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Introduction

In the age of accountability and transparency in higher education, many schools and colleges identified evidence-based assessment tools that speak to direct and indirect measurement of knowledge, skills, and attitudes of its teacher education candidates. Fayetteville State University (FSU) embarked on a campus-wide effort to identify performance outcomes of each academic unit including the School of Education (SOE). Additionally, assessment coordinators were appointed to assist in the selection and/or development of measurement tools, which would evaluate the effectiveness of undergraduate and graduate programs. As a result, the SOE elected to redesign the existing assessment plan and to develop a more efficient and effective assessment system.

The first step in the SOE assessment process was to form an assessment committee whose charge was to facilitate a faculty-led assessment analysis based on each program’s student learning outcomes. Based on this analysis, a decision was made to create opportunities to engage students in assessment activities that were a logical, fundamental part of their education. These assessment activities were embedded within the curriculum and plotted on course matrices. As an example, the candidate interview, which is conducted as a part of the admissions process in all initial licensure programs and most advanced programs, is a valid evaluation of communication skills and a precursor to the assessment of an appropriate disposition of pre-service teachers and school executives. During the interview, multiple raters use a standard scoring rubric to evaluate the candidate’s clear and effective communication skills. According to the North Carolina Professional Teaching Standards (2007, p. 4), teachers should be able to “communicate clearly with students” as well as “assist students in articulating thoughts and ideas clearly and effectively.”
The next step in the SOE assessment process was to select quality course assignments and evaluation tools that measure candidate attainment against clearly stated national, state, and institutional standards. The course assignments were selected based on the expected outcomes of the assignment and their usability as artifacts or evidence of the candidate’s knowledge, skills, and disposition. The data gathered with such tools demonstrate evidence that FSU SOE’s candidates possess the knowledge, skills, and dispositions that provide “value-added” contributions to the public schools of North Carolina and the higher education community at-large. The SOE embarked upon an assessment initiative with the goal of analyzing the trends in performance of all candidates as they move through transition points embedded within the curriculum. Such an analysis is intended to aid both curriculum and instruction within the school and to show evidence of candidate competencies and document program effectiveness or revisioning.

**School of Education Mission of Assessment**

The SOE approaches assessment from the perspective that teaching and assessment are intricately linked. Assessment is integral to the learning process and is tied to the Education Preparation Provider’s (EPP) candidate proficiencies as outlined in the conceptual framework, as well as tied to state and national standards. All candidates are expected to demonstrate proficiency and progression via major assignments, tasks, and evaluation tools that are categorized by four (4) transition points. Furthermore, through several major assignments, related tasks and evaluation instruments, undergraduate candidates have an opportunity to exhibit their knowledge, skills, and dispositions at the emergent, developing, proficient, or accomplished level. At the graduate level, candidates are also able to demonstrate their leadership abilities and content knowledge at multiple levels.
The Goals of the Assessment Plan

The goals of the assessment plan are:

1. To detail the assessment process and transition point requirements across all programs within the unit;
2. To collect and analyze data on applicant qualifications;
3. To collect and analyze data on candidate performance;
4. To collect and analyze data on graduate performance;
5. To collect and analyze data on SOE operations; and
6. To provide data for evaluation with the intent to improve the EPP and its programs.

The Conceptual Model of the Assessment System

The School of Education’s Assessment Feedback Loop (Appendix A) is a cycle of interactions in which constituents share relevant input related to the assessment system, while receiving significant output, thus creating a balanced flow of data relevant for decision-making. The purpose of the Assessment Feedback Loop is to provide a regulatory mechanism to evaluate individual and program progress within the SOE. Using the Merriam-Webster definition for “feedback,” the system, therefore, is intended to serve as a mechanism for feedback that regulate the “transmission of evaluative information to the original or controlling source about an action, event, or process” (http://www.merriam-webster.com/dictionary/feedback). As such, the evaluative information supplied to and retrieved from the system should inform the discussions and findings pertinent to the SOE as well as motivate and influence the decision makers.

The Assessment Feedback Loop requires department chairs, faculty, the Teacher Education Committee, select students, cooperating teachers, university supervisors, and the

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Assessment Office to input specific data into the assessment system. The data are analyzed and reported back to the same groups for use to improve process and/or programs.

As indicated in the top cross-over arrow, the data imported into the system includes, but are not limited to, rubric evaluation data, electronic evidence components, disposition inventory results, performance on identified assessments, and demographic data on students and faculty. Other statistics include, at the initial licensure level, PRAXIS and Licensure Exam scores, candidates’ grade point average (GPA), and elements of Teacher Education records such as background check status and SAT scores. At the advanced program levels, data include GRE scores, candidate GPA, interview scores, and portfolio scores. The recipients (i.e., administrators, candidates, faculty, the Assessment Office, NCDPI) of the aforementioned products and figures then have access to both disaggregate and aggregate data on rubric evaluations, electronic evidence components, disposition scales, and performance and demographic data on candidates and faculty. These recipients then generate reports, conduct statistical analyses, and create transportable collections of evidence on the unit, its faculty, programs, and candidate progress, based on the system’s output.

