively				
CAEP Standard 1: INTASC Standards: Professional Responsibility				
<b>EDU 5229: Introduction to PREPARE Residency Final Evaluation</b>		<b>EDU 5230: Residency Continuation Midterm Evaluation</b>		
Element	Descriptor	Rating	Descriptor	Rating
<b>NCPTS 1.e.1</b> Upholds the <i>Code of Ethics for N.C. Educators and the Standards for Professional Conduct.</i>	Collaborates, appropriate grooming and attire, accepts constructive criticism, positively learns from mistakes, attempts to correct and improve. <b>Comment:</b>	<input type="checkbox"/> <b>A (4)</b> <input type="checkbox"/> <b>P (3)</b> <input type="checkbox"/> <b>D (2)</b> <input type="checkbox"/> <b>E (1)</b> <input type="checkbox"/> <b>N/O</b>	Collaborates, appropriate grooming and attire, accepts constructive criticism, positively learns from mistakes, attempts to correct and improve. <b>Comment:</b>	<input type="checkbox"/> <b>A (4)</b> <input type="checkbox"/> <b>P (3)</b> <input type="checkbox"/> <b>D (2)</b> <input type="checkbox"/> <b>E (1)</b> <input type="checkbox"/> <b>N/O</b>
<b>CAEP:</b>	<b>EDU 5229: Introduction to PREPARE Residency</b>		<b>EDU 5230: Residency Continuation</b>	

INTASC Standards #9, #10	Final Evaluation		Midterm Evaluation	
	Descriptor	Rating	Descriptor	Rating
	Attendance is regular as assigned with limited or no absences, is punctual and dependable. Follows public school and Stout School of Education policies when absences do occur. <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O	Attendance is regular as assigned with limited or no absences, is punctual and dependable. Follows public school and Stout School of Education policies when absences do occur. <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O
	Develops an appropriate Professional Development Plan for continuous improvement in Residency Continuation. <b>University Supervisor should use the PDP Rubric Score when determining A, P, or E/D.</b> <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O	Has made appropriate progress with regard to the two goals outlined in the Professional Development Plan. (P= evidence of progress has been made with both goals or one goal has been achieved; E/D=no evidence or very limited progress made in either goal. Noted areas of weakness are still weaknesses). <i>An E/D rating will require the student teacher to have an intervention plan and additional formal observations.</i> <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O
NCPTS 4g.1 Speaks clearly and uses correct standard English, demonstrates proficiency in writing.	Reflects in a critical manner to allow for assessment of self-progress and potential growth as a teacher. <b>University Supervisor should use the Reflection Rubric Score when determining A, P, or E/D. An average of the two scores may be used or, at the discretion of the instructor, the score best representing the student's potential for meaningful reflection may be used.</b> <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O	Reflects in a critical manner to allow for assessment of self-progress and potential growth as a teacher. <b>University Supervisor should use the Reflection Rubric Scores when determining A, P, or E/D. An average of the scores may be used or, at the discretion of the instructor, the score best representing the student's potential for meaningful reflection may be used.</b> <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O
	<b>EDU 5229: Introduction to PREPARE Residency Final Evaluation</b>		<b>EDU 5230: Residency Continuation Midterm Evaluation</b>	
	Descriptor	Rating	Descriptor	Rating
	<b>Rubric for <u>Introduction to PREPARE Residency &amp; Residency Continuation Formal Observations</u> #1 and #2 total score for the <u>Professional Responsibility Category of items</u> (max score =15)</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3)	<b>Rubric for <u>Introduction PREPARE Residency &amp; Residency Continuation Formal Observations</u> total score for the <u>Professional Responsibility Category of items</u> (max score =15) should be used when determining A, P, or E/D.</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3)

	<p>should be used when determining A, P, or E/D. <i>An average of the two scores may be used or, at the discretion of the University Supervisor and Mentor Teacher, the score best representing the student teacher's potential for maintaining a positive classroom climate/culture may be used.</i></p> <p><b>Comment:</b></p>	<input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O	<p><b>Comment:</b></p>	<input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O
	<p><b>Rating of Professionalism:</b>  <b>Mentor Teacher</b>  <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O	<p><b>Rating of Professionalism:</b>  <b>Mentor Teacher</b>  <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O
<b>Professionalism: Total Score: (Max=24)</b>			<b>Professionalism: Total Score: (Max=24)</b>	
<p><b>Classroom Climate/Culture</b>  N.C. Professional Teaching Standards (NCPTS) 1a. Teachers lead in their classrooms/  2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.  2b. Teachers embrace diversity in the school community and in the world  2c. Teachers treat students as individuals.  CAEP Standard 1: INTASC Standards: Learners and Learning</p>				
	<p><b>EDU 5229:</b>  <b>Introduction to PREPARE Residency</b>  <b>Final Evaluation</b></p>		<p><b>EDU 5230:</b>  <b>Residency Continuation</b>  <b>Midterm Evaluation</b></p>	
<b>Element</b>	<b>Descriptor</b>	<b>Rating</b>	<b>Descriptor</b>	<b>Rating</b>

