

Accreditation Assessment Handbook
School of Education
University of North Carolina at Greensboro
Summer, 2006

The purpose of the Accreditation Assessment Handbook is to provide detailed guidance in the implementation of our Assessment Plan. The first section of this Handbook focuses on the generic assessments that all programs use. Undergraduate program assessment plans are described in the second section and graduate program assessment plans are in the third section of this Handbook.

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School of Education Assessment System

Purpose

Assessment is an integral part of the accreditation process. Accreditation provides the consumer assurance that the institution is a quality one, approved by professional boards. As a means of protecting the consumer, the North Carolina Department of Public Instruction requires that all licensed professionals graduate from accredited institutions.

As a community of professional educators at UNCG, we believe in meaningful, systematic, continuous assessment of curriculum development and delivery, program delivery, faculty performance, and candidate learning and performance. We are committed to using our assessments to promote the professional growth of both our candidates and faculty; to limit candidates' progression, when necessary, in professional education programs; and to revise professional education programs as appropriate. As such, the UNCG Assessment Plan is based on the shared values reflected in the Conceptual Framework and links the performance of the UNCG candidates to national, state, and professional standards. The purposes of the Accreditation Assessment System are:

1. to ensure that all candidates exit the program with the skills, knowledge, and dispositions necessary to be successful professionals, and
2. to evaluate current programs in order to better serve future candidates and our school partners.

Overview

The UNCG Accreditation Assessment System is operationalized at three levels:

- The Individual Candidate level – These assessments are designed to assure that candidates exit the program with the skills, knowledge and dispositions necessary to be caring, competent, collaborative professionals.
- The Program level – These assessments address program coherence, organization, efficiency and effectiveness.
- The Unit level – These assessments provide an overview of how programs within the Unit are functioning in relation to other programs and to professional standards and Unit goals.

Components of the Undergraduate Individual Candidate Assessment

The UNCG Individual Candidate Assessment plan is based on several assessment tools designed to assess candidate performance. The plan is based on the belief that assessment should be educational to both the candidate and to the program. Candidates are encouraged to connect the development of their own practice to the development of students. As candidates progress through the program, they engage in multiple assessments that allow both faculty and candidates to reflect on candidates' teaching and learning and to use this information for both improvements of candidate performance and program implementation.

PRAXIS I, SAT, ACT. To be admitted to the Teachers Academy, undergraduate candidates must meet the state-required score on one of the following: Praxis I, the SAT or the ACT. Table 1 below shows the admission cut scores for the Praxis I, SAT and ACT.

Table 1: State Mandated Cut Scores on the Required Admission Tests for Undergraduates

Praxis I	State Mandated Passing Score
Reading	176
Writing	173
Mathematics	173
SAT	State Mandated Passing Score
Total (in place of Praxis Reading, Writing & Mathematics)	1100
Verbal (in place of Praxis I Reading and Writing)	550
Math (in place of Praxis I Mathematics)	550
ACT	
Composite (in place of Praxis Reading, Writing & Mathematics)	24
English (in place of Praxis I Reading and Writing)	24
Math (in place of Praxis I Mathematics)	24

Praxis II. Candidates in elementary and special education are required to earn a passing score on Praxis II in order to obtain a license. Effective April, 2006, candidates in other programs are no longer required to earn passing scores on Praxis II. Table 2 depicts the scores that are or were considered passing scores on Praxis II. (Although Praxis II is no longer required for many programs, candidates may be encouraged to take Praxis II during their senior year or shortly after graduation because it will assist them in meeting the requirements for a Standard Professional II license.)

Table 2: Praxis II Tests and Corresponding Cut Scores

Licensure Area	Code	Praxis II	Cut Scores
Art	810	P131 + P133	Combined 322
BED	88085	P351 and P371	143 and 147
Biology	310	P234 + P235	Combined 310
Birth-Kindergarten	014	none	
Chemistry	330	P245 + P483	Combined 307
Cross Category	88001	P351 and P352	143 and 146
Dance	805	none	
Elementary Education	025	P011 + P012	Combined 313
English	100	P041 + P043	Combined 321
English 2nd Lang	110	P360	520
French	511	P171 + P173	Combined 335
General Curriculum	88091	P353 and P542	143 and 159
German	531	P181	none
Hearing Impaired	88088	P280	550
Instr Tech Spec	077	???????	
Language Arts Mid	78180	P049	145
Latin	590	none	
LD	88086	P351 and P381	143 and 139
Math High	200	P061 + P065	Combined 281
Math Middle	78200	P069	141
Media Coordinator	076	P310	610
Media Supervisor	078	P410	590
Music	800	P111 + P113 299	Combined 299
Physical Education	090	P091	158
Physics	320	none	
Principal	012	1010	155
Reading Grad	190	P300	570
Reading Und	191	P200	540
School Counselor	005	P420 570	570
Science High	300	P435 + (P234 or P483)	Combined 303
Science Mid	78300	P439	134
Social Work	006	none	
Social Studies High	400	P081 + P084	Combined 320
Social Studies Mid	78400	P089	149
Spanish	521	P191 + P192	327
Speech/Language	88082	P330	550
Superintendent	011	1010	155
Theater Arts	108	none	

