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The Unit has a comprehensive assessment system which has evolved from being focused on a few major goals for Unit focus each year to one which centers on continuous improvement of candidate performance, program quality, and Unit operations. Assessment system amendments and evaluation involve the participation of the Unit Assessment Committee; Unit faculty; and P-12 partners, and in particular the University School and Teacher Education Partnership (USTEP) (Unit faculty, Arts and Sciences liaisons, and representatives from the Unit's five partner school districts) and the University School and Teacher Education Council (USTEC) (administrators and teachers from the Unit's partner school districts, Unit faculty, candidates, and Arts and Sciences liaisons). Informing all assessment functions of the Unit are key foundational elements including NCATE, NC Department of Public Instruction (NCDPI), and P-12 standards; the Conceptual Framework; and overarching Unit Candidate, Program, and Operations Goals. The component parts of the Unit assessment system link to these elements.

A visual depicting the Unit Assessment System can be found in Appendix 1. At the top of foundational structure of the Unit Assessment System is the Unit’s Continuous Improvement Cycle. This Cycle involves analyzing data; determining objectives and implementation steps; assessing to gather new data, sharing results, gathering input, and producing documentation. A visual depicting the Continuous Improvement Cycle can be found in Appendix 2. Within the Continuous Improvement cycle is the Unit’s Flow of Information to Inform Decision Making process. This process includes consideration of the following questions in order to consider possible course, program, or Unit operational changes based on data: What data sources? When analyzed? Who analyzes? What is the focus of the analysis? When shared with partners? When shared with Unit? How is accountability documented? A visual depicting the Flow of Information to Inform Decision Making can be found in Appendix 3.

Candidates
The first of the aforementioned component parts of the Unit assessment system is Candidate Performance. All Unit licensure programs are approved as per North Carolina Department of Public Instruction (NCDPI) requirements. In 2009 the Unit revisioned all licensure programs to meet new NCDPI requirements given the NC State Board of Education’s adoption of a new program approval process focusing on outcomes, quality, and greater institutional flexibility based on increased rigor and accountability. Revisioning of each program was based on NCDPI Teacher Education Specialty Area Standards, and used the Unit’s Knowledge Base and Purposes of the Unit as they relate to candidates per the Conceptual Framework as a foundational basis. As part of the new program approval process, Units submit to NCDPI for annual review the following 6 Evidences to show each candidate’s attainment of content, pedagogy, and professionalism-related competencies that meet statewide Standards for 21st Century Teaching and Learning based on NCDPI’s Pre-Service Teacher Candidate Rubric. A description of each of and scoring guides/rubrics for the NCDPI Evidences can be found in Appendix 4.

1-Breadth of Content Knowledge-All candidates complete at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C or better in each of the 24 hours in order to be licensed. Additionally, all K-6 candidates must receive satisfactory scores on the Praxis II exam in order to be licensed. UNCA has a 100% pass rate on the K-6 Praxis II. These data tell the Unit about candidates’ breadth of content knowledge in the specialty area per state teacher candidate standards.

2- Depth of Content Knowledge-All candidates complete a Content Exploration Project. Data from assessment of this project tell the Unit about candidates’ depth of understanding and application of content knowledge per professional and state standards for the specialty area.

3- Pedagogical and Professional Knowledge Skills and Dispositions-In consultation with their P-12 clinical faculty member, all candidates create a 3-5-day integrated thematic teaching Unit Plan. As part of the creation of the unit candidates create a rationale for the unit and provide the situational context; pre-assess and analyze this data to inform instruction; plan teaching using appropriate methodology and instructional technology; and provide lesson plans to include objectives, procedures, differentiation
strategies, and assessment. The unit includes utilizing technology, student learning teams, global perspective, and engaging in critical thinking and problem solving. Upon teaching the unit, candidates conduct post-assessment and reflect on each lesson. Data from assessment of the unit tell the Unit about candidates’ ability to design effective classroom instruction based on P-12 professional and state standards, and using effective pedagogy and research-verified practice.

•4- Pedagogical and Professional Knowledge Skills and Dispositions-All student teachers are evaluated by their supervisor, in consultation with the P-12 clinical faculty member, using the state-required Certification of Teaching Capacity Instrument. All candidates must receive a rating of “Met” on each facet of the instrument on the final evaluation. Data from this instrument tell the Unit about candidates’ demonstration of content knowledge, pedagogical skills, and dispositions in practice per state teacher candidate standards.

•5- Positive Impact on Student Learning-All candidates complete an Impact on Student Learning Project which consists of analyzing student interest inventory data to inform instruction; pre-teaching assessment, planning, differentiating instruction, post-teaching assessment, and remediation as appropriate; and authoring a final product demonstrating their impact on the learners. Data from assessment of this project tell the Unit about candidates’ impact on P-12 student learning given state P-12 standards.

•6- Leadership and Collaboration-All candidates complete the Professional Development Project: Self, Learner, Community. Candidates prepare and complete Individual Development Plans in collaboration with their P-12 clinical teachers designed to help them create and administer interest inventories to their students, and interpret the results to inform instruction; strengthen their understandings of their own professional strengths and weaknesses, and allow them to further develop particular areas aligned with the 21st century standards; become more deeply acquainted with their students' interests, families, and communities; and work with their UNCA peers in Professional Learning Communities to further investigate and share ideas and best practices. Data from assessment of this project tell the Unit about candidates’ ability to demonstrate leadership, collaboration, and professional dispositions per professional and state standards for teacher candidates.

Unit faculty apply common rubrics to evaluate candidate products related to Evidences 2, 3, 5, and 6, and all candidates must score a level 3 or higher on each facet of the assignment rubric. Each semester the Unit Director of NCATE/Director of Candidate Assessment/University Assessment Liaison (Director) compiles the Evidence assessment data and disaggregates it by course in which the Evidence is assessed as well as by program area, and leads the Unit through analysis of and determination of action steps regarding these data.

The Unit-adopted Mission, Vision, Philosophy, Purposes, and Goals all align with the UNCA Mission Statement. As part of the university’s assessment system, the Unit identified the following Student Learning Outcomes (SLOs) which are linked to university SLOs and directly reflect the Conceptual Framework tenets of Content, Pedagogy, and Professionalism:

•SLO 1 (Content)-Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.

•SLO 2 (Pedagogy)-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.

•SLO 3 (Professionalism)-Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

Evidences 2, 3, and 6 respectively are used to assess the SLOs. The Director uploads the assessment data to the university data management system, the UNCA Director of Academic Assessment provides an evaluation of the results and action steps at the end of each of the university’s two-year assessment cycles, and the Dean of Social Sciences discusses all of this with the Unit to identify needs and/or necessary changes. These data tell the Unit how candidates meet university standards.
Each candidate is monitored by the Candidate Assessment Committee (CAC) at 4 Decision Points at key points in their program, per the Decision Point. The Decision Points incorporate assessment of candidate performance in terms of the aforementioned professional, state, and university standards, and serve to provide an evaluation of candidate knowledge regarding the Conceptual Framework tenets of Content, Pedagogy, and Professionalism. Decision Points 1 and 2 are formative checkpoints, and Decision Points 3 and 4 are summative checkpoints.

• Formal Admission to Program-Data related to overall grade point average (GPA), grades in introductory courses EDUC 210 (Teaching and Learning in the 21st Century) and EDUC 211 (Instructional Technology for Educational Settings), and scores on Praxis I or SAT/ACT tell the Unit about candidates’ breadth of content knowledge. Data related to professional disposition and field experience performance ratings provided by Unit and P-12 clinical faculty during Unit courses tell the Unit about candidates’ professionalism.

• Admission to Student Teaching-Candidates in the first semester of their professional year are checked both during the first week and after completion of the capstone course. Data related to overall and major GPA tell the Unit about candidates’ breadth of content knowledge. Data related to assessment of the Depth of Content Knowledge Evidence tell the Unit about candidates’ depth of content knowledge. Data related to grades in EDUC-related course, review of field experience ratings by the capstone course P-12 clinical faculty, and the Unit Plan Evidence tell the Unit about candidates’ pedagogical knowledge. Data related to professional disposition and field experience performance ratings provided by Unit and P-12 clinical faculty during Unit courses, and review of a letter of recommendation for student teaching written by a Unit faculty member tell the Unit about candidates’ professionalism.

• Exit from Education Program and Recommendation for Licensure-Data related to overall and major GPA, and the content component of the state-required Certification of Teaching Capacity instrument on which Unit and P-12 clinical faculty provide ratings tell the Unit about candidates’ breadth of content knowledge. Data related to grades in EDUC-related courses and in EDUC 455 (Student Teaching and Seminar), the pedagogy component of the state-required Certification of Teaching Capacity instrument, and the Impact on Student Learning Evidence tell the Unit about candidates’ pedagogical knowledge. Data related to the professionalism component of the state-required Certification of Teaching Capacity instrument, and the Professional Development Project Evidence tell the Unit about candidates’ professionalism.

• First Three Years of Teaching-Data from the NCDPI administered Initially Licensed Teacher (ILT) and Employer Survey on which ILT’s self-evaluate and their employers provide ratings tell the Unit about completers’ content, pedagogy, and professionalism skills. The surveys used for and summaries of the results of these surveys are provided as part of Standard 1, and specifically online Exhibits 1.3.i and 1.3.j. A visual depicting how the Unit mission and overarching goals, state and professional standards, and Decision Points are seamlessly integrated can be found in the Candidate Assessment Visual in Appendix 5. A copy of the Candidate Professional Dispositions Checklist used for formative assessment of candidate professional dispositions can be found in Appendix 6, and a copy of the Field Placement Evaluation used for formative assessment of candidate performance in field experiences can be found in Appendix 7.

While completing their program, candidates work with course instructors and their assigned advisor on all areas on which they are assessed. Advisors meet with candidates individually each semester by providing checks on all Decision Point requirements; collaboratively developing a contract for formal program admission, a Plan of Study for a post-baccalaureate who must meet GPA requirements for program admission, and/or a Plan of Action for a candidate experiencing a dispositional issue during their program; and reviewing the application for student teaching. Individual candidate data at each Decision Point is analyzed by the Candidate Assessment Committee (CAC). CAC makes determinations about candidate entry into and continuation in their program, and recommendation for licensure. CAC also fields candidate special requests, appeals, and complaints according to procedures outlined in the Unit Policies and Procedures Manual and Candidate Handbook, and the Unit Head maintains a record of all related steps taken and results of these.
During student teaching, candidates complete a Weekly Clinical Practice Report as a means for reflecting on the activities they complete as part of their clinical practice experience. These Reports are submitted to the university supervisor for review. Student teachers complete a Reflection Record on a number of lessons taught during clinical practice, as determined by the university supervisor. These Reports are submitted to the university supervisor for review. P-12 clinical faculty members complete a weekly Report of the K-12 Clinical Faculty on the Progress of the Teacher Candidate as a means for providing feedback on student teachers’ dispositions, lesson planning and classroom strategies to provide student teachers with a means for frequent reflection. These Reports are submitted to the university supervisor for review. University supervisors complete a UNC Asheville Formative Observation Instrument during each of the 4 required observations they conduct of student teachers. This Instrument allows for student teacher reflection on supervisors’ feedback regarding each aspect of their teaching. All instruments related to Formative Assessments of Student Teachers can be found in Appendix 8.

Each semester, the Unit Director of NCATE/Director of Candidate Assessment/University Assessment Liaison (Director) disaggregates data related to candidate Evidence performance by both the course in which the Evidence was produced and program area. The Director then leads Unit faculty through an in-depth analysis of this disaggregated data according to the Unit’s Continuous Improvement Cycle. Faculty then follow the Unit’s Flow of Information to Inform Decision Making process in order to consider possible course, program, or Unit operational changes based on data. The Director then compiles an extensive report containing the disaggregated data and faculty reflections on the data. This report is shared with the Unit, P-12 partners, and the Dean of Social Sciences and university Director of Academic Assessment.

Programs
Another component of the Unit assessment system is related to managing and improving programs. Each year, each Program Coordinator analyzes data in order to review the progress of candidates in their program. This data is collected from multiple sources including those outlined above related to Candidate Performance, Exit Surveys from and interviews of candidates at the completion of student teaching, P-12 partner and student needs, P-12 standards, NCATE accreditation results, Title II reports, PEDS reports, state IHE Report Cards, UNC General Administration Teacher Quality Reports, and NCDPI program review. This analysis is used to determine if the overall program, including the curriculum, field experiences, and diversity experiences, are meeting the needs of candidates; to determine if program objectives set for the previous year have been met; and to set new program objectives with appropriate action steps, based on data. After this review, coordinators present data to and confer with other groups of Unit faculty who contribute teaching to the program area; P-12 and university Arts and Sciences partners and candidates during USTEP meetings and USTEC retreats; P-12 partners and university liaisons during meetings of these groups; and groups of candidates and university, site-based, and P-12 clinical faculty at orientation meetings during candidates’ professional year in order to determine program objectives and action steps. A presentation of the data, summaries of key learnings from the data, details regarding progress related to meeting the program goals from the previous year, and goals for the next year and related action steps are compiled into a Program Report for each program area. Program Reports are shared with the Unit, and trends are identified. These trends inform the setting of Unit objectives and outlining of related action steps, per the Unit’s Continuous Improvement Cycle and Flow of Information to Inform Decision Making process. The Exit Survey instrument and Program Report template related to Assessments of Programs can be found in Appendix 9. The Program Report provided is one that has been completed, to show the true format of the Report clearly.
Unit Operations
An additional component of the Unit assessment system is related to managing and improving Unit operations. The Director creates and maintains a Unit Assessment Calendar which outlines all Unit assessment functions. The schedule of program assessment functions is based on receipt and analysis of candidate data. From there, assessment activities related specifically to Unit operations are conducted. As part of this, additional data from candidate evaluations of Unit courses; Unit faculty peer review activities; Unit Faculty Records outlining faculty accomplishments in teaching, scholarship, and service and reports on their yearly goals; evaluations of non-teaching faculty; evaluations of student teaching P-12 and university clinical faculty by candidates and P-12 faculty; and data from P-12 partners related to student needs and standards are compiled. These data are used to make informed decisions about Unit policy creation and/or changes, committee structure and membership, professional development objectives, and budget allocations and needs per the Unit’s Continuous Improvement Cycle and Flow of Information to Inform Decision Making process. Assessment instruments for all functions related to Assessments of Unit Operations can be found in Appendix 10. A description of the schedule of program assessment functions is as follows.

- Fall
  - August Unit Assessment Retreat: (1) Faculty report on their professional development and professional engagement during the previous year, and then provide information about their goals for the year. This is as per the Faculty Record that all faculty create, which is assessed by the Unit Head and Dean of Social Sciences. The provision of these reports is an attempt to foster collaboration and supporting new/junior faculty. Given the information presented, faculty peer review teams are created. These teams observe each other’s teaching and provide feedback and support for continuous improvement based on program needs and goals. (2) Based on Unit goals, faculty goals, and candidate performance data, governance is reviewed. The most significant of these tasks is identifying Unit committees and determining membership including P-12, Arts and Sciences, and candidate representative; meeting schedules; and charges. (3) The Unit head reports on the budget from the previous year. Based on Unit and faculty goals, the Unit identifies budget needs and possible sources.
  - Mid-Semester Point: (1) Groups of faculty, along with P-12 and Arts and Sciences representatives, meet to analyze program data. These groups write a report as an analysis of the data and description of recommendations for program improvement according to a standardized template. (2) A USTEC Retreat is held after the program reports are completed. During this retreat, program reports are shared and the data are discussed. USTEC partners share P-12 trends and needs as well. As a result of these conversations, recommendations are made concerning directions for the Unit.
  - December Unit Assessment Retreat: Program area faculty groups provide the reported information to the Unit. The decisions made during the USTEC retreat concerning directions for the Unit are also shared. The Unit works together to identify trends, identify issues to address, and create action steps to address issues (write an Academic Policies Committee document, change a course, create a committee, write a catalog change, etc.) with associated timelines. Continuous Improvement Based on Data forms are used to compile information based on changes and track progress on these changes.