<p><b>NCPTS 1a.3</b> Maintains a safe and orderly classroom that facilitates student learning.</p> <p><b>NCPST 1.a. 4</b> Uses positive management of student behavior</p>	<p>Communicates explicit expectations and procedures for classroom and school order and safety. <b>Comment:</b></p>	<input type="checkbox"/> <b>A (4)</b> <input type="checkbox"/> <b>P (3)</b> <input type="checkbox"/> <b>D (2)</b> <input type="checkbox"/> <b>E (1)</b> <input type="checkbox"/> <b>N/O</b>	<p>Communicates explicit expectations and procedures for classroom and school order and safety. <b>Comment:</b></p>	<input type="checkbox"/> <b>A (4)</b> <input type="checkbox"/> <b>P (3)</b> <input type="checkbox"/> <b>D (2)</b> <input type="checkbox"/> <b>E (1)</b> <input type="checkbox"/> <b>N/O</b>
	<p>Uses strategies such as conflict resolution and anger management and uses effective communication to deescalate and diffuse disruptive or dangerous behavior. <b>Comment:</b></p>	<input type="checkbox"/> <b>A (4)</b> <input type="checkbox"/> <b>P (3)</b> <input type="checkbox"/> <b>D (2)</b> <input type="checkbox"/> <b>E (1)</b> <input type="checkbox"/> <b>N/O</b>	<p>Uses strategies such as conflict resolution and anger management and uses effective communication to deescalate and diffuse disruptive or dangerous behavior. <b>Comment:</b></p>	<input type="checkbox"/> <b>A (4)</b> <input type="checkbox"/> <b>P (3)</b> <input type="checkbox"/> <b>D (2)</b> <input type="checkbox"/> <b>E (1)</b> <input type="checkbox"/> <b>N/O</b>
<p><b>CAEP:</b> INTASC Standards #1, #2, #3 <b>NCPTS 2a.1.</b> Maintains a positive and nurturing learning environment. <b>NCPTS 2.b.1/2.b.2</b> Appropriately use materials that counteract stereotypes and incorporate different points of view <b>NCPTS 2c.1.</b> Maintains a High Expectations for All Students</p>	<p><b>Rubric for <u>Introduction to PREPARE Residency &amp; Residency Continuation Formal Observations</u> #1 and #2 total score for the <u>Learner and Learning Category</u> of items (max score =30) should be used when determining A, P, or E/D. <i>An average of the two scores may be used or, at the discretion of the University Supervisor and MentorTeacher, the score best representing the student’s potential for maintaining a positive classroom climate/culture may be used.</i> <b>Comment:</b></b></p>	<input type="checkbox"/> <b>A (4)</b> <input type="checkbox"/> <b>P (3)</b> <input type="checkbox"/> <b>D (2)</b> <input type="checkbox"/> <b>E (1)</b> <input type="checkbox"/> <b>N/O</b>	<p><b>Rubric for <u>Introduction to PREPARE Residency &amp; Residency Continuation Formal Observations</u> total score for the <u>Learner and Learning Category</u> of items (max score =30) should be used when determining A, P, or E/D. <b>Comment:</b></b></p>	<input type="checkbox"/> <b>A (4)</b> <input type="checkbox"/> <b>P (3)</b> <input type="checkbox"/> <b>D (2)</b> <input type="checkbox"/> <b>E (1)</b> <input type="checkbox"/> <b>N/O</b>
	<p>Rating of Classroom Climate/Culture <b>Mentor Teacher</b> <b>Comment:</b></p>	<input type="checkbox"/> <b>A (4)</b> <input type="checkbox"/> <b>P (3)</b> <input type="checkbox"/> <b>D (2)</b> <input type="checkbox"/> <b>E (1)</b> <input type="checkbox"/> <b>N/O</b>	<p>Rating of Classroom Climate/Culture <b>Mentor Teacher</b> <b>Comment:</b></p>	<input type="checkbox"/> <b>A (4)</b> <input type="checkbox"/> <b>P (3)</b> <input type="checkbox"/> <b>D (2)</b> <input type="checkbox"/> <b>E (1)</b> <input type="checkbox"/> <b>N/O</b>
<p><b>Classroom Climate/Culture Total Score: (Max=16)</b></p>		<p><b>Climate/Culture Total Score: (Max=16)</b></p>		
<p><b>Instruction</b>  <b>N.C. Professional Teaching Standards (NCPTS)</b>  3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>  3d. Teachers make instruction relevant to students.  4c. Teachers use a variety of instructional methods.  4d. Teachers integrate and utilize technology in their instruction.  4e. Teachers help students develop critical-thinking and problem-solving skills.  4f. Teachers help students to work in teams and develop leadership qualities.  <b>CAEP Standard 1: INTASC Standards: Instructional Practice</b></p>				
	<p><b>EDU 5229:</b> <b>Introduction to PREPARE Residency</b> <b>Final Evaluation</b></p>		<p><b>EDU 5230:</b> <b>Residency Continuation</b> <b>Midterm Evaluation</b></p>	
<p><b>Element</b></p>	<p><b>Descriptor</b></p>	<p><b>Rating</b></p>	<p><b>Descriptor</b></p>	<p><b>Rating</b></p>