Dispositions. The UNCG Candidate Disposition Assessment Process (CDAP) is an instrument used to assess candidate dispositions at least three times during the program: early in the candidate's professional program, as determined by the program; before the final field placement; and by the end of the final field placement. Candidates are expected to earn scores of 3 or higher on all dimensions. Scores of 2 or 1 indicate unacceptable behaviors/dispositions. Candidates whose evaluations are not acceptable meet with program faculty to discuss plans for candidate development and improvement. These candidates are counseled and a growth plan is developed in accordance with the Professional Behavior Intervention Policy. Candidates who do not receive an acceptable rating by the end of student teaching/final internship may not be recommended for licensure. Programs may also use aggregated data about dispositions to identify areas in need of program-wide improvement.

Preservice Teacher Growth and Assessment Profile (TGAP). Developed by SERVE and adopted by the Council of Program Coordinators after one year of piloting, the *Preservice Teacher Growth and Assessment Profile (TGAP)* consists of 21 performance dimensions, each of which is linked to one or more INTASC standards. The assessment instrument describes what preservice teachers should know and be able to do by the end of their student teaching or final internship experience. Several UNCG programs are using the instrument developmentally, with some indicators assessed in early internships and all 21 performance indicators assessed by the end of the final field experience (see individual program adaptations). Both the school-based educator (cooperating teacher/onsite teacher educator) and the university field supervisor assess candidates' performance and provide feedback to the candidates. A few programs have modified the rubric to meet their program-specific standards and, as with the Candidate Disposition Assessment Process, programs use aggregated data about student performance to identify areas in need of program-wide improvement.

UNCG Final Teaching Portfolio Rubric. In 2005, the Teachers Academy Council of Program Coordinators (CPC) adopted the concept of a "teaching portfolio" for all programs. A portfolio rubric was developed that is aligned with the School of Education Conceptual Framework, state and national standards for professional education, and ISTE/NETS. Candidates assemble artifacts that demonstrate their mastery of program standards and reflect on their technical and teaching skills as well as their impact on P-12 student learning.



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

THE TEACHERS ACADEMY

“A community of professional educators committed to preparing and supporting the professional development of caring, collaborative, and competent educators who work in diverse settings.”

Candidate Disposition Assessment Process

The Candidate Disposition Assessment Process is intended to be used primarily as a formative assessment tool that enables programs to identify difficulties that candidates may be having early in their program so that these issues can be corrected. Programs vary in when and how they administer the Assessment process, but all collect data from multiple sources: at a minimum, the candidate, mentor teacher, and university supervisor. Potential difficulties are brought to the attention of the candidate early on and development plans are created. The behaviors that are monitored are seen as characteristics of caring, collaborative and competent teachers and are listed below:

- Reflective
- Ethical
- Inclusive
- Engaged and committed to professional practice
- Dedicated to life-long learning
- Self-efficacious
- Receptive to feedback
- Affirming of diversity
- Responsible
- Collaborative

While the primary purpose of the Candidate Disposition Assessment Process is to provide candidates with candid, constructive feedback so that they can improve as teachers, this process may also become grounds for removing a candidate from the teacher education program if, after repeated efforts, improvement in identified areas is not seen.

Date

Assessor

Student

School

Grade Level/ Subject Area

Assessor’s Signature

Student’s Signature

Indicators of the dispositions:

1. Reflective

1	2	3	4	5	6
<p>The candidate only occasionally reflects on personal attitudes, beliefs, professional practice, or student outcomes. Needs to be prompted to make use of reflections when adjusting professional practice or understanding the impact of one's professional practice on student outcomes. The candidate often makes inaccurate conclusions when reflecting.</p>		<p>The candidate reflects on personal attitudes, beliefs, professional practice, and student outcomes. On occasion the candidate uses these reflections to make adjustments to professional practice or understanding of the impact of one's professional practice on student outcomes. The candidate generally reaches accurate conclusions when reflecting.</p>		<p>The candidate consistently reflects on personal attitudes, professional beliefs, professional practice, and student outcomes and makes adjustments as necessary. The candidate consistently uses reflections to create alternate strategies or to maintain successful practices that positively impact professional practice. The candidate consistently reaches accurate conclusions when reflecting.</p>	

Comments:

2. Ethical

1	2	3	4	5	6
<p>The candidate often does not exercise good professional judgment; does not always maintain confidentiality; occasionally complains about learners, learners' families, or colleagues; does not respect diversity among learners, learners' families, or colleagues; and does not treat others equitably.</p>		<p>The candidate usually exercises good professional judgment; maintains confidentiality; does not complain about learners, learners' families, or colleagues; respects diversity among learners, learners' families, and colleagues; and treats all learners equitably.</p>		<p>The candidate consistently exercises good professional judgment; maintains confidentiality; respects colleagues, all learners, the learner's families; respects differences in diversity among learners, learners' families, and colleagues; respects different points-of-view; treats all learners equitably; and is an advocate on behalf of the learners, the school and colleagues.</p>	

