North Carolina Performance-Based Licensure

Resubmission Guide

August 2001

North Carolina Department of Public Instruction
State Board of Education

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301 North Wilmington Street ● Raleigh, North Carolina 27601-2825 ● Website: www.publicschools.org

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To the Licensure Candidate:

In order to earn a continuing license in North Carolina, you are required to participate in a 3-year initial licensure program that requires you to work with a mentor, complete an individual growth plan each year, teach over 50% of the day in your area of licensure for 3 years, be observed at least 4 times each year, and complete successfully a Performance-Based Licensure Product. To satisfy the requirements of the Performance-Based Licensure Program, you must resubmit one or more components of your product. This Performance-Based Licensure Resubmission Guide is being provided to you so that you may resubmit, by the appropriate deadline, a revised product for assessment. You have 2 opportunities for resubmission.

A successful PBL Product is one that has received a total of at least 318 points. When the total score does not equal at least 318, the individual component scores must be examined, and each component not earning the required score must be resubmitted. However, the scores for components meeting the required passing scores will be “banked.” For example:

<table>
<thead>
<tr>
<th>Minimal Passing Scores</th>
<th>Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component A</td>
<td>174</td>
</tr>
<tr>
<td>Component B</td>
<td>72</td>
</tr>
<tr>
<td>Component C</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>318</td>
</tr>
</tbody>
</table>

In this example, the licensure candidate would need to resubmit the documents required for Component B only. Since the scores for Components A and C are both passing, they would be “banked” and later added to the score earned on the resubmission of Component B.

Your responsibility at this time is to resubmit the PBL component(s) that did not meet minimal passing scores. This PBL Resubmission Guide provides the requirements for resubmission of the entire PBL Product as well as for resubmission of individual components. Please follow the directions carefully. The deadline for turning in your first resubmission of the entire PBL Product or required components is December 15th of the school year following your initial submission; the deadline for turning in your second resubmission is May 1 of the school year following your initial submission.

You should continue to work with your mentor as you prepare your resubmission. If you need additional help, you may contact your regional PBL Field-based Coordinator. Good luck in your work and in your continued efforts to achieve a North Carolina professional educator’s license.
To the Mentor Teacher

As an accomplished teacher, your professional and emotional support of the candidate will be essential as he/she develops the habits and skills necessary for earning a professional educator’s license.

The *PBL Resubmission Guide* has been designed to direct the licensure candidate through the development of any parts of the PBL Product he/she may need to resubmit. It contains directions for the specific components as well as tools useful in developing the product for resubmission. We welcome your suggestions as to how this guide may be improved.

As the licensure candidate prepares to resubmit a product for assessment, you along with other professionals in your school and school system, can provide useful information and assistance. Please encourage your candidate to take advantage of staff development opportunities in your school, system, region, and educational organizations that provide training on the PBL Product. Familiarizing yourself with the assessment process will aid you and the licensure candidates immeasurably by equipping you with the knowledge and skills necessary for assisting the candidate. One of the best ways to do this is to become a trained PBL Product Assessor.

To ensure that the licensure candidate has the opportunity to develop into a skilled teacher, your assistance is needed. You should:

- become familiar with the information in the *Performance-Based Licensure Resubmission Guide*
- remind the candidate that the data should be gathered and developed in a normal teaching-learning process
- review often the candidate’s work on the resubmission product
- provide comments on the mentor comment sheet, indicating how your candidate has improved over time
- verify that you have had the opportunity to review the product.

Thank you again for all that you are doing to nurture this licensure candidate and for providing this teacher with the guidance necessary to resubmit the PBL Product.

To the Principal

In support of the licensure candidate who must resubmit all or part of the PBL Product, your role as the instructional leader is critical. Crucial to this teacher’s success is the climate you set and the support you provide which begins with the assignment of a strong mentor and monitoring that relationship. You, as well as the mentor, should become familiar with the requirements of the resubmission process and see that the product of the licensure candidate is completed by the deadline. The *PBL Resubmission Guide* contains directions for the specific components as well as the tools he/she may use in developing the components for resubmission.
It is highly recommended that you consider the following as you assign the candidate his/her duties:

- Fewer preparations allow developing teachers to concentrate on planning and developing instructional resources.
- Extracurricular responsibilities may not allow teachers the time and opportunity to learn and grow as professional educators.
- Initially licensed teachers are not to be assigned extracurricular activities unless the candidate requests the assignment in writing. This is required by the G. S. 115C-47(18a).

Licensure candidates are expected to complete the Performance-Based Licensure (PBL) Program to convert their initial licenses to continuing licenses. Based on feedback we have received from teachers who have participated in PBL, we believe that the process is valuable in making the candidates more effective within their learning communities. We would like to encourage you to familiarize yourself with the contents of this guide and to take advantage of training opportunities to enhance your ability to assist the licensure candidate.

Thank you for your assistance in developing highly trained professional educators for the children of North Carolina.

Sincerely,

Phillip J. Kirk, Jr., Chairman
State Board of Education

Michael E. Ward, Superintendent
Department of Public Instruction
**How to Use This Resubmission Guide**

*PBL Resubmission Guide* provides the specific requirements for the resubmission of a component or entire product. It also contains specific directions for formatting and compiling your product. Please read this manual thoroughly before you begin your work. The major sections of this guide are outlined below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format and Forms</td>
<td>The format for reflective writing, and the guidelines for inclusion of artifacts, and the use of student work are covered in this section. All required forms and the instructions for sequencing these in the product are included. Suggestions for completing the PBL Product as well as sources of assistance are also listed.</td>
</tr>
<tr>
<td>Components A, B, and C</td>
<td>Specific requirements for each of the major components of the PBL Product along with the INTASC Standard key indicators are presented. Requirements for the components are supplied in 3 sections: Directions, Requirements, and Directed Reflection Questions. Individual checklists are provided for each component.</td>
</tr>
<tr>
<td>Professional Growth Documents</td>
<td>Several Professional Growth Documents must be submitted in addition to Components A, B, and C. Also listed are optional documents that may be included to show your strength as a member of a learning community.</td>
</tr>
<tr>
<td>Checklists</td>
<td>If you are resubmitting the entire product, use the Final Checklist to insure that all PBL requirements have been included and/or addressed in your Product. If you are resubmitting only 1 or 2 components, individual checklists, found at the end of each component section, should be used. Ask your mentor, other experienced teacher, or peer to review your product with the appropriate checklist.</td>
</tr>
<tr>
<td>PBL Tool Kit</td>
<td>The Tool Kit contains both English and Spanish parental consent forms. It also provides samples of various logs for recording parental contact, discipline, and professional development. Also included are tips for successful videotaping.</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE:**

If you do not resubmit a product containing all required components, a video, a candidate signature sheet, and a copy of your current North Carolina teaching license, your product will be deemed non-scorable and a score of “NS” will be
Required Format

What you will need

- 3-ring binder, 3” or smaller
- 1 standard VHS videotape
- 1 zippered pencil case to hold videotape
- dividers for each component

Directions

1. Put your full name, Social Security number, LEA name, and licensure area on the front cover of your binder.

2. All reflections and narratives must be:
   - typed or word-processed;
   - in a non-script font no smaller than 10 points;
   - on white 8 ½ x 11” paper;
   - with margins no smaller than 1”; and
   - printed on one side only.

3. Products must be “sanitized.” That is, all last names of parents and students must be removed.

4. Videotape must be of sufficient audiovisual quality. It must be labeled with your name and Social Security number and secured in a zippered pencil case, attached in your binder.

5. All evidence/artifacts should be clearly labeled.

6. The entire product, including the videotape, must be viewable and scoreable by an assessor in 2 hours or less.

7. Required forms must be complete and must include appropriate signatures. Place the forms in your binder in this order:
   - Page 1 Candidate Information Sheet
   - Page 2 Contextual Information Sheet
   - Page 3 Mentor/Principal Signature Sheet
   - Page 4, 5 Mentor/Principal Comments (if you choose to include them)

8. For the order of inclusion of specific items in your product, refer to the Final Checklist on page 38.
Sources of Assistance

A number of resources are available to assist you in preparing your product. Do not hesitate to ask for assistance.

School
- Mentor
- Other teachers
- Trained product assessors
- School administrators

LEA
- ILT Coordinator or designated PBL support person
- Central office support staff

Region
- PBL Field-based Coordinator for your region
- Regional Education Service Alliance/Consortia Staff

State
- Professional education organizations

Gayenell Gull, PBL Coordinator
Department of Public Instruction
ggull@dpi.state.nc.us

Web sites
- http://www.ncpublicschools.org/pbl/
Guidelines and Procedures

1. Use the scores from your most recent PBL Product Assessment to determine what component(s) must be resubmitted by the appropriate deadline.