<p><b>NCPTS 3a.2</b> Integrates literacy instruction throughout the curriculum and across content areas to enhance learning <b>NCPTS 3d.1/4c.1</b> Integrates 21<sup>st</sup> Century Skills and Content in Instruction/ Integrates Technology with instruction <b>NCPTS 4c.1</b> Uses a variety of teaching methods to reach the needs of all students and can link instruction to learning <b>NCPTS 4f.1</b> Organizes student learning teams for purposes of collaboration, cooperation and student leadership. <b>CAEP:</b> INTASC Standards #6, #7, #8</p>	<p><b>Content area lessons</b></p> <p><b><u>Rubric for Introduction to PREPARE Residency &amp; Residency Continuation Formal Observations</u></b> #1 and #2 total score for the <b><u>Instructional Practice Category</u></b> of items (max score =48) should be used when determining A, P, or E/D. <i>An average of the two scores may be used or, at the discretion of the University Supervisor, Mentor Teacher, the score best representing the resident teacher's potential for engaging in effective instructional practice may be used.</i></p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O  <input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O	<p><b><u>Rubric for Introduction to PREPARE Residency &amp; Residency Continuation Formal Observations</u></b> total score for the <b><u>Instructional Practice Score Category of items</u></b> (max score =48) should be used when determining A, P, or E/D.</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O
	<p>Rating of Instruction <b>Mentor Teacher</b> <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O	<p>Rating of Instruction <b>Mentor Teacher</b> <b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O
<p><b>Instruction Total Score: (Max=12 points)</b></p>		<p><b>Instruction Total Score: (Max=8 points)</b></p>		
<p><b>Content Knowledge</b> N.C. Professional Teaching Standards (NCPTS) 3b. Teachers know the content appropriate to their teaching specialty CAEP Standard 1: INTASC Standards: Content Knowledge</p>				
	<p><b>EDU 5229:</b> <b>Introduction to PREPARE Residency Final Evaluation</b></p>		<p><b>EDU 5230:</b> <b>Residency Continuation Midterm Evaluation</b></p>	
<p><b>Element</b></p>	<p><b>Descriptor</b></p>	<p><b>Rating</b></p>	<p><b>Descriptor</b></p>	<p><b>Rating</b></p>
<p><b>NCPTS 3b.2</b> Encourages students to investigate the content area to expand their knowledge and</p>	<p><b><u>Rubric for Introduction to PREPARE Residency &amp; Residency Continuation Formal Observations</u></b> #1 and #2 total score for the <b><u>Content Knowledge Category</u></b> of items (max score =15) should be used when determining A, P, or E/D. <i>An average of the two scores may be</i></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2)	<p><b><u>Rubric for Introduction to PREPARE Residency &amp; Residency Continuation Formal Observations</u></b> total score for the <b><u>Content Knowledge Score Category of items</u></b> (max score =15) should be used when determining A, P, or E/D</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2)

