

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

The *Certificate of Teaching Capacity (CTC)* is used to assess all candidates during their Internship. The *CTC* already in place used indicators from the *Rubric for Evaluation of North Carolina Teachers*, a statewide observation evaluation instrument. The existing *Rubric* is based on the North Carolina Professional Teaching Standards (NCPTS), as was the existing *CTC* checklist, providing natural alignment with state standards.

The *Rubric for Evaluating of North Carolina Teachers* rubric uses proficiency level descriptors of “Developing,” “Proficient,” “Accomplished,” and “Distinguished.” The highest rubric proficiency level descriptor of “Distinguished” was not used for the *CTC*, as it is indicative of experienced teachers, and “Accomplished” was set as an aspirant level.

For successful completion of the Internship experience, candidates are required to meet the level of “Proficient,” a minimum of 34 out of a possible 51 points on the Final Certificate of Teaching Capacity (CTC) rubric.

Certificate of Teaching Capacity Rubric

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

North Carolina Professional Teaching Standard (NCPTS) 1: Teachers Demonstrate Leadership

	Not Demonstrated (0)	Developing (1)	Proficient (2)	Accomplished (3)
<p>Element Ia. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century.</p> <ul style="list-style-type: none"> Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners. Maintains a safe and orderly classroom that facilitates student learning. Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint. Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the NC Standard Course of Study. 		<p>Understands how they contribute to students graduating from high school. • Uses data to understand the skills and abilities of students.</p>	<p>...and</p> <ul style="list-style-type: none"> Takes responsibility for the progress of students to ensure that they graduate from high school. Provides evidence of data-driven instruction throughout all classroom activities. • Establishes a safe and orderly classroom. 	<p>...and</p> <ul style="list-style-type: none"> Communicates to students the vision of being prepared for life in the 21st century. Evaluates student progress using a variety of assessment data. Creates a classroom culture that empowers students to collaborate.
<p>Element Id. Teachers advocate for schools and students.</p> <ul style="list-style-type: none"> Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students. Implements and adheres to policies and practices positively affecting students’ learning. 		<p>Knows about the policies and practices affecting student learning.</p>	<p>...and</p> <p>Supports positive change in policies and practices affecting student learning.</p>	<p>...and</p> <p>Participates in developing policies and practices to improve student learning.</p>

	Not Demonstrated (0)	Developing (1)	Proficient (2)	Accomplished (3)
<p>Element Ie. Teachers demonstrate high ethical standards.</p> <ul style="list-style-type: none"> Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct. 		Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	...and Demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	...and Knows and upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.
NCPTS 2: Teachers Establish a Respectful Environment for a Diverse Population of Students				
<p>Element IIa. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</p> <ul style="list-style-type: none"> Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. Maintains a positive and nurturing learning environment. 		Appreciate and understands the need to establish nurturing relationships.	...and Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	...and Maintains a positive and nurturing learning environment.
<p>Element IIb. Teachers embrace diversity in the school community and in the world.</p> <ul style="list-style-type: none"> Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. Incorporates different points of view in instruction. 		Acknowledges that diverse cultures impact the world. • Demonstrates awareness of the diversity of students in the classroom	...and • Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. • Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	...and • Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. • Consistently incorporates different points of view in instruction.
<p>Element IIc. Teachers treat students as individuals.</p> <ul style="list-style-type: none"> Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. Maintains a learning environment that conveys high expectations of every student. 		Holds high expectations of students.	...and Communicates high expectations for all students.	...and Encourages and values contributions of students, regardless of background or ability.

	Not Demonstrated (0)	Developing (1)	Proficient (2)	Accomplished (3)
<p>Element IId. Teachers adapt their teaching for the benefit of students with special needs.</p> <ul style="list-style-type: none"> Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met. Cooperates with specialists and uses resources to support the special learning needs of all students. Uses research-verified strategies to provide effective learning activities for students with special needs. 		<ul style="list-style-type: none"> Recognizes that students have a variety of learning needs. Is knowledgeable of effective practices for students with special needs. 	<p>...and</p> <ul style="list-style-type: none"> Collaborates with specialists who can support the special learning needs of students. Provides unique learning opportunities such as inclusion and research-based, effective practices for students with special needs. 	<p>...and</p> <ul style="list-style-type: none"> Understand the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensures their unique learning needs are met.
<p>NCPTS 3: Teachers Know the Content They Teach</p>				
<p>Element IIIa. Teachers align their instruction with the North Carolina Standard Course of Study.</p> <ul style="list-style-type: none"> In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance student learning. 		<p>Demonstrates an awareness of the North Carolina Standard Course of Study and references it in the preparation of lesson plans.</p> <ul style="list-style-type: none"> <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons. <i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas. 	<p>...and</p> <ul style="list-style-type: none"> Understands the North Carolina Standard Course of Study, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant. <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum. <i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning. 	<p>...and</p> <ul style="list-style-type: none"> Develops and applies strategies based on the North Carolina Standard Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant. <i>Elementary:</i> Evaluates and reflects upon the effectiveness of literacy instruction. <i>Secondary:</i> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.