- Spring
  - The steps to address issues discovered through the analysis of the data at the December Retreat are carried out. These are revisited at the May Retreat to analyze progress and determine any other steps that need to be taken.
  - May Unit Assessment Retreat: (1) The Unit Director of NCATE/Director of Candidate Assessment/University Assessment Liaison (Director) shares the report of the disaggregated candidate data from the candidate Evidences, and this report is analyzed by the Unit as a
whole. (2) Unit committees report to the Unit on progress made and goals for the next year according to a standardized template. (3) Program report steps carried out, candidate data reported, and committee reports are analyzed. From this, Unit goals are set for the next year. (4) A USTEC Retreat is held. During this retreat, candidate assessment data are shared and the Unit progress on the recommendations made during the fall USTEC Retreat is reported. USTEC partners share P-12 trends and needs as well. As a result of these conversations, recommendations are made concerning directions for the Unit.
Appendix 1: Unit Assessment System

Continuous Improvement Cycle

Overarching Unit Goals

Unit Operations 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 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
* 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 inquire 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.

Conceptual Framework

P-12 Standards
NCDPI Professional Teaching Standards
NCATE Standards
Appendix 2: Continuous Improvement Cycle

Follow flow of information for decision making

Determine objectives and implement action steps related to decisions made.

Analyze data to make decisions based on Unit, University, P-12, State and Professional Standards and goals.

Assess to gather new data, share assessment results, gather input, produce documentation and make decisions.

Determine objectives and implementation steps related to decisions made.
Appendix 3: Flow of Information to Inform Decision Making
Appendix 4: NCDPI Evidences

Evidence 1
Breadth of Content Knowledge

All candidates’ transcripts and K-6 candidates’ Praxis II scores are summatively evaluated for Evidence 1. All candidates must complete at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C or better in each of the 24 hours in order to be licensed. Additionally, all K-6 candidates must receive satisfactory scores on the Praxis II exam in order to be licensed. UNCA has a 100% pass rate on the K-6 Praxis II. These data tell the Unit about candidates’ breadth of content knowledge in the specialty area per state teacher candidate standards.
Evidence 2
Depth of Content Knowledge

All candidates complete a Content Exploration Project for Evidence 2. This Evidence serves as a formative assessment of candidates’ knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied, and includes proficiencies associated with diversity. Data from assessment of this project tell the Unit about candidates’ depth of understanding and application of content knowledge per professional and state standards for the specialty area. All undergraduate EDUC licensure candidates and all post-bac EDUC licensure candidates participating in the designated course/major competency complete Evidence 2 while enrolled in the appropriate course/completing the appropriate competency for their major, as per Table 1. The assignment completed varies according to candidate licensure area, as per Table 2. However, each assignment requires that candidates explore the content in their specialty area. The rubrics below demonstrate specifics regarding each assignment.

Table 1

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Course/Major Competency Compliance During Which Assignment Is Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Art</td>
<td>ART 400/401</td>
</tr>
<tr>
<td>K-6 Elementary</td>
<td>EDUC 220</td>
</tr>
<tr>
<td>9-12 English</td>
<td>ENGL Senior Seminar Course</td>
</tr>
<tr>
<td>K-12 Foreign Languages and 9-12 Latin</td>
<td>Senior Capstone Project for Foreign Language Studied</td>
</tr>
<tr>
<td>9-12 Social Studies</td>
<td>Academic Major Senior Seminar Course</td>
</tr>
<tr>
<td>9-12 Math</td>
<td>MATH 480</td>
</tr>
<tr>
<td>K-12 Theatre Arts</td>
<td>DRAM 416</td>
</tr>
<tr>
<td>K-12 Health and Physical Education</td>
<td>HWP 310</td>
</tr>
<tr>
<td>6-9 English, Social Studies, and Math; 6-9</td>
<td>If submitting a product from undergraduate work for evaluation by the</td>
</tr>
<tr>
<td>and 9-12 Science; 6-9 and/or 9-12 post-bacs; or any</td>
<td>licensure area coordinator, the candidate must provide this by the end</td>
</tr>
<tr>
<td>other candidate not required to take the course or</td>
<td>of the second week of the semester during which they are enrolled in</td>
</tr>
<tr>
<td>complete the competency listed above</td>
<td>the capstone 38x level methods course.</td>
</tr>
<tr>
<td>Licensure Area</td>
<td>Assignment Completed</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>K-12 Art</td>
<td>Senior Art Show</td>
</tr>
<tr>
<td>K-6 Elementary</td>
<td>Digital History Project</td>
</tr>
<tr>
<td>9-12 English</td>
<td>Senior Competency Seminar Research Paper</td>
</tr>
<tr>
<td>K-12 Foreign Languages and 9-12 Latin</td>
<td>Senior Competency Content-Area Capstone Research Project</td>
</tr>
<tr>
<td>9-12 Social Studies</td>
<td>Senior Competency Seminar Research Paper</td>
</tr>
<tr>
<td>9-12 Math</td>
<td>Research Paper and Presentation</td>
</tr>
<tr>
<td>K-12 Theatre Arts</td>
<td>Play Project</td>
</tr>
<tr>
<td>K-12 Health and Physical Education</td>
<td>Major Competency Project</td>
</tr>
<tr>
<td>6-9 English, Social Studies, and Math; 6-9 and 9-12 Science; 6-9 and/or 9-12 post-bacs; or any other candidate not required to take the course or complete the competency listed above</td>
<td>Submission of a product from candidate’s undergraduate work for evaluation by the licensure area coordinator using the approved rubric OR Taking the course in which the assignment is completed</td>
</tr>
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</table>
UNC-Asheville K-12 Art
Evidence #2: Depth of Content Knowledge Rubric
Name of Evidence: Senior Art Show

UNIVERSITY OF NORTH CAROLINA - ASHEVILLE
PRE - SHOW REVIEWS – B.A., B.F.A. and Art Minor
ART DEPARTMENT

Student: _______________________ Date: ___________________

Circle one: B.A. Pre-show Review  B.F.A. Pre-Show Review  ART Minor Show Review

Review Location: ___________________ Prepared by: ___________________

Exhibition Venue: ___________________ Exhibition Dates: ___________________

Concentration: ___________________ Advisor: ___________________

<table>
<thead>
<tr>
<th>RESULTS:</th>
<th>3-Exceeds Criteria</th>
<th>2-Meets Criteria</th>
<th>1-Does Not Meet Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVED</td>
<td>Comments (if any) may be seen below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECLINED</td>
<td>Comments (if any) may be seen below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEFERRED</td>
<td>Comments (if any) may be seen below.</td>
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<td></td>
</tr>
<tr>
<td>COMMENTS:</td>
<td></td>
<td></td>
<td></td>
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<td>-----------</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Artist Statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of final work</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Cohesiveness</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Technical Quality</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quantity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

75% or more of work completed if show during regular term.

*** 100% completion required for summer graduates/summer shows.

Note: ALL Course and Show requirements must be met before a student can graduate.
## Evidence #2: Depth of Content Knowledge Rubric
**Name of Evidence:** Digital History Project

<table>
<thead>
<tr>
<th>Performance Level and Points</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
<th>0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Relevant Current Event is Selected as a Reflection of the Content Knowledge</td>
<td>The candidate explores the content to an exemplary degree in that the candidate correctly identifies a current event which is suitable for exploration of the potential causes and effects and basic roots of the current event within the context of social studies as a content area.</td>
<td>The candidate explores the content to an accomplished degree in that the candidate correctly identifies an event that could be used for exploration of the content within the context of social studies as a content area, but the event is not a current event.</td>
<td>The candidate explores the content to a developing degree in that the candidate correctly identifies a current event but a more suitable current event could be used for exploration of the content within the context of social studies as a content area.</td>
<td>The candidate explores the content to a beginning degree in that the candidate only creates a current event that could not be used for adequate exploration of the content within the context of social studies as a content area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential Questions Related to the Content are Based on Bloom’s Revised Taxonomy</td>
<td>The candidate explores the content being covered to an exemplary degree in that the candidate creates 10 or more essential questions with all six levels of Bloom’s Revised Taxonomy being represented.</td>
<td>The candidate explores the content being covered to an accomplished degree in that the candidate only creates 9 or 8 essential questions, but all six levels of Bloom’s Revised Taxonomy are represented.</td>
<td>The candidate explores the content being covered to a developing degree in that the candidate only creates 7 or 6 essential questions, but all six levels of Bloom’s Revised Taxonomy are represented.</td>
<td>The candidate explores the content being covered to a beginning degree in that the candidate only creates 5 or fewer essential questions.</td>
<td>Or</td>
<td>The candidate creates essential questions but only one level of Bloom’s Revised Taxonomy is represented, regardless of question quantity.</td>
</tr>
<tr>
<td>Essential Questions Related to the Content Represent a Range of Subjects</td>
<td>The candidate explores the content being covered to an exemplary degree in that the candidate creates 10 or more essential questions which appropriately reflect the content knowledge necessary given the chosen current event in that there is a question to cover each of the following subjects: history, culture, geography and environmental literacy, civics and governance, and economics and financial literacy.</td>
<td>The candidate explores the content being covered to an accomplished degree because the candidate only creates 9 or 8 essential questions, but all appropriately reflect the content knowledge necessary in that there is a question to cover each of the following subjects: history, culture, geography and environmental literacy, civics and governance, and economics and financial literacy. Or The candidate explores the content being covered to an accomplished degree because the questions created do not fully reflect the content knowledge necessary, in that only four of the subjects from history, culture, geography and environmental literacy, civics and governance, and economics and financial literacy are covered, regardless of question quantity.</td>
<td>The candidate explores the content being covered to a developing degree because the candidate only creates 7 or 6 essential questions, but all appropriately reflect the content knowledge necessary in that they cover history, culture, geography and environmental literacy, civics and governance, and economics and financial literacy. Or The candidate explores the content being covered to a developing degree because the questions created do not fully reflect the content knowledge necessary, in that only three of the subjects from history, culture, geography and environmental literacy, civics and governance, and economics and financial literacy are covered, regardless of question quantity.</td>
<td>The candidate only creates 5 or fewer essential questions. The candidate only creates 4 or fewer essential questions. Or The questions created by the candidate do not fully reflect the content knowledge necessary, in that one or fewer of the subjects from history, culture, geography and environmental literacy, civics and governance, and economics and financial literacy are covered, regardless of question quantity.</td>
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<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge is Grounded in Thorough Research</td>
<td>The candidate explores the content being covered to an exemplary degree in that 10 or more references are cited following APA format, including all of the following: books, journal articles, and web sources.</td>
<td>The candidate explores the content being covered to an accomplished degree because the candidate only cites 8 references and/or has minor errors in APA citations, including all of the following: books, journal articles, and web sources.</td>
<td>The candidate explores the content being covered to a developing degree because the candidate only cites 7 or 8 references including only 2 of the following: books, journal articles, and web sources. Candidate may have errors in APA citations.</td>
<td>The candidate only cites 4 or fewer references.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge is Grounded in Accurate Information Regarding the Essential Questions</td>
<td>The candidate explores the content being covered to an exemplary degree given that accurate, thorough answers are provided for all of the essential questions.</td>
<td>The candidate explores the content being covered to an accomplished degree given that accurate, well-developed answers are provided for all but one of the essential questions.</td>
<td>The candidate explores the content being covered to a developing degree given that accurate answers are provided for all but two of the essential questions and/or answers are inadequately developed on some essential questions.</td>
<td>The candidate explores the content being covered to a beginning degree given that accurate answers are provided for all but three of the essential questions and/or answers are inadequately developed on most essential questions.</td>
<td>The candidate did not accurately answer four or more of the essential questions.</td>
<td></td>
</tr>
<tr>
<td>The Content Exploration Includes a Recognition of the Importance of the Promotion of Global Awareness and its Relevance</td>
<td>The Candidate makes Instruction Relevant to Students by Demonstrating the Relationship Between the Core Content and 21st Century Content</td>
<td>The candidate explores the content being covered and the importance of the promotion of global awareness and its relevance to an exemplary degree in that as a result of the research conducted, the candidate provides a thorough and accurate written exploration of at least the following topics: 1. the relationship between the financial, economic, business and entrepreneurial literacy; civil literacy; and health and wellness characteristics of the current event when considering the world as a whole 2. the potential effects the current event hold for the world in terms of political, economic, and ethical progress 3. The alternative perspectives that might explain the cause or impact of the current event. The written exploration includes all three of the topics but is lacking in accuracy in minor ways with regard to one of the topics.</td>
<td>The candidate explores the content being covered and the importance of the promotion of global awareness and its relevance to a developing degree in that as a result of the research conducted, the candidate provides a written exploration of all but one of the following topics: 1. the relationship between the financial, economic, business and entrepreneurial literacy; civil literacy; and health and wellness characteristics of the current event when considering the world as a whole 2. the potential effects the current event hold for the world in terms of political, economic, and ethical progress 3. the alternative perspectives that might explain the cause or impact of the current event. And/Or The written exploration includes all three of the topics but is lacking in accuracy in minor ways with regard to more than one of the topics.</td>
<td>The candidate explores the content being covered and the importance of the promotion of global awareness and its relevance to a beginning degree in that as a result of the research conducted, the candidate provides a written exploration of only one of the following topics: 1. the relationship between the financial, economic, business and entrepreneurial literacy; civil literacy; and health and wellness characteristics of the current event when considering the world as a whole 2. the potential effects the current event hold for the world in terms of political, economic, and ethical progress 3. the alternative perspectives that might explain the cause or impact of the current event. And/Or The written exploration includes all three of the topics but is lacking in accuracy in major ways with regard to one or more of the topics.</td>
<td>The candidate does not explore the content being covered and the importance of the promotion of global awareness and its relevance in that the candidate does not provide a written exploration of any of the following topics: 1. the relationship between the financial, economic, business and entrepreneurial literacy; civil literacy; and health and wellness characteristics of the current event when considering the world as a whole 2. the potential effects the current event hold for the world in terms of political, economic, and ethical progress 3. the alternative perspectives that might explain the cause or impact of the current event. And/Or The written exploration includes all three of the topics but is lacking in accuracy in major ways with regard to one or more of the topics.</td>
<td></td>
</tr>
</tbody>
</table>
UNC-Asheville 6-9 and 9-12 English

Evidence #2: Depth of Content Knowledge Rubric

Name of Evidence: Senior Competency Seminar Research Paper

In the Seminar Research Paper the English major is required to demonstrate skills of analytical reading and the ability to communicate scholarly insights in clear, well-developed prose. The student formulates the thesis of the research essay based on an understanding of the body of work of a chosen author or on a significant amount of reading within a selected genre. Students are also expected to come to a fundamental understanding of the secondary material that informs the reading of the primary text or texts on which they have chosen to focus. All of the assignments of this capstone experience are geared to helping students accomplish three goals:

- Come to a deeper understanding of primary material by reading additional texts by an author or additional texts within the same genre and/or time period,
- Grasp the significant critical conversations around the primary text (this includes varying theoretical perspectives about the text),
- Write a polished, thoughtful essay.

