4.4.d – Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies, including impact on student learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)

Initial Teacher Preparation Programs

Dispositions Survey (also noted in Standard 1)
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.

Final Progress Report (also noted in Standard 1)
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 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. The following items address the candidate’s diversity proficiencies:

A.1 – Cooperates with specialists and uses resources to support the learning needs of all students.

B.2 – Maintains a learning environment that conveys high expectations of every student.

B.5 – Demonstrates knowledge of diverse cultures and their role in national/global issues.

B.6 – Demonstrates cultural responsive teaching

B.8 – Maintains a positive and nurturing learning environment.

Signature Assessment – Instructional Technology (TPACK Lesson Plan) (also noted in Standard 1)
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.

- **TPACK Assignment Instructions**
- **TPACK Lesson Plan Rubric**

**edTPA (also noted in Standard 1)**
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 15 analytic rubrics. The edTPA Handbook for Elementary Literacy is provided as a sample.

**Evaluation of Teacher Education Programs (UG exit Survey)**
Items on the Evaluation of Teacher Education Programs exit survey are designed to assess candidate readiness to teach with a specific focus on diverse learners. Sample survey items include:

- Implementing a variety of instructional strategies to reach students who are not native English speakers
- Implementing a variety of instructional strategies to meet the needs of special education students
- Differentiating instruction to meet the needs of all learners
- I respect cultural backgrounds different from my own
- I develop strong relationships with my students
- I am able to communicate with students and families from other cultural groups

Data for the exit survey is available for:

- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014

**Final grade report for Diversity Courses**
A Summary of Diversity Course Final Grades is a shared with faculty as they collaborate to ensure consistency across the curriculum, instruction, and assessment of diversity courses. Data bring used to develop signature assessment for diversity as part of Professional Studied Core of Courses for all initial teacher licensure programs.

**Advanced Teacher Preparation Programs**

**Graduate Evidence 1 – Teacher Leadership Growth Project (also noted in Standard 1)**
To demonstrate teacher leadership competency, candidates complete the Teacher Leadership Growth Project. This project is aligned to the NCPTS 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.

- TLGP Instructions
- TLGP Rubric

**Graduate Evidence 2 - Cultural Proficiency/Diversity Advocacy Final Project (also noted in Standard 1)**

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 NCPTS 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 (also noted in Standard 1)**

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 rubric: Below Proficient, Proficient and Above Proficient.

**Advanced Programs Exit Survey (AP Exit Survey)**

Items on the Advanced Programs Exit Survey are designed to assess candidate readiness to teach with a specific focus on diverse learners. Sample survey items include:

- The program developed or enhanced my ability to interact with diverse populations
- The program enhanced my ability to communicate effectively with others, individually or in a group
- The program developed or enhanced my knowledge of cultural diversity and its impact on my professional role

Data for the exit survey is available for:

- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014