<p>satisfy their natural curiosity</p> <p><b>CAEP:</b> INTASC Standards #4, #5</p>	<p><i>used or, at the discretion of the University supervisor and Mentor Teacher, the score best representing the student's potential for engaging in effective instructional practice may be used.</i></p> <p><b>Comment:</b></p>	<input type="checkbox"/> E (1) <input type="checkbox"/> N/O		<input type="checkbox"/> E (1) <input type="checkbox"/> N/O
	<p>Rating of Content Knowledge <b>Mentor Teacher</b></p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O	<p>Rating of Content Knowledge <b>Mentor Teacher</b></p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O
<p><b>Content Knowledge Total Score: (Max=8)</b></p>			<p><b>Content Knowledge Total Score: (Max=8)</b></p>	
<p><b>Evaluation/Assessment</b>  <b>N.C. Professional Teaching Standards (NCPTS)</b>  1a. Teachers Lead in the Classroom  4h. Teachers use a variety of methods to assess what each student has learned  <b>CAEP Standard 1: INTASC Standards: Assessment (Instructional Practice)</b></p>				
	<p><b>EDU 5229:</b>  <b>Introduction to PREPARE Residency</b>  <b>Final Evaluation</b></p>		<p><b>EDU 5230:</b>  <b>Residency Continuation</b>  <b>Midterm Evaluation</b></p>	
<p><b>Element</b></p>	<p><b>Descriptor</b></p>	<p><b>Rating</b></p>	<p><b>Descriptor</b></p>	<p><b>Rating</b></p>
<p><b>CAEP</b> INTASC Standards #6 NCPTS 5a.1</p>	<p>Uses data to provide ideas about what can be done to improve learning and maintains clear records of P-12 student learning and progress.</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O	<p>edTPA progress (<i>Provided by University faculty teaching 4166/4566</i>)</p> <p><b>Comment:</b></p>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O

<p><b>NCPTS 4h.1 4h.2</b> Uses multiple indicators, both formative and summative to monitor and evaluate students' progress to inform instruction.</p>	<p>Uses data to suggest that P-12 students are self-directed, health-focused, critical thinkers, capable technology users, curious researchers, globally aware <b>Comment:</b></p>	<p><input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O</p>	<p>Uses data to suggest that P-12 students are self-directed, health-focused, critical thinkers, capable technology users, curious researchers, globally aware <b>Comment:</b></p>	<p><input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O</p>
	<p>Rating of Evaluation and Assessment <b>Mentor Teacher</b> <b>Comment:</b></p>	<p><input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O</p>	<p>Rating of Evaluation and Assessment <b>Mentor Teacher</b> <b>Comment:</b></p>	<p><input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O</p>
<p><b>Evaluation/Assessment Total Score: (Max=12)</b></p>			<p><b>Evaluation/Assessment Total Score: (Max=12)</b></p>	
<p><b>Impact on P-12 Student Learning</b> N.C. Professional Teaching Standards (NCPTS) 1d. Teachers advocate for students 2d. Teachers adapt teaching for students with special needs CAEP Standards 1 &amp; 4</p>				
	<p><b>EDU 5229: Introduction to PREPARE Residency Final Evaluation</b></p>		<p><b>EDU 5230: Residency Continuation Midterm Evaluation</b></p>	
<p><b>Element</b></p>	<p><b>Descriptor</b></p>	<p><b>Rating</b></p>	<p><b>Descriptor</b></p>	<p><b>Rating</b></p>
<p>NCPTS 1d.1 Implements policies that positively impact learning NCPTS 2d.1. Uses research-verified strategies to provide effective learning CAEP INTASC Standards #5</p>	<p><b><u>Rubric for Introduction to PREPARE Residency &amp; Residency Continuation Formal Observations (P-12 Student Checklist)</u></b> total score (max score =25) should be used when determining A, P, or E/D. <i>An average of the two scores from the two required observations may be used or, at the discretion of the University Supervisor and Mentor Teacher, the score best representing the student's potential for engaging in effective P-12 Student Impact may be used.</i> <b>Comment:</b></p>	<p><input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O</p>	<p><b><u>Rubric for Introduction to PREPARE Residency &amp; Residency Continuation Formal Observations (P-12 Student Checklist)</u></b> total score (max score =25) should be used when determining A, P, or E/D. <b>Comment:</b>  Resident teacher's ability to develop a K-6 assessment to accompany the lesson plan observed and reflection of what the assessment suggests about impact on P-12 learning.</p>	<p><input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O  <input type="checkbox"/> A (4) <input type="checkbox"/> P (3)</p>

Comprehends content of the discipline to advance student learning			<b>Comment:</b>	<input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O
	Rating of P-12 Student Learning <b>Mentor Teacher</b> <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O	Rating of P-12 Student Learning <b>Mentor Teacher</b> <b>Comment:</b>	<input type="checkbox"/> A (4) <input type="checkbox"/> P (3) <input type="checkbox"/> D (2) <input type="checkbox"/> E (1) <input type="checkbox"/> N/O
<b>P-12 Impact Total Score: (Max=8)</b>			<b>P-12 Impact Total Score: (Max=12)</b>	
<b>Total Final Evaluation Score (Max=80)</b>			<b>Total Midterm Score (Max=80)</b>	
* <b>Final Grade:</b> 72-80=A; 64-71=B; 56-63 =C <b>56-57 points = C-</b> (Repeat of 4134/44/54/64/74)  * For items <b><i>Not Observed</i></b> , instructors should prorate final grade based on the total number of points accumulated in EDU 4134/44/54/64/74.			<b>Intervention Plan is Required for any resident with a score of 56 or lower at midterm. Attach to this form.</b> <b>Comment:</b>	