This paper must coherently and persuasively present original critical thinking about a text or texts, supported by thoughtful, appropriate secondary material. It must demonstrate a grasp of the critical context in which the work currently exists. In addition, it must be well written: developed, accessible to a serious reader, thoughtful and thought provoking.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>A (4)</th>
<th>B (3)</th>
<th>C (2)</th>
<th>D (1)</th>
<th>F (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essay Purpose</strong>&lt;br&gt;Thesis that demonstrates critical thinking in the discipline</td>
<td>An original, focused thesis; filled with independent, critical thinking</td>
<td>A focused thesis; mostly contains independent, critical thinking</td>
<td>Recognizable thesis that demonstrates critical thinking but may be too broad or narrow; contains some independent thinking</td>
<td>Contains thesis but purpose is not always clear; little independent thinking</td>
<td>No clear purpose and/or often does not respond correctly to the assignment; fails to meet criteria including length requirements</td>
</tr>
<tr>
<td><strong>Development</strong>&lt;br&gt;Coherent and persuasive example of critical thinking that adds to the conversation of the discipline</td>
<td>Thesis is imaginatively, logically and precisely developed; strong literary analysis guides development; convincing, concrete examples</td>
<td>Examples support the thesis in an orderly and logical fashion; ample literary analysis guides development;</td>
<td>Thesis is sufficiently developed; some literary analysis guides development;</td>
<td>Thesis is insufficiently developed; some literary analysis guides development; details are inadequate to support thesis</td>
<td>Little/no development showing critical, literary thinking</td>
</tr>
<tr>
<td><strong>Organization</strong>&lt;br&gt;Overall structure, introduction, conclusion, transitions, matches the best examples of analysis in literature</td>
<td>Well organized; contains artful transitions between sentences and paragraphs; an inviting lead draws the reader in; a satisfying conclusion wraps things up</td>
<td>Clearly and logically organized; transitions are often formulaic; introduction and/or conclusion work but may not be compelling</td>
<td>Organized; may contain predictable, mechanical sequence; transitions are sometimes weak; introduction and/or conclusion may be minimally satisfying</td>
<td>Some evidence of organization; organization may not be followed clearly; transitions are frequently weak; introduction and/or conclusion may be weak;</td>
<td>No apparent principle of organization; no apparent rationale for paragraphing; may not correspond to the assignment given</td>
</tr>
<tr>
<td><strong>Source Materials</strong></td>
<td>References to materials are significantly related to purpose; source materials support the controlling idea and provide rich details and examples</td>
<td>References to materials relate to purpose; source materials support the controlling idea and provide details and examples</td>
<td>References to materials are appropriate but may not always be related to purpose; although present, source materials may not contain adequate details and examples</td>
<td>Few references to materials; references may seldom relate to purpose; source materials may often lack adequate details and examples</td>
<td>No references to materials or references are irrelevant; may not correspond to the assignment given; may not contain proper citations, textual references or MLA style</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Writing Style and Conventions</strong></td>
<td>Concrete, specific words used correctly; diction is distinctive and mature; no colloquialisms, clichés or trite expressions; language anticipates the audience’s needs Free of errors, carefully edited and correct use of MLA style</td>
<td>Word choice is generally accurate; writer goes beyond automatic word choices to more precise and effective choices; language meets the audience’s needs Few errors, minor editing mistakes</td>
<td>Word choice is generally correct; range of words is limited; in some cases the wording is abstract and imprecise; language sometimes does not meet the audience’s needs Some errors and editing mistakes</td>
<td>Vague, ordinary words; relies on clichés and jargon; language often does not meet the audience’s needs Major editing errors</td>
<td>Words that should be within the range of college students are misused or confused. Frequent grammatical and mechanical errors that impact comprehension</td>
</tr>
</tbody>
</table>

This rubric is based on a model created by Dr. Blake Hobby, Department of Literature and Language, UNC Asheville, Spring 2010.
Evidence #2: Depth of Content Knowledge Rubric

Name of Evidence: Senior Competency Content Area Capstone Research Project

Demonstrated in major department capstone project.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>(4)</th>
<th>(3)</th>
<th>(2)</th>
<th>(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essay Purpose</strong></td>
<td>An original, focused thesis; filled with critical thinking within the discipline</td>
<td>A focused thesis; contains critical thinking within the discipline</td>
<td>Recognizable but weak thesis; contains little critical thinking within the discipline</td>
<td>Weak or unclear thesis; little critical thinking within the discipline; does not respond correctly to the assignment criteria</td>
</tr>
<tr>
<td><strong>Development of Thesis</strong></td>
<td>Thesis is fully, logically and precisely developed; strong analysis guides development; clear depth of content knowledge</td>
<td>Examples support the thesis in an orderly and logical fashion; adequate analysis guides development; clear depth of content knowledge</td>
<td>Thesis is not fully developed; inadequate analysis guides development; depth of content knowledge not always clear</td>
<td>Thesis is insufficiently developed; little analysis guides development</td>
</tr>
<tr>
<td><strong>Source Materials</strong></td>
<td>Strong source materials support the controlling idea and provide rich details and examples</td>
<td>Adequate source materials support the controlling idea and provide details and examples</td>
<td>Some source materials provide details and examples</td>
<td>Few references to materials; references may seldom relate to purpose; source materials may often lack adequate details and examples</td>
</tr>
<tr>
<td><strong>Structure and Mechanics</strong></td>
<td>Well organized; contains smooth transitions between sentences and paragraphs; an inviting lead draws the reader in; a satisfying conclusion wraps things up</td>
<td>Clearly and logically organized; transitions present; conclusion works; few spelling, grammatical and mechanical errors</td>
<td>Somewhat organized; some transitions present; conclusion may be unclear; spelling, grammatical and mechanical errors present</td>
<td>Little evidence of organization; organization may not be followed clearly; transitions are frequently weak; intro and/or conclusion may be weak; Some spelling, grammatical, mechanical errors present</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td>Pronunciation, intonation and choice of language enhance presentation content</td>
<td>Pronunciation, intonation and/or choice of language allow comprehension of content</td>
<td>Pronunciation, intonation and/or choice of language sometimes impede comprehension</td>
<td>Pronunciation, intonation and/or choice of language frequently impede comprehension of content</td>
</tr>
<tr>
<td>CRITERIA</td>
<td>A (4)</td>
<td>B (3)</td>
<td>C (2)</td>
<td>D (1)</td>
</tr>
<tr>
<td>----------</td>
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<td>-------</td>
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</tr>
<tr>
<td>Essay Purpose</td>
<td>An original, focused thesis; filled with independent thinking</td>
<td>A focused thesis; mostly contains independent thinking</td>
<td>Recognizable thesis; thesis may be too broad or narrow; contains some independent thinking</td>
<td>Contains thesis but purpose is not always clear; little independent thinking</td>
</tr>
<tr>
<td>Development</td>
<td>Thesis is imaginatively, logically and precisely developed; strong analysis guides development; paragraphs are well structured and focused</td>
<td>Examples support the thesis in an orderly and logical fashion; ample analysis guides development; paragraphs are structured but may not always be focused</td>
<td>Thesis is sufficiently developed; adequate analysis guides development; paragraphs are often inadequately structured and focused</td>
<td>Thesis is insufficiently developed; some analysis guidelines development; paragraphs are often insufficiently structured and focused</td>
</tr>
<tr>
<td>Organization</td>
<td>Well organized; contains artful transitions between sentences and paragraphs; an inviting lead draws the reader in; a satisfying conclusion wraps things up</td>
<td>Clearly and logically organized; transitions are often formulaic; introduction and/or conclusion work but may not be compelling</td>
<td>Organized; may contain predictable, mechanical sequence; transitions are sometimes weak; intro and/or conclusion may be minimally satisfying</td>
<td>Some evidence of organization; organization may not be followed clearly; transitions are frequently weak; intro and/or conclusion may be weak;</td>
</tr>
<tr>
<td>Source Materials</td>
<td>References to materials are significantly related to purpose; source materials support the controlling idea and provide rich details and examples</td>
<td>References to materials relate to purpose; source materials support the controlling idea and provide details and examples</td>
<td>References to materials are appropriate but may not always be related to purpose; source materials may not contain adequate details and examples</td>
<td>Few references to materials; references may seldom relate to purpose; source materials may often lack adequate details and examples</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>Artful sentences that vary in length and structure create compelling writing and forceful rhetoric</td>
<td>Sentences vary in length and structure; sentences sometimes need to be recast for clarity of style</td>
<td>Very few errors in sentence structure; some variation in length and structure; a number of sentences need to be recast</td>
<td>Errors in sentence structure; little variation in length and structure; many sentences need to be recast</td>
</tr>
<tr>
<td>Diction</td>
<td>Concrete, specific words used correctly; diction is distinctive and mature; no colloquialisms, clichés or trite expressions; language anticipates the</td>
<td>Word choice is generally accurate; writer goes beyond automatic word choices to more precise and effective choices; language meets</td>
<td>Word choice is generally correct; range of words limited; some wording is abstract and imprecise; language sometimes not to audience’s</td>
<td>Vague, ordinary words; relies on clichés and jargon; language often does not meet the audience’s needs</td>
</tr>
<tr>
<td><strong>Convention</strong></td>
<td>audience’s needs</td>
<td>the audience’s needs</td>
<td>needs</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Grammar and mechanics</strong>; paper formatting, bibliography, works cited, overall style and form</td>
<td>Free of spelling, grammatical and mechanical errors; no style mistakes (includes formatting, page numbers, heading, header, and citations)</td>
<td>Few spelling, grammatical and mechanical errors; minor style mistakes (includes formatting, page numbers, heading, header, and citations)</td>
<td>Some spelling, grammatical, mechanical, and style errors; errors in syntax, agreement, pronoun case and reference, spelling and punctuation</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and mechanics</strong>; paper formatting, bibliography, works cited, overall style and form</td>
<td>Major grammatical, mechanical, and style errors (sentence fragments, run-on sentences, reference, spelling and punctuation)</td>
<td>Frequent grammatical, mechanical, other basic errors make comprehension difficult; incorrect form/style</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Evidence #2: Depth of Content Knowledge Rubric**

**Name of Evidence:** Senior Competency Seminar Research Paper

Depth of content allows us to assess whether students have MET the following three goals:

- Come to a deeper understanding of primary material by reading and researching additional texts about a specific concept, or developing depth of content within a related arts field;
- Present a polished, thoughtful product. The process and the product must be coherent and demonstrate critical and/or creative thinking about content, supported by thoughtful, appropriate secondary material. It must demonstrate a grasp of the critical content in which the work currently exists.

In addition, it must be well-written/well-presented, developed, accessible to a serious reader, thoughtful, and thought-provoking.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>(4)</th>
<th>(3)</th>
<th>(2)</th>
<th>(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Purpose Thesis</td>
<td>An original, focused thesis; filled with critical thinking within the discipline</td>
<td>A focused thesis; contains critical thinking within the discipline</td>
<td>Recognizable but weak thesis; contains little critical thinking within the discipline</td>
<td>Weak or unclear thesis; little critical thinking within the discipline; does not respond correctly to the assignment criteria</td>
</tr>
<tr>
<td>Development of Thesis Depth of knowledge</td>
<td>Thesis is fully, logically and precisely developed; strong analysis guides development; clear depth of content knowledge</td>
<td>Examples support the thesis in an orderly and logical fashion; adequate analysis guides development; clear depth of content knowledge</td>
<td>Thesis is not fully developed; inadequate analysis guides development; depth of content knowledge not always clear</td>
<td>Thesis is insufficiently developed; little analysis guides development</td>
</tr>
<tr>
<td>Source Materials Support, textual references, citations, details, examples, quotes</td>
<td>Strong source materials support the controlling idea and provide rich details and examples</td>
<td>Adequate source materials support the controlling idea and provide details and examples</td>
<td>Some source materials provide details and examples</td>
<td>Few references to materials; references may seldom relate to purpose; source materials may often lack adequate details and examples</td>
</tr>
<tr>
<td>Structure and Mechanics Overall structure, introduction, conclusion, transitions</td>
<td>Well organized; contains smooth transitions between sentences and paragraphs; an inviting lead draws the reader in; a satisfying conclusion wraps things up; Free of spelling, grammatical and mechanical errors</td>
<td>Clearly and logically organized; transitions present; conclusion works; few spelling, grammatical and mechanical errors</td>
<td>Somewhat organized; some transitions present; conclusion may be unclear; spelling, grammatical and mechanical errors present</td>
<td>Little evidence of organization; organization may not be followed clearly; transitions are frequently weak; intro and/or conclusion may be weak; Some spelling, grammatical, mechanical errors</td>
</tr>
<tr>
<td>Inquiry Methodology and Analytical Strategy</td>
<td>Demonstrates advanced analytic skills and awareness of limits of evidence as appropriate to discipline</td>
<td>Demonstrates adequate analytic skills and awareness of limits of evidence as appropriate to discipline</td>
<td>Demonstrates limited analytic skills and awareness of limits of evidence as appropriate to discipline</td>
<td>Does not demonstrate analytic skills and awareness of limits of evidence as appropriate to discipline</td>
</tr>
</tbody>
</table>

Please see back of this form
This student has successfully demonstrated / not demonstrated (please circle one) competencies for this major.

Printed name of faculty responsible for evaluation:

Signature of faculty responsible for evaluation:
**UNC-Asheville 6-9 and 9-12 Mathematics**

**Evidence #2: Depth of Content Knowledge Rubric**

**Name of Evidence: Depth of Content Knowledge Essay and Annotated List of Selected Resources**

This project requires candidates to prepare an essay to demonstrate depth of content knowledge about a topic in their discipline and to select a variety of resources which would augment a discussion of the topic with middle or secondary students.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview of the Content Topic</strong></td>
<td>The candidate chooses a common topic and does not utilize a creative approach. The topic is not clearly connected to the NC SCS or the Core Standards.</td>
<td>The candidate chooses a well studied topic in the discipline but shows little independent or creative thinking. The topic connects with one of more goals of the NC SCS or the Core Standards.</td>
<td>The candidate chooses to explore an interesting idea but the approach is somewhat routine. Some creative thinking is evident. The topic connects with one of more goals of the NC SCS or the Core Standards.</td>
<td>The candidate chooses to explore an important idea in the discipline with an approach which is current and creative. The topic clearly connects with one of more goals of the NC SCS or the Core Standards.</td>
</tr>
<tr>
<td><strong>Point of View of the Essay</strong></td>
<td>Thesis is not clear and is not articulated early enough in the essay to guide the reader. A main point of view about the content is missing.</td>
<td>Thesis presents an overview of the topic but the main point is somewhat unclear.</td>
<td>Thesis presents an overview of the topic, is clear, and is articulated at the beginning of the essay.</td>
<td>Thesis presents a unique point of view, is clear and coherent, and articulated at the beginning of the essay to guide readers.</td>
</tr>
<tr>
<td><strong>Essay Synthesizes Current Research</strong></td>
<td>The candidate refers to few reference materials; references are not related to the topic.</td>
<td>The candidate uses few references to research materials; references relate vaguely to purpose and/or content.</td>
<td>The candidate uses research materials in the discussion of the content but some references are dated or not relevant.</td>
<td>The candidate uses current and relevant research throughout the essay which demonstrates depth and breadth of knowledge about the content topic.</td>
</tr>
<tr>
<td><strong>In-depth Development of the Essay to Display Depth of Content Knowledge</strong></td>
<td>The candidate does not explore the topic to any depth. Little critical thinking is shown and examples do not contribute to an understanding of the topic. The organization of ideas garbled or nonexistent.</td>
<td>The candidate explores an idea in the discipline at a somewhat superficial level. Some critical questions are asked and some examples are utilized. There are some problems with the overall organization of the essay.</td>
<td>The candidate explores an idea in the discipline at some depth. The candidate asks several questions and uses some convincing examples to demonstrate critical thinking. The organization of the essay is generally clear.</td>
<td>The candidate explores an idea in the discipline to an exemplary degree. The candidate asks essential questions and uses examples which are developed thoroughly and convincingly and show depth of critical thinking. The development of ideas is logical and flows smoothly.</td>
</tr>
<tr>
<td><strong>Source Materials and Annotations</strong></td>
<td>The candidate identifies resources which are not connected to the topic and which would not be helpful to clarify it. Annotations are vague and general.</td>
<td>The candidate identifies some materials which could be used to explore the topic. Annotations are unclear.</td>
<td>The candidate identifies multiple materials which could be used to illustrate the topic. While generally well detailed, several annotations do not highlight concrete details.</td>
<td>The candidate identifies multiple, key resources which could be used to illustrate the topic. Annotations provide key interesting details about the resource.</td>
</tr>
<tr>
<td><strong>Organization and Conventions</strong></td>
<td>The organization of the final paper is weak or unclear with multiple grammatical and mechanical errors.</td>
<td>The final paper requires major editing; it contains frequent grammatical and or mechanical errors that impact comprehension.</td>
<td>The final paper is generally error-free, requiring some minor editing</td>
<td>The final paper uses APA, 6th edition format, is error free and shows careful editing for clarity of expression.</td>
</tr>
</tbody>
</table>
In order to demonstrate depth of content area, candidate must receive a 3 or above in ALL areas.