The bottom cross-over arrow demonstrates the system’s transparency and transfer of data to the select constituents who share the mutual exchange of information. To this end, the balanced flow of data among select stakeholders is germane for decision-making, re-evaluation, and program improvement. This system demonstrates the unit’s effort to maintain a system of accountability and transparency among its constituents and the community.
The Assessment Committee

The Assessment Committee is made up of representatives from each SOE program/department, a committee chairperson, key unit administrators, a public school representative, a FSU alumnus, and pre-candidate or candidate delegate at the undergraduate and graduate levels. The committee is charged with revising and creating evaluation tools and reviewing candidate, faculty, and program data relative to the unit. The Assessment Committee is responsible for coordinating and implementing the assessment system and providing information on data sources and the assessment processes to all stakeholders. The functions of the Assessment Committee are to:

1. Oversee the coordination and the implementation of the unit assessment system;
2. Collect and review assessments to determine if assessments are valid and reliable;
3. Review assessment instruments to determine if the tools are unbiased and fair;
4. Analyze aggregate data from all programs, candidate, and faculty performance and unit operations;
5. Manage transparent reporting of data and unit performance to constituents;
6. Weigh unit, candidate, faculty, and program performance against the conceptual framework;
7. Evaluate unit policies and procedures to determine impact on candidate performance;
8. Evaluate the efficiency and effectiveness of the assessment system; and
9. Report to the unit administrators: Dean, Chairs, Directors, and Coordinators.
Transition Points

An integral component of the assessment plan is the unit’s process in determining candidates’ proficiency at definite milestones or transition points. The data stored in the assessment system is categorized by landmarks in time with initial data collection for undergraduate candidates captured at Transition Point I, Admission to Teacher Education. The second landmark is designated as Transition Point II, Admission to Student Teaching/Clinical Practice (initial programs), and Advancement to Candidacy (advanced programs). Transition Point III (Program Completion) is the third pivotal milestone of data collection on all candidates at both the initial and advanced levels. The final milestone, Transition Point IV (Exit Data) is utilized as the last systematic documentation of candidate performance, again across all programs and levels.

Multiple measures are used to determine if candidates have achieved the knowledge, skills, and dispositions outlined in the institutional, state, and professional organization standards at each of the designated transition points. For each transition point, the EPP has identified PRAXIS scores, GPA, SAT scores or ACT scores, written assignments, oral presentations, disposition scales, designated applications, surveys, and performance evaluations as both direct and indirect measures of candidates’ level of proficiency in learning outcomes. An overview of the transition points and the data that are collected at each milestone are identified in table format in Appendix B and are discussed below.

Transition Point I: Admission to Teacher Education (Undergraduate) and Admission to Program (Graduate) - In order to make a judgment about a candidate’s readiness for the next step in the process, the SOE gathers specific
candidate data in order to make informed decisions regarding academic supports, supplemental instruction, and specific retention and progression services. Candidates at the initial level must have a minimum overall GPA of 2.5, no grade below a C in education courses, satisfactory scores on the PRAXIS admissions test, an acceptable recommendation completed by a faculty member, and an adequate rating on an admission interview and writing sample, as well as self-assessment on the Disposition Inventory. At the advanced level, applicants must hold a Bachelor’s degree from an accredited institution; have a GPA of 2.5 or higher, have competitive GRE or MAT scores, hold a teaching license, and submit three letters of recommendation. Additional requirements, such as a professional development portfolio, accompany select programs. Additionally, most programs require an applicant interview and essay. Each advanced candidate is also expected to complete a self-assessment using the SOE Disposition Inventory.

Candidates, specifically at the initial level, who are unable to show evidence of meeting learning outcomes are placed on a Corrective Action Plan (CAP) until the candidate can demonstrate acceptable performance/disposition. This plan is managed by both the faculty/advisor and the candidate and includes a strategic plan of improvement regarding student performance or disposition.

Transition Point II: Admission to Student Teaching/Clinical Practice & Advancement to Candidacy - All candidates in the initial program seek admission to student teaching through the Office of Teacher Education. Candidates must have satisfactory GPAs, acceptable disposition and conduct,
as well as recommendations from their programs prior to student teaching experiences and internships being assigned. All candidates complete an interview and writing sample to be admitted to Student Teaching. The interview and written document are reviewed against a rubric and at this time the interviewing committee will complete a Disposition Inventory on each candidate. Data collected in the student teaching experience include at least four evaluations the university supervisor using a student teaching rubric by and four evaluations by the Cooperating Teacher. Items on the Student Teacher Evaluation tool and the Internship Performance Rubric are aligned with the EPP’s conceptual framework and NCDPI and NCATE standards. Candidates who are unable to show evidence of meeting learning outcomes are placed on a CAP until the candidate can demonstrate acceptable performance/disposition. This plan is managed by both the faculty/advisor and the candidate and includes a strategic plan of improvement regarding student performance or disposition. The candidates’ aggregate scores obtained on the Student Teacher Evaluation tool and the Internship Performance Rubric are discussed at program faculty meetings, the Assessment Committee meetings, Administrative Team meetings, and Assessment Retreat. The purpose of this discussion is to determine how the program can be strengthened, to assure that candidates are successful in field experiences, and to demonstrate transparency among constituents. The EPP has agreements with area school systems that delineate the roles for all parties in placing, supporting, and evaluating candidates.
Candidates in advanced programs will be promoted to candidacy at Transition Point II. With regard to internships, advanced clinical experiences are supervised by the university course instructor and a site supervisor. The course instructor will also complete a *Disposition Inventory* of each candidate. Data collected for the advanced programs include internship observation forms with capstone portfolios and projects. The assessments for Educational Leadership programs (MSA and Ed.D.) are aligned with the NCDPI School Executive Standards Rubric (2008). The MAT and M.Ed. candidates respond to the NC Standards for Master’s Degree License. The CAP is also a required procedure for candidates who are unable to meet program expectations without structured intervention.

*Transition Point III: Program Completion* - At the initial level, program completion occurs for degree-seeking candidates when they complete successfully the clinical practice. For licensure-only candidates, program completion occurs when proficient coursework and the clinical practice are also concluded successfully. Scores on the Student Teaching Evaluation and completion of other pertinent program exit criteria, including the major artifacts: Praxis II scores (as applicable), content project, unit plan, case study, leadership project, and *Teaching Capacity Form*. These artifacts are documented and analyzed during this transition point. During the presentation of the required capstone portfolio, the review team completes a *Disposition Inventory* of the prospective graduate/completer.
At the advanced level, candidates complete *products of learning* in order to demonstrate proficiency in student learning outcomes. The product of learning may include a portfolio, dissertation, or action research project demonstrating that the candidate has met the NCDPI School Executive Standards or the NC Standards for the Master’s Degree License. For the MAT and M.Ed. candidates, the product of learning is evaluated by public P-12 constituents and university faculty. For MSA students, the university supervisor and the public school delegate evaluate the portfolios. Ratings on the *Products of Learning* are collected and analyzed during this transition point. The dissertation defense serves as a capstone measure of candidates’ accomplishments. At this culminating level a *SOE Disposition Inventory* is completed by the Dissertation Committee, Internship Supervisor(s), or review team for the Ed. D., MSA, and M. Ed. programs.