## Introduction to the PREPARE Residency (Fall) & Residency Continuation (Spring) Evaluation Form

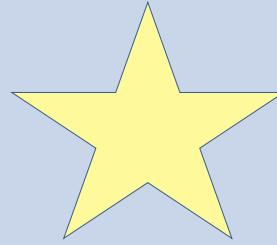
**Score:**

### 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.*

<b><u>Introduction to the PREAPARE Residency: Final Evaluation</u></b>			
<b>Individual</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
Teacher Resident			
Mentor Teacher			
University Supervisor			
<b><u>Residency Continuation: Midterm Evaluation</u></b>			
<b>Individual</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
Teacher Resident			
Mentor Teacher			
University Supervisor			

**Intervention Plan:**



**NC STUDENT TEACHER EVALUATION RUBRIC &  
CERTIFICATION OF TEACHING CAPACITY**

<b>Teacher Resident</b>	
<b>School</b>	
<b>Mentor Teacher</b>	
<b>Grade</b>	
<b>LEA</b>	<b>Guilford County</b>
<b>IHE</b>	
<b>EDU 5230 Residency Continuation</b>	

**Professionalism**

**1e. Teachers demonstrate high ethical standards.** Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the *Code of Ethics for North Carolina Educators* (effective June 1, 1997) and the *Standards for Professional Conduct* adopted April 1, 1998 (www.ncptsc.org).

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
Recognizes the need for ethical professional behavior.	AND Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> , and encourages others to do the same.	

**Classroom Climate/Culture**

**1a. Teachers lead in their classrooms.** Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
Acknowledges the importance of high school graduation for students.  Identifies the types of data that are commonly available to and used in schools.	AND Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i> .  Uses data to identify the skills and abilities of students.  Describes the characteristics and importance of a safe and orderly classroom environment.  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.	AND Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .  Draws on appropriate data to develop classroom and instructional plans.  Maintains a safe and orderly classroom that facilitates student learning.  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.	AND Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i> .  Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.	



<b>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b> Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.							
Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments
Articulates the importance of appropriate and caring learning environments for children.	AND	Recognizes and can explain aspects of a respectful and effective learning environment.	AND	Maintains a positive and nurturing learning environment.	AND	Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	
<b>2c. Teachers treat students as individuals.</b> Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.							
Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments
Articulates the need to treat students as individuals.	AND	Encourages and values individual student contributions, regardless of background or ability.	AND	Maintains a learning environment that conveys high expectations of every student.	AND	Enhances a learning environment that meets the needs of individual students.	
<b>4g. Teachers communicate effectively.</b> Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.							
Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments
Communicates effectively both orally and in writing.  Recognizes a variety of methods for communicating effectively with students.	AND	Demonstrates the ability to communicate effectively with students.  Provides opportunities for students to articulate thoughts and ideas.	AND	Uses a variety of methods to communicate effectively with all students.  Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	AND	Establishes classroom practices that encourage all students to develop effective communication skills.	

**Instruction**

**2b. Teachers embrace diversity in the school community and in the world.** Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Emergent Candidate	AND	Developing Candidate	AND	Proficient Candidate	AND	Accomplished Candidate	Rating/Comments
<p>Acknowledges that diverse cultures impact the world.</p> <p>Identifies the range and aspects of diversity of students in the classroom.</p>	AND	<p>Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</p> <p>Acknowledges the influence of all aspects of diversity on students’ development and attitudes.</p>	AND	<p>Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p> <p>Incorporates different points of view in instruction.</p> <p>Understands the influence of diversity and plans instruction accordingly.</p>	AND	<p>Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum.</p> <p>Builds on diversity as an asset in the classroom.</p>	

**3a. Teachers align their instruction with the North Carolina Standard Course of Study.** In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

Emergent Candidate	AND	Developing Candidate	AND	Proficient Candidate	AND	Accomplished Candidate	Rating/Comments
<p>Demonstrates awareness of the <i>North Carolina Standard Course of Study</i>.</p> <p>Understands the importance of literacy instruction across all subjects, grades and ages.</p>	AND	<p>Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans.</p> <p>Integrates literacy instruction in individual lessons and in particular subject areas.</p>	AND	<p>Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i>.</p> <p>Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</p>	AND	<p>Develops and applies strategies reflecting the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.</p> <p>Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.</p>	