**DRAM 416 Directing Investigations Summative Evaluation Rubric Evidence #2**

In order to demonstrate depth of content area, candidate must receive a 3 or above in ALL areas.

<table>
<thead>
<tr>
<th></th>
<th>4 Highly competent, exemplary</th>
<th>3 Competent, accomplished</th>
<th>2 Adequate, developing</th>
<th>1 Not competent</th>
<th>0 Not present, no evidence submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. PLANNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. Analysis</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b. Research</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c. Conceptualization (telling the</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>story; artistic relationship &amp;</td>
<td>expression of “text”?</td>
<td></td>
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</tr>
<tr>
<td>d. Rehearsal Schedule, plan,</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>auditions</td>
<td></td>
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</tr>
<tr>
<td><strong>Overall Planning Rating:</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>II. IMPLEMENTATION</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. Leadership</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b. Communication</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c. Organization</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d. Coaching actors</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>e. Problem-solving</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>f. Composition</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Overall Implementation Rating:</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>III. REFLECTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Guided journal</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Student has thoroughly and</td>
<td></td>
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<tr>
<td></td>
<td>consistently documented his/her</td>
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<td></td>
<td>rehearsal, production, and</td>
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<tr>
<td></td>
<td>learning process through a</td>
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</tr>
<tr>
<td></td>
<td>guided journal. Student</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>responded to all prompts</td>
<td></td>
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<tr>
<td></td>
<td>given by the instructor.</td>
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</tr>
<tr>
<td></td>
<td>Student has incorporated</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>detailed examples or citations from personal experience or course texts to support assertions or illustrate concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Collaborator feedback</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Student has documented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>constructive feedback from</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>collaborators, such as actors,</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>designers, audience, etc.</td>
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<tr>
<td></td>
<td>The documentation should</td>
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<tr>
<td></td>
<td>address specific areas of</td>
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</tr>
<tr>
<td></td>
<td>production and move beyond</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>superficial “I liked it or it was okay” comments to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
provide useful feedback.

c. Self-Evaluation
Student has completed a comprehensive, reflective paper that summarizes and evaluates his/her growth and learning throughout the project. Special emphasis should be placed on specific successes and challenges and how s/he plans to approach future directing situations. Student should also incorporate outside viewpoints and demonstrate personal and artistic self-awareness. Student demonstrates how this new learning will be carried forward into the future as s/he cultivates his/her individual directing style and method.

<table>
<thead>
<tr>
<th>Overall Reflection Rating:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

d. Instructor Feedback
Student documents feedback given by instructor as well as other faculty adjudicators.

<table>
<thead>
<tr>
<th>Overall Performance Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY COMPETENT</td>
</tr>
</tbody>
</table>

COMMENTS: (optional)
Evidence #2: Depth of Content Knowledge Rubric
Name of Evidence: Major Competency Project

**ORAL COMMUNICATION VALUE RUBRIC**
*for more information, please contact value@aacu.org*

**Definition**
Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

_Evaluated are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
</tr>
<tr>
<td>Central Message</td>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</td>
<td>Central message is clear and consistent with the supporting material.</td>
</tr>
</tbody>
</table>
Evidence 3
Pedagogical and Professional Knowledge Skills and Dispositions

In consultation with their P-12 clinical faculty member, all candidates create a 3-5-day integrated thematic teaching Unit Plan for Evidence 3. This Evidence serves as a formative assessment of candidates’ pedagogical knowledge, and includes proficiencies associated with technology and diversity. Data from assessment of the Unit Plan tell the Unit about candidates’ ability to design effective classroom instruction based on P-12 professional and state standards, and use of effective pedagogy and research-verified practice. Candidates complete the Unit Plan while enrolled in their EDUC capstone course, per Table 3. Candidates enrolled in these courses are in their professional year, and are preparing for student teaching. As part of the creation of the Unit Plan candidates create a rationale for the unit and provide the situational context; pre-assess and analyze this data to inform instruction; plan teaching using appropriate methodology and instructional technology; and provide lesson plans to include objectives, procedures, differentiation strategies, and assessment. The unit includes utilizing technology, student learning teams, global perspective, and engaging in critical thinking and problem solving. Upon teaching the unit, candidates conduct post-assessment and reflect on each lesson. The rubric below demonstrates specifics regarding the assignment.

<table>
<thead>
<tr>
<th>Candidate Licensure Area</th>
<th>Course During Which Assignment Is Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, K-12</td>
<td>EDUC 380</td>
</tr>
<tr>
<td>Elementary, K-6</td>
<td>EDUC 388</td>
</tr>
<tr>
<td>English, 6-9 and 9-12</td>
<td>EDUC 380</td>
</tr>
<tr>
<td>Foreign Languages, K-12</td>
<td>EDUC 380</td>
</tr>
<tr>
<td>History, 6-9 and 9-12</td>
<td>EDUC 380</td>
</tr>
<tr>
<td>Math, 6-9 and 9-12</td>
<td>EDUC 383</td>
</tr>
<tr>
<td>Science, 6-9 and 9-12</td>
<td>EDUC 382</td>
</tr>
<tr>
<td>Theatre Arts, K-12</td>
<td>DRAM 380</td>
</tr>
<tr>
<td>Health and Physical Education, K-12</td>
<td>EDUC 380</td>
</tr>
</tbody>
</table>
### Evidence 3 Rubric

**Student Name _______________________________**

**Semester ____________________________________**

**Course __________________________**

**Overall Unit Evaluation: □ met □ not met**

Note: In order to receive an overall unit evaluation of ‘MET’ all individual indicators must be demonstrated at a level ‘3’ or ‘4.’ A score of ‘3’ or ‘4’ on a 1st draft means no revision is required; a score of ‘1’ or ‘2’ on any indicator at any time means that revision will be required in order for the candidate to successfully ‘pass’ the unit.

<table>
<thead>
<tr>
<th>Emergent Candidate (1)</th>
<th>Developing Candidate (2)</th>
<th>Proficient Candidate (3)</th>
<th>Accomplished Candidate (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a.2</strong></td>
<td>Identifies the types of data that are commonly available to and used in schools.</td>
<td>Uses data to identify the skills and abilities of students.</td>
<td>Draw on appropriate data to develop classroom and instructional plans.</td>
</tr>
<tr>
<td><strong>2b.3</strong></td>
<td>Identifies categories of diversity AND Acknowledges the influence of all aspects of diversity on students’ development and attitudes.</td>
<td>Understands the influence of diversity and plans instruction accordingly.</td>
<td>Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.</td>
</tr>
<tr>
<td><strong>2d.1</strong></td>
<td>Recognizes that students have individual learning needs. AND Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.</td>
<td>Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td>Integrates the links and the vertical alignment of the grade or subject area and the North Carolina Standard Course of Study. Effectively and broadly relates content to other disciplines.</td>
</tr>
<tr>
<td><strong>3a.1</strong></td>
<td>Demonstrates awareness of the North Carolina Standard Course of Study. AND Articulates the links between grade/subject and the North Carolina Standard Course of Study by referencing it in the preparation of lesson plans.</td>
<td>Develops and applies lessons based on the North Carolina Standard Course of Study.</td>
<td>Integrates 21st century skills and content in instruction.</td>
</tr>
<tr>
<td><strong>3c.1</strong></td>
<td>Recognizes the importance of interdisciplinary learning. AND Articulates the links between grade/subject and the North Carolina Standard Course of Study.</td>
<td>Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.</td>
<td>Consistently integrates 21st century skills and content throughout classroom instruction and assessment.</td>
</tr>
<tr>
<td><strong>3c.2</strong></td>
<td>Understands the importance of global awareness for students. AND Displays global awareness.</td>
<td>Relates global awareness to the subject.</td>
<td>Integrates global awareness activities throughout lesson plans and classroom instructional practices.</td>
</tr>
<tr>
<td>Emergent Candidate (1)</td>
<td>Developing Candidate (2)</td>
<td>Proficient Candidate (3)</td>
<td>Accomplished Candidate (4)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>4a.1</strong></td>
<td>Understands the developmental levels of students.</td>
<td>Demonstrates awareness of the influence of developmental levels on students’ learning.</td>
<td>Identifies developmental levels of individual students and plans instruction accordingly.</td>
</tr>
<tr>
<td><strong>4a.2</strong></td>
<td>Uses limited resources</td>
<td>Uses a variety of resources but chooses them without regard to students’ strengths and weaknesses</td>
<td>Assesses and uses resources needed to address strengths and weaknesses of students.</td>
</tr>
<tr>
<td><strong>4b.1</strong></td>
<td>Recognizes data sources important to planning instruction.</td>
<td>Uses a variety of data for short- and long-range planning of instruction.</td>
<td>Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</td>
</tr>
<tr>
<td><strong>4c.1</strong></td>
<td>Understands a range of methods and materials that can be applied in the classroom.</td>
<td>Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</td>
<td>Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
</tr>
<tr>
<td><strong>4d.1</strong></td>
<td>Demonstrates knowledge of methods for utilizing technology in instruction.</td>
<td>Assesses effective types of technology to use for instruction.</td>
<td>Integrates technology with instruction to maximize students’ learning.</td>
</tr>
<tr>
<td><strong>4e.1</strong></td>
<td>Demonstrates an understanding of the importance of developing students’ critical-thinking and problem-solving skills.</td>
<td>Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.</td>
<td>Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</td>
</tr>
<tr>
<td><strong>4f.1</strong></td>
<td>Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.</td>
<td>Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.</td>
<td>Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
</tr>
<tr>
<td><strong>5c.1</strong></td>
<td>Acknowledges the importance of using research-verified approaches to teaching and learning.</td>
<td>Demonstrates knowledge of current research-verified approaches to teaching and learning.</td>
<td>Uses a variety of research-verified approaches to improve teaching and learning.</td>
</tr>
</tbody>
</table>
Evidence 4
Pedagogical and Professional Knowledge Skills and Dispositions

All student teachers are evaluated by their supervisor, in consultation with the P-12 clinical faculty member, using the state-required Certification of Teaching Capacity Instrument for Evidence 4. This Evidence serves as a summative assessment of candidates’ pedagogical and professional knowledge skills and dispositions, and includes proficiencies associated with technology and diversity. All candidates must receive a rating of “Met” on each facet of the instrument on the final evaluation. Data from this instrument tell the Unit about candidates’ demonstration of content knowledge, pedagogical skills, and dispositions in practice per state teacher candidate standards. The instrument is included below.
## Exit Criteria (For Midterm and Final Evaluation)

| **Student Name** |  |
| **Student ID Number** |  |
| **Local Address** |  |
| **Permanent Address** |  |
| **Local Phone Number** | (____) |
| **Permanent Phone Number** | (____) |
| **University Granting Undergraduate Degree** |  |
| **Graduation Semester/Year** |  |
| **Teaching Field(s) and/or Grade Levels** |  |
| **Extent of Time in Student Teaching** |  |
| **Date of Student Teaching** |  |
| **Cooperating School(s) and Address(es)** |  |
| **Cooperating Teacher** |  |
| **University Supervisor** |  |
| **Major Advisor at UNCA** |  |
LEA/IHE Certification of Teaching Capacity

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher Name:</td>
<td>Grade:</td>
</tr>
<tr>
<td>LEA:</td>
<td>IHE: UNC-Asheville</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td>1e.1 Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct.</em> (<em>CF: Professionalism)</em></td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.3 Maintains a safe and orderly classroom that facilitates student learning. <em>(CF: Pedagogy)</em></td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td></td>
<td>1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint. <em>(CF: Pedagogy)</em></td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>2a.1 Maintains a positive and nurturing learning environment. <em>(CF: Professionalism)</em></td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student. <em>(CF: Professionalism)</em></td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.1 Uses a variety of methods to communicate effectively with all students. <em>(CF: Pedagogy)</em></td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td></td>
<td>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. <em>(CF: Pedagogy)</em></td>
<td>☐ Met ☐ Not Met</td>
</tr>
</tbody>
</table>

Candidate initials: _______
<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. <strong>(CF: Professionalism)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td></td>
<td>2b.2 Incorporates different points of view in instruction. <strong>(CF: Pedagogy)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td>3a. Teachers align their instruction with the <em>North Carolina Standard Course of Study</em>.</td>
<td>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning. <strong>(CF: Content)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity. <strong>(CF: Content)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td>3d. Teachers make instruction relevant to students.</td>
<td>3d.1 Integrates 21st century skills and content in instruction. <strong>(CF: Content)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4c. Teachers use a variety of instructional methods.</td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students. <strong>(CF: Pedagogy)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4d. Teachers integrate and utilize technology in their instruction.</td>
<td>4d.1 Integrates technology with instruction to maximize students’ learning. <strong>(CF: Pedagogy)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4e. Teachers help students develop critical-thinking and problem-solving skills.</td>
<td>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. <strong>(CF: Pedagogy)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4f. Teachers help students to work in teams and develop leadership qualities.</td>
<td>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. <strong>(CF: Pedagogy)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td><strong>Evaluation/Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <em>North Carolina Standard Course of Study</em>. <strong>(CF: Pedagogy)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4h. Teachers use a variety of methods to assess what each student has learned.</td>
<td>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction. <strong>(CF: Pedagogy)</strong></td>
<td>Met Not Met</td>
</tr>
<tr>
<td></td>
<td>4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions. <strong>(CF: Pedagogy)</strong></td>
<td>Met Not Met</td>
</tr>
</tbody>
</table>
5a. Teachers analyze student learning.  

