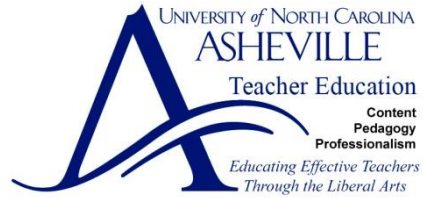


Candidate Assessment



The mission of the Department of Education is to prepare candidates for a North Carolina Standard Professional I Teaching license with a liberal arts foundation. The Department of Education prepares highly qualified teachers who will contribute to the teaching profession and who will positively impact students in the public school system. Our graduates are teachers who have broad perspective, who think critically, reflectively and creatively; who are humane and committed to meeting the learning needs of all students; and who guide students using active inquiry to become effective and productive citizens in the 21st century.

Overarching Unit Goals

- Meet national standards for the Unit.
- Ensure the excellence of all licensure programs in the Unit.
- Respond to the needs of the regional and state-wide teaching community.

Unit Goals for Programs

- Meet the state and national standards relevant to the various programs.
- Meet the Unit Goals for candidates through the various programs.

Unit Goals for Candidates

- Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.
- Candidates apply state and national standards, research-verified best practices, critical thinking, clear and thoughtful communication, creative expression, and honest open inquiry in designing, implementing, differentiating, assessing, and reflecting on effective pedagogy.
- Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

<p>Unit Student Learning Outcome (SLO) 1 (Content SLO):</p> <p>Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.</p>	<p>Unit SLO 2 (Pedagogy SLO):</p> <p>Candidates apply state and national standards, research-verified best practices, critical thinking, clear and thoughtful communication, creative expression, and honest open inquiry in designing, implementing, differentiating, assessing, and reflecting on effective pedagogy.</p>	<p>Unit SLO 3 (Professionalism SLO):</p> <p>Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.</p>
<p>Correlates with University SLO 2:</p> <p>Students develop mastery of a specific major and an understanding of the connections among disciplines.</p>	<p>Correlates with University SLO 1:</p> <p>Students develop skills in critical thinking, clear and thoughtful communication, creative expression, and honest open inquiry.</p>	<p>Correlates with University SLO 3:</p> <p>Students develop respect for the differences among people and ideas, and learn to clarify and articulate their own values.</p>
<p>Correlates With and Assessed Using North Carolina Department of Public Instruction (NCDPI) Evidence 2:</p> <p>Depth of Content Knowledge Project</p>	<p>Correlates with and Assessed Using NCDPI Evidence 3:</p> <p>Unit Plan</p>	<p>Correlates with and Assessed Using NCDPI Evidence 6:</p> <p>Professional Development Project</p>
<p>Correlates with NCATE Standard 1: Candidate Knowledge, Skills, Dispositions:</p> <p>1a. Content Knowledge for Teacher Candidates</p>	<p>Correlates with NCATE Standard 1: Candidate Knowledge, Skills, Dispositions:</p> <p>1b. Pedagogical Content Knowledge for Teacher Candidates</p>	<p>Correlates with NCATE Standard 1: Candidate Knowledge, Skills, Dispositions:</p> <p>1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates</p>

Mission and Goals Candidate Assessment Data Collected at Each Decision Point
(09-09-2011)

Decision Point 1: Formal Admission to the Education Program

Content Breadth			Professionalism	
2.5 Cum. GPA	C or better in EDUC 210/211	Passing scores on Praxis I or SAT/ACT	Satisfactory Review of Dispositions	Satisfactory Review of Field Experience

Decision Point 2: Admission to Student Teaching

Note: Candidates in the professional portion of their program are checked at multiple points: A. initial review during first week of 380-level course; B. final review after grades for 380-level course are posted (candidates with a delay of one or more semesters between the completion of the 380-level course and the beginning of the EDUC 455/EDUC 456 semester are checked after grades are posted the semester before the EDUC 455/EDUC 456 semester)

Content Breadth		Content Depth	Pedagogy		Professionalism		
2.5 Cum GPA	2.0 GPA in Major*	Satisfactory completion of Depth of Content Knowledge Project in the appropriate content course (Evidence 2)	C or better in all EDUC courses**	Satisfactory Review of Field Experience in the capstone methods course	Satisfactory Review of Unit Plan (Evidence 3)	Satisfactory review of dispositions***	Faculty Letter of recommendation: Content, Pedagogy, Professionalism

Decision Point 3: Exit from Education Program and Recommendation for Licensure

Content Breadth			Pedagogy			Professionalism	
2.5 Cum GPA	2.0 GPA in Major*	At Standard Rating on Exit Criteria for Content	C or better in all EDUC courses	Grade of S in EDUC 455	At Standard Rating on Exit Criteria for Pedagogy	Satisfactory completion of Impact on Student Learning Project in EDUC 456 (Evidence 5)	Satisfactory completion of Professional Development Project in EDUC 456 (Evidence 6)

Decision Point 4: First Three Years of Teaching

Content		Pedagogy		Professionalism	
Candidate Self-Assessment of Content Knowledge	Employer Assessment of Content Knowledge	Candidate Self-Assessment of Pedagogy	Employer Assessment of Pedagogy	Candidate Self-Assessment of Professionalism	Employer Assessment of Professionalism

* Required list of courses for K-6 candidates: LANG 120; HUM 124, 214, and 324; MATH 211 and 215; ILS Lab Science Course; ILS Cluster Natural Science Course; ILS HWP Course/EDUC 319; EDUC 220; and ARTS 310.