2. Read this document thoroughly before you begin to work on your PBL Product for resubmission.

3. Attend all PBL support training sessions.

4. Work with your mentor and keep him/her updated on your progress.

5. Identify forms you may wish to use from the Tool Kit.

6. Get written parental permission to videotape your students. If a student is 18 or older, you must get his/her written permission. Store the signed video permission forms in your classroom.

7. Develop a timeline to work from, or use one developed jointly by you and your mentor or you and your ILT Coordinator.

8. Begin to collect required evidence and artifacts, including your videotape.

9. Do not include any food substances in your product.

10. Write reflections as soon as possible after you have collected artifacts for the component(s) you must resubmit.

11. Ask others, especially your mentor, to review your work and to make suggestions.

12. Reread, revise, and edit.

13. Compile all required forms, evidence for all components you are resubmitting, and professional growth documents into the notebook.


15. Review the Final Checklist on page 38.

16. Submit your product to your ILT Coordinator by your LEA’s designated deadline.
Complete this page and include it as the first page of your Performance-Based Product.

Name: _________________________________  Social Security Number: __________________

Licensure Area Sought: _____________________________________________________________

Current Teaching Assignment: _______________________________________________________

LEA/School System: _______________________________________________________________

School Name and Address: ___________________________________________________________

Home Address: ___________________________________________________________________

___________________________________________________________________

I verify that this product contains my authentic work, the authentic work of my students, and authentic feedback from colleagues, parents, and administrators. I understand that misrepresenting myself and/or my work is fraud and that a North Carolina teaching license can be withheld on these grounds.

________________________________________________________________________________

Signature                           Date
Contextual Information Sheet

Complete this page and include it as the second page of your Performance-Based Product.

To help the assessors more completely understand your school setting, you are asked to provide the following information.

My school is  _____ urban  _____ suburban  _____ rural
My school population is  _____ <100  _____ 101-300  _____ 301-500
  _____ 501-800  _____ >801
My school’s schedule is  _____ traditional  _____ semester (block)  _____ year-round
My school serves students in grades _____ through _____.
My classroom is in a mobile unit.  _____ Yes  _____ No
I have my own classroom.  _____ Yes  _____ No
I have computers in my classroom.  _____ Yes  _____ No
  If yes, number is _____.
I have Internet access in my school.  _____ Yes  _____ No
I have Internet access in my classroom.  _____ Yes  _____ No
I have access to a computer lab on a regular basis.  _____ Yes  _____ No

Optional: Other information you deem pertinent.
### Mentor/Principal Signature Sheet - Resubmission

Complete this page and include it as the third page of your Performance-Based Product.

<table>
<thead>
<tr>
<th>Candidate Name</th>
<th>Social Security Number</th>
</tr>
</thead>
</table>

**Mentor Signature:**

I have reviewed this document with the candidate. To the best of my knowledge, this PBL Product is the authentic work of this teacher. I understand that I may provide written comments on the Principal/Mentor Comments form.

<table>
<thead>
<tr>
<th>Name of Mentor (printed)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

☐ I have provided written comments for the candidate to include with his/her product.

**Principal Signature:**

I have/my designee has been provided an opportunity to review this document and provide written comments on the Principal/Mentor Comments form. To the best of my knowledge, this PBL Product contains the authentic work of this teacher.

<table>
<thead>
<tr>
<th>Name of Principal/Designee (printed)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

☐ I have provided written comments for the candidate to include with his/her product.
Mentor/Principal Comments (Optional)

If provided, include this sheet immediately after the Mentor/Principal Signature Sheet.

___________________________________________________________________________________

Candidate Name                                                                                         Social Security Number

Please check one.

_____ Mentor

_____ Principal/Designee

Please provide your comments regarding the candidate’s knowledge, skills, and abilities in any/all of the following areas.

**Instructional Practice**

**Unique Learner Needs**

**Classroom Climate**

**Professional Growth, Development, and Contributions**

**Additional Comments**

___________________________________________________________________________________

Name (printed)                                             Signature                                             Date
Video Narrative Sheet

Complete the portion(s) of this page corresponding to the component(s) you are required to resubmit, and include it after either the Mentor/Principal Signature Sheet or the Mentor/Principal Comments.

Candidate Name                                                                                         Social Security Number

On this sheet, provide a narrative explaining how the material on your videotape demonstrates the requirements of each component you must resubmit. You may attach additional sheets, if necessary.

Component A

Component B

Component C
Component A: Instructional Practice

Directions

1. Select a unit you will teach.

2. Provide long and short term unit goals correlated to the North Carolina Standard Course of Study or other state or locally adopted curriculum appropriate to your field.

3. Collect and compile the other required evidence for Component A.
   
   - 5 lesson plans you teach as part of the unit
   - student work from the unit
   - test/assessment data related to the unit
   - sample parent communication log
   - video a portion of at least one lesson you taught in this unit

4. Complete the required video narrative.

5. If you choose, collect and insert any other evidence relevant to the unit of study you have chosen that will show your competence with the key indicators for this component. You should address the relevance of these artifacts in your reflection.

6. Write your directed reflection for this component. Be sure to address each key indicator for Component A.

HINT: If you must also resubmit Component B, remember that you will use artifacts from these lesson plans to show how you differentiate instruction for an individual student.
Component A: Instructional Practice

In Component A you will be choosing an instructional unit from your teaching practice through which you will demonstrate:

- your content knowledge and content pedagogy
- your abilities to plan and assess student learning
- your knowledge of student development
- your ability to communicate effectively
- your use of technology to support instruction

Throughout all components you will demonstrate your development as a reflective practitioner and as a member of a professional community.

<table>
<thead>
<tr>
<th>Required Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Unit plan and goals (Unit must be from the same area as that for which you are seeking licensure.)</td>
</tr>
<tr>
<td>➢ Five lesson plans from the unit selected</td>
</tr>
<tr>
<td>➢ Related student work</td>
</tr>
<tr>
<td>➢ Related assessment/test data</td>
</tr>
<tr>
<td>➢ Video from at least one of the five lesson plans from the unit</td>
</tr>
<tr>
<td>➢ Video Narrative</td>
</tr>
<tr>
<td>➢ Sample from Parent Communication Log</td>
</tr>
<tr>
<td>➢ Reflection</td>
</tr>
</tbody>
</table>

In this Component, you will demonstrate that you:

1.1 understand the central concepts of your discipline.

1.2 use explanations and representations that link curriculum to prior learning.

1.3 evaluate resources and curriculum materials for appropriateness to the curriculum and instructional delivery.

1.4 engage in interpreting ideas from a variety of perspectives.

1.5 use interdisciplinary approaches to teaching and learning.

1.6 use methods of inquiry that are central to the discipline.

2.2 create relevance for students by linking with their prior experiences.

2.3 provide opportunities for students to assume responsibility for and be actively engaged in their learning.
2.4 encourage student reflection on prior knowledge and its connection to new information.
2.5 access student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).
4.1 select and use multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
4.2 encourage students to assume responsibility for identifying and using learning resources.
4.3 assume different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.
6.1 model effective communication strategies in conveying ideas and information when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues both given and received).
6.2 provide support for learner expression in speaking, writing, and other media.
6.3 demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of responsiveness to different modes of communication and participation).
6.4 use a variety of media communication tools to enrich learning opportunities.
7.2 develop plans that are appropriate for curriculum goals and based on effective instruction.
7.3 adjust plans to respond to unanticipated sources of input and/or student needs.
7.4 develop short and long range plans.
8.1 select, construct, and use assessment strategies appropriate to the learning outcomes.
8.2 use a variety of informal and formal strategies to determine student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observations, surveys, interviews, student work, performance tasks, portfolios, and teacher-made tests).
8.3 uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
8.4 evaluate the effects of class activities on individuals and on groups through observation of classroom interaction, questioning, and analysis of student work.
9.1 use classroom observation, information about students, and research as sources for evaluating outcomes of teaching and learning and as a basis for experimenting with,
reflecting on, and revising practice.

9.2 use literature, colleagues, and other resources to support self-development as a learner and as a teacher.

10.1 participate in collegial activities designed to make the entire school a productive learning environment.

10.2 link with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students’ learning and well being.

10.3 seek to establish cooperative partnerships with parents/guardians to support student learning.
Below are the directed reflection questions for Component A. Be sure to answer each question as completely as possible. You may answer the questions one-by-one or in narrative form, but all of the questions must be answered. As you write, include information about the relevance of all the evidence you have included and how that evidence addresses the key indicators for this component.

Select: You have already selected evidence to include for this component. After reviewing the evidence, answer the reflection questions below.

1. What unit from your content area did you select?
2. Why did you select this unit?

Describe: Describe the circumstances, situations, and issues related to the evidences or artifacts.