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a.1</td>
<td>Uses data to provide ideas about what can be done to improve students’ learning.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>(CF: Pedagogy)</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

Candidate initials: _____

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1d.</td>
<td>Teachers advocate for schools and students.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>1d.1 Implements and adheres to policies and practices positively affecting students’ learning</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>(CF: Professionalism)</td>
<td>Not Met</td>
</tr>
<tr>
<td>2d.</td>
<td>Teachers adapt their teaching for the benefit of students with special needs.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>(CF: Professionalism)</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>(CF: Pedagogy)</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

*CF=Conceptual Framework Tenet to which the Descriptor aligns

Candidate initials: _____
SIGNATURES

Note: The candidate’s signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher 1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher 2, if applicable:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal (or designee):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strengths:

Areas that need improvement:

Additional Comments (Optional):
Evidence 5
Positive Impact on Student Learning

All student teachers complete an Impact on Student Learning Project for Evidence 5. This Evidence serves as a summative assessment of candidates’ ability to plan and teach using best pedagogical practices and student performance data, and includes proficiencies associated with diversity. Data from assessment of this project tell the Unit about candidates’ impact on P-12 student learning given state P-12 standards. In completing the Impact on Student Learning Project candidates engage in analyzing student interest inventory data to inform instruction; pre-teaching assessment, planning, differentiating instruction, post-teaching assessment, and remediation as appropriate; and authoring a final product demonstrating their impact on the learners. The rubric below demonstrates specifics regarding the assignment.
# Evaluation of Evidence 5

## Impact on Student Learning Project

<table>
<thead>
<tr>
<th>Emergent Candidate 1</th>
<th>Developing Candidate 2</th>
<th>Proficient Candidate 3</th>
<th>Accomplished Candidate 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Few specific learning objectives and the 21st Century standards they address are clearly stated.</td>
<td>- Some specific learning objectives and the 21st Century standards they address are clearly stated.</td>
<td>- Most specific learning objectives and the 21st Century standards they address are clearly stated.</td>
<td>- All specific learning objectives and the 21st Century standards they address are clearly stated.</td>
<td></td>
</tr>
<tr>
<td>- Format of few assessment items is compatible with learning objectives.</td>
<td>- Format of some assessment items is compatible with learning objectives.</td>
<td>- Format of most assessment items is compatible with learning objectives.</td>
<td>- Format of all assessment items is compatible with learning objectives.</td>
<td></td>
</tr>
<tr>
<td>- Few items are developmentally appropriate.</td>
<td>- Some items are developmentally appropriate.</td>
<td>- Most items are developmentally appropriate.</td>
<td>- All items are developmentally appropriate.</td>
<td></td>
</tr>
<tr>
<td>- The content of the assessment is generally incompatible with learning objectives.</td>
<td>- Some of the content of the assessment is compatible with learning objectives.</td>
<td>- Most of the content of the assessment is compatible with learning objectives.</td>
<td>- All of the content of the assessment is compatible with learning objectives.</td>
<td></td>
</tr>
<tr>
<td>- Items in assessment do not reflect a range levels of thinking (e.g., Bloom’s Taxonomy Revised).</td>
<td>- Items in assessment reflect fewer levels of thinking (e.g., Bloom’s Taxonomy Revised) than is desired.</td>
<td>- Items in assessment reflect an appropriate range of levels of thinking (e.g., Bloom’s Taxonomy or Bloom’s Revised).</td>
<td>- Items in assessment reflect a broad range of levels of thinking (e.g., Bloom’s Taxonomy Revised).</td>
<td></td>
</tr>
<tr>
<td>- No scoring guide is provided, or the one provided is of poor quality.</td>
<td>- A scoring guide for assessment is provided, but is unclear or lacking in some respects.</td>
<td>- Clear scoring guide for assessment is provided.</td>
<td>- Clear scoring guide for assessment is provided.</td>
<td></td>
</tr>
<tr>
<td>- Guidelines for administration are not provided or are of poor quality. Some assessment materials may be missing.</td>
<td>- Some guidelines for administration are provided, including all assessment materials.</td>
<td>- Clear guidelines for administration are provided, including all assessment materials.</td>
<td>- Clear guidelines for administration are provided, including all assessment materials.</td>
<td></td>
</tr>
</tbody>
</table>

## Analysis of Pre-Assessment Data

<table>
<thead>
<tr>
<th>Pre-Assessment Data</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>- No descriptive statistics are calculated for students overall, or calculations are erroneous/irrelevant.</td>
<td></td>
</tr>
<tr>
<td>- No descriptive statistics are calculated for relevant NCLB subgroups, or calculations are erroneous/irrelevant.</td>
<td></td>
</tr>
<tr>
<td>- Some attempt has been made to calculate descriptive statistics for students overall, but the resulting information is inaccurate or inadequate.</td>
<td></td>
</tr>
<tr>
<td>- Some attempt has been made to calculate descriptive statistics for relevant NCLB subgroups, but the resulting information is inaccurate or inadequate.</td>
<td></td>
</tr>
<tr>
<td>- Appropriate descriptive statistics are calculated for students overall.</td>
<td></td>
</tr>
<tr>
<td>- Appropriate descriptive statistics are calculated for relevant NCLB subgroups.</td>
<td></td>
</tr>
<tr>
<td>- Candidate’s use of descriptive statistics for students overall goes beyond the expected.</td>
<td></td>
</tr>
<tr>
<td>- Candidate’s use of descriptive statistics for relevant NCLB subgroups goes beyond the expected.</td>
<td></td>
</tr>
<tr>
<td>Reflection on Pre-Assessment Data</td>
<td>Score</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>• No attempt has been made to interpret descriptive statistics, or the resulting conclusions are grossly inaccurate</td>
<td>• Descriptive statistics are interpreted correctly and candidate shows a deep understanding of their significance.</td>
</tr>
<tr>
<td>• Few patterns among subgroups are noted; may reflect be erroneous or insignificant</td>
<td>• Several patterns among subgroups are noted and are thoroughly considered/discussed</td>
</tr>
<tr>
<td>• Few specific areas of strength/weakness are described</td>
<td>• Several specific areas of strength/weakness are described</td>
</tr>
<tr>
<td>• Differentiations to process and product are absent or irrelevant</td>
<td>• Several specific, meaningful differentiations to process and product are proposed based on the interpretation of data.</td>
</tr>
<tr>
<td>Post-Assessment</td>
<td></td>
</tr>
<tr>
<td>• Few specific learning objectives and the 21st Century standards they address are clearly stated.</td>
<td>• Most specific learning objectives and the 21st Century standards they address are clearly stated.</td>
</tr>
<tr>
<td>• Format of few assessment items is compatible with learning objectives.</td>
<td>• Format of all assessment items is compatible with learning objectives.</td>
</tr>
<tr>
<td>• Few items are developmentally appropriate</td>
<td>• All items are developmentally appropriate</td>
</tr>
<tr>
<td>• The content of the assessment is generally incompatible with learning objectives</td>
<td>• All of the content of the assessment is compatible with learning objectives</td>
</tr>
<tr>
<td>• Items in assessment do not reflect a range levels of thinking (e.g., Bloom’s Taxonomy Revised)</td>
<td>• Items in assessment reflect a broad range of levels of thinking (e.g., Bloom’s Taxonomy Revised)</td>
</tr>
<tr>
<td>• No scoring guide is provided, or the one provided is of poor quality</td>
<td>• Clear scoring guide for assessment is provided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergent Candidate 1</th>
<th>Developing Candidate 2</th>
<th>Proficient Candidate 3</th>
<th>Accomplished Candidate 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An attempt has been made to interpret descriptive statistics, but the resulting conclusions may be erroneous or inaccurate</td>
<td>• Some relevant patterns among subgroups are noted and discussed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Some patterns among subgroups are noted; these may reflect shallow thinking, or the candidate “misses” relevant patterns</td>
<td>• Some specific areas of strength/weakness are described</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Some specific areas of strength/weakness are described</td>
<td>• Most proposed differentiations to process and product are specific and meaningful, based on the interpretation of data.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Few specific, meaningful differentiations to process and product are proposed</td>
<td>• Descriptive statistics are interpreted correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Score:**

  - 1: Emergent Candidate
  - 2: Developing Candidate
  - 3: Proficient Candidate
  - 4: Accomplished Candidate
<table>
<thead>
<tr>
<th>Analysis of Post-Assessment Data</th>
<th>Reflection on Post-Assessment Data</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emergent Candidate 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No descriptive statistics are calculated for students overall, or calculations are erroneous/irrelevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No descriptive statistics are calculated for relevant NCLB subgroups, or calculations are erroneous/irrelevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developing Candidate 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Some attempt has been made to calculate descriptive statistics for students overall, but the resulting information is inaccurate or inadequate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Some attempt has been made to calculate descriptive statistics for relevant NCLB subgroups, but the resulting information is inaccurate or inadequate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proficient Candidate 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate descriptive statistics are calculated for students overall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate descriptive statistics are calculated for relevant NCLB subgroups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accomplished Candidate 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidate’s use of descriptive statistics for students overall goes beyond the expected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidate’s use of descriptive statistics for relevant NCLB subgroups goes beyond the expected.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Descriptive statistics are interpreted correctly
- Some relevant patterns among subgroups are noted and discussed
- Some specific areas of strength/weakness are described
- Most proposed differentiations to process and product are specific and meaningful, based on the interpretation of data.
- Descriptive statistics are interpreted correctly and candidate shows a deep understanding of their significance.
- Several patterns among subgroups are noted and are thoroughly considered/discussed
- Several specific areas of strength/weakness are described
- Several specific, meaningful differentiations to process and product are proposed based on the interpretation of data.

- No attempt has been made to interpret descriptive statistics, or the resulting conclusions are grossly inaccurate
- Few patterns among subgroups are noted; may reflect erroneous or insignificant
- Few specific areas of strength/weakness are described
- Differentiations to process and product are absent or irrelevant
- An attempt has been made to interpret descriptive statistics, but the resulting conclusions may be erroneous or inaccurate
- Some patterns among subgroups are noted; these may reflect shallow thinking, or the candidate “misses” relevant patterns
- Some specific areas of strength/weakness are described
- Few specific, meaningful differentiations to process and product are proposed
- Descriptive statistics are interpreted correctly
- Some relevant patterns among subgroups are noted and discussed
- Some specific areas of strength/weakness are described
- Most proposed differentiations to process and product are specific and meaningful, based on the interpretation of data.
- Descriptive statistics are interpreted correctly and candidate shows a deep understanding of their significance.
- Several patterns among subgroups are noted and are thoroughly considered/discussed
- Several specific areas of strength/weakness are described
- Several specific, meaningful differentiations to process and product are proposed based on the interpretation of data.
### Overall Assessment Write-Up

<table>
<thead>
<tr>
<th>Emergent Candidate 1</th>
<th>Developing Candidate 2</th>
<th>Proficient Candidate 3</th>
<th>Accomplished Candidate 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Few specific learning objectives and the 21st Century Standards they address are clearly stated.</td>
<td>· Some specific learning objectives and the 21st Century Standards they address are clearly stated.</td>
<td>· Most specific learning objectives and the 21st Century Standards they address are clearly stated.</td>
<td>· All specific learning objectives and the 21st Century Standards they address are clearly stated.</td>
<td></td>
</tr>
<tr>
<td>· Candidate fails to describe changes that he/she would make changes to the unit based on the assessment experience or asserts that no changes are necessary.</td>
<td>· Candidate describes some changes that might be made based on the assessment experience (or begins to explain why no changes are necessary)</td>
<td>· Candidate describes substantive changes the he/she might make to the unit based on the assessment experience (or provides a data-driven rationale for why no changes are needed)</td>
<td>· Candidate describe substantive changes he/she might make to the unit based on the assessment experience, going into detail about how he or she would implement the changes (or provides a detailed, data-driven rationale for why no changes are needed)</td>
<td></td>
</tr>
<tr>
<td>· Candidate describes the assessment process in minimal depth. Candidate makes an attempt to relate success of teaching to assessment data, but conclusions are overly general or inaccurate</td>
<td>· Candidate describes the process of assessment and tries to relate success of teaching to assessment data, but does not make clear the assessment cycle and how data informed teaching.</td>
<td>· The assessment process as a whole is discussed and indicates that the candidate is using data to evaluate the success of his/her teaching</td>
<td>· The entire assessment process (and thus success of teaching) is described and evaluated thoroughly, including improvement/growth from pre to post, use of formative and summative assessment, etc.</td>
<td></td>
</tr>
<tr>
<td>· Candidate speaks in general terms about the benefit of formative and summative assessment</td>
<td>· Candidate speaks in general terms about the benefit of formative and summative assessment and gives some indication of having used them to inform teaching.</td>
<td>· Candidate reflects on the use of both formative and summative evaluation, clearly explaining their role in the assessment process</td>
<td>· Candidate reflects extensively on the use of both formative and summative evaluation and their role in the assessment process</td>
<td></td>
</tr>
<tr>
<td>· Strengths and weaknesses in student performance and/or item quality are described generally or are erroneous in nature</td>
<td>· Makes some attempt to delineate successes/struggles in making sure all students mastered the material. Some patterns are noted, some individual item assessment items are discussed, and some student strengths/weaknesses are indicated.</td>
<td>· Delineates successes and struggles in making sure all students mastered the material. Relevant patterns are noted, including individual item issues and student strengths/weaknesses based on data. Remediation efforts and their outcomes are described.</td>
<td>· Thoroughly delineates successes and struggles in making sure all students mastered the material. Relevant patterns are noted, including individual item issues and student strengths/weaknesses based on data. Remediation efforts and their outcomes are described in detail.</td>
<td></td>
</tr>
<tr>
<td>· Reflection indicates an awareness of which students did and did not master unit objectives</td>
<td>· Reflection gives minimal evidence that re-teaching occurred (if necessary) to move students toward mastery of unit objectives</td>
<td>· Reflection gives some evidence that re-teaching was implemented (if necessary) to move students toward mastery of unit objectives</td>
<td>· Reflection indicates that re-teaching was not necessary; all students mastered all unit objectives</td>
<td></td>
</tr>
<tr>
<td>· Candidate indicates that moving students toward high school graduation is a good thing.</td>
<td>· Candidate indicates that teachers have a role in moving students toward high school graduation, but does not relate own role in that process.</td>
<td>· Candidate reflects adequately on how their responsibility in moving their students toward high school graduation.</td>
<td>· Candidate describes presentation of assessment data to colleagues and gives insight into the resulting discussion.</td>
<td></td>
</tr>
<tr>
<td>· Candidate indicates he/she should have shared assessment data with colleagues but that he/she didn’t do so...</td>
<td>· Candidate acknowledges presenting assessment data to colleagues but does not indicate the nature of the ensuing discussion.</td>
<td>· Candidate describes presentation of assessment data to colleagues and gives insight into the resulting discussion.</td>
<td>· Candidate describes presentation to colleagues and explains the importance of such discussions to (a) instruction and (b) teacher leadership.</td>
<td></td>
</tr>
</tbody>
</table>
Evidence 6
Leadership and Collaboration

All student teachers complete the Professional Development Project: Self, Learner, Community for Evidence 6. This Evidence serves as a summative assessment of candidates’ professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community, and includes proficiencies associated with diversity. Data from assessment of this project tell the Unit about candidates’ ability to demonstrate leadership, collaboration, and professional dispositions per professional and state standards for teacher candidates. In completing the Professional Development Project: Self, Learner, and Community candidates prepare and complete Individual Development Plans in collaboration with their P-12 clinical teachers designed to help them create and administer interest inventories to their students, and interpret the results to inform instruction; strengthen their understandings of their own professional strengths and weaknesses, and allow them to further develop particular areas aligned with the 21st century standards; become more deeply acquainted with their students' interests, families, and communities; and work with their UNCA peers in Professional Learning Communities to further investigate and share ideas and best practices. The rubric below demonstrates specifics regarding the assignment.
Name ________________________

Evaluation of Evidence 6
Professional Development Project: Self, Learner, Community

<table>
<thead>
<tr>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>1st Draft Score</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Profile of School and Community

Profile is complete and thoughtful.