Comments:

3. Inclusive

1	2	3	4	5	6
<p>The candidate does not use a variety of teaching methods with which to address differences in students' learning and motivational needs; instructional goals are unsuitable for many learners; few or inadequate attempts are made to accommodate learners who need additional help or enrichment activities and seldom displays the willingness to nurture or consider factors such as cultural diversity and learners with special needs.</p>		<p>The candidate uses a variety of teaching methods with which to address differences in students' learning and motivational needs. Instructional goals are suitable for all learners. The candidate often attempts to adjust instruction to accommodate learners who need additional help and displays the willingness to nurture or consider factors such as cultural diversity and learners with special needs.</p>		<p>The candidate consistently adapts instruction to accommodate differences in students' learning and motivational needs. Instructional goals are suitable for the different learning and motivational needs of learners. The candidate consistently adjusts instruction to accommodate learners who need additional help or enrichment activities. Is proactive with learners by consistently displaying the willingness to nurture or consider factors such as cultural diversity and learners with special needs.</p>	

Comments:

4. Engaged and committed to professional practice

1	2	3	4	5	6
<p>The candidate articulates or demonstrates little commitment, enthusiasm, and interest in teaching. Only occasionally does the candidate appear to enjoy teaching and interacting with colleagues and learners. Articulates or demonstrates a minimal valuing of the profession. Rarely does the candidate convey the importance of her/his own work and the work of her/his students.</p>		<p>The candidate usually articulates and demonstrates commitment, enthusiasm, and interest in teaching. The candidate appears to enjoy teaching, interacting with learners, and often seeks out ways to improve professional practice through discussions with colleagues and referring to professional resources. Articulates and demonstrates respect of the profession. Often the candidate communicates the importance of her/his work and the work of her/his students.</p>		<p>The candidate consistently articulates and demonstrates a high interest, enthusiasm, and commitment for teaching. The candidate enjoys teaching, interacting with learners, and consistently seeks out ways to improve professional practice through discussions with colleagues and referring to professional resources. Articulates and demonstrates a respect for the profession and seeks ways to improve the future of the profession. The candidate consistently communicates the importance of her/his own work and the work of her/his students.</p>	

Comments:

5. Life-long learners

1	2	3	4	5	6
<p>The candidate does not demonstrate curiosity about learning and professional development. Does not demonstrate interest in improving skills and knowledge and is unlikely to ask questions or question assumptions. The candidate does not participate in opportunities for professional growth.</p>		<p>The candidate demonstrates curiosity toward learning and professional development. Often demonstrates interest in improving skills and knowledge. Occasionally, implements and evaluates new strategies in the professional setting. Asks questions and questions assumptions. The candidate participates in required opportunities for professional growth.</p>		<p>The candidate consistently demonstrates a curiosity for learning and a zest to improve professionally. Consistently demonstrates commitment to improving skills and knowledge. Often implements and evaluates new strategies in the professional setting. Asks questions and questions assumptions. The candidate actively participates in a variety of avenues for professional growth.</p>	

Comments:

6. Self-efficacious

1	2	3	4	5	6
<p>The candidate often doubts his/her ability to organize and execute the actions needed to complete many tasks within the classroom. Articulates or behaves as though she/he believes that she/he will not be successful in challenging classroom situations. The candidate doubts that the collaborative actions of the candidate and his/her colleagues positively impact learners</p>		<p>The candidate believes in his/her ability to organize and execute the actions needed to complete most tasks within their classroom. Articulates and behaves as though she/he can be successful in challenging situations. The candidate usually believes that the collaborative actions of the candidate and his/her colleagues positively impact learners.</p>		<p>The candidate believes in his/her ability to organize and execute actions needed to complete all tasks within their classroom. Articulates and behaves as though she/he will be successful in the most challenging situations. The candidate believes that the collaborative actions of the candidate and his/her colleagues positively impact all learners.</p>	

Comments:

7. Receptive to feedback

1	2	3	4	5	6
<p>The candidate rarely uses constructive feedback to modify practice. Rarely critically evaluates the feedback received from others. Becomes defensive when supervisors or colleagues offer suggestions. Rarely does the candidate seek out the perspectives of others on issues relating to professional practice.</p>		<p>The candidate is receptive and responsive to constructive feedback. Often engages in critical thinking about the feedback received from others. Listens to constructive criticism from supervisors or colleagues, and often after critically assessing the information attempts to make necessary adjustments. Often the candidate seeks out the perspectives of others on issues relating to professional practice.</p>		<p>Solicits feedback from others and is receptive and responsive to suggestions. Consistently engages in critical thinking about the feedback received from others. Is responsive to suggestions for improvement and when appropriate, after critically assessing the feedback, consistently makes necessary adjustments to practice based on the constructive input of others. Actively seeks out perspectives of others on issues relating to professional practice.</p>	

Comments:

8. Affirming of diversity

1	2	3	4	5	6
<p>Sees own world view as universal; unaware of power differentials in society; views ways of thinking, behaving, and talking that differ from the dominant culture as inferior.</p>		<p>Is generally aware of the diversity of cultures and generally demonstrates sensitivity to diverse learner needs. Is consistently fair in treatment of all learners and displays the willingness to nurture all learners.</p>		<p>Consistently demonstrates an awareness of multiple world perspectives and that one's perspective is mediated by one's social class, race/ethnicity and gender. Sensitive to power differentials. Values and uses as a resource the diversity within the school</p>	

Comments:

9. Responsible

1	2	3	4	5	6
<p>The candidate does not put in sufficient time and effort to meet job requirements. Rarely is able to troubleshoot problems and often has difficulty finding solutions. Demonstrates a lack of motivation to improve. Is often rash or inconsiderate of others and often acts without thinking. Attendance, promptness, and preparation need to improve.</p>		<p>The candidate puts in sufficient time and effort to meet the requirements of the job. Is able to troubleshoot problems and find solutions most of the time. Engages in behaviors that demonstrate the motivation to improve. Is considerate of others and thinks before speaking or acting. Arrives on-time and is prepared to work.</p>		<p>The candidate puts in extra time and effort to enhance the experience for learners and their families. Is resourceful in finding ways to troubleshoot problems and find solutions. Consistently engages in behaviors that demonstrate motivation to improve. Is thoughtful of others when speaking or acting and assists others in being thoughtful. The candidate is prompt and reliable in all matters, well prepared and well organized.</p>	

Comments:

10. Collaborative

1	2	3	4	5	6
<p>The candidate seldom collaborates with colleagues in planning, conducting, or assessing instruction. Rarely participates in collegial activities that contribute to productive learning environments. Relationships with colleagues are often negative and the candidate usually contributes to groups only when prompted. Seldom attempts to involve learners, families, and the community in instructional programs.</p>		<p>The candidate collaborates with colleagues, sharing professional strategies and successful practices. Participates in collegial activities that contribute to productive learning environments. Generally, has positive relationships with colleagues, shares information with colleagues, and contributes to groups without prompting. Often attempts to involve learners, families, and the community in instructional programs.</p>		<p>The candidate assumes leadership role in initiating collaborative projects with colleagues. Actively participates in collegial activities that contribute to productive learning environments. Consistently, has positive relationships with colleagues, frequently shares successful practices, willingly contributes to group endeavors, and values the contributions of colleagues. Involves learners, families, and the community in appropriate aspects of the instructional programs.</p>	

Comments:



University of North Carolina at Greensboro
Teacher Growth and Assessment for Pre-Service



ASSESSMENT MATRIX

PURPOSE: In order to provide feedback on the expectations of pre-service teachers for standards-based performance during the learning-to-teach process, we have adapted the SERVE Model for Teacher Growth and Assessment (© 2000, SERVE) as a summative assessment tool. This Assessment Matrix, which is based on the Interstate New Teacher Assessment and Support Consortium principles, or INTASC, clearly describes what pre-service teachers should know and be able to do by the end of their student teaching experience. This Assessment Matrix is to be used by field-based and UNCG supervisors (e.g., OSTEs) at the end of every semester to assess the progress of every Intern and Student Teacher as they develop and grow in these areas. Each program has designated specific performance dimensions to be targeted and assessed for each internship, and every student teacher must be assessed on all 21 performance dimensions at the end of the student teaching experience. Self-assessment and continuous improvement using this matrix as a guide also remain a primary goal. This system is not to be used for single lesson observations. Instead it is meant to take into account all the efforts of the pre-service teacher during an entire semester.

DIRECTIONS: Preservice Teacher Self-Assessment: Use this matrix as rubric to help you assess your current level of performance on each of the designated performance dimensions that are the focus of assessment during your Internships. You should also work on developing an understanding of the remaining dimensions in preparation for student teaching. For on-line resources, visit the Electronic Resource Matrix (ERMa) at www.serve.org/erma/. Your user name is **UNG-G** and your password is **serve**. The matrix displayed is for practicing teachers with slightly different wording, but comparable skill sets. Click on any dimension for on-line resources pertaining to that particular area.

Supervisor Assessment (Cooperating Teachers (OSTEs) and UNCG Supervisors): Use this matrix as a rubric to guide your formative observations and the oral and written feedback you give to each preservice teacher you are evaluating. At the end of the semester use the Teacher Growth and Assessment for Pre-Service (TGAP) Assessment Matrix to indicate your summative evaluation of the preservice teacher's performance for that semester. Please base your assessment on observations of the pre-service teacher's preparation for and execution of instruction in the classroom, including their required Critical Performance(s). **Please refer to the Scoring Guide to determine which performance dimensions you are scoring for Interns or Student Teachers.**

PLANNING

1. Long-range planning with sequencing (INTASC 1, 4, 7, 9)

1 or 2

There is evidence of inconsistent or sporadic planning of daily goals. There are no clear instructional and/or assessment goals or strategies. Plans consist of little more than pages of texts or topics to be addressed. Unit planning, if applicable, is inadequate or weak.

