



Watson School of Education
Professional Development University-School Partnership

Criteria for Identification of a PDS Partnership Teacher

Persons in the role of partnership teacher should be chosen from a pool of master teachers. There are certain prerequisites, knowledge, skills and dispositions that a partnership teacher should possess to be effective in this role.

NC Standards Professional Teaching Standards require that teachers possess these 21st Century Skills...

Every Teacher Must Be:

- A Critical Thinker
- A Problem Solver
- An Innovator
- An Effective Communicator
- An Effective Collaborator
- A Self-Directed Learner
- Information and Media Literate
- Globally Aware
- Civically Engaged
- Financially and Economically Literate

Our PDS Cognitive Coaching Learning-Centered Model embodies these criteria...

Prerequisites

- Has achieved career status
- Holds a current North Carolina license in the same field as intern, wherever possible
- Has completed 3 years successful teaching experience, preferably at the grade level or in the subject area assigned an intern
- Has received well above average evaluation on the most recent performance evaluation instrument
- Has completed PDS Partnership Teacher Preparation
- Has been recommended by the building principal

Knowledge

- Understands the needs and concerns of novice teachers
- Is knowledgeable in the NC Professional Teaching Standards and other state and UNCW requirements for graduation and certification
- Is knowledgeable in adult development and learning theory
- Is aware of school and community cultures and is able to assist in effecting positive changes
- Understands the roles and responsibilities of the Partnership Teacher
- Has been trained in and uses Cognitive Coaching Learning-Centered Model
- Uses inquiry techniques for instruction and professional growth
- Applies technology effectively and appropriately in planning and instruction
- Serves as a coach and a model for others in the profession
- Engages in a variety of reflective practices and understands the role of reflection in professional growth
- Uses and models effective teaching practices regularly in the classroom
- Understands the dynamics of collaboration and team building
- Understands the concept of diverse learning modalities and plans instruction that reflects this understanding

Skills

- Problem solving
- Assessing (formative and summative) and responding to the needs and accomplishments of the novice teacher
- Data collection techniques
- Observation and recording
- Effective communication
- Active listening
- Time management
- Reflection
- Conflict resolution
- Collaboration
- Inquiry and research

Dispositions

- Professional
- Committed to continual learning and professional growth
- Sensitive and genuine
- Tolerant
- Flexible
- Positive and caring
- Knowledgeable and competent
- Trustworthy
- Accepting and empathetic
- Understanding
- Nurturing and supportive
- Capable of challenging
- Enthusiastic
- Confident
- People oriented
- Willing to engage in mentoring/ coaching/ modeling