

## Guidelines for Electronic Evidences

### Teacher Preparation Programs

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In January 2008, the State Board of Education approved in concept a new program approval process. The process focuses on outcomes, rather than inputs, eliminates barriers and obstacles that do not ensure quality, and allows greater institutional flexibility based on increased rigor and accountability.

The new program approval process is separate from the national accreditation process, with national accreditation being voluntary. For those institutions choosing to maintain national accreditation, the State will maintain partnership agreements with NCATE and TEAC.

In the new process, the seven-year on-site program review cycle will be replaced with an annual review of candidate evidence that they meet the standards for teachers based on a rubric that is aligned with the inservice teacher evaluation instrument. The annual reviews will be coordinated by the State Board of Education and utilize trained inservice educators and teacher educators. Random samples from each institution will be reviewed each year. Each specialty area program will be reviewed on a systematic basis when a critical mass of program completers is reached, but at least once every seven years.

Additionally, candidate on-the-job performance and institutional involvement with and service to the public schools will be considered in continuing program approval.

Institutions are required to submit to the State Board of Education by July 1, 2009 “blueprints” of their proposed programs that have been revisioned to meet the new standards for teachers adopted by the Board in June 2007 and the new specialty area standards adopted by the Board in Fall 2008. The “blueprints” (program proposals) are to include the following components:

- A. A description of how the proposed program has been re-visioned to reflect the North Carolina Standard for Teachers and the 21<sup>st</sup> century knowledge, skills, and dispositions embedded in them **and** the rationale for the changes, i.e., how the new program is different from the current program, how it reflects the North Carolina Standards for Teachers and the 21<sup>st</sup> century knowledge, skills, and dispositions embedded in the standards, and why specific revisions are being made. (2-3 pages maximum)
- B. How public school partners were involved in the re-visioning of the program and how they will be involved in the delivery and evaluation of the program. (1-2 pages maximum)
- C. The electronic evidences the institution will use to demonstrate candidates meet the standards. The template to be used for this section of the proposal is detailed in the following pages. It is to include:
  1. A brief description of the evidence and the descriptors of the element of the standards it addresses. (Section I of the template)
  2. A matrix showing where each descriptor of the elements of each standard is included in the key evidences. (Section II of the template)
  3. A detailed description of the evidence, how it specifically addresses the descriptors of the element for which it is cited, and how it is evaluated by the institution. (Section III of the template)
- D. The timeline for implementation. (1 page maximum)

Representatives of the NC Professional Teaching Standards Commission, the State Evaluation Committee on Teacher Education, individuals who have been involved in the development of the specialty area standards, and DPI staff will meet with institutional representatives to discuss the proposed programs. Recommendations for program approval will be submitted to the State Board of Education for final approval of the re-visioned programs.

In determining the electronic evidences that will be used for continuing program approval, each teacher preparation program is to identify 6-8 key evidences for each specialty area to demonstrate attainment of the North Carolina Professional Teaching Standards using the Teacher Candidate Evaluation Rubric. The evidences must be performance-related, and will be submitted for review to the North Carolina State Board of Education for each program completer. Six evidences are required; two additional evidences are optional.

Institutions will design the specific evidences. However, the six required evidences must address content knowledge, pedagogical and professional knowledge, skills, and dispositions, positive impact on student learning, and leadership and collaboration as reflected in the following table. The **required** and **recommended** alignment of the descriptors of the elements with the evidences is also reflected in the table.

Evidence		<b>Required and Recommended Alignment of the Descriptors of the Elements of each Standard with the Evidence</b>
1	<b>Content Knowledge:</b> Evidence that demonstrates breadth of content knowledge in the specialty area <sup>1</sup> .	<b>Required: 3b.1</b>
2	<b>Content Knowledge:</b> Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.	<b>Required: 3b.1</b>
3	<b>Pedagogical and Professional Knowledge Skills and Dispositions:</b> Evidence that demonstrates effective design of classroom instruction based on research-verified practice.	<b>Recommended: 1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1</b>
4	<b>Pedagogical and Professional Knowledge Skills and Dispositions:</b> Evidence that demonstrates knowledge, skills, and dispositions in practice. <sup>2</sup>	<b>Required: 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4h.2, 5a.1</b>
5	<b>Positive Impact on Student Learning:</b> Evidence that demonstrates impact on student learning.	<b>Recommended: 1a.1, 4b.1, 4h.1, 4h.2, 5a.1</b>
6	<b>Leadership and Collaboration:</b> Evidence that demonstrates leadership and collaboration.	<b>Recommended: 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1</b>

Institutions may choose to include two additional evidences and, except as noted in the table as *required*, may choose to align the descriptors differently. However, each element and all the *proficient-level* descriptors included in it **MUST** be addressed in the evidences.

The template for providing the required information follows. It includes the following three sections:

- Section I:** A brief description of the evidence and the descriptors of the elements of the standards it addresses.
- Section II:** A matrix showing where each descriptor of the elements of each standard is included in the key evidences.
- Section III:** A detailed description of the evidence, how it specifically addresses the descriptors for which it is cited, and how it is evaluated by the institution.