3 or 4

There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment. The teacher can provide a clear rationale for the design and sequence of units.

5 or 6

There is evidence of strong daily, weekly or unit planning focusing on key topics. The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past plans, student performance, and student feedback in developing and/or modifying ideas for subsequent plans. The teacher plans lessons that encourage students to see, question, and interpret ideas from diverse perspectives.

2. Alignment with curriculum (INTASC 1, 7)

1 or 2

The evidence indicates that instructional content is inconsistently aligned with the North Carolina state curriculum (e.g., NC Standard Course of Study). Key topics or goals of curriculum may be missing in plan(s).

3 or 4

The evidence indicates that instructional content is consistently aligned with North Carolina state curriculum (e.g., NC Standard Course of Study). The plan(s) indicate that instructional goals of the curriculum are met.

5 or 6

The evidence indicates instructional content is consistently aligned with the North Carolina state curriculum (e.g., Standard Course of Study). The teacher has developed a plan or method to ensure that all appropriate instructional goals of the curriculum for this lesson(s) are met. Manageable sets of curriculum goals/objectives within this lesson/unit are prioritized.

3. Materials/equipment (INTASC 1, 4, 6)		
1 or 2	3 or 4	5 or 6
Necessary instructional materials are often missing or not ready prior to the beginning of the lesson. For example, students may be sent to retrieve equipment or materials from other locations during class.	The teacher is prepared for class with all necessary materials and equipment readily accessible and working properly.	Advance planning ensures that the lesson(s) move smoothly. All materials and equipment are prepared ahead of class. The teacher has a well-organized system for managing materials (for example, a filing system) to ensure that materials are available and easily accessible.
<i>INSTRUCTION</i>		
4. Context of the lesson (INTASC 1, 2, 3, 7)		
1 or 2	3 or 4	5 or 6
Context of the lesson may be set, but expectations for learning are not clear. Instructional goals/objectives of the lesson may be stated but are often confusing or unrelated to the lesson's activities. The teacher does not frame the context of the lesson in a key problem or question and rarely stimulates the students to reflect on prior experiences.	Context of the lesson is set with reference to prior knowledge/activities. Expectations for student learning are clearly stated. The teacher frames the context in a key problem or question. The teacher stimulates student reflection on past experiences and prior knowledge.	The teacher sets context of lesson in a creative way that engages students from the beginning. Expectations for student learning are well articulated and clearly understood by all students. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family or community norms. The teacher stimulates student reflection on past experiences and prior knowledge. The teacher effectively links new ideas to familiar ideas.
5. Content knowledge; presentation (INTASC 1, 4, 7)		
1 or 2	3 or 4	5 or 6
The teacher displays some errors or lack of depth in content and has difficulty explaining the relevancy of the material. Attempts are made to explain content, but	The teacher displays solid content knowledge and can clearly explain relevancy of material to students. Explanations are clearly stated. Student	The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge. The teacher provides relevant experiences to engage students in interpreting ideas from a variety of perspectives. The teacher is creative and flexible in

<p>there is little follow-up to student questions.</p>	<p>questions are followed up by attempts to present the material more effectively, using alternative explanations to assist student understanding.</p>	<p>presentation ensuring that all students understand before moving on.</p>
<p>6. Appropriateness of the lesson; pacing (INTASC 4, 7)</p>		
<p>1 or 2 The pacing of the lesson (e.g., flow of lesson or appropriate allocation of time to activities) is inconsistent. Opportunities for student engagement are limited with inconsistently appropriate use of instructional time. Frequent off-task behaviors observed. Activities are not always developmentally appropriate.</p>	<p>3 or 4 The pacing of the lesson (e.g., flow of lesson including transitions and closure) consistently offers opportunities for active student engagement with appropriate use of instructional time. Activities reflect developmentally appropriate practices.</p>	<p>5 or 6 Throughout the lesson, all students are actively engaged in a variety of meaningful ways with maximum use of instructional time including effective transitions and closure. Activities are based on developmentally appropriate practices that challenge without overwhelming students. Lessons encourage students to think critically and problem solve.</p>
<p><i>INSTRUCTION (Continued)</i></p>		
<p>7. Use of technology and instructional resources (INTASC 6)</p>		
<p>1 or 2 The evidence indicates limited or inappropriate use of available technology and/or other supplementary instructional resources (e.g., math manipulatives).</p>	<p>3 or 4 The evidence indicates consistent integration of available computer technology and other supplementary instructional resources as appropriate to</p>	<p>5 or 6 The evidence indicates that the teacher consistently expands the integration of available computer technology and a wide variety of other supplementary</p>