<p><b>3b. Teachers know the content appropriate to their teaching specialty.</b> Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.</p>									
Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments	
Successfully completes general education coursework across the required range of disciplines.		AND	Demonstrates a basic level of content knowledge in the teaching specialty.	AND	Demonstrates an appropriate level of content knowledge in the teaching specialty.  Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	AND	Demonstrates extensive knowledge of content in the teaching specialty.  Prompts students' curiosity for learning beyond the required coursework.		
<p><b>3d. Teachers make instruction relevant to students.</b> Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.</p>									
Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments	
Recognizes the relationship between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.  Identifies 21 <sup>st</sup> century skills and content as specified in the <i>Framework for 21<sup>st</sup> Century Learning</i> and <i>Critical Elements for 21<sup>st</sup> Century Skills</i> .		AND	Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.  Demonstrates understanding of 21 <sup>st</sup> century skills and content as specified in the <i>Framework for 21<sup>st</sup> Century Learning</i> and <i>Critical Elements for 21<sup>st</sup> Century Skills</i> .	AND	Integrates 21st century skills and content in instruction.	AND	Consistently integrates 21st century skills and content throughout classroom instruction and assessment.		
<p><b>4c. Teachers use a variety of instructional methods.</b> Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.</p>									
Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments	
Understands a range of methods and materials that can be applied in the classroom.		AND	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND	Uses a variety of appropriate methods and materials to meet the needs of all students.	AND	Consistently enables the success of all students through the selection and use of appropriate methods and materials.		

<b>4d. Teachers integrate and utilize technology in their instruction.</b> Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.									
<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Rating/Comments</b>	
Demonstrates knowledge of methods for utilizing technology in instruction.		AND Assesses effective types of technology to use for instruction.		AND Integrates technology with instruction to maximize students' learning.		AND Engages students in higher level thinking through the integration of technology.			
<b>4e. Teachers help students develop critical-thinking and problem-solving skills.</b> Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.									
<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Rating/Comments</b>	
Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.		AND Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.		AND Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.		AND Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.			
<b>4f. Teachers help students work in teams and develop leadership qualities.</b> Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.									
<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Rating/Comments</b>	
Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.		AND Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.		AND Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.		AND Encourages students to create and manage learning teams.			

## Evaluation/Assessment

**1a. Teachers lead in their classrooms.** Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	<p>AND</p> <p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i>.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>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.</p>	<p>AND</p> <p>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>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.</p>	<p>AND</p> <p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>	

**4h. Teachers use a variety of methods to assess what each student has learned.** Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
<p>Demonstrates awareness of multiple indicators or measures of student progress.</p>	<p>AND</p> <p>Interprets data on student progress accurately and can draw appropriate conclusions.</p>	<p>AND</p> <p>Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</p> <p>Provides evidence that students attain 21st century</p>	<p>AND</p> <p>Uses information gained from assessment activities to improve teaching practice and students' learning.</p>	

				knowledge, skills and dispositions.		Provides opportunities for students to assess themselves and others.	
<b>5a. Teachers analyze student learning.</b> Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.							
<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>	<b>Rating/Comments</b>
Recognizes multiple sources of information on students' learning and performance.	AND	Identifies data sources to improve students' learning.	AND	Uses data to provide ideas about what can be done to improve students' learning.	AND	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
<b>Impact on Student Learning</b>							
<b>1d. Teachers advocate for schools and students.</b> Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.							
<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>	<b>Rating/Comments</b>
Demonstrates awareness of school practices and policies.	AND	Identifies the policies and practices affecting students' learning.	AND	Implements and adheres to policies and practices positively affecting students' learning.	AND	Works with others to develop and/or revise policies and practices to improve students' learning.	
<b>2d. Teachers adapt their teaching for the benefit of students with special needs.</b> Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.							
<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>	<b>Rating/Comments</b>
Recognizes that students have individual learning needs.	AND	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	AND	Cooperates with specialists and uses resources to support the special learning needs of all students.  Uses research-verified strategies to provide effective learning activities for students with special needs.	AND	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.  Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	

## 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, at the Proficient or Accomplished level, to be recommended for licensure.*

### 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.

<b>Individual</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
Teacher Resident			
Mentor Teacher			
Principal (or designee)			
University Supervisor			
<b>Comments (optional):</b>			

# **Section II**



## Appendix A.

### GUIDELINES FOR MENTOR TEACHERS

#### HIGH POINT UNIVERSITY STOUT SCHOOL OF EDUCATION

1. Please talk to your students about your teacher resident's role. Introduce him/her as a teacher and explain the time frame and process.
2. Please introduce your teacher resident to your team and school staff as soon as possible, and make him/her feel a part of the school community.
3. Provide for the teacher resident's initial needs and orientation. This includes a school tour and map, school handbook, a list of students' names, school calendar, a set of textbooks, and a desk or space of his/her own.
4. The following information should be shared with your teacher resident both verbally and in writing before they take on any classroom responsibilities:
  - Class schedule
  - Classroom rules and procedures
  - School Policies
  - Attendance times and expectations
  - Lunch procedure/options
  - Special programs
  - Illness/absence policy
  - Students with IEP's of special needs
  - Dress code
  - Written and Unwritten rules
  - School's code of conduct
  - In-house communication System
  - School safety
5. Provide access to curriculum guides, and the NC Standard Course of Study. Explain and model how these guides are to be used in short and long term planning.
6. Involve the teacher resident early and gradually. Assign routine tasks and encourage work with individual students and small groups during the first two weeks. Some short lessons or sharing with the whole group are appropriate for the second week, also. Give the teacher resident an opportunity for directed observations about which he/she will note questions, etc. for your later discussion.
7. By the beginning of the second week of Residency Continuation, the teacher resident should be teaching one subject daily. He/she should gradually add other subjects until all subjects are being taught by the student teacher. The student teacher should have approximately 6 weeks of full day instruction.
8. Please be in the room during the beginning phases of his/her instruction in each subject, and "in and out" during the later stages. This will allow you an opportunity to give feedback and make suggestions as needed.
9. Model lessons in an area before the teacher resident takes over that area.

10. Discuss each day's activities/lessons/events at the end of the day. Build open communication, offering praise, suggestions, and support.
  11. Review and discuss plans for the next day daily. Be sure the teacher resident knows what he/she is to do that day in your classroom. Making a copy of your plans for the teacher resident will be helpful.
  12. Provide guidance and support in the area of classroom management. This is often one of the most difficult areas for residents to master.
  13. Guide the teacher resident through the "whys and hows" of planning for instruction.
  14. Show how you modify plans and instruction for student success.
  15. Share ideas for integrating subject matter.
  16. Review and critique resident lesson plans before they are taught.
  17. Include your teacher resident in conferences when appropriate. Expose him/her to the various ways you communicate with parents.
  18. Help evaluate the teacher resident's progress, and inform the HPU supervisor of any needs or concerns. The supervisor will talk with you after each visit.
- 

**Thank you** for sharing your expertise and time with our PREPARE Teacher Residents. Your efforts are much appreciated, and will set a pattern for this new educator to follow.

**University Supervisor:**

## Appendix B

SAMPLE IN DEPTH PLAN  
 LESSON PLAN FORMAT  
 5-E LEARNING CYCLE  
 INTEGRATED PRINCIPLES OF CONTENT

Name:	Date of Lesson Taught:	Grade :
Lesson Topic:	<b>Integrated areas:</b> Science Concepts: Math Concepts: Children’s Literature: Technology: Arts: Social Studies Concepts:	Materials:
Essential Questions:		
Standards Assessed:		
Learning Targets:		

<b>Engage (Activating Strategy)</b>
How will you get students engaged in the topic? How will you introduce the topic?
Key vocabulary to preview
Key questions from RBT:
<b>Explore (Student pre-assessment strategy)</b>
Strategy used to pre-assess conceptual understanding:
Formative assessment tool/questioning/graphic organizer etc...:
Key questions from RBT:
<b>Explain (Teaching Strategies)</b>
<b>Grouping strategies used in this part of the lesson: whole group small group</b>
How will you teach the topic? What will you say and do throughout the teaching phase of the lesson?

Formative assessment prompts: What questions will you ask to gather data about student understanding?

Questions from RBT:

**Elaborate (Extended Thinking Activity)**

Student activity to extend topic. (Independent/ small group work)

Formative assessment/questioning: How will you assess this activity?

Questions from RBT:

**Evaluate (Summarizing Strategy)**

Activity/ Strategy used to assess:

Learning Targets

Tools used to measure

Criteria for success

Learning Targets	Tools used to measure	Criteria for success

**DIFFERENTIATION STRATEGIES**

AIG

EC

ELL

LESSON REFLECTION

MENTOR TEACHER SIGNATURE \_\_\_\_\_

SUPERVISOR SIGNATURE \_\_\_\_\_

RESIDENT SIGNATURE \_\_\_\_\_

### SAMPLE Lesson Plan Format

Teacher:	Date :	M	T	W	TH	F
Topic:						
Grade Level:						

Common Core and Essential Standards :
Learning Targets:

Content Process	Strategies and Activities
Segment #1: Introduction “Warm-Up”  (10 minutes)	
Segment #2: Teacher Input “Mini-Lesson”  (20 minutes)	<b>Mini – Lesson</b> Teacher gives focused direct instruction on a strategy or skill for student based on assessments.  Materials: Purpose: Plan:
Segment #3: Guided/ Independent Practice (20 minutes)	
Segment #4 Closing/Read Aloud (10 minutes)	