*Transition Point IV: Exit from Program* - Initial and advanced candidates complete surveys within three (3) years’ time period after completing the program. Candidates complete an *Exit Survey* immediately upon completion and are requested to complete an Alumni Contact Sheet to assist us in maintaining communication. Annually, each spring (up to three years after completing a program), each completer is sent an *Alumni Survey* to measure preparedness and program impact. Employers also receive an *Employer Survey* to determine their satisfaction with the level of preparation of our graduate/completers. Initial licensure candidates are also asked to complete an *Internship Placement Survey* to alert the SOE to any concerns that may
warrant further review prior to placing additional students at the site. All survey data are submitted and completed using the Qualtrics survey software. The data gathered through these surveys are imported into the assessment system for review by department chairs, faculty, the Office of Teacher Education, the Assessment Committee, the TEC, and SOE administrators. Furthermore, the aggregate data are shared with cooperating teachers, students, and other select stakeholders in planning meetings and many unit-related public forums. Results are posted to the SOE website and also to the Assessment website. Furthermore, PRAXIS II or other licensure examination scores are required for licensure in various programs. This information is also imported into the Assessment System for analysis and dissemination.

Background Check

Pre-candidates and candidates enrolled in teacher education courses are required to complete graduated field experiences, beginning with EDUC 211 – Field Experiences in Area Schools or SPED 480 – Seminar II: The Exceptional Child and concluding with Student Teaching/Clinical Practice/Internship. Effective fall 2012, all candidates who enroll in methods and student teaching courses are required to complete a criminal background check prior to beginning the field experience or student teaching experience. A criminal background check is generally valid for one year, after which the candidate must purchase another background check. (Appendix C) A current, valid criminal background check must be on file with “Certified Background,” who is FSU’s criminal background check vendor.

If a candidate has a criminal history, other than a minor traffic offense, s/he will consult with the Director of the Office of Teacher Education (OTE) for assistance in conducting a
background check and providing additional documentation, such as a letter to the principal of the placement school, requesting consideration. The nature of the information reported on the background check will be considered in making a decision as to whether a particular field experience or teaching assignment is appropriate. Some schools will not allow anyone with a criminal offense or arrest (other than a traffic ticket) to work in the school. Some school districts will also conduct their own criminal background check. While the Director of the OTE and the Coordinator of Professional Development Schools (PDS) will do their best to assist the candidate with appropriate placement, delays in the completion of the candidate’s program of study may occur due to the placement decisions of schools based on the results of the criminal background check. A candidate who is unable to complete all requirements of any teacher education program at FSU, including the required field experience or clinical practice, will not be able to continue in the program and will be encouraged to find an alternate major. A criminal history will not necessarily preclude a candidate from being admitted to a Teacher Education Program or a student teaching or field experience. However, failure to complete the background check will result in the candidate being dropped from all methods or student teaching courses.

Voluntary Disclosure Form

Prior to admission to teacher education for enrollment in methods courses, pre-candidates are required to complete field experiences during enrollment in early core courses. Pre-candidates enrolled in early core courses with field experiences requirement must complete the Voluntary Disclosure Form, included in Appendix D. A response of “yes” to any of the questions on this form requires a complete background check, using the process detailed above and in Appendix C.
Evaluation Tools

Rubrics

The rubrics utilized in the SOE were developed to assess the pre-professional and in-service performance of teacher candidates and school executives. In addition, the rubrics were revised in 2009 to reflect the North Carolina Professional Teaching Standards approved by the NC State Board of Education on September 6, 2007. Rubrics were later revised in 2011 based on feedback from university faculty and candidates on the usability of the instruments. Aligned with the NCDPI Rubric for Evaluating Pre-service Teachers, the unit’s undergraduate rubrics rate candidate performance on one of four levels: Emergent, Developing, Proficient, or Accomplished. The graduate rubrics rate candidate performance on multiple levels as well.

Undergraduate rubrics utilized in the EPP include:

- Undergraduate Rubric for Writing (Essays, Unit Plans, Case Study, Leadership Project, Content Project)
- Undergraduate Rubric for Presentations (Portfolio Presentations, Interview)
- Undergraduate Rubric for Performance (Disposition, Student Teaching Evaluation)

Graduate rubrics utilized in the EPP include:

- Graduate Rubric for Writing (Thesis Research Projects,)
- Graduate Rubric for Presentations (Portfolio, Prospectus, Dissertation, Interview, and Project Presentations)
- Graduate Rubric for Performance (Disposition Scale, Internship Evaluation)

Rubric Evaluation: Each rubric used in the SOE was piloted for validity and reliability. Furthermore, faculty and candidate feedback on rubrics developed and provided for use in the unit will be solicited and used to validate revisions to the tools annually during the Assessment Retreat. The feedback from the faculty will provide evidence of the rubrics’ effectiveness and
value to the assessment process. Rubrics will be improved/revised, as deemed necessary, using candidate and faculty feedback data.

During the evaluation of each candidate’s products, multiple raters use the standard scoring rubric to assess the candidate’s work. This multiple-rater process is used to evaluate the quality of candidate’s work so as to provide different viewers giving feedback. In an effort to eliminate biased and unfair evaluation of candidate’s work, the EPP’s goal in the multiple-rater process is to document consistent evaluator scoring of the same candidate product.