1. Briefly describe the demographics of your class(es). Include a breakdown by gender, race, grade levels, etc. Include a description of any particular student needs in the classroom.
2. What were your goals for student learning? What did you do in your classroom to implement these goals?
3. What kind of assessment of student learning and development did you use prior to planning the lesson(s)? How did you identify exceptional learning needs?
4. Did the school district have appropriate resources/materials for this unit? What materials/resources/services did you incorporate? Include any media tools (technology, visual aids, reference materials, manipulatives, etc.) you incorporated.
5. What kinds of multiple teaching strategies did you choose to incorporate in your lesson(s)?
6. What roles (coach, facilitator, etc.) did you play to encourage student learning?
7. What strategies did you use to assess student learning? What assessments are required?
8. Describe examples where your teaching was affected by student outcomes.
9. What interactions did you maintain with counselors, other teachers, community agencies, and others to support your instructional practice?
10. Describe one collegial activity that helped make the entire school a productive learning environment. What was the result of your involvement?

Analyze: Analyze how the evidence and artifacts included demonstrate the relationship of your teaching practice to the standards in this component.

1. How did the age, developmental levels, gender and culture of your students impact your planning of the unit?
2. How did you consider and incorporate gender and cultural differences in your communication?
3. How did you link your students’ experiences with the events and experiences of this lesson(s)?

4. How did you determine if your goals for teaching the unit were met? Did your goals change? Why or why not?

5. How did your knowledge of the subject matter, students, community, and curriculum goals affect your long and short range planning?

6. How did you allow students to use different performance modes (writing, speaking, behaving, etc.)?

7. How did you evaluate the available resources/materials used in the lesson(s)?

8. How did your plan(s) allow modification for unanticipated sources of input or unanticipated student needs?

9. Why did you select the teaching and assessment strategies you incorporated in the lesson?

10. How does the video show your support for learner expression?

11. How did informal and formal assessment of prior student learning and development influence and/or adjust the design of the lesson(s)?

12. How did you use classroom observation, research, and information about students as a basis for evaluating the outcomes of teaching and learning?

Appraise: Appraise the outcomes and impacts demonstrated through the evidence and/or artifacts included in this component.

1. What did you learn about your instructional practices from the unit you taught?

2. How successful was/were the lesson(s)? What was most effective? Least effective?

3. Which media communication tools (technology, visual aids, etc.) have been most and least effective in your classroom?

4. How did the use of selected multiple teaching strategies increase your students’ opportunities to engage in critical thinking and problem-solving activities?

5. How effectively were you able to use the available resources/materials/research for the lesson(s)?

6. What benefits have resulted from the partnerships you established with parents/guardians and others in the school community?

Transform: Explain how the insights gained from reflection guided the transformation of your teaching practice.

1. What did you learn from planning these lessons?

2. In teaching this unit or a similar unit in the future, how will this experience influence your choice of instructional and assessment techniques?
3. How did you use your interactions with counselors, other teachers, community agencies, others, and/or research to experiment with, reflect on, and revise your practice?

4. How has reflection on your planning techniques, instructional activities, and assessment methods influenced your behavior as a teacher?

5. What did you learn from the selection of multiple teaching strategies?

6. How did you use what you learned in question #9 of the Analyze section to experiment with, reflect on, and revise your practice?
Final Checklist for Resubmission of Component A Only

Note: If you are resubmitting the entire PBL Product, refer to Final Checklist on page 38.

Please complete this checklist to ensure that you have included everything necessary for an assessor to evaluate your Performance-Based Product. Be sure that all information is contained in your notebook, including your video. REMEMBER: YOUR PRODUCT MUST BE VIEWABLE AND SCOREABLE IN TWO HOURS OR LESS.

Did you remember to:

☐ Label the front cover of your binder with name, Social Security number, licensure area, and school system
☐ Delete all student and parent last names
☐ Sign and include the Candidate Information Sheet as page 1
☐ Complete and include the Contextual Information Sheet as page 2
☐ Get mentor and principal to sign the Mentor/Principal Signature Sheet and include as page 3
☐ Provide mentor and principal the opportunity to make comments

COMPONENT A: INSTRUCTIONAL PRACTICE

☐ Unit plan and goals
☐ Five lesson plans from the unit
☐ Related student work and test/assessment data
☐ Sample from Parent Communication Log
☐ Videotape (no longer than 15 minutes)
☐ Video Narrative Sheet addressing Component A
☐ Additional evidence or artifacts you deem appropriate
☐ Reflection

PROFESSIONAL GROWTH DOCUMENTS

☐ Copy of current North Carolina teaching license
☐ Individual Growth Plan (IGP) from your last year of teaching plus current IGP
☐ Professional Growth and Contribution Log including entries for current year
Component B: Unique Learner Needs

The materials you submit for Component B will allow assessors to see how you individualize instruction for a unique learner. Ways you differentiate instruction to meet the needs of unique learners will be evaluated against the backdrop of a unit designed for a larger group. Therefore, you must provide some evidence of your work in the development of a unit of study.

Directions

1. Select a unit you will teach. Provide long and short-term unit goals correlated to the North Carolina Standard Course of Study or other state or locally adopted curriculum appropriate to your field. (If you are submitting Component A, this information has already been provided.)

2. Provide 5 lesson plans from your selected unit of study. (If you are submitting Component A, this information has already been provided.)

3. From your work with individual students during the unit, select a student with unique learning needs such as differing physical, social, emotional, and/or intellectual characteristics that have affected his/her learning. Note: This does not have to be an identified exceptional needs student.

4. Provide examples of modified student work for the unique learner as well as other students with particular needs. This work should come from the lesson plans you have provided for this product.

5. Collect and compile any additional, relevant evidence to support the standards addressed in Component B.

6. In your video (up to 15 minutes), show your interaction with the unique learner profiled in your reflection.

7. Complete the required video narrative sheet for Component B.

8. Write your directed reflection for this component. Be sure to address each key indicator for this component.

HINT: Realize that some of the questions in the reflection will refer to the unit goals and lesson plans.
Component B: Unique Learner Needs

Component B will focus on the needs of an individual learner. You will be expected to demonstrate your ability to:

- assess unique learner needs
- adjust instruction to meet these needs
- create partnerships to support the unique learner
- foster a community that respects unique learner needs

Throughout all components you will demonstrate your development as a reflective practitioner and as a member of a professional community.

<table>
<thead>
<tr>
<th>Required Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Unit plan and goals</td>
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<tr>
<td>➢ Five lesson plans from the unit</td>
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<tr>
<td>➢ Selected student’s work from the unit</td>
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<tr>
<td>➢ Selected student’s test/assessment data from the unit</td>
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<tr>
<td>➢ Contact Log for the unique learner</td>
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<tr>
<td>➢ Video including the unique learner</td>
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<tr>
<td>➢ Video Narrative</td>
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<tr>
<td>➢ Reflection</td>
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</table>

In this Component, you will demonstrate that you:

2.1 evaluate student performance to design instruction appropriate for social, cognitive, and emotional development.

3.1 design instruction appropriate to students’ stages of development, learning styles, strengths, and needs.

3.2 select approaches that provide opportunities for different performance modes.

3.3 access appropriate services or resources to meet exceptional learning needs.

3.4 adjust instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, and communication and response modes).

7.1 plan lessons and activities to address variations in learning styles, performance modes, multiple developmental levels of diverse learners, problem solving, and exploration.
8.5 maintain useful records of student work and performance and communicate student progress knowledgeably and responsibly.

8.6 solicit information about students’ experiences, learning behaviors, needs, and progress from parents, other colleagues, and students.

9.3 consult with colleagues within the school and other professional arenas as support for reflection, problem solving and new ideas, actively sharing experiences and seeking and giving feedback.
Component B: Directed Reflection

Below are the directed reflection questions for Component B. Be sure to answer each question as completely as possible. You may answer the questions one-by-one or in narrative form, but all of the questions must be answered. As you write, include information about the relevance of all the evidence you have included and how that evidence addresses the key indicators for this component.

Select: You have already selected evidence to include for this component. After reviewing the evidence, answer the reflection questions below.

1. Which student did you select?
2. Why did you select this student?

Describe: Describe the circumstances, situations, and issues related to the evidences or artifacts.

1. Describe the characteristics of the unique learner you selected (unique learner needs, exceptional learning needs, diverse perspectives, etc.).
2. How did you obtain information about the experiences, learning behaviors, needs, and progress of the student?
3. Describe the steps you took to assess the needs of the student.
4. What partnerships did you establish with the parents/guardians of your student, other teachers, counselors, community agencies, and/or others to support your work with your unique learner?
5. What strategies have you used to assess and accommodate for other students’ unique needs?
6. How did you maintain records of student work and performance?

Analyze: Analyze how the evidence and artifacts included demonstrate the relationship of your teaching practice to the standards in this component.