<sup>1</sup> This evidence **MUST** be a transcript or passing scores on the appropriate Praxis II test(s).

<sup>2</sup> This evidence **MUST** be the state-adopted LEA/IHE Certification of Teaching Capacity.

## SECTION I: KEY EVIDENCES

In this section, list the 6-8 evidences that will be submitted as documentation of meeting the standards. All programs must provide a minimum of 6 evidences. A program may choose to include 2 additional evidences. The evidences must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as reflected in the program standards. Briefly describe each evidence and identify the descriptors of the elements of the standards each addresses. The recommended alignment of the descriptors with the evidences is reflected in the template. The institution may choose to align the descriptors and evidences differently. **The template submitted is to reflect the alignment used by the institution.**

Evidence	Name of Evidence	Briefly Describe the Evidence	Descriptors of the Elements of the Standards Addressed by the Evidence	
<b>1</b>	<b>Content Knowledge:</b> Evidence that demonstrates breadth of content knowledge in the specialty area <sup>1</sup> .	Transcript or Praxis II scores	Copy of transcript with at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C (2.0) or better in each of the 24 hours OR satisfactory Praxis II scores.	Required: 3b.1
<b>2</b>	<b>Content Knowledge:</b> Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.			Required: 3b.1
<b>3</b>	<b>Pedagogical and Professional Knowledge Skills and Dispositions:</b> Evidence that demonstrates effective design of classroom instruction based on research-verified practice.			Recommended: 1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1
<b>4</b>	<b>Pedagogical and Professional Knowledge Skills and Dispositions:</b> Evidence that demonstrates knowledge, skills, and dispositions in practice. <sup>2</sup>	LEA/IHE Certification of Teaching Capacity	State-required evaluation of the candidate completed by the institution and the cooperating teacher.	Required: 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4h.2, 5a.1

<sup>1</sup> This evidence MUST be a transcript or passing scores on the appropriate Praxis II test(s).

<sup>2</sup> This evidence MUST be the state-adopted LEA/IHE Certification of Teaching Capacity.

Evidence	Name of Evidence	Briefly Describe the Evidence	Descriptors of Elements of the Standards Addressed by the Evidence
<b>5 Positive Impact on Student Learning:</b> Evidence that demonstrates impact on student learning.			Recommended: 1a.1, 4b.1, 4h.1, 4h.2, 5a.1
<b>6 Leadership and Collaboration:</b> Evidence that demonstrates leadership and collaboration.			Recommended: 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1
<b>7 Additional evidence that addresses NCPTS standards (optional)</b>			
<b>8 Additional evidence that addresses NCPTS standards (optional)</b>			

## SECTION II: RELATIONSHIP OF THE EVIDENCE TO THE STANDARDS

In the chart that follows identify where each proficient descriptor of each element of each standard is addressed in the evidence(s) described in Section I. Each proficient descriptor must be addressed. The template has been pre-populated with the recommended alignments. However, the template submitted MUST reflect the alignment used by the institution.

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<b>1. TEACHERS DEMONSTRATE LEADERSHIP</b>	
<b>a. Teachers lead in their classrooms.</b> <ol style="list-style-type: none"> <li>1. Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.</li> <li>2. Draws on appropriate data to develop classroom and instructional plans.</li> <li>3. Maintains a safe and orderly classroom that facilitates student learning.</li> <li>4. Uses positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</li> </ol>	<p> <input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   <input checked="" type="checkbox"/>#4   <input checked="" type="checkbox"/>#5   <input type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8         </p> <p> <input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input type="checkbox"/>#4   <input type="checkbox"/>#5   <input type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8         </p> <p> <input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   <input checked="" type="checkbox"/>#4   <input type="checkbox"/>#5   <input type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8         </p> <p> <input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   <input checked="" type="checkbox"/>#4   <input type="checkbox"/>#5   <input type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8         </p>
<b>b. Teachers demonstrate leadership in the school.</b> <ol style="list-style-type: none"> <li>1. Engages in collaborative and collegial professional learning activities.</li> <li>2. Identifies the characteristics or critical elements of a school improvement plan.</li> <li>3. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.</li> </ol>	<p> <input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   <input type="checkbox"/>#4   <input type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8         </p> <p> <input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   <input type="checkbox"/>#4   <input type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8         </p> <p> <input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   <input type="checkbox"/>#4   <input type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8         </p>
<b>c. Teachers lead the teaching profession.</b> <ol style="list-style-type: none"> <li>1. Participates in professional development and growth activities.</li> <li>2. Begins to develop professional relationships and networks.</li> </ol>	<p> <input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   <input type="checkbox"/>#4   <input type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8         </p> <p> <input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   <input type="checkbox"/>#4   <input type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8         </p>