**Disposition Inventory**

The *SOE Disposition Inventory* measures select values, professional conduct, and professional ethics that influence candidates’ behaviors and attitudes toward students, families, colleagues, and the community. Further, the inventory, reflected in Appendix F, monitors candidates’ perceptions of teaching as a profession and their relationships with professional teaching organizations. These tools provide insight into the motivation and commitment to professional development. The *SOE Disposition Inventory* is used as a self-evaluation tool for our candidates at Transition Point I of their program of study. Additionally, the *SOE Disposition Inventory* is utilized as a data collection instrument for faculty to document the disposition of candidates from entrance into the program until their exit – at admission to program, admission to student teaching/advancement to candidacy, and conclusion of program. The candidates complete a disposition self-assessment at the Transition Point I, and instructors, university supervisors or internship site supervisors, and dissertation committees complete the *Disposition*
Inventory at transition points II and III. Further, Alumni and Employer Surveys are designed to provide feedback on each candidate’s overall success, including dispositional measures.

Dissemination of Data

Each semester, the EPP sponsors an Education Majors’ meeting, which is an open forum for all education majors. The meetings are held during the day and in the evening in order to meet the needs of both initial and advanced candidates. Pre-education candidates and candidates have the opportunity to review program data collected within the EPP and also at the institution and state levels. Department chairs are available at the meetings to answer questions relative to programs. Pre-education candidates and candidates will also receive information on achievements and processes at the Dean’s Forum, which is also held each semester. Enrollees may also share concerns as they receive program data and information.

The Teacher Education Committee, which is comprised of EPP Administrators, faculty, candidates, university representatives, alumni, and P-12 educators, meets regularly to discuss unit procedures, reports, strategies, and progress. During these meetings, policy and procedural guidelines are discussed to include NCATE/CAEP and NCDPI guidelines, unit requirements, new initiatives, and professional organization requirements, in addition, to the trends of aggregate assessment data. The intention of this transparency is to share valuable unit information to SOE stakeholders as well as retrieve constituent feedback to improve the unit and its operations.

Additional methods of dissemination of data include the following:
1. Assessment data are shared with candidates through their candidate-level access to the electronic assessment system;

2. Program advisors and instructors share feedback to candidates through rubric and disposition inventory scores and comments on key assignments;

3. Aggregate unit performance data are shared each semester through the Assessment Office website, in published documents, and in presentations for undergraduate and graduate recruitment and retention; and

4. Faculty receives candidate course and peer evaluation results, as well as comprehensive faculty evaluation outcomes.

Corrective Action Plan (CAP)

The CAP is a tool used by advisors and faculty who have identified a performance or disposition weakness in a candidate and are looking for ways to improve the performance of the candidate. The instrument allows the advisor and/or faculty to facilitate the candidate’s progression through a strategic process to strengthen or replace deficiencies. Candidates are encouraged to participate fully in the improvement process through on-going and documented advisement sessions; as well as attend all recommended and documented enrichment activities deemed appropriate to correct the problem. The steps in the CAP managed by both the faculty/advisor and education major include:

(1) Identify the Problem—State the deficiency in a statement(s) specifying that the candidate has not been able to demonstrate mastery of a specific learning outcome or disposition.

(2) Establish the Relevance of the Outcomes—State the following: why the behavior(s) or disposition(s) is required for the profession. What are the possible consequences of
deficiencies associated with the behavior(s) or disposition(s) in practice? How frequently is the behavior(s) or disposition(s) performed in practice?

(3) Review the assessment tool used to evaluate the behavior(s) or disposition(s). Document the specific tool used to assess the behavior/disposition.

(4) Establish the professional development activity in which the candidate will engage, as well as the personnel available to facilitate the activity, when applicable. Professional development activities may include: PRAXIS workshops, writing clinics, Review of Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct.

(5) Establish a reasonable and attainable timeline to improve or replace the behavior(s) or disposition(s) with periodic review dates for candidate and faculty/advisor feedback on progress. Document long-and short-range goals for achieving proficiency on the learning outcome.

Complaint Process

Candidate and pre-candidate satisfaction is important to the SOE and its constituents. To that end, the SOE is committed to ensuring that we present our candidates with a high quality, value-added educational experience. Where possible the SOE team believes that every effort should be made to resolve complaints outside of a formal procedure; however an official complaint process through which pre-candidates and candidates may be supported is in place. Candidates submit complaints on a Student Complaint Form. (Appendix E) Candidate complaints are first addressed at the departmental level, then the Dean’s level if unresolved. If still unresolved, the complaint is moved to the Provost’s level, and finally, if still unresolved, it
will be addressed at the Chancellor’s level. Complaints that involve a violation of university policy are referred to the Dean of Students of the University. A matrix of complaints is retained at each level, with any resolution identified. The Grade Appeal process is also institutional and the SOE adheres to the process outlined in the University Catalog.

Minimum GPA Procedure

Candidates have the right to appeal a decision or policy determination. Candidates are not permitted to appeal the admissions requirements for the program, nor progression requirements such as minimum GPA or PRAXIS cut-off scores. However, they may appeal the opportunity to enrol in early education courses should the cumulative GPA fall below the required 2.5 prior to being admitted to Teacher Education. Due to the need to address pre-candidates whose GPAs fell below acceptable levels for Teacher Education, an Appeals Committee of the TEC was launched – the Teacher Education Admissions Appeals Committee (TEAAC) of the Teacher Education Committee (TEC). A policy statement is in the catalog indicating that beginning with the 2013-2014 academic year, education majors who have a semester with a GPA below 2.5 will be placed on academic probation. If the education major has two consecutive semesters with a GPA below 2.5, s/he will be placed on academic suspension from the SOE and must complete an appeals process in order to continue in the teacher education program. This process will significantly lower the number of pre-candidates with GPAs below 2.5. The 2013-2014 academic year is the preliminary year to improve GPAs below 2.5 with probations put in place effective fall 2014. These pre-candidates will have the option to change their majors to one that accepts a 2.00 GPA. No candidate will be admitted to Teacher Education or clinical practice/student teaching without the required 2.5 GPA.
Reference


http://www.merriam-webster.com/dictionary/feedback
Appendix A

Assessment Feedback Loop

SOE Assessment System Feedback Loop

INPUTS
- Unit Documents, Faculty Credentials
- Student Performance Data
- Diversity/Demographic Data