1. How did assessment of the characteristics and needs of your unique learner change your planning, instruction, and interaction with that student?
2. How did consulting with professional colleagues within the school and other arenas provide support for reflecting, problem-solving, generating new ideas, sharing experiences, and seeking/giving feedback to meet the needs of your unique learner? Explain how and why you selected and incorporated these services/resources.
3. How did you adjust instruction to meet the diverse needs of all of your students?
4. How does the evidence show your advocacy for all students?
Appraise: Appraise the outcomes and impacts demonstrated through the evidence and/or artifacts included in this component.

1. What interventions/interactions with your student were productive in improving student learning? Which were unproductive?
2. What sources of information and assistance were most helpful to you in meeting the unique needs of the student?
3. Was the student successful this year? How do you know?
4. What benefits have come from the partnerships you established with parents/guardians and others in the school community?

Transform: Explain how the insights gained from reflection guided the transformation of your teaching practice.

1. What did you learn about the diverse nature and needs of students?
2. Based on your experiences, what strategies will you use in your future teaching to meet the needs of diverse learners?
3. What did you learn about productive ways to work in your school community as an advocate for students?
4. What did you learn about yourself as a life-long learner?
Final Checklist for Resubmission of Component B Only

Note: If you are resubmitting the entire PBL Product, refer to Final Checklist on page 38.

Please complete this checklist to ensure that you have included everything necessary for an assessor to evaluate your Performance-Based Product. Be sure that all information is contained in your notebook, including your video. REMEMBER: YOUR PRODUCT MUST BE VIEWABLE AND SCOREABLE IN TWO HOURS OR LESS.

Did you remember to:

☐ Label the front cover of your binder with name, Social Security number, licensure area, and school system
☐ Delete all student and parent last names
☐ Sign and include the Candidate Information Sheet as page 1
☐ Complete and include the Contextual Information Sheet as page 2
☐ Get mentor and principal to sign the Mentor/Principal Signature Sheet and include as page 3
☐ Provide mentor and principal the opportunity to make comments

COMPONENT B: UNIQUE LEARNER NEEDS

☐ Unit plan and goals
☐ Five lesson plans for the unit
☐ Student work
☐ Student test/assessment data
☐ Contact Log for Unique Learner
☐ Videotape (no longer than 15 minutes)
☐ Video Narrative Sheet addressing Component B
☐ Additional evidence or artifacts you deem appropriate
☐ Reflection

PROFESSIONAL GROWTH DOCUMENTS

☐ Copy of current North Carolina teaching license
☐ Individual Growth Plan (IGP) from your last year of teaching plus current IGP
☐ Professional Growth and Contribution Log including entries for current year
Component C: Classroom Climate

The materials you submit for Component C will allow assessors to see how you set up and manage a classroom conducive to learning. Ways you motivate and manage students will be evaluated against the backdrop of the broader context of your teaching as demonstrated in unit of study. Therefore, you must provide some evidence of your teaching through the development of a unit of study.

Directions

1. Select a unit you will teach. Provide long and short-term unit goals correlated to the North Carolina Standard Course of Study or other state or locally adopted curriculum appropriate to your field. (If you are submitting Component A, this information has already been provided.)

2. Provide 5 lesson plans from your selected unit. (If you are submitting Component A, this information has already been provided.)

3. Include copies of your classroom management plan as well as rules you have posted in your classroom. Remember, your classroom management plan explains the rewards and consequences that occur when the classroom rules are followed or broken. If you use a school-wide system for management, be sure to include it.

4. The Log of Discipline Incidents you include should be a sample from your entire log that shows the discipline incidents you have handled and how you handled them. The log should include the date, the student’s first name, the problem, the strategy you used, and the outcome. There is a sample of a log in the Tool Kit that you may choose to use, or you may use your own. Include all types of discipline incidents (ones you handle as well as ones you refer to an administrator).

5. In your video (up to 15 minutes), show your classroom management plan in action.

6. Complete the required video narrative.

7. You may include any other evidence relevant to the climate of your classroom. You should address the relevance of these samples in your reflection.

8. Write the directed reflection for this component. Be sure to address the key indicators for this component.

HINT: Realize that some of the questions in the reflection will refer to the unit goals and lesson plans.
Component C: Classroom Climate

In Component C, which focuses on management of your classroom, you will be expected to demonstrate your ability to:

- create a climate conducive to learning
- establish clear procedures for classroom routines
- effectively manage the classroom

Throughout all components you will demonstrate your development as a reflective practitioner and as a member of a professional community.

<table>
<thead>
<tr>
<th>Required Evidence:</th>
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<tbody>
<tr>
<td>➢ Unit plan and goals</td>
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<tr>
<td>➢ Five lesson plans from the unit</td>
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<tr>
<td>➢ Classroom Management Plan including Classroom Rules</td>
</tr>
<tr>
<td>➢ Sample from Log of Discipline Incidents</td>
</tr>
<tr>
<td>➢ Video relating to Classroom Climate</td>
</tr>
<tr>
<td>➢ Video Narrative</td>
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<tr>
<td>➢ Reflection</td>
</tr>
</tbody>
</table>

In this Component, you will demonstrate that you:

3.5 use knowledge of different cultural contexts within the community (socioeconomic, ethnic, and/or cultural) and connect with the learner through types of interaction and assignments.

3.6 create a learning community that respects individual differences.

5.1 encourage clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.

5.2 engage students by relating lessons to students personal interest, allowing students to have choices in their learning, and leading students to ask questions that are meaningful to them.

5.3 organize, allocate, and manage time, space, and activities in a way that is conducive to learning.

5.4 organize, prepare students for, and monitor independent and group work that allows for full and varied participation of all individuals.
5.5 analyze classroom environment and interactions and make adjustments to enhance social relationships, student motivation/engagement, and productive work.

9.3 consult with colleagues within the school and other professional arenas as support for reflection, problem-solving, and new ideas, actively sharing experiences and seeking and giving feedback regarding classroom climate.
Below are the directed reflection questions for Component C: Classroom Climate. Be sure to answer each question as completely as possible. You may answer the questions one-by-one or in narrative form, but all of the questions must be answered. As you write, include information about the relevance of all the evidence you have included and how that evidence addresses the key indicators for this component.

Select: You have already selected evidence to include for this component. After reviewing the evidence, answer the reflection questions below.

1. What sample of your discipline log did you select?
2. Why did you select this sample?

Describe: Describe the circumstances, situations, and issues related to the evidences or artifacts.

1. Explain your classroom management plan and classroom rules. What guidelines and resources did you use to develop your plan?
2. Describe some changes that you have made in your classroom over the year (or semester or quarter) to insure that students are engaged more in learning than in inappropriate behavior.
3. Describe how you include student interests, cultural diversity, student choice, and individual differences to create a learning community that actively engages all students in learning.
4. Describe one student whose behavior has been a discipline challenge for you. What actions did you take to correct the behavior?

Analyze: Analyze how the evidence and artifacts included demonstrate the relationship of your teaching practice to the standards in this component.

1. When did you develop your classroom management plan? How did you implement it? Was your plan manageable or cumbersome? Which actions were effective? Which were not?
2. How did you manage your class time, classroom space, and learning activities to insure that your students were actively engaged in learning?
3. How have you created a learning community that reflects individual differences?
4. How did you seek assistance from other teachers, counselors, administrators, and parents to help you implement your management plan?
5. How did you engage students in activities to help them develop the motivation to achieve?

Appraise: Appraise the outcomes and impacts demonstrated through the evidence and/or artifacts included in this component.

1. Has your management plan helped you accomplish the behavior goals you set for your students? Has it helped you effectively manage off-task student behavior so that learning could occur in your classroom?
2. How effectively were you able to use the available resources/materials/research for problem solving and managing your classroom? Which input did you find most helpful? Why?

3. What benefits have resulted from the partnerships you established with parents/guardians and others in the school community?

**Transform:** Explain how the insights gained from reflection guided the transformation of your teaching practice.

1. What kind of adjustments have you made in your management plans over time? Which changes will you make in the future? Why?

2. How have you changed over time as a classroom manager? How will you continue to grow in this area?
Final Checklist for Resubmission of Component C Only

NOTE: If you are resubmitting the entire PBL Product, refer to Final Checklist on page 38.

Please complete this checklist to ensure that you have included everything necessary for an assessor to evaluate your Performance-Based Product. Be sure that all information is contained in your notebook, including your video. REMEMBER: YOUR PRODUCT MUST BE VIEWABLE AND SCOREABLE IN TWO HOURS OR LESS.