	objectives of the lesson.	instructional resources. The teacher creates tasks within a lesson to further student expertise and use of available computer technology and resources.
8. Effectiveness of instructional strategies (INTASC 1, 2, 3, 4,)		
1 or 2 The evidence indicates limited knowledge of a variety of appropriate instructional strategies. Teacher relies heavily on one or two strategies regardless of effectiveness.	3 or 4 The evidence indicates growing knowledge and consistently effective use of a variety of instructional strategies that are developmentally appropriate. The teacher is able to gauge effectiveness of selected strategies based on student outcomes and student feedback.	5 or 6 The evidence indicates the teacher has selected and created a wide range of instructional strategies that address learning styles and individual needs of all students with an emphasis on creativity and effectiveness based on student outcomes and student feedback.
9. Strategies for under-achieving students (INTASC 3, 4)		
1 – 2 There is evidence that the teacher is inconsistent in implementing specific strategies to raise the performance level of under-achieving students (any student not performing at expected level).	3 or 4 There is evidence that the teacher implements specific strategies to raise the performance level of under-achieving students (any student not performing at expected level).	5 or 6 The teacher strives to know each student as an individual learner and uses this knowledge to adapt strategies and resources to raise the performance levels of under-achieving students (any student not performing at expected level). The teacher monitors and adjust strategies in response to student outcomes and student feedback.

INSTRUCTION (continued)

10. Questioning Techniques (INTASC 6, 8)

1 or 2

Teacher questioning techniques rarely assesses student understanding or encourages higher level thinking skills. Most questions focus on low-level content with little or no follow-up. Most, if not all, questions are fact-oriented relying on student recall. (Refer to Bloom's taxonomy.)

3 or 4

Teacher questioning techniques consistently provide an assessment of most students' understanding and encourage higher level thinking skills. (Refer to Bloom's taxonomy.) The teacher asks questions and stimulates discussion in a variety of ways to assess student understanding; probe for critical thinking; and promote risk-taking and problem-solving.

5 or 6

Teacher questioning techniques assess understanding of all students and encourage higher level thinking skills. The teacher effectively uses questioning to evaluate the effect of classroom activities. (Refer to Bloom's taxonomy.) The teacher asks questions and stimulates discussion in a variety of ways to assess student understanding; probe for critical thinking; promote risk-taking and problem-solving; encourage divergent and convergent thinking; and stimulate student curiosity.

ASSESSMENT

11. Analysis of student assessment results (INTASC 2, 8)

1- 2

The teacher is beginning to analyze student assessment results (formal and informal) and to reflect on how instructional planning and intervention strategies may be structured around results.

3 or 4

The teacher demonstrates proficiency in analyzing student assessment results (formal and informal) within a lesson or unit in order to adjust instruction or plan future intervention strategies.

5 or 6

The teacher demonstrates exceptional skill in analyzing student assessment results. The teacher demonstrates skill in implementing classroom assessment strategies (formal and informal) to adjust instruction during the lesson and to plan future lessons and future intervention strategies.

12. Meaningful student work assignments (INTASC 5, 8)		
1 or 2	3 or 4	5 or 6
The evidence indicates inconsistent engagement of students in assessment activities and/or assignments. There is inconsistent effort by the teacher to vary assessments or assignments to reflect desired goals and/or objectives.	There is evidence of consistently meaningful engagement of students in activities and/or assignments. There is consistent effort by the teacher to vary assessments and assignments to reflect desired goals and/or objectives.	There is evidence of consistently meaningful engagement of students in purposeful activities and/or assignments. The teacher uses a wide range of both formal and informal assessments that allow systematic monitoring of student progress.
<i>ASSESSMENT (Continued)</i>		
13. Quality of feedback to students (INTASC 6, 8)		
1- 2	3 or 4	5 or 6
Written and/or verbal feedback is minimal. Feedback does not adequately address individual student strengths or weaknesses. Re-direction is inconsistent or limited. Feedback is general (e.g., "Good job!") rather than specific.	The teacher effectively communicates appropriate written and verbal feedback that consistently addresses individual student strengths and weaknesses. Feedback provides students with appropriate information concerning how they can improve.	The teacher effectively communicates appropriate written and verbal feedback that consistently addresses individual student strength and weaknesses. The teacher encourages student self-reflection. Feedback is fair and demonstrates high expectations for all students. Feedback is specific enough to build on student knowledge and address individual student need.

STUDENT MOTIVATION AND MANAGEMENT

14. Expectations/procedures (INTASC 2, 5)

1- 2	3 or 4	5 or 6
<p>Explicit expectations and procedures for classroom and school safety are inconsistently enforced as evidenced by significant difficulties in managing student behavior in the classroom. Disruption of instructional time by student behavior is frequent.</p>	<p>Explicit expectations and procedures for classroom and school safety are clearly communicated and understood as evidenced by generally successful management of student behavior in the classroom. Disruption in instructional time by student behavior is rare and does not adversely impact instruction.</p>	<p>Explicit expectations and procedures for classroom and school safety are clearly communicated and understood. There is evidence that students take ownership of their behavior and learning. Disruption of instruction by student behavior is generally prevented through prior intervention and knowledge of students.</p>

15. Expectations for student success (INTASC 2, 3, 5)

1 –2	3 or 4	5 or 6
<p>The teacher has moderate expectations for student achievement for some students and inconsistently uses effective motivational techniques or strategies. Teacher does not initiate any efforts beyond those of colleagues or school to celebrate or recognize student success.</p>	<p>The teacher has high expectations for student achievement and consistently uses effective motivational techniques or strategies. The teacher initiates efforts to celebrate and recognize student success within the classroom.</p>	<p>The teacher has high expectations for student achievement for all students and creates a learning environment that best facilitates the learning and development of students. Recognition of student success encourages students to respect individual and group differences.</p>

STUDENT MOTIVATION AND MANAGEMENT (Continued)

16. Student interest and participation (INTASC 5)

1 or 2	3 or 4	5 or 6
Student interest and participation is inconsistent. There is inconsistent meaningful engagement of students in learning experiences.	Student interest and participation is often high. There is consistent meaningful engagement of students in learning experiences.	Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences and activities involving choice, authentic tasks and highly challenging projects.