OUTPUTS
- Cumulative Data & Summaries of Performance Assessments by Group and Transition Point
- Aggregate Survey Data, Findings from Studies

Dean, Dept Chairs, Faculty & Adjuncts
Office of Teacher Education Director, Students, Cooperating Teachers, University Supervisors, Assessment Office Staff, Program Coordinators, State Ed Agency (e.g. Prog Review), National Professional Assoc*
Individual Employers, Individual Alumni

Program Reviewers
AMS/OPAR Reviewers, SOE Administrative Team, Program Coordinators, SOE Teacher Education Committee, Public School Partners, SOE Assessment Committee, University Administration, NCDPI/SBOE, NCATE, SACS, Title II Report Audience

Dean, Faculty, Dept Chairs,

* Policies, procedures and practices, Conceptual Frameworks, organizational charts, etc.
** Data and summaries must be disaggregated by program, off-campus, distance learning and alternative routes.
****This information should be available during the NCATE on-site visit.
*****Resources, Advancement, Students, Faculty, Employer, Alumni, Professional Development and Dispositional
Appendix B

Program Requirements at each Transition Point
School of Education Transition Points with Requirements *(Key Assessments in Red)*

<table>
<thead>
<tr>
<th>Transition Point I: Admission to Program</th>
<th>Transition Point II: Admission to Clinical Practice/Advancement to Candidacy</th>
<th>Transition Point III: Program Completion</th>
<th>Transition Point IV: Exit from Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Initial Teacher License Programs</strong>&lt;br&gt;<strong>(BS, LO, MAT)</strong></td>
<td>1. Pass all courses in the University College Core Curriculum&lt;br&gt;2. Earn a cumulative GPA of 2.5 or higher&lt;br&gt;3. Complete EDUC 211/SPED 480 (if applicable) with a grade of C or better&lt;br&gt;4. Complete and submit the Declaration of Major form&lt;br&gt;5. Pass Praxis I with required cut-off scores/composite score of 522 or 1100 on the SAT or 24 on the ACT&lt;br&gt;6. Earn a grade of C or higher in all education courses&lt;br&gt;7. Complete and meet the requirements of the entrance interview and philosophy statement/essay&lt;br&gt;8. Complete and submit the Admission to Teacher Education Application and packet (Disclosure Form; Clearance Form to verify health and department status; Disposition Inventory [self-assessment])&lt;br&gt;9. Complete and submit the Admission to Student Teaching Application Form&lt;br&gt;10. Receive a clean security background check&lt;br&gt;11. Successfully complete the student teaching interview and essay</td>
<td><strong>Verify in meeting with advisor:</strong>&lt;br&gt;1. Secure an CAPP/degree evaluation from Banner after 90 credit hours&lt;br&gt;2. Maintain a GPA of 2.5 or higher&lt;br&gt;3. Verify admission to teacher education&lt;br&gt;4. Complete all education and major/concentration courses with a grade of C or better (or be enrolled in the final courses)&lt;br&gt;5. Complete and submit the Admission to Student Teaching Application Form&lt;br&gt;6. Receive a clean security background check&lt;br&gt;7. Successfully complete the student teaching interview and essay&lt;br&gt;<strong>Unit Assessment:</strong>&lt;br&gt;<em>In addition to the above requirements, the candidate must have completed the following assignments:</em>&lt;br&gt;1. Have reflected favorable ratings on Disposition Inventory (Faculty to Complete at Interview)&lt;br&gt;2. Successfully complete the Unit Plan at proficient or higher on all descriptors (I)&lt;br&gt;3. Successfully complete the Content Project at proficient or higher on all descriptors (II)</td>
<td><strong>Verify in meeting with advisor:</strong>&lt;br&gt;1. Complete 2.5 GPA or higher&lt;br&gt;2. Complete exit from Program&lt;br&gt;3. Make application for graduation&lt;br&gt;<strong>Unit Assessments:</strong>&lt;br&gt;1. Review of favorably rated Disposition Inventory from University Supervisor, student teacher and cooperating teacher(s) (Average rating posted in TaskStream)&lt;br&gt;2. Successfully complete the Unit Plan at proficient or higher on all descriptors (III)&lt;br&gt;3. Successfully complete the Leadership &amp; Collaboration Product at proficient or higher on all descriptors (IV)&lt;br&gt;4. Successfully complete the Professional Electronic Portfolio including an oral presentation (V)&lt;br&gt;5. Secure a signed Certification of Teaching Capacity Form from the LEA with all “Met” ratings (VI)</td>
</tr>
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Rev Revisions Approved by Administrative Leadership Team: 4/7/14<br>SOE Faculty: 5/13/2014<br>Teacher Education Committee: 5/15/2014
### Master of School Administration