Did you remember to:

- Label the front cover of your binder with name, Social Security number, licensure area, and school system
- Delete of all student and parent last names
- Sign and include the Candidate Information Sheet as page 1
- Complete and include the Contextual Information Sheet as page 2
- Get mentor and principal to sign the Mentor/Principal Signature Sheet and include as page 3
- Provide mentor and principal the opportunity to make comments

COMPONENT C: CLASSROOM CLIMATE

- Unit plan and goals
- Five lesson plans for the unit
- Classroom Management Plan including Classroom Rules
- Sample from Log of Discipline Incidents
- Videotape (no longer than 15 minutes)
- Video Narrative Sheet addressing Component C
- Additional evidence or artifacts you deem appropriate
- Reflection

PROFESSIONAL GROWTH DOCUMENTS

- Copy of current North Carolina teaching license
- Individual Growth Plan (IGP) from your last year of teaching plus current IGP
- Professional Growth and Contribution Log including entries for current year
### Professional Growth Documents

This section of your product is designed to provide the assessor with additional information related to your professional growth and development and your fulfillment of several INTASC Standards. It is not scored as a separate component.

| Required Evidence: | ➢ Copy of your current NC teaching license  
➢ Individual Growth Plan from your last year of teaching plus current IGP  
➢ Professional Development and Contribution Log including entries for the current year |
| Optional Evidence: | ➢ Awards, Recognitions  
➢ Publications  
➢ Relevant notes from colleagues, administrators, parents, and/or students |

**Directions**

1. Make a copy of your current North Carolina teaching license.
2. Make copies of your Individual Growth Plans from this year and your last year of teaching.
3. Record your professional development activities and professional contributions including this year’s activities or contributions. You may use the Professional Development and Contribution Log in the Tool Kit, one required by your school system, or one that you develop.
4. Gather any optional evidence you wish to include.
Final Checklist — Resubmission

Please complete this checklist to ensure that you have included everything necessary for an assessor to accurately evaluate your Performance-Based Product. Be sure that all information is contained in your notebook, including your video. REMEMBER: YOUR PRODUCT WITH THE VIDEO MUST BE VIEWABLE AND SCOREABLE IN TWO HOURS.

Did you remember to:

☐ Label the front cover and spine of your binder with name, licensure area, and school system
☐ Delete all student and parent last names
☐ Sign and include Candidate Information Sheet as page 1
☐ Complete and include the Contextual Information Sheet as page 2
☐ Get mentor and principal to sign the Mentor/Principal Signature Sheet and include it as page 3
☐ Include the Mentor/Principal Comment Sheet as page 4 (Optional)
☐ Complete the Video Narrative Sheet addressing Components A, B, and C
☐ Enclose your videotape (no longer than 15 minutes total)

COMPONENT A: INSTRUCTIONAL PRACTICE

☐ Unit plan and goals
☐ Five lesson plans from the unit
☐ Related student work and test/assessment data
☐ Sample from Parent Communication Log
☐ Any additional evidence or artifacts you deem appropriate
☐ Reflection

COMPONENT B: UNIQUE LEARNER NEEDS

☐ Student work
☐ Student test/assessment data
☐ Any additional evidence or artifacts you deem appropriate
☐ Reflection

COMPONENT C: CLASSROOM CLIMATE

☐ Classroom Management Plan including Classroom Rules
☐ Sample from Log of Discipline Incidents
☐ Any additional evidence or artifacts you deem appropriate
☐ Reflection

PROFESSIONAL GROWTH DOCUMENTS

☐ Copy of current North Carolina teaching license
☐ Individual Growth Plans (IGP)
☐ Professional Growth and Contribution Log
Note: Any item in the Tool Kit may be used exactly as it appears, altered to fit your needs, or replaced with your own form as long as it provides the same information.

The Tool Kit contains the following forms:

- Student Release Form (English)
- Student Release Form (Spanish)
- Parent/Guardian Contact Log
- Log of Discipline Incidents
- Contact Log for the Unique Learner
- Professional Development and Contribution Log
- Beginning Teacher Individual Growth Plan
Dear Parent/Guardian:

This year I am involved in the process of creating a Performance-Based Product as a part of the requirements for a continuing license in North Carolina. This product documents my teaching knowledge and skills.

The product requires that I submit a video of my class and my teaching. I will also be required to include samples of student work as evidence of my teaching practices.

My product will be reviewed by two trained assessors who will handle the material confidentially. After the review, the material will be returned to me. It is not a public document.

Please indicate below if it is permissible to include your child on videotape, his/her work, and his/her first name only in my documentation and return this to me by ________________________.

Thank you for your cooperation and assistance.

Sincerely,

_____ Yes, you have my permission.

_____ No, you do not have my permission.

Parent/Guardian Signature                                           Date
FORMULARIO DE CESIÓN DEL ESTUDIANTE
EVALUACIÓN DEL LICENCIAMIENTO BASADA EN LAS
FUNCIONES ESCOLARES EN CAROLINA DEL NORTE

Estimado Padre/Tutor:

Este año estoy desarrollando un Producto Basado en las funciones escolares. Este producto es parte de los requisitos que necesito para continuar mi licencia profesional en Carolina del Norte. Este producto documenta mis conocimientos y habilidades docentes.

El producto requiere que presente un video de mi clase y de cómo enseño a los estudiantes. Se requiere también que incluya muestras del trabajo de los estudiantes como evidencia de mi práctica docente.

Mi producto será revisado por dos evaluadores capacitados que manejarán el material en forma confidencial. Me devolverán el material después de la revisión. El material no es un documento público.

Por favor, dígame si me permite Usted incluir a su hijo o a su hija en el video, su trabajo, y solamente su primer nombre en mi documentación. Devuélvame este formulario antes del ____________________.

Gracias por su cooperación y ayuda.

Un atento saludo,

_____  Sí, usted tiene mi permiso.

_____  No, usted no tiene mi permiso.

____________________________________________________
Firma del padre/tutor                                            Fecha
# Parent/Guardian Contact Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Student’s First Name</th>
<th>Person Contacted and Method of Contact (phone, note, etc.)</th>
<th>Reason for Contact</th>
<th>Outcome of Contact</th>
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<td>Student's First Name</td>
<td>Problem/Offense</td>
<td>Strategy Used/Action Taken</td>
<td>Results/Outcome</td>
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Contact Log for Unique Learner
(Use for the resubmission of Component B only.)
**Professional Development and Contribution Log**

(You may also include professional development and contributions from Year 1 and Year 2.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>PD/PC*</th>
<th>Impact or Outcome</th>
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*PD= Professional Development Activity: An activity which enriches your professional skills, knowledge, and/or abilities.

*PC= Professional Contribution: An activity which enriches the learning community of which you are a member.
1. Fill in identifying data on the beginning teacher and the mentor teacher. Specify the school year and indicate (by circling 1, 2, or 3) if the beginning teacher is in the first, second, or third year of the Initial Licensure Program.

2. Review the 10 INTASC Standards for Beginning Teachers. Using the attached form, assess the beginning teacher's standing relative to each of the standards.

3. Based on the review of the INTASC Standards, identify the standards on which the beginning teacher will focus for the IGP year.

4. Identify the key indicators on which the beginning teacher will focus during the IGP year.

5. Identify the activities/strategies the beginning teacher will use to focus on the targeted Key Indicators during the IGP year.

6. Identify the resources (people, funds, materials, or time) needed to accomplish each activity/strategy.

7. Identify a target date for each activity/strategy.

8. Record the completion date for each activity/strategy.

9. Identify evidence of completion of each activity/strategy.

10. Near the end of the school year, the beginning teacher, the mentor teacher, and the principal should formally assess the progress of the beginning teacher in realizing the targeted key indicators. Each should sign and date the comments.

11. Throughout the year, periodic conferences should be conducted to assess the beginning teacher’s progress in realizing the targeted key indicators. Summaries of these conferences should be recorded on the Assessment Conferences sheet. Additional copies of this sheet
BEGINNING TEACHER INDIVIDUALIZED GROWTH PLAN

School Year: ____________________________  ILP Year: 1  2  3  (Circle)
Name: _______________________________  Position/Subject Area: __________________  School: ____________________________
Mentor: _____________________________  Position/Subject Area: __________________  School: ____________________________

<table>
<thead>
<tr>
<th>INTASC Standards for Beginning Teachers</th>
<th>Focus Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content Pedagogy</td>
<td>6. Communication and Technology</td>
</tr>
<tr>
<td>2. Student Development</td>
<td>7. Planning</td>
</tr>
<tr>
<td>3. Diverse Learners</td>
<td>8. Assessment</td>
</tr>
<tr>
<td>4. Multiple Instructional Strategies</td>
<td>9. Reflective Practice: Professional</td>
</tr>
<tr>
<td>5. Motivation and Management</td>
<td>Growth</td>
</tr>
</tbody>
</table>

Key Indicators  Activities (Strategies)  Resources  Target Date  Completion Date  Evidence of Completion

Beginning Teacher’s Summative Assessment

Signature: _______________________________  Date: _______________________________

Mentor’s Summative Assessment

Signature: _______________________________  Date: _______________________________

Principal’s Summative Assessment

Signature: _______________________________  Date: _______________________________
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Appendix

Sample Ratings of Responses
Performance-Based Licensure Product Assessment
Sample Scoring Sheets
Sample Directed Reflection: How did assessment of the characteristics and needs of the unique learner you selected change your