** Includes MATH 211 and MATH 215 for K-6 candidates.

*** Includes successful field experience evaluation of professionalism dispositions

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Goals of the UNC Asheville Education Department

- Meet national standards for the Unit.
- Ensure the excellence of all licensure programs in the Unit.
- Respond to the needs of the regional and state-wide teaching community.

Unit Program Goals

- Meet the state and national standards relevant to the various programs.
- Meet the Unit Goals for candidates through the various programs.

Unit Candidate Goals

- Demonstrate depth and breadth in subject area content.
- Apply state and national standards in designing, implementing, differentiating, assessing, and reflecting on instruction while effectively utilizing time, materials, and human resources.
- Demonstrate professional dispositions

Summary of Evidences Results

Summary of Program Completer GPA and Licensure Exam/Evidence 1 Data

Fall 201x

Candidate Name	Undergraduate or Post-Bac	Cumulative GPA	Major GPA	Licensure Exam Results

Spring 201x

Candidate Name	Undergraduate or Post-Bac	Cumulative GPA	Major GPA	Licensure Exam Results

Overall Comments:

Summary of Program Candidates' Evidence 2, 3, 5, and 6 Data

Data related to Evidences 2, 3, 5, and 6 were studied for all program participants. In particular, mid-term checks of rubric scores were analyzed to determine areas for improvement experienced by program candidates. Summaries of trends and areas for which program improvements should be made are included below.

Evidence 2 (Depth of Content Knowledge Project/Content Evidence):

Evidence 3 (Unit Plan/Pedagogy Evidence):

Evidence 5 (Impact on Student Learning Evidence):

Evidence 6 (Professional Development Project/Professionalism Evidence):

Overall Comments:

Summary of Certification of Teaching Capacity/Evidence 4 Data

The Certification of Teaching Capacity results were studied for all student teachers. A summary of the cited areas of strength and areas for improvement is included in the table below.

Area	Times Cited as a Strength	Times Cited as Needing Improvement
Content-Related Areas		
Pedagogy-Related Areas		
Professionalism-Related Areas		

Overall Comments:

Summary of Student Teacher Exit Survey Data

Exit surveys, following the completion of student teaching, were received from _____ candidates. ___ candidates were surveyed in the fall and ___ candidates were surveyed in the spring. The tables below show how candidates assessed their preparation.

	Very Prepared	Prepared	Not Prepared Yet
Content			
Pedagogy			
Technology			
Diversity			
Professionalism			
Parents			

Course	Times Cited as Most Beneficial	Times Cited as Least Beneficial

Overall Comments:

Summary of Student Teacher Exit Interview Data

Exit interviews, following the completion of student teaching, were received from _____ candidates. _____ candidates were interviewed in the fall and _____ candidates were interviewed in the spring. The tables below show how the candidates assessed their preparation.

Curricular Areas of Best Preparation/Areas Needing More Preparation are delineated in the following table.

Area	Cited as Best Prepared	Cited as Needing More

Non-Curricular Areas of Best Preparation/Areas Needing More Preparation are delineated in the following table.

Area	Cited as Best Prepared	Cited as Needing More

Overall Comments:

Summary of Dispositions Data

Dispositions data were studied for all program participants. A summary of trends and areas for which program improvements should be made are included below.

Summary of Field Experience Evaluation Data

Dispositions data were studied for all program participants. A summary of trends and areas for which program improvements should be made are included below.

Summary of Employer Feedback on Graduates Data

Employer surveys were received for ____ Unit graduates who completed the ____ license. The table below summarizes the responses of employers who included comments.

Candidate	Employer's Overall Rating for Content	Employer's Overall Rating for Pedagogy	Employer's Overall Rating for Professionalism

Overall Comments:

Summary of Initially Licensed Teacher Data

ILT surveys were received for ____ Unit graduates who completed the ____ license. The table below summarizes the responses of ILTs who included comments.

Candidate	Overall Rating for Content	Overall Rating for Pedagogy	Overall Rating for Professionalism

Overall Comments:

Summary of IHE Bachelor Performance Report Data

Information from the IHE Bachelor Performance Report was studied for the program . A summary of trends and areas for which program improvements should be made are included below.

NCDPI Report Card Data

Information from the NCDPI Report Card was studied for the program . A summary of trends and areas for which program improvements should be made are included below.

GA Teacher Preparation Program Effectiveness Report Data

Information from the GA Teacher Preparation Program Effectiveness Report was studied for the program . A summary of trends and areas for which program improvements should be made are included below.

Summary of Alumni Outreach

A summary of alumni contacts made is included in the table below.

Alumnus Name	Contact Information	Year Completed Program	In State/Out of State/Other Job	School System

A summary of strategies used for reaching out to program completers who were not performing as expected, in consultation with their employer, is included below.

Alumnus Name	Strategy	Dates of Completion of Strategies

Program Goals

Unit faculty members, Arts and Sciences Liaisons, and P-12 partners associated with the _____ program have developed specific goals for the _____ licensure program. We met (include dates, and minutes as an Appendix) to review the previous goals developed for the program and set new goals for the _____ academic year based on the data above.

Review of Goals for _____

New Goals for _____

Peer Review Summary

Instructor:

Course:

Observer:

Date of Pre-Conference:

Summary of Pre-Conference:

Date of Observation:

Summary of Introductory Activities:

Summary of Lesson Activities:

Analysis of Lesson:

Contribution to Candidate Development of Content Skills:

Contribution to Candidate Development of Pedagogical Skills:

Contribution to Candidate Development of Professionalism Skills:

Overall Comments:

Suggestions/Recommendations to Discuss:

Date of Post-Conference:

Summary of Post-Conference: