



## CAEP Initial-level Key Assessment Data *Certificate of Teaching Capacity (CTC)*

The [redacted] is used to assess all candidates during their Internship. The [redacted] already in place used indicators from the [redacted], a statewide observation evaluation instrument. The existing [redacted] is based on the North Carolina Professional Teaching Standards (NCPTS), as was the existing [redacted] checklist, providing natural alignment with state standards. The [redacted] rubric uses proficiency level descriptors of “Developing,” “Proficient,” “Accomplished,” and “Distinguished.” The highest rubric proficiency level descriptor of “Distinguished” was not used for the [redacted] as it is indicative of experienced teachers, and “Accomplished” was set as an aspirant level.

**For successful completion of the Internship experience, candidates are required to meet the level of “Proficient,” a minimum**



# Rubric

Directions: The Certificate of Teaching Capacity is based on your Formal Observations of your Intern. Refer to the North Carolina Teacher Candidate Evaluation Rubric elements at the Proficient level when observing the Clinical Intern. **Interns must meet the Proficient (2) or Accomplished (3) level to meet the sufficiency for the Certificate of Teaching Capacity.** The Accomplished (3) level is aspirational, and the goal is for the Proficient (2) level. Clinical Interns who reach the Not Demonstrated (0) or Developing (1) level are not eligible for the Certificate of Teaching Capacity.



	Not Demonstrated (0)	Developing (1)	Proficient (2)	Accomplished (3)
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**Element Ie. 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 and the Standards for Professional Conduct.

Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina

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	Not Demonstrated (0)	Developing (1)	Proficient (2)	Accomplished (3)
<p><b>Element IId. Teachers adapt their teaching for the benefit of students with special needs.</b></p> <p>Teachers collaborate with the range of support specialists to help meet the special needs of all students.</p> <p>Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.</p> <p>Cooperates with specialists and uses resources to support the special learning needs of all students.</p> <p>Uses research-verified strategies to provide effective learning activities for students with special needs.</p>		<ul style="list-style-type: none"> <li>• Recognizes that students have a variety of learning needs.</li> <li>• Is knowledgeable of effective practices for students with special needs.</li> </ul>	<p><b>...and</b></p> <ul style="list-style-type: none"> <li>• Collaborates with specialists who can support the special learning needs of students.</li> <li>• Provides unique learning opportunities such as inclusion and research-based, effective practices for students with special needs.</li> </ul>	<p><b>...and</b></p> <ul style="list-style-type: none"> <li>• Understand the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.</li> <li>• Effectively engages special needs students in learning activities and ensures their</li> </ul>



	Not Demonstrated (0)	Developing (1)	Proficient (2)	Accomplished (3)
<p><b>Element IVe. Teachers help students develop critical-thinking and problem-solving skills.</b></p> <p>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. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</p>		<p>Understands the importance of developing students' critical thinking and problem solving skills.</p>	<p><b>...and</b> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.</p>	<p><b>...and</b> Teaching students the processes needed to:</p> <ul style="list-style-type: none"> <li>• think creatively and critically;</li> <li>• develop and test innovate ideas;</li> <li>• synthesize knowledge;</li> <li>• draw conclusions;</li> <li>• exercise and communicate sound reasoning;</li> <li>• understand connections;</li> <li>• make complex choices; and</li> <li>• frame, analyze, and solve problems.</li> </ul>
<p><b>Element IVf. Teachers help students work in teams and develop leadership qualities.</b></p> <p>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. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p>		<p>Provides opportunities for cooperation, collaboration, and leadership through student learning teams.</p>	<p><b>...and</b> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p>	<p><b>...and</b> Encourages students to create and manage learning teams.</p>