<table>
<thead>
<tr>
<th>Response Rated 4</th>
<th>Response Rated 3</th>
<th>Response Rated 2</th>
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<tbody>
<tr>
<td>As I assessed the needs of my unique learner I realized that I needed to adjust my plans as well as change the way in which I interacted with this student. I found that because of his inability to read and understand the materials being taught that my learner was unusually quiet. This student would only respond when a question was directed to him and did so with reluctance. This caused the student to do things such as trying to hide to keep me from calling on him during class discussions. His inability to read led to other problems such as being unable to complete writing assignments. I needed to do more group work and direct discussions prior to asking questions about the reading assignments. This gave my unique learner the opportunity to hear what he could not read. I also adjusted my plans to include tapes of the reading assignments, extended time on assignments, and grouped him with students with varying ability levels for peer support. I realized that in order for this student to feel confident enough to participate in class discussion, I had to provide an opportunity for him to do so. I arranged afternoon tutoring to provide a safe environment for this student to be tested. This provided the opportunity to do homework assignments. I also began to do more reading aloud to the children for the benefit of not only my unique learner, but for anyone else who might be experiencing some of the same difficulties.</td>
<td>As I assessed the needs of my unique learner I figured out that he was not a good reader. I also noticed that this child was very quiet and hardly ever responded in class. I began to try to call on him a lot more to make him a part of the class. I met with his parents and we decided that I would meet with the child in the afternoon to allow him time to complete any tests or class work he was unable to do in class. This seemed to work and I was able to pick up the pace of my lessons. Occasionally I changed my lesson plans so that I could read out loud. It seemed that if I did this my unique learner had a better day and understood the lesson being taught. I have also learned that it is important to adjust the pace of the lesson to not only suit one student but also to better accommodate a range of learning needs. Observation of my unique learner has also made me realize that there are some other students in my class who may benefit from the same adjustments. I know that I could have done more to help my unique learner. In the future I plan to pay more attention to the learning needs of my students and use more resources like possibly the school counselor. I am sure that she could have helped me. I did seek the advice of my mentor who suggested putting books on tape for this student and others with reading difficulties did try this with one assignment and it did seem to help. Next year I plan on asking for more help with any child that has a learning need. I also want to take a workshop on</td>
<td>I really didn’t have one unique learner this year because most of my kids are pretty much all at the same level. I did have one student that doesn’t read so well. To meet the needs of this unique learner, I sometimes read to him. I know that he doesn’t do well on tests, so sometimes I stayed after school to let him complete whatever was done in class. Most of the time he didn’t show up so I stopped this. I know the student needs some help with reading, but I don’t know what else to do for him. I feel that by the time they get to middle school they should be able to read. I have to follow my pacing guide and we all share the same lesson plans on my grade level. It’s hard to adjust my plans because everybody on my grade level follows the same lesson plans and I have to keep up with them. I have considered asking someone for suggestions on how to help this child, but I really don’t have time. I hope that if I keep doing whatever I am doing that the student will open up to me and hopefully we will make progress. My mentor wants me to take a class in multiple intelligences. Since she suggested it, I think I will. Maybe then I can get some more ideas on how to get a child to read. And, I hope that maybe I can get some new lesson plans for teaching reading units which will help me with my class next year.</td>
</tr>
<tr>
<td>Rationale</td>
<td>Rationale</td>
<td>Rationale</td>
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<tr>
<td>There is clear, consistent, and convincing evidence that the candidate is functioning at a level above that expected of a beginning teacher. The candidate clearly and consistently provides evidence that he has adjusted instruction based on assessment of the unique learner. He showed evidence of providing opportunities for testing in a separate environment. There was also evidence that he provided opportunities for the student to feel a part of the class by moving from whole-group work to smaller groups with various ability levels. This benefited not only the unique learner but also other learners in the rest</td>
<td>There is clear evidence that the candidate has attempted to adjust his plans to meet the needs of his unique learner. There is also clear evidence that the teacher is developing a rapport with the student by calling on him more and by providing afternoon meeting times for testing and completion of assignments. The candidate clearly provides evidence of understanding the need to do more for the unique learner so that he can be successful. The evidence clearly shows that the</td>
<td>There is limited evidence that the candidate has adjusted instruction to meet the needs of the unique learner. There is little or no evidence that the candidate has accessed the resources that would help determine what needs to be done for the unique learner. There is also limited evidence that the candidate has tried to improve the rapport between the learner and himself. The candidate is functioning at a level below that expected of a beginning teacher.</td>
</tr>
</tbody>
</table>
In order to determine the needs of my students, I took into consideration the students who had IEP’s, those who scored at level 1 or level 2 on the end-of-grade tests, information gleaned from other teachers, their cumulative folders, and from my daily observations. I decided that several students would benefit from a wide variety of formal and informal assessments. I always have three types of teacher made tests available for each concept. The lower level students had more multiple choice and I limited the questions to ten when possible. My average students were given a variety of test questions—multiple choice, and a few open ended, whereas the advanced students received mostly open-ended higher order test questions. My lesson plans included activities for using hands-on materials and manipulatives, lecture and notes, and writing as well as verbal feedback. The first artifact provided shows how I gave students a choice in assignments and assessment measures. Some chose to give an oral presentation about the solar energy unit. The more visual learners drew graphs and did reports. For my tactile—kinesthetic learners, I allowed them to demonstrate their knowledge of the effects of solar energy through a lab setting where they designed their own experiment (see photos #1-3).

In order to determine the needs of my students, I observed them on a daily basis and reviewed some of the information found in their cumulative folders. I concluded from these sources that some of my students needed to be able to hear the questions asked as well as read them for themselves. I was also able to conclude that I needed to use both formal and informal assessments since some of my students are unable to do written tests. I would provide multiple-choice tests for some of the lower level readers and more open-ended tests for the more advanced students. I have also, on one occasion, allowed a student to take an oral test. I talked with one student’s teacher from last year to see if she had used any other types of tests that were successful. I have used pre-tests in the past and did include an interest inventory from the beginning of this unit to help me gauge my student’s interest in the solar energy topic. During the unit I collected and graded homework assignments as a midway check on their progress. At the end of each objective, I either gave a small quiz or gave a homework assignment that I collected and graded. If the majority of the students were successful on the test or homework, then I moved on to the next objective. This usually helps me with my

<table>
<thead>
<tr>
<th>Sample Rating of Responses</th>
<th>Sample Directed Reflection: Describe the steps you took to assess the needs of the students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response Rated 4</strong></td>
<td>In order to determine the needs of my students, I took into consideration the students who had IEP’s, those who scored at level 1 or level 2 on the end-of-grade tests, information gleaned from other teachers, their cumulative folders, and from my daily observations. I decided that several students would benefit from a wide variety of formal and informal assessments. I always have three types of teacher made tests available for each concept. The lower level students had more multiple choice and I limited the questions to ten when possible. My average students were given a variety of test questions—multiple choice, and a few open ended, whereas the advanced students received mostly open-ended higher order test questions. My lesson plans included activities for using hands-on materials and manipulatives, lecture and notes, and writing as well as verbal feedback. The first artifact provided shows how I gave students a choice in assignments and assessment measures. Some chose to give an oral presentation about the solar energy unit. The more visual learners drew graphs and did reports. For my tactile—kinesthetic learners, I allowed them to demonstrate their knowledge of the effects of solar energy through a lab setting where they designed their own experiment (see photos #1-3).</td>
</tr>
<tr>
<td><strong>Response Rated 3</strong></td>
<td>In order to determine the needs of my students, I observed them on a daily basis and reviewed some of the information found in their cumulative folders. I concluded from these sources that some of my students needed to be able to hear the questions asked as well as read them for themselves. I was also able to conclude that I needed to use both formal and informal assessments since some of my students are unable to do written tests. I would provide multiple-choice tests for some of the lower level readers and more open-ended tests for the more advanced students. I have also, on one occasion, allowed a student to take an oral test. I talked with one student’s teacher from last year to see if she had used any other types of tests that were successful. I have used pre-tests in the past and did include an interest inventory from the beginning of this unit to help me gauge my student’s interest in the solar energy topic. During the unit I collected and graded homework assignments as a midway check on their progress. At the end of each objective, I either gave a small quiz or gave a homework assignment that I collected and graded. If the majority of the students were successful on the test or homework, then I moved on to the next objective. This usually helps me with my</td>
</tr>
<tr>
<td><strong>Response Rated 2</strong></td>
<td>In order to determine the needs of my students, I simply observe them during class time, and I also consider that some of them don’t do well on tests. I can basically watch their faces and determine from their expressions how well they are understanding the concepts. I use the textbook tests at the end of each chapter and then we move on. I have to follow the pacing guides, which leaves little time for me to expand the lesson plans. Most of my students don’t know how to study and that really affects their test scores. If they don’t study, then they fail and I can’t keep going back to reteach if they won’t study. I don’t feel that I should lower my expectations, but the students should come up to the standards so that they can succeed at the next grade level. In other words, the students need to develop better study habits so they can complete all of the requirements of this grade level. Although I realize that some of them don’t read well, I feel that they need to be able to complete the tasks at the level presented because of state requirements at their grade level. The End of Grade tests are the final assessment for me to indicate how well my class did in learning the required concepts. Those that aren’t on grade level are typically the ones that don’t study or just goof off in class.</td>
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<tr>
<td>Rationale</td>
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<tr>
<td>The candidate has clearly, consistently, and convincingly shown that he accessed both formal and informal sources/data to determine the students’ needs. It was clearly evident that accessing the resources led to lessons, activities and assessments that addressed various learning styles. The evidence clearly, consistently, and convincingly shows that the candidate is functioning at a <strong>level above the expected level</strong> for a beginning teacher.</td>
<td>The evidence clearly shows that the candidate understands the need to access multiple resources to determine the needs of his students. It is clear that she knows that the students benefit from activities that require a variety of formal and informal assessments and that there is a need to adjust instruction to meet that need. It is clear that the candidate is functioning at the <strong>level expected</strong> of a beginning teacher.</td>
</tr>
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</table>
### Sample Rating of Responses