<table>
<thead>
<tr>
<th>Profile</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent Candidate</td>
<td>The profile lacks sufficient content in all areas. The profile does not demonstrate sufficient insight or reflection. Candidate has obtained the school improvement plan but does not analyze it clearly.</td>
</tr>
<tr>
<td>Developing Candidate</td>
<td>Some of the topics are addressed, accurately describing the school and community. More work is needed for satisfactory progress. The profile shows some thought and awareness of the realities of the school and community, but more depth of reflection and insight is needed. Candidate has obtained and reviewed the school improvement plan.</td>
</tr>
<tr>
<td>Proficient Candidate</td>
<td>Most of the topics are addressed, describing the school and community, although some items need additional clarification. Descriptions and reflections show insight and sensitivity to the realities of the school and community. Candidate has reviewed the school improvement plan and identified its critical elements but does not make connections to the implementation of its goals in the school.</td>
</tr>
<tr>
<td>Accomplished Candidate</td>
<td>In the Profile of School and Community the candidate addresses the following topics accurately, describing the school and community, utilizing concrete and narrative details. All descriptions and reflections show thoughtful insight and sensitivity to the realities of the school and community. Demographics of the whole school, including students and teachers, description of the neighborhoods served by the school, and other relevant information about the area served by the school. Candidate accesses and uses data available on the NC DPI web site to understand the overall climate of the school. Description of the types of family contact and involvement that take place in the school, including ways in which the candidate and the cooperating teacher facilitate contact with parents and guardians. Describe two or more significant parent</td>
</tr>
<tr>
<td><strong>Profile of Students</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Profile is complete and thoughtful.</td>
<td></td>
</tr>
<tr>
<td>The report lacks essential information about the profile of students.</td>
<td>The student profile sufficiently reports some of the required information, but more information is needed for satisfactory progress.</td>
</tr>
<tr>
<td>Assessments are not effective in generating essential information regarding the students’ interests and abilities.</td>
<td>The assessments are not always appropriate and effective in revealing students’ interests and abilities. More coverage is needed for satisfactory progress.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of the different interests of students based on interest inventories and other observational tools</td>
<td></td>
</tr>
<tr>
<td>Description of how students interact as learners, their social interactions, their ability to work in groups, and other factors affecting the classroom atmosphere.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional development plan shows dedication to quality teaching and self-improvement.</td>
</tr>
<tr>
<td>The professional development plan is lacking essential elements.</td>
</tr>
<tr>
<td>The report of the reflection, professional development cycle is incomplete. The plan for continued professional development needs more detail, clarity, or validity.</td>
</tr>
<tr>
<td>The plan presents the reflection professional development, and covers most of the topics required to explain the plan. More clarity, accuracy, or depth is possible and desirable.</td>
</tr>
<tr>
<td>The PDP clearly and validly presents the self-assessment, reflection, goal setting, and action steps undertaken by the candidate during student teaching. The Report covers the following topics:</td>
</tr>
<tr>
<td>Clear description of two goals for professional development and the rational for focusing on these particular goals, including reflection on strengths and areas of development.</td>
</tr>
<tr>
<td>Detailed description of the professional development undertaken during student teaching by describing the reading and/or research conducted within the learning community.</td>
</tr>
<tr>
<td>Concludes with a reflection on how the student teacher’s information visually</td>
</tr>
<tr>
<td>Professional Development Plan</td>
</tr>
</tbody>
</table>

The plan is presented in a professional manner and is shared with peers and/or school colleagues.
Appendix 5: Candidate Assessment Visual

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.
<table>
<thead>
<tr>
<th>Unit Student Learning Outcome (SLO) 1 (Content SLO):</th>
<th>Unit SLO 2 (Pedagogy SLO):</th>
<th>Unit SLO 3 (Professionalism SLO):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.</td>
<td>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.</td>
<td>Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.</td>
</tr>
</tbody>
</table>

**Correlates with University SLO 2:**
Students develop mastery of a specific major and an understanding of the connections among disciplines.

**Correlates with University SLO 1:**
Students develop skills in critical thinking, clear and thoughtful communication, creative expression, and honest open inquiry.

**Correlates with University SLO 3:**
Students develop respect for the differences among people and ideas, and learn to clarify and articulate their own values.

**Correlates With and Assessed Using North Carolina Department of Public Instruction (NCDPI) Evidence 2:**
Depth of Content Knowledge Project

**Correlates with and Assessed Using NCDPI Evidence 3:**
Unit Plan

**Correlates with and Assessed Using NCDPI Evidence 6:**
Professional Development Project

**Correlates with NCATE Standard 1: Candidate Knowledge, Skills, Dispositions:**
1a. Content Knowledge for Teacher Candidates

**Correlates with NCATE Standard 1: Candidate Knowledge, Skills, Dispositions:**
1b. Pedagogical Content Knowledge for Teacher Candidates

**Correlates with NCATE Standard 1: Candidate Knowledge, Skills, Dispositions:**
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
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** |
| 2.0 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 Uni Plan (Evidence 5) | 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 | At Standard Rating on Exit Criteria for Pedagogy | Satisfactory completion of Impact on Student Learning Project in EDUC 456 (Evidence 5) | At Standard Rating on Exit Criteria for Professional Dispositions | 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 | Employee Assessment of Pedagogy | Candidate Self-Assessment of Professionalism |

---

* Required list of courses for K-6 candidates: LANG 129, HUM 124, 214, and 324, MATH 211 and 215, ILS Lab Science Course, ILS Cluster Natural Science Course, ILSHWP Course EDUC 319, EDUC 210, and ARTS 310.

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

*** Includes successful field experience evaluation of professionalism dispositions.
## Appendix 6: Candidate Professional Dispositions Checklist

### Candidate Professional Dispositions Checklist

**Engagement in Academic Work, Clinical Settings, and the Learning Process**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Course:</td>
</tr>
<tr>
<td>Education Advisor:</td>
<td>Licensure Area:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Standards and Indicators Based on the Purposes of the Unit Related to Candidate Proficiencies</th>
<th>Candidate Proficiency Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledgeable teachers who demonstrate depth and breadth in subject area content, pedagogy, instructional technology, and psychology as it applies to teaching</td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>• investigate and explore content as needed to enhance and deepen own understanding, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• articulate interdisciplinary connections across content areas, as appropriate.</td>
<td></td>
</tr>
<tr>
<td>2. Well-informed teachers who are aware of state and national professional standards and can apply them in the classroom</td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>• produce work that is complete, accurate, and thoughtful; and</td>
<td></td>
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<tr>
<td></td>
<td>• produce work that indicates engagement in course content and process.</td>
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<tr>
<td>3. Flexible teachers who are capable of performing successfully in various teaching-learning situations</td>
<td></td>
<td>Met</td>
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<tr>
<td></td>
<td>• adapt to changes in schedules, requirements, etc.; and</td>
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<tr>
<td></td>
<td>• are able to develop appropriate alternate plans when necessary.</td>
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<tr>
<td>4. Creative teachers who appreciate the uniqueness of every individual and who use innovative methods to help all students meet curriculum standards</td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>• show originality and initiative, and</td>
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<tr>
<td></td>
<td>• strive to create a love of learning through innovative and inclusive lesson planning.</td>
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<tr>
<td>5. Resourceful teachers who create, access, and utilize effective instructional tools, technologies, assessments and community resources</td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>• use evaluation and assessment to guide instruction,</td>
<td></td>
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<tr>
<td></td>
<td>• take initiative for learning, and</td>
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<tr>
<td></td>
<td>• seek help and consultation when needed.</td>
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<tr>
<td>6. Collaborative teachers who demonstrate awareness of an appreciation for the communities in which they teach and who foster mutually beneficial relationships with the community</td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>• maintain appropriate relationships,</td>
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<tr>
<td></td>
<td>• make significant contributions to group processes and class discussions,</td>
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<tr>
<td></td>
<td>• facilitate rather than impede class and group goals, and</td>
<td></td>
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<tr>
<td></td>
<td>• respect the opinions and contributions of others</td>
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<tr>
<td>7. Responsible teachers who exemplify the skills, behaviors, dispositions, and responsibilities expected of members of the teaching profession</td>
<td></td>
<td>Met</td>
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<tr>
<td></td>
<td>• make field experience contact early and appropriately,</td>
<td></td>
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<tr>
<td></td>
<td>• maintain appropriate professional appearance,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• follow school policies,</td>
<td></td>
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<tr>
<td></td>
<td>• arrive prepared and on time,</td>
<td></td>
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<tr>
<td></td>
<td>• turn in assignments when due,</td>
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<tr>
<td></td>
<td>• can attend to multiple stimuli (multi-task), and</td>
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<tr>
<td></td>
<td>• adhere to the Code of Ethics for North Carolina Educators.</td>
<td></td>
</tr>
<tr>
<td>8. Reflective teachers who maintain a commitment to excellence and to the continuous assessment, adaptation, and improvement of the teaching-learning process</td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>• actively, persistently, and carefully think about teaching, before, during, and after lesson implementation,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• actively attempt to implement modifications/suggestions, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• respond positively to constructive criticism.</td>
<td></td>
</tr>
<tr>
<td>9. Humane teachers who value the dignity of every individual and foster a supportive climate of intellectual inquiry, passion for learning, and social justice</td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>• uphold standards of fairness,</td>
<td></td>
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<tr>
<td></td>
<td>• demonstrate the belief that all students can learn,</td>
<td></td>
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<tr>
<td></td>
<td>• exhibit appreciation and respect for differences,</td>
<td></td>
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<tr>
<td></td>
<td>• take care to avoid allowing personal bias to impact interaction/instruction, and</td>
<td></td>
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<tr>
<td></td>
<td>• use professional language to discuss students, peers, and teachers.</td>
<td></td>
</tr>
</tbody>
</table>

### Professionalism

**Timing (select one):** Midterm □ Final □ Other □

<table>
<thead>
<tr>
<th>Candidate Signature:</th>
<th>Date:</th>
<th>(indicates the candidate has read the dispositions: assessment, but does not necessarily imply agreement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08/2012</td>
</tr>
</tbody>
</table>
Appendix 7: Field Placement Evaluation

Candidate Name__________________________________  Date______________________________
Course Name____________________________________  University Instructor__________________
K-12 Clinical Faculty Name_______________________________ School ____________________________
K-12 Clinical Faculty Email Address:___________________________________________________________

**Evaluation of Teaching Component of Candidate Field Experience:** Please mark "met" or "not met" for each indicator with regard to all aspects of the field experience. If you mark "not met," please give a brief note of explanation.

<table>
<thead>
<tr>
<th>Content:</th>
<th>Description: Content Standards as Aligned with the Conceptual Framework Knowledge Base</th>
<th>Met</th>
<th>Not Met</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of Depth and Breadth of Content Area Knowledge:</td>
<td>Investigate and explore content as needed to enhance and deepen own understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulate interdisciplinary connections across content areas, as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pedagogy:</th>
<th>Description: Pedagogy Standards as Aligned with the Conceptual Framework Knowledge Base</th>
<th>Met</th>
<th>Not Met</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of Being Well-Informed:</td>
<td>Produce work that is complete, accurate, and thoughtful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Produce work that indicates engagement in course content and process</td>
<td></td>
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<tr>
<td>Demonstration of Flexibility:</td>
<td>Adapt to changes in schedules, requirements, etc</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Able to develop appropriate alternate plans when necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration of Creativity:</td>
<td>Show originality and initiative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strive to create a love of learning through innovative and inclusive lesson planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration of Resourcefulness:</td>
<td>Use evaluation and assessment to guide instruction</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Take initiative for learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seek help and consultation when needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Detailed Professionalism Indicators Related to All Aspects of the Field Experience:** Please mark "met" or "not met" for each indicator with regard to all aspects of the field experience. If you mark "not met," please give a brief note of explanation.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Indicators: Detailed Professionalism Standards as Aligned with the Conceptual Framework Knowledge Base</th>
<th>Met</th>
<th>Not Met</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Collaboration** | Maintain appropriate relationships  
Make significant contributions to group processes and class discussions  
Facilitate rather than impede class and group goals  
Respect the opinions and contributions of others |       |         |          |
| **Responsibility** | Make field experience contact early and appropriately  
Maintain appropriate professional appearance  
Follow school policies  
Arrive prepared and on time  
Turn in assignments when due  
Can attend to multiple stimuli (multi task)  
Adhere to the Code of Ethics for North Carolina Educators |       |         |          |
| **Reflection** | Demonstrated active, persistent, and careful thought before, during and after teaching and learning  
Actively implemented modifications/suggestions  
Responded positively to constructive criticism |       |         |          |
| **Humaneness** | Upheld standards of fairness  
Demonstrate the belief that all students can learn  
Exhibit appreciation and respect for differences  
Take care to avoid allowing personal bias to impact interaction and instruction  
Use professional language to discuss students, peers, and teachers |       |         |          |

**Overall Rating:** (please check one)  
________________________ Satisfactory  
________________________ Unsatisfactory

**Comments:**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

**K-12 Clinical Faculty Signature:** Please include an electronic signature if submitting the form via email.

---

*Please return this Field Placement Evaluation to the university instructor by providing the candidate with a copy of the completed form in a sealed envelope with your signature across the seal. Thank you so much for your assistance with preparing our teacher candidates.*
# Appendix 8: Formative Assessments of Student Teachers

## Weekly Clinical Practice Report

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Student Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level/Subject (s):</td>
<td>School:</td>
</tr>
<tr>
<td>K-12 clinical faculty:</td>
<td>Supervisor:</td>
</tr>
</tbody>
</table>

### Report of Activities for Week Beginning:

### Summary of Activities for the Week:

### Summary of Hours for the Week

<table>
<thead>
<tr>
<th>Summary of Hours for the Week</th>
<th>Hours Brought Forward from Previous Week</th>
<th>Hours for Current Week</th>
<th>Sub-Total (to be forwarded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hours of Observation of K-12 clinical faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Hours of Participation in Teaching (team-teaching, circulating/assisting)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Hours of Lesson Planning, Preparation, Recordkeeping</td>
<td></td>
<td></td>
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<tr>
<td>4. Hours in School Activities Outside the School Day (in service days, faculty meetings, PTA)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Hours in Conference with K-12 clinical faculty and/or Supervisor; attendance at Seminars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Hours of Observation in Other Schools/Classrooms</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Total Hours:

| Hours Absent from Internship This Week |  |

To be completed by Teacher Candidate on weekly basis

Required in Teacher Candidate’s file

NOTE: Round off hours to nearest half hour expressed in decimal form (example 1 ½ hours = 1.5 hours)
Reflection Record
(To be completed by the Teacher Candidate and submitted weekly to the supervisor.)

Teacher Candidate’s Name __________________________________________ Date __________

Please select one lesson each week upon which you wish to reflect. Use the following reflection cycle format for questions to guide your thinking. Use as much space as you need to respond to each question.

1. SELECT and identify a lesson you taught. (Include topic, length, group size, and reason for teaching it:)

2. DESCRIBE what you did. (Type of lesson and procedure used)

3. ANALYZE what worked. Why did it work?

4. APPRAISE the problems. Why did they occur? What questions do you have about the lesson? (for example, planning process or instructional methods)

5. TRANSFORM: What did you learn about this instructional strategy, about teaching this content, and about this age child that will help in teaching this lesson or a similar lesson in the future?
Report of the K-12 Clinical Faculty on the Progress of the Teacher Candidate

DIRECTIONS: To be completed each week by the K-12 clinical faculty, submitted by the Teacher Candidate to the supervisor, and placed in the Teacher Candidate’s file.

Teacher Candidate’s Name ___________________________________________ Semester/Year ______

Dates of week being reported: from ______________ to ______________, 20___

Grades/Subject: _____________________ School ____________________________

1. Activities in which Teacher Candidate engaged:

2. Strong points displayed:

3. Suggested areas for improvement:

4. Impact on student learning

5. Recommendations and comments:

_____________________________ Date ____________

Signature (K-12 clinical faculty)
Record events that occur during the classroom observation. Code each criteria as follows: appropriate practice ( ); strong or positive use of practice (+); weak or negative use of practice (-).