**Assessment/Reflection** —What happened?



## Appendix C.

### HPU Stout School of Education PREPARE Teacher Resident Licensure Filing Instructions

#### **PREPARE Program Graduates: Steps for filing for a North Carolina Teaching License**

- 1) In order to prepare to apply for your license, you should find your edTPA scores and your licensure test scores (Foundations of Reading and Pearson Math/CKT) and save them in an easily accessible folder. You may have received an email with these scores or you may have to log into your account with the various companies to access your scores. These must be saved in a PDF format and you will need to upload them to your license application. It is a great idea to organize these now to save you time when filling out your application. You may also need to provide this to an employer so it is a good idea to keep all of these documents together.
- 2) **After** your degree has conferred, request an OFFICIAL TRANSCRIPT. Your degree must be on the transcript for NCDPI to accept it, and it must be an official transcript! You can do this online using this link: <https://tsorder.studentclearinghouse.org/school/select>  
There may be a \$5 fee associated with this task so be prepared to pay with a card. Select the option to have the transcript emailed to you. You will receive two emails. One email has the access code you need to open the transcript and the second email has the link you go to retrieve the transcript. You will need to enter your email address and copy and paste the access code from the email. You will NOT be able to save the transcript from the secure link sent to you. You will have to print the transcript and then scan it with a copier or printer into a PDF. If you typically use an app to scan and save documents as PDF, you can use that option as well. You will see the word COPY in watermark across the transcript—there is no way to avoid it. Save the transcript as a PDF somewhere where you can access it when you complete the application.
- 3) Click on this link to begin the licensure application process with DPI. If you have never set up an account, on the bottom right of the window you will see a prompt that says Educator Registration: Click below to set up an account. If you have an existing account, log in to your old account on the right hand side: <https://vo.licensure.ncpublicschools.gov/datamart/mainMenu.do;jsessionid=24D49D2B901AC43AFC7E27009C08F414.i-3f4de6c0>
- 4) Please note documents are only “held” on the site for 30 days so do not begin the licensure process until you are ready to complete it. Otherwise, you may be required to upload documents again or even pay the fee again.
- 5) Once you have set up your DPI account/logged in, follow the prompts to enter in your personal information. Some information that you might find helpful when you get to certain fields:
  - a. **Very important: There are two different ways to begin an application within the Prepare group. If you do not hold a current license you will:** Choose the option to “add by program area completion” and follow the prompts. **If you currently hold a residency or emergency license you will:** choose the option to “upgrade or clear a license” and follow the prompts.
  - b. Choose K-6 Elementary Education when given the drop down menu for license area.
  - c. Choose Elementary Education when given the drop down menu for degree area.

- d. Enter the date in August that your degree was conferred. Dr. Tillery will give you that date. Choose masters as type of degree.
  - e. Check the box to indicate **yes** when asked the question do you want to route the application to a NC college or university. A drop down menu will appear that allows you to scroll and pick High Point University as the school you want to route your application to—this is very important or your application won't come to Dr. Vess for verification.
  - f. If you are currently working as a teacher in a district, you will need to enter that district on the school district affiliations page as well as your current employment in the employment area.
  - g. **Very Important:** When you get to the attachments page, it is required that you upload something to the drop down menu option (\*documents required to clear or upgrade) or your application won't submit. This is where you will upload your transcript. **You must remember to click the small "attach" button at the bottom after you upload your document or it won't save to the system. You must do that for each attachment.** You will also upload your test scores (CKT, FOR, and EdTPA) on the attachments page. You will choose test scores from the drop down menu and then attach your documents. You may attach them as three separate documents and have three separate test score attachments or you can scan them into one document and upload just one document. If you documented any experience on the experience page and you are seeking experience credit for your license, you must upload those supporting documents from HR here.
  - h. Pay the licensure fee and submit.
- 6) Email Dr. Sarah Vess at [svess@highpoint.edu](mailto:svess@highpoint.edu) once you have completed your application. Within the week, I will check to be sure all required documents have been uploaded and approve you for a NC Teaching License.
  - 7) After all these steps have been completed, NCDPI advises it can take 60-90 days for them to complete the licensure process. You should log into your account periodically to check the status of your application or you can contact NCDPI at (800) 577-7994.
  - 8) After your license has been approved by NCDPI, you will go to your account and print the license/save it to send to your HR dept...DPI will not mail you a copy.
  - 9) Please send the following to Heather Slocum at [hslocum@highpoint.edu](mailto:hslocum@highpoint.edu): personal email address so we may keep in touch with you and current employment information (name of district/school, etc., title, direct supervisor name and email address) for accreditation purposes. If you change jobs within the next couple years, as many recent graduates do, please send an email with your updated employment information to Ms. Slocum.

Please feel free to contact Dr. Vess at [svess@highpoint.edu](mailto:svess@highpoint.edu) if you have any licensure questions or concerns.