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<b>d. Teachers advocate for schools and students.</b> 1. Implements and adheres to policies and practices positively affecting students' learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>e. Teachers demonstrate high ethical standards</b> 1. Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS</b>	
<b>a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b> 1. Maintains a positive and nurturing learning environment.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>b. Teachers embrace diversity in the school community and in the world.</b> 1. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.  2. Incorporates different points of view in instruction.  3. Understands the influence of diversity and plans instruction accordingly.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8  <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8  <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>c. Teachers treat students as individuals.</b> 1. Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>d. Teachers adapt their teaching for the benefit of students with special needs.</b> 1. Cooperates with specialists and uses resources to support the special learning needs of all students.  2. Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8  <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<p><b>e. Teachers work collaboratively with the families and significant adults in the lives of their students.</b></p> <p>1. Communicates and collaborates with the home and community for the benefit of students.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input checked="" type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<b>3. TEACHERS KNOW THE CONTENT THEY TEACH</b>	
<p><b>a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>.</b></p> <p>1. Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i>.</p> <p>2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p><b>b. Teachers know the content appropriate to their teaching specialty.</b></p> <p>1. Demonstrates and appropriate level of content knowledge in the teaching specialty.</p> <p>2. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p><input checked="" type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p><b>c. Teachers recognize the interconnectedness of content areas/discipline.</b></p> <p>1. Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines.</p> <p>2. Relates global awareness to the subject.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p><b>d. Teachers make instruction relevant to students.</b></p> <p>1. Integrates 21<sup>st</sup> century skills and content in instruction.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<b>4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS</b>	
<p><b>a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</b></p> <p>1. Identifies developmental levels of individual students and plans instruction accordingly.</p> <p>2. Assess and uses resources needed to address strengths and weaknesses of students.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<b>b. Teachers plan instruction appropriate for their students.</b> 1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>c. Teachers use a variety of instructional methods.</b> 1. Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>d. Teachers integrate and utilize technology in their instruction.</b> 1. Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>e. Teachers help students develop critical-thinking and problem-solving skills.</b> 1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>f. Teachers help students to work in teams and develop leadership qualities.</b> 1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>g. Teachers communicate effectively.</b> 1. Uses a variety of methods to communicate effectively with all students.  2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8  <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>h. Teachers use a variety of methods to assess what each student has learned.</b> 1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.  2. Provides evidence that students attain 21 <sup>st</sup> century knowledge, skills and dispositions.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8  <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<b>5. TEACHERS REFLECT ON THEIR PRACTICE</b>	
<b>a. Teachers analyze student learning.</b> 1. Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>b. Teachers link professional growth to their professional goals.</b> 1. Participates in recommended activities for professional learning and development.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>c. Teachers function effectively in a complex, dynamic environment.</b> 1. Uses a variety of research-verified approaches to improve teaching and learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

### SECTION III: DETAILED DESCRIPTION OF THE EVIDENCES

For each of the key evidences identified in Section I provide a detailed description of:

- 1) the name of the evidence;
- 2) the specific directions and/or requirements for the evidence provided to the candidates;
- 3) how the evidence specifically addresses the descriptors for which it is cited in Sections I and II; and
- 4) how the evidence is/will be evaluated by the institution.

*The narrative section for **each** evidence is limited to 2-5 pages. The narrative is to be submitted as a word document (1" margins, 10 pt. font, single-spaced). No attachments are to be included.*

**#1 Required (State prescribed)**

**Content Knowledge:** Evidence that demonstrates breadth of content knowledge in the specialty area.

A transcript OR passing scores on the appropriate Praxis II test(s) must be submitted.

This evidence must address descriptor 3b.1.

**Name of Evidence:** \_\_\_\_\_

**#2 Required**

**Content Knowledge:** Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.

This evidence must address descriptor 3b.1.

**Name of Evidence:** \_\_\_\_\_

**#3 Required**

**Pedagogical and Professional Knowledge Skills and Dispositions:** Evidence that demonstrates effective design of classroom instruction based on research-verified practice.

It is recommended this evidence address descriptors 1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1.

Descriptors addressed IF different from those recommended: \_\_\_\_\_

**Name of Evidence:** \_\_\_\_\_

**#4 Required (State-prescribed)**

**Pedagogical and Professional Knowledge Skills and Dispositions:** Evidence that demonstrates knowledge, skills, and dispositions in practice.

This evidence must be the state-approved LEA/IHE Certification of Teaching Capacity.

Descriptors addressed: 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4b.2, 5a.1

**Name of Evidence:** LEA/IHE Certification of Teaching Capacity

**#5 Required**

**Positive Impact on Student Learning:** Evidence that demonstrates impact on student learning.

It is recommended this evidence address descriptors 1a.1, 4b.1, 4h.1, 4h.2, 5a.1.

Descriptors addressed IF different from those recommended: \_\_\_\_\_

**Name of Evidence:** \_\_\_\_\_

**#6 Required**

**Leadership and Collaboration:** Evidence that demonstrates leadership and collaboration.

It is recommended this assessment address descriptors 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1.

Descriptors addressed IF different from those recommended: \_\_\_\_\_

**Name of Evidence:** \_\_\_\_\_

**#7 Optional**

**Additional evidence that addresses the NC Professional Teaching Standards**

Descriptors addressed: \_\_\_\_\_

**Name of Evidence:** \_\_\_\_\_

**#8 Optional**

**Additional evidence that addresses the NC Professional Teaching Standards**

Descriptors addressed: \_\_\_\_\_

**Name of Evidence:** \_\_\_\_\_