*Based on DPI Teacher Performance Appraisal System*

<table>
<thead>
<tr>
<th>Practice</th>
<th>Time</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT:</strong> Effective teachers are knowledgeable (of content).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Encourages students to use discipline-specific vocabulary</td>
<td></td>
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<tr>
<td>1.2 Communicates content knowledge in a meaningful way</td>
<td></td>
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<tr>
<td>1.3 Plans lessons which meet students’ diverse developmental levels, interests, and prior experience</td>
<td></td>
<td></td>
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<tr>
<td>1.4 Plans activities appropriate to the learning objectives</td>
<td></td>
<td></td>
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<tr>
<td>1.5 Uses appropriate materials, media, and technology to support instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PEDAGOGY:</strong> Effective teachers are knowledgeable of pedagogy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Management of Instructional Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Materials ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Class started quickly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Time on task for learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Management of Student Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Clear rules and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Clear rules for verbal participation and talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Clear rules that govern student movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Frequently monitors behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Stops inappropriate behavior consistently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 Makes adjustments to support learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Instructional Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Links to prior learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Understands central concepts; creates meaningful learning activities</td>
<td></td>
<td></td>
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<tr>
<td>3.3 Speaks fluently and precisely</td>
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<td></td>
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<tr>
<td>3.4 Provides relevant examples</td>
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<tr>
<td>3.5 Assigns tasks that lead to a high rate of success.</td>
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<td></td>
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<tr>
<td>3.6 Maintains brisk pace</td>
<td></td>
<td></td>
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<tr>
<td>3.7 Effective, smooth transitions</td>
<td></td>
<td></td>
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<tr>
<td>3.8 Clear assignments</td>
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<td></td>
</tr>
<tr>
<td>3.9 Adapts instruction to diverse learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10 Develops critical thinking, problem solving, and performance skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.11 Uses technology to support instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.12 Students engaged and responsible for learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. Instructional Monitoring

4.1 Maintains standards and due dates  
4.2 Circulates to check students’ performances  
4.3 Uses work products to check student progress  
4.4 Poses questions clearly and one at a time  
4.5 Uses student responses to adjust teaching

### 5. Instructional Feedback

5.1 Provides feedback on in-class work  
5.2 Provides prompt feedback on out-of-class work  
5.3 Affirms correct response quickly  
5.4 Provides sustaining feedback after incorrect response  
5.5 Fosters active inquiry and supportive interaction

### 6. Facilitating Instruction

6.1 Aligns instructional plans with standards  
6.2 Uses diagnostic information and assessment  
6.3 Maintains accurate records  
6.4 Plans appropriate instructional activities for diverse students  
6.5 Uses available resources to support program

**PROFESSIONALISM: Effective teachers are professional**

### 1. Adhering to Professional Standards of Behavior

1.1 Is dependable, on time and prepared  
1.2 Strives for quality and completeness  
1.3 Is flexible  
1.4 Fosters relationships which support students’ learning and well-being  
1.5 Works collaboratively  
1.6 Responds positively to constructive criticism  
1.7 Humane, shows respect for differences

### 2. Performing Non-Instructional Duties

2.1 Carries out non-instructional duties  
2.2 Adheres to established rules and regulations  
2.3 Seeks out opportunities to grow professionally  
2.4 Continually evaluates the effects of his or her decisions or actions
The conceptual framework of the Department of Education is represented by the phrase “Educating Highly Effective Teachers through the Liberal Arts” and is evaluated through the lens of content, pedagogy, and professionalism. Please respond to the following items as fully as possible. Your feedback will enable the faculty to determine how well we are meeting our mission of preparing you for a NC Standard Professional I teaching license with a liberal arts foundation.

1. Please rate your preparation in each of the following dimensions of your performance as a student teacher.

1. Content Knowledge: How prepared were you to teach the content that you taught during your student teaching experience?
   __ very prepared      __ prepared         __ not prepared yet

2. Pedagogy: How prepared were you to plan and teach effectively, to organize lessons and units, to assess student learning?
   __ very prepared      __ prepared         __ not prepared yet

3. How prepared were you to use technology in your student teaching?
   __ very prepared      __ prepared         __ not prepared yet
*What sorts of technology did you use in your student teaching placement? List.

4. How prepared were you to meet the needs of diverse learners?
   __ very prepared      __ prepared         __ not prepared yet

5. Professionalism: How prepared were you to work in a school setting, interacting with other teachers and administrators, and collaborating with other teachers?
   __ very prepared      __ prepared         __ not prepared yet
6. Working with Parents/Guardians: How prepared were you to converse, communicate, and consult with parents/guardians confidently during your student teaching experience?

A: very prepared      B: prepared         C: not prepared yet

_____Interacted/participated often and in substantive ways (did some or all of these things: made phone calls, participated actively in parent conferences, assisted with reports sent home to parents)

_____Had some opportunities to interact with parents in less formal ways (sat in on parent conferences, sent home newsletters, spoke with parents in informal situations like before or after school)

_____Had few opportunities to interact with parents at all (parents might or might not know your name, did not have the opportunity to participate in parent conferences, etc.)

II. Please respond to each of these questions in detail. If you need additional space, please attach additional pages.

1a. List the UNCA Teacher Licensure courses which were most helpful in preparing you to teach. Tell why you listed these particular courses.

1b. List the UNCA courses in your major department or in other departments which were most helpful in preparing you to teach. Tell why you listed these particular courses.

2. Were any education or psychology courses less-than-beneficial? If so which one(s) and why?

3. List the areas/aspects of teaching in which you feel best prepared.
4. List the areas/aspects of teaching in which you feel better preparation is needed. Tell why.

5. What experiences in your course work and/or field experiences prepared you most effectively to teach diverse students? What experiences would have helped you to improve your ability to teach diverse learners?

1. Did you have a school based supervisor or university supervisor?

2. In what ways was your supervisor able to offer assistance?

3. How well was your supervisor able to get a full sense of your classroom routines, procedures, and your abilities?
4. Were you able to do videotaping of your teaching?
   a) Was it reviewed with your supervisor?

   b) What did you learn from the process?

   c) What is your evaluation of the process?

5. How could the supervision model be improved?

III. Suggestions for improving and strengthening the UNCA Teacher Licensure Program:

Thank you for thoughtfully completing this survey. Best wishes as you begin your professional career.

The Faculty in the Department of Education
I. Title: K-6 Program Evaluation Report

II. Department of Education Unit Goals

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 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.

III. Program Goals

The faculty in the K-6 program have also developed specific (but related) goals for the elementary licensure program. We are committed to preparing teachers who

• possess both depth and breadth of content knowledge and use this knowledge as they teach.
• identify and utilize effective motivational techniques, materials, teaching strategies, and assessment options to facilitate student learning of concepts and skills.
• understand developmental differences among K-6 children and are able to use this knowledge to guide instruction/assessment of children at both ends of the developmental spectrum.
• excel at meeting the needs of diverse populations of children and in encouraging tolerance and humane values among children.
• exhibit critical thinking and problem-solving skills and foster these behaviors in the children they teach.
• pursue lifelong learning and are prepared to encourage the children in their classrooms to do the same.
• are well-versed in aligning instructional planning with state and national standards as well as with the NC Standard Course of Study.
• are knowledgeable about current research regarding best practice and curricular reform and can use such research for the betterment of their teaching.
• integrate technology into teaching, as appropriate.
• reflect upon their teaching, identify strengths and areas needing improvement, and use the results of this reflection to modify and better their teaching.
• exhibit professionalism, appropriate dispositions, and effective communication skills.
IV. Summary of Program Completers
Use tables as appropriate.
1. Program Completers

Fall 2009 n=9

<table>
<thead>
<tr>
<th>Cum. GPA</th>
<th>Major GPA</th>
<th>S Rating on ED TECH Portfolio</th>
<th>C or better in all EDUC Courses (496)</th>
<th>S in EDUC 455</th>
<th>Rating on Exit Criteria/ Content</th>
<th>Rating on Exit Criteria/ Pedagogy</th>
<th>Rating on Exit Criteria/ Professional Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.213</td>
<td>NA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>At</td>
<td>At</td>
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<tr>
<td>3.257</td>
<td>3.258</td>
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<td>Above</td>
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<tr>
<td>3.202</td>
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<td>✓</td>
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<td>2.649</td>
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<td>3.215</td>
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<td>3.739</td>
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<td>✓</td>
<td>✓</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
</tr>
<tr>
<td>3.034</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>At</td>
<td>At</td>
<td>At</td>
</tr>
<tr>
<td>3.973</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Above</td>
<td>At</td>
<td>Above</td>
</tr>
<tr>
<td>3.375</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>At</td>
<td>At</td>
<td>Above</td>
</tr>
</tbody>
</table>

Spring 2010 n=13

<table>
<thead>
<tr>
<th>Cum. GPA</th>
<th>Major GPA</th>
<th>S Rating on ED TECH Portfolio</th>
<th>C or better in all EDUC Courses (496)</th>
<th>S in EDUC 455</th>
<th>Overall Rating on Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.598</td>
<td>PB</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Above</td>
</tr>
<tr>
<td>3.969</td>
<td>PB</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>At</td>
</tr>
<tr>
<td>2.946</td>
<td>2.892</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Above</td>
</tr>
<tr>
<td>3.472</td>
<td>PB</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>At</td>
</tr>
<tr>
<td>2.780</td>
<td>3.084</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>At</td>
</tr>
<tr>
<td>3.862</td>
<td>3.778</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Above</td>
</tr>
<tr>
<td>3.533</td>
<td>PB</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Above</td>
</tr>
<tr>
<td>3.258</td>
<td>2.97</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Above</td>
</tr>
<tr>
<td>2.555</td>
<td>2.549</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Above</td>
</tr>
<tr>
<td>2.82</td>
<td>PB</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>At</td>
</tr>
<tr>
<td>3.66</td>
<td>PB</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>At</td>
</tr>
<tr>
<td>2.675</td>
<td>2.452</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Above</td>
</tr>
<tr>
<td>3.73</td>
<td>3.818</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>At</td>
</tr>
<tr>
<td>3.431</td>
<td>3.737</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>At</td>
</tr>
</tbody>
</table>
V. Exit Survey Data

Exit surveys were received from 22 students. Responses to individual items are summarized below. N=22 (9 Fall, 13 Spring)

<table>
<thead>
<tr>
<th></th>
<th>Very Prepared/ Confident</th>
<th>Prepared/ Confident</th>
<th>Not Prepared/ Confident Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>59%</td>
<td>36%</td>
<td>5% (1)</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>73%</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td>Technology</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Diversity</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Parents</td>
<td>50%</td>
<td>36%</td>
<td>14% (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Times Cited as Most Beneficial</th>
<th>Times Cited as Least Beneficial</th>
</tr>
</thead>
<tbody>
<tr>
<td>310</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>311</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>315</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>317</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>319</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>322</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>325</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>340</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>344</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>388</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>455</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>396/496</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Psyc 318</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Math 211 &amp; 215</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The trend regarding EDUC 325 is a concern. This course is being overhauled to ensure that students find it timely, meaningful, and organized. The special needs focus will be on differentiation, not on categories of exceptionality, which should not only increase the students’ perception of the course, but should address the concerns that some of them had regarding wanting more ways to meet the needs of all children.
Curricular Areas of Best Preparation/Areas Needing More Preparation are delineated in the following table.

<table>
<thead>
<tr>
<th>Area</th>
<th>Cited as Best Prepared</th>
<th>Cited as Needing More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Literacy</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Phonics (specifically)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Writing (specifically)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Math</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arts</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Technology</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Cited as Best Prepared</th>
<th>Cited as Needing More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Integration</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Assessment</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>ESL</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Differentiation</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Other items mentioned: well-prepared in globalism, diverse learning styles, organization. Need more preparation in EOG/Prep and stress management.

Comments: The classroom management and differentiation concerns should be addressed by the revision of EDUC 325 this summer. The assessment concerns are being addressed by the inclusion of the assessment course.

VI. Employer Assessments—

![Bar chart](chart.png)

Means for all areas are above 4.0 (Above Average to Excellent). Relative strengths include interactions with administrators, students, and peers. Relative weaknesses are technology, classroom management, assessment, and meeting diverse needs. These data are consistent with data from previous years.
VII. Initially Licensed Teacher Surveys

Means for all areas are above 3.0 (Good to Excellent). Relative strengths are interactions with students, using a variety of strategies, and impacting student learning. Relative weaknesses are assessment, technology, interacting with parents, and meeting diverse needs.

VIII. Review of Recommendations/Goals from the previous year’s Program Evaluation Report

Recommendations/Goals

1. Continue with the revisioning process, including:
   - Generating and submitting all required APC documents necessary to implement the new program. This indicator will have to be addressed during the 2010/2011 school year. Unit-wide changes were made this year; program-specific changes will be made next year.
   - Revising the blueprint to reflect any feedback from NCDPI. No revisions were required.
   - Designing a curriculum map for all K-6 courses. The Literacy courses have been mapped, as have assessment and EDUC 210. We will continue to work on mapping the other areas as the courses are revised in the coming school year.
   - Developing/refining rubrics for Evidences 2, 3, 5, and 6. This indicator was addressed.
   - Revise exit criteria to include Certification of Capacity Standards. This indicator was addressed.
   - Pilot new courses: Assessment, Language Arts/Arts, Science/Health/PE, SS Content, Science Content, EDUC 456. New courses piloted were Assessment, Arts Lab, Health Lab, and Social Studies content. Science content was put on hold, and EDUC 456 will be piloted Fall 2010. To facilitate scheduling, the arts lab and health lab are currently separate from EDUC 317 and EDUC 322. We will continue to investigate the feasibility of integrating the labs into the courses.

IX. Recommendations/Goals

1. Develop a model clinical teacher program for student teacher supervision to be piloted.

2. Investigate the development of a content science course similar to the new content social studies course.

3. Continue curriculum mapping.
Appendix 10: Assessments of Unit Operations

Course Evaluation Form

I. Indicate the amount of progress you made on each of the following objectives using the ratings No Apparent Progress, Slight, Moderate, Substantial, Exceptional, Not Applicable:

Gaining knowledge
Understanding ideas
Developing creative capacities
Developing speaking/discussion skills
Learning to analyze and evaluate ideas, texts, and arguments
Developing writing skills
Developing quantitative skills

II. During this course, my instructor Hardly Ever, Occasionally, Sometimes, Frequently, Almost Always…

Explained the course material clearly
Created a classroom environment that encourages students to be actively involved
Displayed an interest in student learning
Was accessible outside of class
Gave assignments that contributed to my understanding of the material
Provided useful feedback on my performance
Helped me develop an appreciation for the subject
Made me think

III. Overall Assessment of the Instructor:

Poor
Below Average
Average
Above Average
Excellent
Overall Assessment of the Course:

Poor

Below Average

Average

Above Average

What grade do you expect to earn in this course?

A
B
C
D
F
S
U
AU

A. What are the major strengths of the instructor

B. What are the major weaknesses of the instructor?

C. What aspects of this course were most beneficial to you?

D. What do you suggest to improve this course?
Peer Observation Summary

Instructor:

Course:

Date:

Observer:

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:
ANNUAL FACULTY RECORD
Please include this cover sheet with your completed Faculty Record.

The use of the Faculty Record is discussed in Section 3.4 of the Faculty Handbook.

Name: ___________________________________________ Academic Year: __________________

Rank/Title: ___________________________ Department/Program: ___________________________

Administrative Assignment (if any): _____________________________________________________

Fall reassigned hours ____ teaching ____ scholarship/creative activity ____ service
Spring reassigned hours ____ teaching ____ scholarship/creative activity ____ service

Please note: Faculty are expected to comment on each item.

I. TEACHING
(A) List courses taught in each semester, including information about the nature and enrollment of each course (e.g. required, service course, elective).
(B) Briefly outline teaching contributions to Integrative Liberal Studies and other university programs (e.g. honors, MLA).
(C) Briefly outline teaching innovations including co-curricular activities used to enhance student learning environments.
(D) Did reassigned time support these activities? If yes, briefly describe the use of this time.

II. SCHOLARSHIP, CREATIVE AND PROFESSIONAL ACTIVITY
(A) List scholarly and creative activities for this year indicating the status for each (e.g., in progress, submitted for peer review, published/presented). Please include work on grants (e.g. submitted/accepted, funded/not funded) and copyrights, patents, software created.
(B) List undergraduate research performed under your supervision and published, or presented, by students.
(C) List other professional development activities such as memberships and offices in professional organizations; professional consultancies; contributions as editor, judge or reviewer; conferences, seminars or projects in which you participated, etc.
(D) Did reassigned time support these activities? If yes, briefly describe the use of this time.

III. SERVICE
(A) List department service including departmental committees or projects and major advising.
(B) List university service including freshman/ILS advising, assignments on committees or task forces, work with other departments, etc.
(C) List your involvement in co-curricular activities to enhance faculty-student relationships (e.g. student club advisor, intramural coach, orientation).
(D) List community service that directly relates to your professional training and expertise (e.g. commissions/boards of directors, public lectures/workshops, and work with local media).
(E) Did reassigned time support these activities? If yes, briefly describe the use of this time.