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<th>1. Comprehensive Exam (III)</th>
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<td>2. GPA</td>
<td>a) EDAM 650 Self Analysis Inventory</td>
<td>2. Action Research Presentation (IV)</td>
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<td>3. GRE or MAT</td>
<td>b) EDAM650 School Environment Analysis</td>
<td>3. Fall Portfolio (V)</td>
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<td>4. Letters of Recommendation</td>
<td>c) EDAM 651 Professional Learning</td>
<td>a) Positive Impact on Student Learning</td>
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<td>5. Teaching License</td>
<td>d) EDAM 651 Multicultural Philosophy</td>
<td>b) Teacher Empowerment and Leadership</td>
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<td>6. Writing Sample</td>
<td>e) EDAM 652 School Improvement</td>
<td>c) Community Involvement &amp; Engagement</td>
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<td>7. Interview</td>
<td>f) EDAM 660 Plan of Action</td>
<td>4. Spring Portfolio (VI)</td>
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<tr>
<td>8. Essay</td>
<td>g) EDAM 661 Identify and Analyze Policy</td>
<td>d) Organizational Management</td>
</tr>
<tr>
<td>Disposition Inventory (self-assessment)</td>
<td>h) EDAM 661 Develop a School-level Policy</td>
<td>e) School Culture and Safety</td>
</tr>
<tr>
<td></td>
<td>i) EDAM 670 School Improvement</td>
<td>f) School Improvement</td>
</tr>
<tr>
<td></td>
<td>j) EDAM 670 Human Resource Plan</td>
<td>5. Clearance for Graduation</td>
</tr>
<tr>
<td></td>
<td>k) EDAM 671 Instructional Improvement</td>
<td>6. Application for Graduation</td>
</tr>
<tr>
<td></td>
<td>2. Internship Plan (Application)</td>
<td>7. Disposition Inventory (Faculty and Internship Mentor)</td>
</tr>
<tr>
<td></td>
<td>3. Advancement to Candidacy</td>
<td>8. Disposition Inventory (EDAM 691 Faculty)</td>
</tr>
<tr>
<td>Master of School Administration</td>
<td>4. Disposition Inventory</td>
<td>9. Unit Assessments:</td>
</tr>
<tr>
<td></td>
<td>(EDAM 691 Faculty)</td>
<td>1. Complete Alumni Contact Sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Complete Exit Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Employer Survey (1-3 years after completion) (VII)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Alumni Survey (1-3 years after completion) (VIII)</td>
</tr>
</tbody>
</table>

### Educational Leadership

<table>
<thead>
<tr>
<th>1. Graduate Application</th>
<th>1. Advancement to Candidacy Form (Program of Study Review)</th>
<th>1. Dissertation Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. GPA</td>
<td>2. GPA</td>
<td>2. Oral Prospectus Approval Form</td>
</tr>
<tr>
<td>3. GRE Results</td>
<td>3. EDLE 721-Literature Review (II)</td>
<td>3. EDLE 740 Dissertation Proposal Defense (V)</td>
</tr>
<tr>
<td>5. Official Transcripts</td>
<td>5. Comprehensive Exam (IV)</td>
<td>5. Application for Graduation</td>
</tr>
<tr>
<td></td>
<td>7. Disposition Inventory (EDAM 691 Faculty)</td>
<td>7. Disposition Inventory (Dissertation Committee)</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td></td>
<td>Unit Assessments:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Complete Alumni Contact Sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Complete Exit Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Employer Survey (1-3 years after completion) (VII)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Alumni Survey (1-3 years after completion) (VIII)</td>
</tr>
</tbody>
</table>

### Action Research/Paper Presentation

- Cumulative Portfolio (SPED) (III-VI)
- Leadership & Collaboration Project
- Action Research/Paper Presentation
- Internship Evaluation
- Problem Based Learning Product (LD, ID/MD, SED/BED) (III-VI)
- Research Paper
- Reflection
- Internship Evaluation
- Corrective Action Plan (if applicable)
- Application for Graduation
- Clearance for Graduation
- Disposition Inventory (EDUC/READ/SPED 698: Faculty)

### Unit Assessments:

1. Complete Alumni Contact Sheet
2. Complete Exit Survey
3. Employer Survey (1-3 years after completion) (VII)
4. Alumni Survey (1-3 years after completion) (VIII)
Appendix C

Teacher Education Criminal Background Check Procedure
(Approved by the Teacher Education Committee (TEC) on March 15, 2012)

Effective Fall 2012; Revised Fall 2013

Pre-education candidates enrolled in teacher education courses at Fayetteville State University (FSU) are required to complete graduated field experiences, beginning with EDUC 211 – Field Experiences in Area Schools or SPED 480 – Seminar II: The Exceptional Child and concluding with Student Teaching/Internship. Effective fall 2012, all candidates who enroll in methods and student teaching courses will be required to complete a criminal background check prior to beginning the field experience or student teaching experience. A current, valid criminal background check must be on file with “Certified Background” who is FSU’s criminal background check vendor. A criminal background check is generally valid for one year, after which the student must purchase another background check.

The FSU School of Education is partnering with “Certified Background” to conduct the criminal background check screening. Teacher education students are financially responsible for meeting these criminal background check requirements. The current cost for a criminal background check is $27.00. The results of the criminal background check will be available in 2-3 days at www.certifiedbackground.com. Criminal background check information is accessible to the teacher education student and the FSU Office of Legal Affairs.

If a student has a criminal history, other than a minor traffic offense, s/he will need to consult with the Director of OTE for assistance in conducting a background check and providing additional documentation, such as a letter to the principal of the placement school, requesting consideration. The nature of the information reported on the background check will be considered in making a decision as to whether a particular field experience or teaching assistance is appropriate. Some schools will not allow anyone with a criminal offense or arrest (other than a traffic ticket) to work in the school and some school districts will also conduct their own criminal background check. While the Director of the OTE and the Coordinator of Professional Development Schools (PDS) will do their best to assist the student with appropriate placement, delays in the completion of the student’s program of study may occur due to the placement decisions of schools based on the results of the criminal background check. A student who is unable to complete all requirements of any teacher education program at FSU will not be able to continue in the program and will be encouraged to find an alternate major.

A criminal history will not necessarily preclude a student from being admitted to a Teacher Education Program or a student teaching or field experience. However, failure to complete the background check will result in the student being dropped from all methods or student teaching courses.

Be aware that a school system may require a student to complete a criminal background check prior to completing any form of field experience.

Once a student registers for a methods course or student teaching, s/he will receive an email message with the following instructions for initiating the background check process.

1. Click the link or paste it into your browser: http://www.certifiedbackground.com
2. Enter the University Package Code: **FC22**
3. Pay with debit or credit card [Package cost **FC22** is **$27.00**]
Appendix D

Voluntary Disclosure Form (Early Field Experiences)

Effective Fall 2012

Pre-candidates enrolled in teacher education courses at Fayetteville State University (FSU) are required to complete graduated field experiences, beginning with EDUC 211 – Field Experiences in Area Schools or SPED 480 – Seminar II: The Exceptional Child and concluding with Student Teaching/Internship. Effective fall 2012, all pre-education candidates who enroll in courses with early field experience requirement are required to complete a Voluntary Disclosure Form prior to beginning the field experience. Examples of early field experience courses include EDUC 211, EDUC 330, and EDUC 331. This Form is available on the Office of Teacher Education website at the following link: http://www.uncfsu.edu/ote/pdf/Disclosure_Form.pdf. The form will be distributed and collected by the instructor. The instructor is responsible for sending all forms and class rosters from individual courses to the Director of the Office of Teacher Education by the second week of class.

Pre-Candidates, you will not be allowed to complete the required field experience requirement of the course if you do not complete this Disclosure Form. Your “yes” answer to one or more of the following questions will not necessarily preclude your being permitted to complete your required field experience. However, your failure to provide complete, accurate, and truthful information could delay your placement, which could affect course completion and your resulting grade. Be aware that a school system may require you to complete a criminal background check prior to completing any form of field experience. For the purpose of the following six questions, “crime” or “criminal charge” refers to any crime other than a traffic-related misdemeanor or an infraction. You must, however, include alcohol or drug offenses whether or not they are traffic related.

Have you ever been convicted of a crime?  ○ Yes  ○ No

Have you ever entered a plea of guilty, a plea of no contest, a plea of nolo contendere or Alford plea, or have you received a deferred prosecution of prayer for judgment continued, to a criminal charge?  ○ Yes  ○ No

Have you otherwise accepted responsibility for the commission of a crime?  ○ Yes  ○ No

Do you have any criminal charges pending against you?  ○ Yes  ○ No

Have you ever been expelled, dismissed, suspended, placed on probation, or otherwise subject to any disciplinary sanction by any school, college, or university?  ○ Yes  ○ No

If you have ever served in the military, did you receive any type of discharge other than an honorable discharge?  ○ Yes  ○ No

If you answered “yes” to any of the six questions above, please explain on separate sheet of paper. You must promptly notify the Office of Teacher Education in writing of any criminal charges, any disposition of a criminal charge, or any school, college or university disciplinary action against you, or any type of military discharge other than an honorable discharge that occurs at any time after you submit this form. Your failure to do so could delay your field placement (which could affect course completion and your resulting grade) or cause you to be dismissed from the program. I understand my failure to provide complete, accurate, and truthful information on this application will be grounds to deny my field placement or dismiss me from the program.

I certify that the information I have given on this form is complete and correct.

I hereby acknowledge that the institution may verify the information set forth herein from sources accessible under law to the institution, but that the institution may divulge the contents of this application only as permitted under the Family Educational Rights and Privacy Act of 1974 if I am or have been in attendance at this institution.

Name (Print): ______________________________ Signature of Applicant: __________________________ Date: __________

Banner #: __________________ Date of Birth: (MM/DD/YYYY) __________________ Email: __________________ Classification: _______
Appendix E

Student Complaint Form

Whenever possible, complaints should be raised with the person or department directly involved. If you are unable to resolve your concern, you should complete this form.

NAME______________________________________________________________

BANNER ID__________________________________________________________

DATE_______________________________________________________________

PHONE____________________________________________________________

EMAIL______________________________________________________________

YOUR COMPLAINT:
Please briefly describe below the main points of your complaint.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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SUPPORTING DOCUMENTS:
Please attach any supporting documents you may have to support your complaint.

WHAT HAVE YOU DONE TO RESOLVE YOUR COMPLAINT?
Explain briefly what steps you have taken to resolve your complaint. If you have not attempted to resolve your complaint in the originating department, it will be referred to the relevant department for resolution. Specify the dates and the persons to whom you made the complaint.
REMEDY:
What would you like done about your complaint? Explain briefly what you might consider to be a satisfactory resolution/remedy to your complaint.

DISPOSITION:
Action taken

INVESTIGATOR: _______________________________ DATE: __________________________
Appendix F

