1.4.d – Key assessments and scoring guides

Initial Teacher Preparation Programs

Dispositions Survey
This instrument is used to evaluate the candidate’s dispositions for teaching. Three versions of the survey are completed during a candidate’s preparation program. Firstly, Dispositions A form is completed by the candidate as a self-assessment during the Early Experience course. The clinical teacher uses Dispositions B form of the survey to assess the candidate’s dispositions after the first semester of the internship. A final assessment, Dispositions C form is completed by the University Supervisor at the end of the internship experience. Candidates are expected to score a 4 (= disposition is present) on each item.

Early Experience Reflective Essay
The Early Experience course provides prospective teacher candidates with the opportunity to explore teaching as a career. As a course requirement, candidates are asked to write a 300 to 500 word early experience reflective essay articulating why he or she wants to become a teacher. The essay is evaluated by the course instructor using a standardized rubric. Candidates are expected to score at Proficient or Above Proficient on each criterion.

Final Progress Report
The Final Progress Report is completed by the University Supervisor near the end of the second semester of the teaching internship. This version of the progress report was introduced in AY 2010-2011. The progress report consists of 48 items in six categories: Professional Dispositions and Relationships; Classroom Climate and Culture; Instructional Planning; Implementation of Instruction; Classroom Management; and Impact of Student Learning. Assessment items are aligned to the North Carolina Professional Teaching Standards (NCPTS). For each item, the candidate receives a score as follows: 1 = Below Proficient; 2 = Proficient; and 3 = Above Proficient. Candidates must score Proficient or Above Proficient on each item in order to pass the final progress report.

Signature Assessment – Content Knowledge
The purpose of this assessment is to demonstrate the candidate’s depth of content knowledge. Each program area has its own version of this assessment. Content Knowledge (CK) assessments take a variety of formats, including case studies, content outlines, action research and musical performances. Each CK product is assessed using a content-specific rubric. Candidates are evaluated by the instructor of the course in which the assignment is embedded.

Signature Assessment – Instructional Technology (TPACK Lesson Plan)
Candidates demonstrate their knowledge and skill with educational technology by producing a lesson plan using the TPACK (Technology, Pedagogical and Content Knowledge) framework. Candidates select appropriate technology and teaching strategies to address one or more content standards in their program area. Most candidates complete this assessment in EDTC 4001 – Introduction to Classroom Technology. For others, the TPACK lesson plan is embedded in a content-specific methods course. Regardless of content area, all candidate work is evaluated using the
TPACK Lesson Plan Rubric, which was developed by representatives of all program areas. Candidates must score Proficient or Above Proficient on each criterion in order to pass the assessment.

edTPA
The edTPA is a pre-service performance assessment designed to determine a teacher candidate’s readiness to teach. The edTPA requires the teacher candidate to plan, instruct and assess a 3 to 5 hour learning segment while developing an electronic portfolio of evidence of teaching competency. There are 27 subject-specific versions of the assessment. The assessment is completed during the second semester of the teaching internship. Faculty members are trained to evaluate the portfolio using a set of 15 analytic rubrics. The edTPA Handbook for Elementary Literacy is provided as a sample.

Advanced Teacher Preparation Programs

Graduate Evidence 1 – Teacher Leadership Growth Project
To demonstrate teacher leadership competency, candidates complete the Teacher Leadership Growth Project. This project is aligned to the North Carolina Professional Teaching Standard 1 – Teachers demonstrate leadership. This project is embedded in ELEM 6050, ADED 6550, MATE and ART 9999. Candidates for advanced teacher licensure are required to take one of these courses. The project consists of five activities: leadership self-assessment, growth plan, literature review, peer evaluation and self-reflection. The project is evaluated using a three level rubric: Below Proficient, Proficient, Above Proficient. Candidates must score Proficient or above on each criterion in order to successfully complete the project.

Graduate Evidence 2 - Cultural Proficiency/Diversity Advocacy Final Project
The Cultural Proficiency/Diversity Advocacy allows candidates the opportunity to demonstrate that they are prepared to teach students from diverse populations. This assessment is aligned to North Carolina Professional Teaching Standard 2 – Teachers establish a respectful environment for a diverse population of students. The Cultural Diversity Proficiency Project requires students to develop a two-tiered advocacy-based project that demonstrates his or her own personal and professional commitment to achieve greater cultural proficiency. It is a model for individual transformation and organizational change that relies on evidence-based developmental approaches for addressing issues that emerge in diverse environments. The project is evaluated by the EDUC 6002 instructor using a four-level rubric: Developing, Below Proficient, Proficient and Above Proficient.

Graduate Evidence 3 – Action Research Project
The capstone requirement of the MAEd and MM programs is a research project related to content-specific pedagogy. The research project culminates in a research paper that reflects depth of content knowledge, content pedagogy, and student learning related to education in a particular content area. The project is evaluated using a three-level action research rubric: Below Proficient, Proficient and Above Proficient.