IV. FACULTY GOALS AND PERFORMANCE
(A) Briefly outline your progress on the faculty goals listed in last year's Faculty Record and summarize any other information that you consider relevant to this evaluation.
(B) List faculty goals for the upcoming year in the areas of teaching, scholarly/creative activity, and advising/service.
EPA Non-Faculty Performance Development Plan

Employee Name: __________________________ Position Title: __________________________

Division: __________________________ Department: __________________________

Supervisor: __________________________

It is the policy of UNC Asheville to provide performance feedback to all EPA non-faculty employees on a regular basis. Although assessment of an employee's performance is an ongoing process, overall performance will be evaluated by the direct supervisor at least once each year. The EPA Performance Development Plan helps to identify the major responsibilities of a position in alignment with the university’s strategic plan, measures effectiveness in attaining goals and objectives, and promotes career growth and development.

The annual performance evaluation will cover the period from July 1 to June 30. As part of the process, the employee’s job description should be reviewed annually and updated as needed. In general, EPA non-faculty performance evaluations should be completed and delivered to Human Resources by the first week of August each year. Employees under contract will be evaluated annually on a schedule that coincides with their contract renewals. Performance evaluations for employees with contracts should be forwarded to Human Resources as they are completed.

Pre-Performance Period Sign-off for __________ (Insert Fiscal Year)

The signatures below indicate that the supervisor and employee reviewed and agreed upon the major goals and objectives at the beginning of the performance period.

_________________________ Date

Employee Signature

_________________________ Date

Supervisor Signature

UNC Asheville’s Strategic Plan

<table>
<thead>
<tr>
<th>Public Responsibility</th>
<th>Liberal Arts</th>
<th>Long-Term Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diversity &amp; Inclusion:</strong> Assert and demonstrate our individual and collective responsibility to invite, honor, and learn from our differences, as preparation for an increasingly interconnected world. Intentionally reflect the vibrant demographics, in all its complexity, of our city, our region, our state and beyond. <strong>North Carolina:</strong> Attract, retain, and graduate North Carolina students of high academic promise by eliminating financial barriers to participation. Furnish North Carolina’s economy with highly accomplished thinkers, negotiators, planners, collaborators, and problem-solvers. Assure that our campus, our region, and our State understand how uniquely positioned we are to define the practical, life-long value of a liberal arts education in the 21st century. <strong>Asheville:</strong> Share responsibility with the greater Asheville community for collaborations on issues of mutual concern, benefit, and accomplishment.</td>
<td><strong>Undergraduate Education:</strong> Serve as the standard of excellence for public liberal arts undergraduate education, emphasizing interdisciplinary learning and exceptional faculty-student mentoring. <strong>Undergraduate Research:</strong> UNC Asheville will be the leading undergraduate research institution for faculty-directed, student-directed Undergraduate Research. Assure continual stewardship of the Undergraduate Research program and deepen its focus on societal concerns. <strong>The Campus Experience:</strong> Engage all students in a robust campus learning experience based on community responsibility, learning, respect and service.</td>
<td><strong>Social Sustainability:</strong> Build a respectful, vibrant, responsible and inclusive campus community for everyone that encourages academic, civic, and public engagement. Invest in the development and success of all students, faculty, and staff members. <strong>Economic Sustainability:</strong> Demonstrate the value of UNC Asheville’s distinctiveness within the UNC System so that our optimal size and liberal arts mission are acknowledged and rewarded within the State formula for funding higher education. Increase private funding to assure the University’s ability to fulfill its commitments to generations of students and citizens of North Carolina. <strong>Environmental Sustainability:</strong> Build on our state-wide leadership and recognition for environmental stewardship through continued academic inquiry, energy efficiency, conservation, and green building practices. Pursue creative, respectful, mission-focused campus expansion.</td>
</tr>
</tbody>
</table>


CURRENT YEAR OBJECTIVES

The employee objectives which the supervisor and employee agree upon at the beginning of the period should support UNC Asheville's Strategic Plan Goals. The employee's objectives should consider organizational, divisional and departmental targeted outcomes to which the employee can contribute. Employee objectives could include assigned responsibilities, special projects, priority programs or strategic results in existing programs.

<table>
<thead>
<tr>
<th>Element of Strategic Plan the Objective/Goal Supports</th>
<th>Departmental Objective/Goal</th>
<th>Employee Objective/Goal</th>
<th>Actual Results</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Element of Strategic Plan the Objective/Goal Supports</th>
<th>Departmental Objective/Goal</th>
<th>Employee Objective/Goal</th>
<th>Actual Results</th>
</tr>
</thead>
</table>
Performance Expectations

At the beginning of the performance period, the supervisor and employee should discuss each of the performance expectations, their associated behaviors and how they relate to the quality of work in the position. At the conclusion of the performance period, the supervisor should check the box to indicate how performance expectations were applied during the review period.

EPA Rating Scale:

- **Meets Expectations** – Meets established expectations. Enhances the opportunity for the department and its goals through competence and reliability. Exhibits quality of work through planning, execution and creativity. Makes meaningful contributions and demonstrates behaviors consistent with the University’s mission and initiatives.

- **Improvement Needed** – Inconsistently meets established standards and goals for the position. Performs below expectations on certain critical job requirements and responsibilities. Immediate and sustained improvement is required. *(Note: This level may be expected as an employee is learning new job responsibilities)*

- **Unsatisfactory** – Performance generally fails to meet the defined expectations or requires frequent, close supervision and/or the redoing of work. The employee is not doing the job at the level expected for employees in this position. Unsuccessful job performance is due to the employee’s lack of effort or skills.

<table>
<thead>
<tr>
<th>CATEGORY/EXPECTATIONS</th>
<th>SUPERVISOR’S EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Collaboration and Teamwork</strong> – The extent to which the employee is able to work effectively and productively with colleagues and contribute as a member of a work team or unit. Satisfactory performance is indicated by an employee who establishes good rapport with colleagues and adopts work style or approaches in a way that encourages or supports productive collaboration.</td>
<td>☐ Meets Expectations  ☐ Improvement Needed  ☐ Unsatisfactory</td>
</tr>
<tr>
<td><strong>2. Valuing Diversity</strong> – Demonstrates inclusion and respect for diversity and differing points of view among colleagues.</td>
<td>☐ Meets Expectations  ☐ Improvement Needed  ☐ Unsatisfactory</td>
</tr>
<tr>
<td><strong>3. Communication Skills</strong> – The extent to which the employee is able to use verbal and written communications to express thoughts, ideas and information in communicating with colleagues, clients, supervisory management and other individuals in the work setting. Satisfactory performance is indicated by an employee who communicates in a manner that clearly and accurately conveys information, is professional and respectful in tone, is suitable for the target audience, and is concise but sufficient in terms of required detail.</td>
<td>☐ Meets Expectations  ☐ Improvement Needed  ☐ Unsatisfactory</td>
</tr>
<tr>
<td><strong>4. Organization and Task Management</strong> – The extent to which the employee is able to organize his/her work in a manner that facilitates timely and efficient completion of assigned tasks. Satisfactory performance is indicated by an employee who demonstrates a work environment that is maintained in an organized and professional manner, is able to discern and reconcile competing priorities, manages multiple tasks or assignments, appropriately seeks clarification from or provides updates to supervisory management on the status of assigned workload, and generally completes assignments within established deadlines.</td>
<td>☐ Meets Expectations  ☐ Improvement Needed  ☐ Unsatisfactory</td>
</tr>
<tr>
<td><strong>5. Technical/Subject Matter Expertise</strong> – The extent to which the employee demonstrates a mastery of the relevant technical or task-specific expertise necessary to perform the assigned duties. This may include knowledge of technology, procedures, policies, relevant research methods, or methods, standards or techniques that are specific to the employee’s position and profession. Satisfactory performance is indicated by an employee who demonstrates relevant technical or subject-matter knowledge at a level sufficient to perform the duties of the position in an accurate and professional manner without requiring an unusual degree of oversight or correction.</td>
<td>☐ Meets Expectations  ☐ Improvement Needed  ☐ Unsatisfactory</td>
</tr>
<tr>
<td><strong>6. Ambassador for the University</strong> – The employee has a good overall understanding of UNC Asheville, shares the responsibility for building a respectful, vibrant and responsible campus community and serves as a good representative for the University.</td>
<td>☐ Meets Expectations  ☐ Improvement Needed  ☐ Unsatisfactory</td>
</tr>
</tbody>
</table>

**SUPERVISORY/LEADERSHIP RESPONSIBILITIES** - The following section is for employees with supervisory/leadership responsibilities

<table>
<thead>
<tr>
<th>CATEGORY/EXPECTATIONS</th>
<th>SUPERVISOR’S EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7. Leadership</strong> – The extent to which the employee provides effective and demonstrable leadership of the assigned unit, department, division, program or center. Satisfactory performance is indicated by an employee who is proactive in planning and communicating unit goals and objectives, providing good stewardship of assigned resources including budget, space, or equipment, and assuring that the unit is responsive to its assigned mission. The extent to which leadership is exercised in compliance with all relevant University policies, procedures and business practices is a critical component of satisfactory leadership performance.</td>
<td>☐ Meets Expectations  ☐ Improvement Needed  ☐ Unsatisfactory</td>
</tr>
<tr>
<td><strong>8. Supervision</strong> – The extent to which the employee provides responsible and effective oversight of individuals under their supervision. Satisfactory performance is indicated by an employee who engenders trust and commitment on the part of individuals in the unit, provides clear and reasonable directions to subordinates regarding assigned duties, solicits and is responsive to feedback to help foster a participative and productive work environment, and assures clarity and respect for diversity among and between members of the work unit. Attention to employee development, providing candid and constructive feedback regarding subordinate performance, and adhering to all relevant University human resources policies are also critical components of satisfactory supervisory performance.</td>
<td>☐ Meets Expectations  ☐ Improvement Needed  ☐ Unsatisfactory</td>
</tr>
<tr>
<td><strong>9. EEOI Training</strong> – Employee has attended the Equal Employment Opportunity Institute training program. This one-time training session is required by the State of North Carolina for every supervisor, and should be taken within one year of their initial appointment.</td>
<td>☐ Yes  ☐ No</td>
</tr>
</tbody>
</table>
**Professional Development Plan:**


**Supervisor's Comments:** Summarize the employee's overall performance based on current year objectives and performance factors.


**Employee's Comments:** The employee has the option of making comments regarding the review process, review results and the professional development plan below (may attach additional page if needed).


Yes  No  The employee's job description has been reviewed and updated as needed. (Note: If job description needs to be updated, contact Human Resources at 251-6605 to have the online form forwarded to the supervisor).

Signatures:

<table>
<thead>
<tr>
<th>Supervisor's Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

The employee's signature indicates that the appraisal results have been discussed with him or her and that the employee understands the results; the signature does not reflect the employee's agreement or disagreement.

<table>
<thead>
<tr>
<th>Employee's Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Student Teacher Evaluation of P-12 Clinical Faculty and University Supervisor

Name_________________________________________________________________________

Cooperating Teacher__________________________ School__________________________

University Supervisor________________________________________________________________________________

Student teaching semester ________________________________________________________

Part I:

Please rate each of the following statements along the following scale:

1  2  3  4  
very little somewhat a good deal a great deal

Over the course of my student teaching experience, I feel that I have developed my skills in:

_____ Lesson planning
_____ Differentiating instruction
_____ Classroom management
_____ Record-keeping
_____ Assessing student learning

Part II:

Please rate each of the following statements along the following scale:

1  2  3  4  
strongly disagree disagree agree strongly agree

My cooperating teacher helped me develop skills in

_____ Lesson planning aligned with school goals and state and national standards
_____ Differentiating instruction
_____ Classroom management
_____ Record-keeping
_____ Assessing student learning

My cooperating teacher

_____ was knowledgeable about student teaching information, policies, and procedures.
_____ oriented me to the building, faculty, administration, students, and school policies.
_____ involved me in department or faculty meetings.
_____ included me in appropriate community or extracurricular activities.
_____ arranged for me to observe other teachers.

_____ modeled effective teaching.
_____ modeled effective classroom management.
_____ shared professional literature and teaching resources.

_____ communicated clearly and regularly with me.
_____ regularly observed my teaching.
_____ provided valuable verbal feedback on a regular basis.
_____ provided valuable written feedback on a regular basis.
_____ identified areas in which I needed to improve.
_____ helped me identify my strengths.

_____ developed and maintained a plan for my assumption of classroom responsibilities.
_____ provided guidance and feedback in the development of lesson plans and/or unit plans.
_____ encouraged me to try different ideas and methods of teaching.
_____ helped me learn effective record-keeping procedures.
_____ helped me learn effective grading procedures.
_____ helped me learn to manage discipline problems.

Comments to explain ratings:

Part III:
Please rate each of the following statements along the following scale:

1          2          3          4
strongly disagree     disagree         agree  strongly agree

My university supervisor or site-based supervisor (circle the one you had):

_____ met with me before student teaching for orientation.

_____ observed me at least 4x (either in person or to view a video) over the student teaching experience.

_____ conferred with me after each observation to give valuable feedback.

_____ answered my questions and concerns about all aspects of student teaching.

_____ met with me for mid-term and final evaluations.

Part IV:
Please rate each of the following statements along the following scale:

1          2          3          4
strongly disagree     disagree         agree  strongly agree

My cooperating teacher and university supervisor:

_____ worked together in giving me consistent expectations.
_____ worked together in giving me consistent feedback.
_____ worked together in giving me consistent support.

Comments:

I feel that:
_____ Future student-teachers will benefit from having the same cooperating teacher as I did.
_____ Future student-teachers will benefit from having the same university supervisor as I did.

Please explain the reason for your ranking above, for both the cooperating teacher and the university supervisor.

Do you feel that other supports would have benefited you during student-teaching? Explain.

______________________________________________________________________________

Please rate your overall satisfaction with your student-teaching experience. (Circle one number)

1 – highly unsatisfied
2 – unsatisfied
3 – satisfied
4 – highly satisfied

Please explain the primary reasons for your ranking above.
University Supervisor Evaluation by P-12 Clinical Faculty

Fall Semester, 2012

The following instrument is designed to obtain feedback about your perception of the university supervisor who worked with you this semester.

Date:                                                         University Supervisor:

Please rate each characteristic/behavior using the following rating scale:

4 = always       3 = usually       2 = sometimes       1 = seldom       NA = Not Applicable/No Chance to Observe

During the student teaching semester, the university supervisor who worked with my student teacher

______ 1.  showed respect for me as a cooperating teacher.

______ 2.  earned my respect.

______ 3.  solicited and accepted my ideas or opinions.

______ 4.  had realistic expectations of me and of the candidate.

______ 5.  was accessible and responsive when I initiated contact.

______ 6.  communicated with skill and effectiveness.
7. showed genuine interest in the candidate’s progress.

8. was willing and able to spend sufficient time with the candidate, as needed.

9. pointed out strengths and things the candidate did well.

10. gave the candidate constructive suggestions.

11. outlined clear objectives for the improvement of the candidate’s teaching.

12. was fair and objective in evaluating the candidate’s progress.

13. was collaborative and could be described as a team player.

14. was dependable.

15. was flexible when the situation demanded it.

Comments:
CONTINUOUS IMPROVEMENT BASED ON DATA FORM

What was the change that was needed?

Which of the areas of the conceptual framework is it related to (mark all that apply)?

Content    Pedagogy    Professionalism

When was the change implemented?

On what key assessment(s) did the data indicate that a change needed to be made?

When was the assessment(s) administered that indicated a change needed to be made?

What did the data say that indicated a change needed to be made?

Where is data located?

If applicable, how were LEA and community partners involved in the change?

How and when will the change be revisited?

Please attach evidence that the change was made.