SOE Disposition Inventory

<table>
<thead>
<tr>
<th>Professional Behavior: The candidate demonstrates a commitment to the profession.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilizes time efficiently and manage workload.</td>
</tr>
<tr>
<td>2. Portrays a professional image in appearance &amp; behavior.</td>
</tr>
<tr>
<td>3. Meets deadlines for assigned activities and products.</td>
</tr>
<tr>
<td>4. Demonstrates academic integrity &amp; confidentiality.</td>
</tr>
<tr>
<td>5. Is enthusiastic to teach and learn.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working with Families and Communities: The candidate understands the contemporary family and communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learns from &amp; works collaboratively with diverse individuals.</td>
</tr>
<tr>
<td>2. Seeks to overcome cultural &amp; economic barriers that impede civic involvement.</td>
</tr>
<tr>
<td>3. Builds relationships with individuals and groups.</td>
</tr>
<tr>
<td>4. Is patient &amp; flexible during the learning process.</td>
</tr>
<tr>
<td>5. Supports &amp; values traditions, artifacts, symbols of the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technological Competence/Educational Applications: The candidate exhibits that technology is a tool.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses technology in the course of attaining and utilizing 21st century skills.</td>
</tr>
<tr>
<td>2. Evaluates information critically and competently.</td>
</tr>
<tr>
<td>3. Acts on creative ideas to make a tangible and useful contribution to the field.</td>
</tr>
<tr>
<td>4. Exhibits practical &amp; critical thinking skills in information media/technology.</td>
</tr>
<tr>
<td>5. Uses digital technologies appropriately.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caring Disposition and Ethical Responsibility: The candidate is caring and ethically responsible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates integrity and ethical behavior.</td>
</tr>
<tr>
<td>2. Holds in confidence information except in compliance with legal regulations.</td>
</tr>
<tr>
<td>3. Adheres to federal and state school law, district and building policies.</td>
</tr>
<tr>
<td>4. Demonstrates that he/she valued equity and fairness.</td>
</tr>
<tr>
<td>5. Demonstrates compassion toward those experiencing difficulty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication: The candidate communicates effectively with all students, parents, peers, and administrators.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulates thoughts and ideas clearly and effectively.</td>
</tr>
<tr>
<td>2. Manages &amp; creates effective oral, written and multimedia communication.</td>
</tr>
<tr>
<td>3. Collaboratively develops and enforces clear communication.</td>
</tr>
<tr>
<td>4. Communicates sound judgment; makes complex choices; solves problems.</td>
</tr>
<tr>
<td>5. Communicates in ways that do not intentionally cause humiliation or ridicule.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledgeable and Reflective: The candidate is knowledgeable about the subject matter &amp; the teaching/learning process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitors one’s own understanding and learning needs.</td>
</tr>
<tr>
<td>2. Actively seeks resources to expand content &amp; pedagogical knowledge.</td>
</tr>
<tr>
<td>3. Uses constructive feedback to make modifications for improvement.</td>
</tr>
<tr>
<td>4. Takes time to think and reflect before responding.</td>
</tr>
<tr>
<td>5. Seeks help as needed: demonstrates reflective practice in written/verbal form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and Leadership: The candidate combines theory and practice: works to improve the profession.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collaborates with colleagues and peers.</td>
</tr>
<tr>
<td>2. Acts fairly, consistently, and prudently in the exercise of authority.</td>
</tr>
<tr>
<td>3. Pursues growth &amp; development in the practice of the profession.</td>
</tr>
<tr>
<td>4. Articulates a vision and implementation strategies for improvements.</td>
</tr>
<tr>
<td>5. Takes initiative to perform needed tasks &amp; accomplish identified objectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respect for Diversity and Individual Worth: The candidate develops sensitivity to all types of diversity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is open &amp; responsive to diverse perspectives, including cultural viewpoints.</td>
</tr>
<tr>
<td>2. Maintains high expectations for self and others.</td>
</tr>
<tr>
<td>3. Pledges to develop a quality education for students with exceptionalities.</td>
</tr>
<tr>
<td>4. Takes responsibility for student achievement.</td>
</tr>
<tr>
<td>5. Demonstrates effective collaboration skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>No evidence to believe otherwise</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Student Name</th>
<th>Faculty/Instructor Name</th>
</tr>
</thead>
</table>

Rev Revisions Approved by Administrative Leadership Team: 4/7/14
SOE Faculty: 5/13/2014
Teacher Education Committee: 5/15/2014
Appendix G

SOE Early Disposition Inventory

FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION
EARLY DISPOSITION INVENTORY

NAME OF STUDENT: ___________________________
Course(s) Enrolled: ___________________________
Course Instructor(s): _________________________
Assigned School: _____________________________
Hours Completed: _____________________________
Assigned Teacher: _____________________________
Grade: ___________ Subject: ________________

☐ Fall ☐ Spring ☐ Summer I/II ☐ Year___________

DIRECTIONS: Please complete this evaluation and return it with the student’s time sheet. Mark the
response that most approximates your opinion regarding the performance of the student who observed
in your classroom.

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student was on time for observation sessions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2.</td>
<td>The student portrayed a professional image in appearance and behavior.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.</td>
<td>The student was attentive and respectful of the students, teacher, and ongoing activities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4.</td>
<td>The student took an active interest and was willing to help in the classroom.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.</td>
<td>The student was enthusiastic to teach and learn.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6.</td>
<td>The student notified the teacher if the student had to be absent or late for sessions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments:

Based on this teacher candidate’s performance during this Early Field Experience, I would predict that
this teacher candidate, as a teacher, would be:

(Please check the most appropriate choice)

HIGHLY EFFECTIVE ☐ MODERATELY EFFECTIVE ☐ MINIMALLY EFFECTIVE ☐

Evaluator’s Signature ___________________________ Date _____________

Office of Teacher Education

Field Experience – Fall 2012

Rev Revisions Approved by Administrative Leadership Team: 4/7/14
SOE Faculty: 5/13/2014 Teacher Education Committee: 5/15/2014
### Appendix H

**Alignment of CF Themes, NCDPI Standards, and NCATE/CAEP Standards**

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>North Carolina Department of Public Instruction (NCDPI) Standards</th>
<th>National Council for the Accreditation of Teacher Education Standards</th>
</tr>
</thead>
</table>
| Caring Dispositions and Ethical Responsibility | Standard V: Teachers Reflect On Their Practice  
Standard II: Teachers Establish A Respectful Environment For A Diverse Population Of Students | Standard 1: Candidate Knowledge, Skills and Professional Dispositions |
| Communication | Standard I: Teachers Demonstrate Leadership | Standard 1: Candidate Knowledge, Skills and Professional Dispositions |
| Knowledgeable and Reflective | Standard III: Teachers Know The Content They Teach  
Standard IV: Teachers Facilitate Learning For Their Students  
Standard V: Teachers Reflect On Their Practice | Standard 1: Candidate Knowledge, Skills and Professional Dispositions  
Standard 3: Clinical Experiences and Clinical Practices |
| Research and Leadership | Standard I: Teachers Demonstrate Leadership | Standard 1: Candidate Knowledge, Skills and Professional Dispositions |
| Respect for Diversity and Individual Worth | Standard II: Teachers Establish A Respectful Environment For A Diverse Population Of Students | Standard 4: Diversity  
Standard 3: Clinical Experiences and Clinical Practices |
| Technological Competence & Applications for Student Learning | Standard IV: Teachers Facilitate Learning For Their Students | Standard 1: Candidate Knowledge, Skills and Professional Dispositions |
| Working with Families and Communities | Standard II: Teachers Establish A Respectful Environment For A Diverse Population Of Students | Standard 3: Clinical Experiences and Clinical Practices |