<table>
<thead>
<tr>
<th>Response Rated 4</th>
<th>Response Rated 3</th>
<th>Response Rated 2</th>
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<tbody>
<tr>
<td>The rules I use were developed during my first year of teaching and refined throughout this year. I found that inappropriate behavior ranged from minor infractions to major disturbances; therefore, my responses had to vary accordingly. I found that by consistently enforcing my rules, it helped the students know my expectations of them. Another thing that helped was including students’ interests in the lessons. Allowing the students to make choices about activities whenever possible contributed to better behavior because they enjoyed what they were learning. I maximized my instructional time by keeping a fast pace, using interesting learning materials, and consistently enforcing my rules so that students could concentrate on learning.</td>
<td>When students know what to expect, they can meet your expectations. I have implemented a combination of my classroom rules along with the school-wide rules. I tried to implement this plan, but sometimes students got away with things when I wasn’t looking. To compensate for my inexperience, I tried to keep students extremely busy with lessons. This did not always work and some behavior problems persisted. At the beginning of the second semester, we revised the classroom rules. The students themselves came up with the rules for classroom discussion and they pretty much followed them. This worked better than the first semester, so I feel like my plan is now more effective than it was in the beginning of the year. In the future, I will continue to work with the students to see if the plan works for them as well as for me. If it doesn’t, I will strive to make the necessary changes and improvements.</td>
<td>My plan was taken directly from the school-wide rules. It has not been effective at all because my students were horrible. They talked out of turn and even used bad language at times. They didn’t respond to my consequences at all. When I called their parents, they got angry and said I wasn’t doing my job so I stopped calling. I sent kids to the office, and they usually got suspended, but their behavior was just as bad when they got back. The principal and my mentor came in the room to help me restore order on several occasions. They told me I need to come up with a different plan for next year, but I don’t know if the problem is the plan or the students. I am sure that it was this group of students and next year I will try to use the plan again. Maybe it will work better with a better group of students.</td>
</tr>
<tr>
<td>Rationale</td>
<td>Rationale</td>
<td>Rationale</td>
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<tr>
<td>The evidence showed that the candidate set clear expectations and enforced them consistently. The evidence clearly showed that he encouraged all students to participate in learning by building their interests in the lessons and giving them choices about their assignments whenever possible. Students were rewarded for working at a brisk pace by being allowed to choose their own activities to work on at the end of the class period. There was clear and convincing evidence in the candidate’s reflections that he adjusted the rules based on his ongoing experiences in dealing with students. Based on the evidence, this candidate is functioning at a <strong>level above</strong> what is expected for a beginning teacher.</td>
<td>The candidate clearly meets <strong>expected level</strong> in developing and implementing a management plan for student behavior. He used the school-wide discipline plan to develop his classroom rules. When he had some difficulty enforcing the rules, he recognized the problem and adjusted the plan at the end of the first semester. Improvement was noted during the second half of the year. He involved the students in revising the rules and, as a result, behavior and the learning environment improved.</td>
<td>There was limited evidence that the candidate assumed responsibility for student behavior. The plan he used was based on school-wide rules, but there was little evidence that he enforced them consistently. The reflection showed an incomplete understanding of how to handle discipline situations. Based on the evidence, this candidate is functioning at a <strong>level below</strong> that expected of a beginning teacher.</td>
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</table>
“In many fields where the nature of professional practice is complex, personnel appraisal decisions are made chiefly on the basis of professional judgment. Qualified professionals review evidence relevant to an individual’s competence, then render a judgmental appraisal…. In the final analysis, personnel are appraised on the basis of professional judgment. We must do the same when we summatively evaluate teachers.”

A key ingredient of the Performance-Based Licensure process is the evaluative role played by trained product assessors. Viewed as experts in their areas of the profession, potential assessors are nominated by their school systems. They are trained not only in recognizing competency with the INTASC Standards but also in confidentiality and assessor bias. All assessors have demonstrated their abilities to evaluate a test product within a specified score range.

The Performance-Based Licensure process provides each candidate up to three product reviews. Each time the Performance-Based Product is submitted for review, it is assessed by two qualified product assessors who do not know the candidate and who work independently of each other. At least one assessor will be a practicing classroom teacher; at least one will be licensed in the same specialty area as the candidate.

Product assessors use a scoring sheet and rubrics drawn directly from the key indicators of the INTASC Standards. Their scoring sheets are submitted directly to the Department of Public Instruction staff. Neither assessor ever sees the other’s scores nor the total score of the product.

To receive a rating of “Pass” on the product, an individual must receive a cumulative score of 318 from each of the two assessors. Each beginning teacher will receive a summary report reflecting his/her score on each component, an overall total score, and as appropriate, statements of strength and weakness. Two assessors review the product independently of each other, then the two individual assessor’s scores are added to arrive at a cumulative score. If the two assessors differ in their assessments by 40 points or more, then a third assessor rates the product to arrive at the final score.

<table>
<thead>
<tr>
<th>Component</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Instructional Practice</td>
<td>174</td>
</tr>
<tr>
<td>B: Unique Learner Needs</td>
<td>72</td>
</tr>
<tr>
<td>C: Classroom Climate</td>
<td>72</td>
</tr>
<tr>
<td>Minimum Total Score</td>
<td>318</td>
</tr>
</tbody>
</table>
Ratings on Each Component

Component A: Instructional Practice

A range of 204-232 indicates that the candidate is functioning above the level expected of a beginning teacher. The candidate has provided evidence he/she engages students in learning which is rigorous and highly focused on student outcomes. The candidate has provided evidence that he/she is highly reflective, and adjusts his/her practice in order to improve teaching and learning. The candidate provides evidence he/she has a high level of understanding that teaching and learning are holistic processes that connect ideas to each other and to personal experiences.

A range of 174-203 indicates that the candidate is functioning at the level expected for a beginning teacher. The candidate provides evidence that content is rigorous and adequately focused on student outcomes. The evidence provided demonstrates that the candidate adequately reflects and adjusts practice to improve teaching and learning. The evidence provided demonstrates that the candidate adequately understands that teaching and learning are holistic processes that connect ideas to each other and to personal experiences.

Less than 174 indicates that the candidate is functioning below the level expected for a beginning candidate. There is insufficient evidence that the candidate provides content which is rigorous and focused on outcomes. The candidate has not provided sufficient evidence that he/she has adjusted his/her teaching practice in a manner that results in substantive change in his/her teaching. The candidate has not provided sufficient evidence that he/she understands the holistic nature of teaching, and there are few or no connections made between learning and students’ experiences.

Component B: Unique Learner Needs

A range of 84-96 indicates that the candidate is functioning above the level expected of a beginning teacher. The candidate has provided evidence that he/she understands and respects diversity among students. The candidate has provided evidence that he/she incorporates the unique talents and creativity of students during the learning process. The candidate has provided evidence that he/she is flexible in adjusting instruction to accommodate for the differences among students.

A range of 72-83 indicates that the candidate is functioning at the level expected of a beginning teacher. The candidate has provided evidence that he/she adequately recognizes differences among students. The candidate provides evidence that he/she adequately incorporates the unique talents and creativity of students into their own learning, and adequately demonstrates flexibility in lesson planning, and delivery in order to accommodate for differences among students.

Less than 72 indicates that the candidate is functioning below the level expected of a beginning teacher. The candidate has not provided sufficient evidence that he/she recognizes differences among students. The candidate has not provided sufficient evidence that he/she incorporates the unique talents and creativity of students during the learning process. The candidate has not provided sufficient evidence that he/she is flexible in adjusting instruction to accommodate for differences among students.