	Not Demonstrated (0)	Developing (1)	Proficient (2)	Accomplished (3)
<p>Element IIIb. Teachers know the content appropriate to their teaching specialty.</p> <ul style="list-style-type: none"> Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity. 		Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	...and Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	...and Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.
<p>Element IIIc. Teachers make instruction relevant to students.</p> <ul style="list-style-type: none"> Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness. Integrates 21st century skills and content in instruction. 		Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.	...and Identifies relationships between the core content and 21st century content.	...and Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.
NCPTS 4: Teachers Facilitate Learning for their Students				
<p>Element IVc. Teachers use a variety of instructional methods.</p> <ul style="list-style-type: none"> Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction. Uses a variety of appropriate methods and materials to meet the needs of all students. 		Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	...and Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	...and Ensures the success of all students through the selection and utilization of appropriate methods and materials.
<p>Element IVd. Teachers integrate and use technology in their instruction.</p> <ul style="list-style-type: none"> Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate. Integrates technology with instruction to maximize student learning. 		Assesses effective types of technology to use for instruction.	...and Demonstrates knowledge of how to utilize technology in instruction.	...and Integrates technology with instruction to maximize student learning.

	Not Demonstrated (0)	Developing (1)	Proficient (2)	Accomplished (3)
<p>Element IVe. Teachers help students develop critical-thinking and problem-solving skills.</p> <ul style="list-style-type: none"> Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. 		<p>Understands the importance of developing students' critical thinking and problem solving skills.</p>	<p>...and Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.</p>	<p>...and Teaching students the processes needed to:</p> <ul style="list-style-type: none"> think creatively and critically; develop and test innovate ideas; synthesize knowledge; draw conclusions; exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.
<p>Element IVf. Teachers help students work in teams and develop leadership qualities.</p> <ul style="list-style-type: none"> Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. 		<p>Provides opportunities for cooperation, collaboration, and leadership through student learning teams.</p>	<p>...and Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p>	<p>...and Encourages students to create and manage learning teams.</p>
<p>Element IVg. Teachers communicate effectively.</p> <ul style="list-style-type: none"> Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively. Uses a variety of methods to communicate effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. 		<ul style="list-style-type: none"> Demonstrates the ability to effectively communicate with students. Provides opportunities for students to articulate thoughts and ideas. 	<p>...and</p> <ul style="list-style-type: none"> Uses a variety of methods for communication with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. 	<p>...and</p> <ul style="list-style-type: none"> Creates a variety of methods to communicate with all students. Establishes classroom practices which encourage all students to develop effective communication skills.

	Not Demonstrated (0)	Developing (1)	Proficient (2)	Accomplished (3)
<p>Element IVh. Teachers use a variety of methods to assess what each student has learned.</p> <ul style="list-style-type: none"> Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills, and dispositions. 		<ul style="list-style-type: none"> Uses indicators in monitor and evaluate student progress. Assesses students in the attainment of 21st century knowledge, skills, and dispositions. 	<p>...and</p> <ul style="list-style-type: none"> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills, and dispositions. 	<p>...and</p> <ul style="list-style-type: none"> Uses the information gained from the assessment activities to improve teaching practice and student learning. Provides opportunities for students to assess themselves and others.
NCPTS 5: Teachers Reflect on their Practice				
<p>Element Va. Teachers analyze student learning.</p> <ul style="list-style-type: none"> Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students. Uses data to provide ideas about what can be done to improve students' learning. 		Recognizes the need to improve student learning in the classroom.	<p>...and</p> <p>Provides ideas about what can be done to improve student learning in the classroom.</p>	<p>...and</p> <p>Thinks systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement.</p>