1.4.e – Summary of results on key assessments

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 a version of the survey to assess the candidate’s dispositions after the first semester of the internship. It 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.

• **Summary of UG (Undergraduate) Candidate Professional Dispositions:**
  o Data includes the average score, on a 4-point scale, of student disposition performance at the beginning and end of the first semester, and at the end of the final semester of the licensure program.

Grades in Senior I Methods Courses and Student Teaching Internship
This EPP dashboard provides an overview of candidate course grades at the end of each semester of the senior year internship. In the first semester – Senior I – the methods course is the anchor course assessed. In the second semester – Senior II – the course grade for the internship course is assessed.

• **Summary of UG Candidate Performance Entering and Exiting Field Experiences:**
  o Percentages of final grades received at the end of the first semester of initial license clinical practice and internship.

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 detailing 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 analytic rubrics.

• **Summary of UG Candidate Performance on the edTPA:**
  o Data includes candidate performance on the edTPA at the end of the initial licensure program internship semester. Successful candidate performance on edTPA portfolios meet scoring criteria set by the COE OAA in collaboration with ECU Teacher Education programs. Each of the 12 scoring rubrics is rated on a 5-point scale.
Summary of UG Candidate Performance on the Final Progress Report:
- Data includes candidate performance on Components A through F on the final progress report. Scores are based on a 3-point scale, and are collected at the end of the initial licensure program internship semester.

Content Knowledge Signature Assessment
The purpose of this assessment is to demonstrate the candidate’s depth of content knowledge (CK). Each program area has its own version of this assessment. CK assessments yield 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.

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. The assessment is scored on a scale of 1 through 3 as follows: 1 – Below Proficient, 2 – Proficient, 3 – Above Proficient. Candidates must score an average of 2.00 (out of 3.00) or better in order to successfully complete the assessment.

Candidate performance on TPACK Lesson Plan

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 (NCPTS) 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.

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.

- **Summary** of AP Candidate Performance on Graduate Evidences 1 and 2:
  - Data includes average candidate performance on GE1 (Teacher Leadership Project) and GE2 (Cultural Proficiency). GE1 scores are based on a 3-point scale, and GE2 Scores are based on a 4-point scale.

**Graduate Evidence 3 – Action Research Project**
The capstone requirement of the MAEd and Master of Music 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 impact on student learning related to education in a particular content area. The project is evaluated using a three-level rubric: Below Proficient, Proficient and Above Proficient.

- **Summary** of AP Candidate Performance on Graduate Evidence 3:
  - Data includes average candidate performance on GE3.