Component C: Classroom Climate

A range of 84-96 indicates the evidence provided documentation that the candidate is functioning above the level expected for a beginning candidate. The evidence documents that classroom climate supports the social, emotional, moral, and physical development and participation of students through the development of a well-managed classroom discipline plan that clearly defines procedures,
rewards, and consequences.

A range of 72-83 indicates the evidence provided documents that the candidate is functioning at the level expected of a beginning candidate. The evidence documents that the candidate has written a management plan that involves the social, emotional, physical and moral development, and participation of students. The plan is implemented and adjusted as necessary to maximize learning opportunities.

Less than 72 indicates the evidence provided documentation that the candidate is functioning below the level expected for a beginning candidate. The evidence documents that the evidence has written a management plan that is insufficient in terms of procedures, rewards, consequences, or implementation. The plan lacks substance in terms of social, moral, emotional and physical development, and participation by students. There is a lack of or minimal evidence that the plan

NOTE: PRODUCT ASSESSORS CANNOT USE SCORING MATERIALS TO ASSIGN SCORES TO PRODUCTS OUTSIDE OF A STATE-APPROVED SCORING SITE.
Component A Score Sheet – Instructional Practice

Candidate Name ____________________  Assessor Name ____________________
Candidate SS#  ______-____-______  Assessor SS#  ______-____-______

Assessors should consider all evidence provided with Component A as appropriate for rating any guiding questions.

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<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Does the candidate understand the central concepts of his/her discipline? (St. 1)</td>
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<tr>
<td>2.</td>
<td>Has the candidate used methods of inquiry that are central to the discipline? (St. 1)</td>
</tr>
<tr>
<td>3.</td>
<td>Has the candidate developed short and long-range plans? (St. 7)</td>
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<tr>
<td>4.</td>
<td>Has the candidate developed plans that are appropriate for curriculum goals and based</td>
</tr>
<tr>
<td>5.</td>
<td>Has the candidate adjusted plans to respond to unanticipated sources of input and/or</td>
</tr>
<tr>
<td>6.</td>
<td>Has the candidate evaluated resources and curriculum materials for appropriateness to</td>
</tr>
<tr>
<td>7.</td>
<td>Has the candidate assumed different roles in the instructional process to accommodate</td>
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<tr>
<td>8.</td>
<td>Has the candidate used interdisciplinary approaches to teaching and learning? (St. 1)</td>
</tr>
<tr>
<td>9.</td>
<td>Has the candidate used a variety of media communication tools to enrich learning</td>
</tr>
<tr>
<td>10.</td>
<td>Has the candidate selected and used multiple strategies to encourage students in critical</td>
</tr>
<tr>
<td>11.</td>
<td>Has the candidate accessed student thinking as a basis for instructional activities through</td>
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<tr>
<td>12.</td>
<td>Has the candidate encouraged student reflection on prior knowledge and its connection to</td>
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<tr>
<td>13.</td>
<td>Has the candidate used explanations and representations that link curriculum to prior</td>
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<tr>
<td>14.</td>
<td>Has the candidate engaged students in interpreting ideas from a variety of perspectives?</td>
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<tr>
<td>15.</td>
<td>Has the candidate provided opportunities for students to assume responsibility for and be</td>
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<tr>
<td>16.</td>
<td>Has the candidate encouraged students to assume responsibility for identifying and</td>
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<tr>
<td>17.</td>
<td>Has the candidate used strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to</td>
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<tr>
<td>18.</td>
<td>Has the candidate modeled effective communication strategies in conveying ideas</td>
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<tr>
<td>19.</td>
<td>Has the candidate provided support for learner expression in speaking, writing, and</td>
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<tr>
<td>20.</td>
<td>Has the candidate demonstrated that communication is sensitive to gender and</td>
</tr>
<tr>
<td>21.</td>
<td>Has the candidate used a variety of informal and formal strategies to determine</td>
</tr>
<tr>
<td>22.</td>
<td>Has the candidate constructed assessments appropriate to the learning outcome?</td>
</tr>
<tr>
<td>23.</td>
<td>Has the candidate evaluated the effects of class activities on individuals and groups through observation of class interaction, questioning, and analysis of</td>
</tr>
<tr>
<td>24.</td>
<td>Has the candidate reflected and revised practice based on classroom observation</td>
</tr>
<tr>
<td>25.</td>
<td>Has the candidate reflected and revised practice based on interactions with</td>
</tr>
<tr>
<td>26.</td>
<td>Has the candidate participated in collegial activities designed to make the entire school a productive learning environment (consider the frequency and quality of</td>
</tr>
<tr>
<td>27.</td>
<td>Has the candidate sought to establish cooperative partnerships with parents/</td>
</tr>
<tr>
<td>28.</td>
<td>Has the candidate used professional literature, colleagues, and other resources to</td>
</tr>
<tr>
<td>29.</td>
<td>Has the candidate consulted with professional colleagues within the school and other professional arenas as support for reflection, problem solving and new ideas, and</td>
</tr>
</tbody>
</table>

**Sum of Scores for Component A**

*(Transfer to Summative Score Sheet)*
## Component B Score Sheet – Unique Learner Needs

Candidate Name ____________________  Assessor Name ____________________
Candidate SS# ______-_____-_____  Assessor SS# ______-_____-_____  

Assessors should consider all evidence provided with Component B as appropriate for rating any guiding questions.

1. Has the candidate evaluated the unique learner’s performance to design instruction

2. Has the candidate solicited information about the unique learner’s experiences,

3. Has the candidate designed instruction appropriate to the unique learner’s

4. Has the candidate designed instruction to address variations in learning styles and

5. Has the candidate adjusted instruction to accommodate the learning differences or needs of students (time and circumstances of work, tasks assigned, communication, and response modes)? (St. 3)

6. Has the candidate regularly assessed student progress and adjusted instructional

7. Has the candidate accessed appropriate services and resources to meet exceptional

8. Has the candidate maintained useful records of the unique learner’s work and

9. Has the candidate communicated the unique learner’s progress knowledgeably and

10. Has the candidate linked with counselors, other personnel within the school, professionals in community agencies, and others in the community to support the unique learner? (St. 10)

11. Has the candidate advocated for the unique learner (consider the impact of the

12. Has the candidate consulted with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, and activity sharing experiences, and seeking and giving feedback related to meeting the needs of unique learners? (St. 9)

### Sum of Scores for Component B
Component C Score Sheet – Classroom Climate

Candidate Name ____________________  Assessor Name ____________________
Candidate SS# ______-____-______  Assessor SS# ______-____-_____

Assessors should consider all evidence provided with Component C as appropriate for rating any guiding questions.

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<table>
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<tbody>
<tr>
<td>1. Has the candidate established clear procedures and expectations? (St. 5)</td>
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<tr>
<td>2. Has action been taken to insure full and varied participation by all students? (St. 5)</td>
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<tr>
<td>3. Has the candidate created a learning community that respects individual differences? (St. 3)</td>
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<tr>
<td>4. Has the candidate demonstrated understanding of different cultural contexts within the community and their impact on the classroom climate? (St. 3)</td>
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<tr>
<td>5. Has the candidate provided opportunities for students to assume responsibility for themselves and others? (St. 5)</td>
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</tr>
<tr>
<td>6. Has the candidate engaged the students in collaborative and independent work?</td>
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<tr>
<td>7. Has the candidate engaged students in purposeful learning activities? (St. 5)</td>
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</tr>
<tr>
<td>8. Has the candidate engaged students in activities that help them develop the motivation to achieve? (St. 5)</td>
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</tr>
<tr>
<td>9. Has the candidate managed time, space, and activities to ensure an optimal learning environment? (St. 5)</td>
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<tr>
<td>10. Has the candidate considered and included student personal interests in lesson planning? (St. 5)</td>
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</tr>
<tr>
<td>11. Has the candidate analyzed the classroom environment/interactions and made adjustments that have enhanced social relationships, student motivation, and work</td>
<td></td>
</tr>
<tr>
<td>12. Has the candidate consulted with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, and activity sharing experiences, and seeking and giving feedback related to classroom climate? (St. 9)</td>
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</tbody>
</table>

Sum of Scores for Component C (Transfer to Summative Score Sheet) |   |
## Summative Score Sheet

<table>
<thead>
<tr>
<th>Component A: Instructional Practice</th>
<th>Sum of Indicators: __________</th>
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<tbody>
<tr>
<td></td>
<td>Minimum Pass Score is 87.</td>
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<thead>
<tr>
<th>Component B: Unique Learner Need</th>
<th>Sum of Indicators: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum Pass Score is 36.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component C: Classroom Climate</th>
<th>Sum of Indicators: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum Pass Score is 36.</td>
</tr>
</tbody>
</table>

TOTAL SCORE: __________