17. Classroom climate (INTASC 5, 10)

1 or 2	3 or 4	5 or 6
Attention is distributed inequitably. The teacher demonstrates an emerging awareness of the diversity of student needs. Interactions among students and with the teacher do not consistently demonstrate mutual respect	The teacher demonstrates sensitivity to all students. Interactions between students and teacher demonstrate mutual respect, support and openness to diverse perspectives. The teacher talks with and listens to students in an effort to better understand diverse student needs.	The teacher creates through the use of resources (time, space, materials) a supportive classroom climate of openness, mutual respect, and inquiry. The teacher talks with and listens to students to address diverse student needs. Students accept responsibility for their own learning.

TEACHER IMPACT

18. Student progress toward goals (INTASC 4, 7, 9)

1 or 2

There is evidence of inconsistent student progress of most students toward accomplishment of lesson(s) or unit goals. The teacher is unable to identify alternative strategies needed to promote student growth.

3 or 4

There is evidence of consistent student progress of most students toward lesson(s) or unit goals. The teacher is able to identify additional strategies needed to promote growth.

5 or 6

There is evidence of significant student growth in a variety of ways related to specific classroom and student goals. The teacher effectively evaluates how to achieve learning goals, reflecting upon and choosing alternative strategies to meet individual student needs.

TEACHER IMPACT (Continued)

19. Contribution to school climate (INTASC 9, 10)

1 or 2

There is a general lack of involvement/interest in school-wide activities. The teacher does not participate in collegial activities or make links with students' other learning environments through interactions with other teachers. The teacher is generally unwilling to seek out or receive help from other teachers.

3 or 4

There is involvement/interest in school-wide activities demonstrating a willingness to make a positive contribution to the overall school climate. The teacher participates in collegial activities. The teacher shows a willingness to consult and work with other teachers to improve the learning environment by continually refining practices.

5 or 6

There is involvement/interest as a leader in a variety of school-wide activities demonstrating a significant contribution to the overall school climate. The teacher seeks out collegial activities and opportunities to consult and work with other teachers. The teacher is committed to seeking out, developing, and refining practices. The teacher can identify and use community resources to foster student learning.

PROFESSIONAL GROWTH AND CONTRIBUTIONS

20. Interaction with parents (INTASC 3, 8, 10)

1 or 2	3 or 4	5 or 6
Interaction with parents is inconsistent even when the opportunity arises. The majority of interactions may be focused entirely on behavior issues or poor academic performance. Comments may be general and not specific.	Interaction with parents is consistently of professional quality whenever the opportunity arises. Areas of concern are addressed in a positive manner. The teacher attempts to follow-up parent contact when possible. The teacher introduces him/herself to parents through written or verbal communication.	The teacher frequently seeks out opportunities to communicate with parents in a professional manner. The teacher is knowledgeable about strategies to invite parents to become involved in the student's learning creating positive relationships with families. The teacher introduces him/herself to parents through effective written or verbal communication that invites cooperation.

21. Teacher's records (INTASC 8)

1 or 2	3 or 4	5 or 6
Teacher's records and reports are inconsistent in quality and/or timeliness. The teacher cannot consistently use the records to communicate student progress.	Teacher's records are consistently accurate and timely. The teacher can effectively use the records to communicate student progress.	Teacher's records are always of high quality with exemplary accuracy and timeliness. The teacher can effectively use the records to communicate student progress and analyze student strengths.



THE TEACHERS ACADEMY

"A community of professional educators committed to preparing and supporting the professional development of caring, collaborative, and competent educators who work in diverse settings."

Portfolio Rubric

As a means of demonstrating that candidates have met the required standards, all UNCG professional education candidates produce a final portfolio that is evaluated by faculty in all programs on 12 dimensions. In addition, programs use these portfolios as a means of evaluating their candidates' accomplishment of program specific standards. These portfolios typically contain artifacts that have been included for several different reasons. Most of the artifacts are examples of candidate's best work; however, some are included for the purpose of demonstrating coverage and accomplishment of required content and some of the artifacts are included to illustrate growth over time. Candidates are responsible for clearly labeling each artifact and for identifying why it is included in the portfolio. Programs have developed their guidelines for the portfolios, but all are evaluated on the basis of the following twelve dimensions:

1. Knowledge of diverse cultures and perspectives
2. Evidence of having high expectations for all students to learn and achieve
3. Evidence of reflective practice
4. Examples of collaboration
5. Knowledge of and experience with families
6. Assessment of learning goals and objectives
7. Instructional adjustments based on assessment data
8. Illustrations of monitoring student learning
9. Evidence of having a positive impact on student learning
10. Evidence of content depth
11. Evidence of content breadth
12. Evidence of research-based professional practice

Name: _____

Date portfolio submitted: _____

Program: _____

Faculty evaluators: _____

1. Evidence of the use of culturally responsive pedagogy / Knowledge of diverse cultures and perspectives

1	2	3	4	5	6
Artifacts in the portfolio display little awareness of or sensitivity to the diversity of cultures and is not sensitive to the diversity of learners' needs. The portfolio contains does not show how the candidate works with those with varying learning styles and lacks of the use of different modalities. The portfolio displays little variation based of interests, skills, knowledge, and cultural heritage of students.		The works in the portfolio display an awareness and sensitivity to the diversity of cultures and to the diversity of learners needs. The portfolio show how the candidate works with those with varying learning styles and use different modalities. The portfolio displays variation based of interests, skills, knowledge, and cultural heritage of students.		The works in the portfolio display a high degree of awareness and sensitivity to the diversity of cultures and to the diversity of learners needs. The portfolio shows how the candidate consistently adapts their approach to those with varying learning styles and integrates the use of multiple modalities. The portfolio displays an outstanding variation of approaches based of interests, skills, knowledge, and cultural heritage of	

		students.
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2. Evidence of having high expectations for all students to learn and achieve

1	2	3	4	5	6
<p>The majority of the elements in the portfolio demonstrate an expectation that some learners will be unable to achieve at levels commensurate with their ability. Instructional goals found in the elements of the portfolio convey only modest expectations for the work of some or all learners. Several elements in the portfolio fail to support instructional goals and fail to engage many students in meaningful learning.</p>		<p>The majority of the elements in the portfolio demonstrate an expectation that most learners can achieve at the levels commensurate with ability. Instructional goals found in the elements of the portfolio usually convey expectations that nearly all learners will do well. Most of the elements in the portfolio support instructional goals and engage students in meaningful learning.</p>		<p>The elements in the portfolio demonstrate the belief that all learners can achieve at the highest levels commensurate with ability. Instructional goals in the elements of the portfolio are such that both the candidate and the learners maintain high expectations. All of the material in the portfolio support instructional goals and engage all students in meaningful learning.</p>	

3. Evidence of reflective practice

1	2	3	4	5	6
Artifacts in the portfolio show little evidence of adjusting professional practice as a result of reflections nor do they indicate an understanding of how professional practice affects student outcomes. The reflections offer few suggestions for how professional practice can be improved. The candidate often makes inaccurate conclusion when reflecting. The reflections show that the candidate is unable to assess personal professional growth.		Artifacts in the portfolio consistently make use of reflections to adjust professional practice and indicate an understanding of how professional practice affects student outcomes. The reflections offer many suggestions for how professional practice can be improved. The candidate generally makes accurate conclusions when reflecting. The reflections demonstrate personal and professional growth.		Artifacts in the portfolio make thoughtful and accurate use of reflections to adjust professional practice and indicate an understanding of how professional practice affects student outcomes. The reflections offer specific alternative actions for how professional practice can be improved. The reflections show that the candidate is able to assess their own professional growth and that he/she utilizes the reflections to improve his/her professional practice.	

4. Examples of Collaboration

1	2	3	4	5	6
The portfolio lacks elements demonstrating collaboration with colleagues in planning, conducting, or assessing professional practice. The		The portfolio contains multiple examples of the candidate demonstrating collaboration with colleagues in planning, conducting, or		The portfolio contains multiple outstanding examples of the candidate demonstrating collaboration with colleagues in planning, conducting, or	

<p>portfolio does not provide works that show the candidate participating in collegial activities that contribute to productive learning environments. The works in the portfolio show minimal attempts to involve learners, families, and the community in professional practice.</p>	<p>assessing professional practice. The portfolio provides works that show the candidate participating in collegial activities that contribute to productive learning environments. The works in the portfolio show attempts to involve learners, families, and the community in professional practice.</p>	<p>assessing professional practice. The portfolio provides works that show the candidate taking leadership roles in collegial activities that contribute to productive learning environments. The works in the portfolio show several successful attempts to involve learners, families, and the community in professional practice.</p>
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5. Knowledge of and experience with families

1	2	3	4	5	6
<p>The portfolio provides no evidence or inappropriate evidence of attempts to engage families in the instructional program. The portfolio shows little or no evidence to involve families in the decisions made concerning their children. The portfolio does not show evidence of effective and timely feedback to families concerning instructional program and student performance.</p>		<p>The portfolio shows evidence of successful attempts to engage families in the instructional program. The portfolio shows evidence of the involvement of families in the decisions made concerning their children. The portfolio shows evidence of effective and timely feedback to families concerning instructional program and student performance, although the feedback may not be sufficiently specific to be</p>		<p>The portfolio provides consistent evidence of attempts of the successful engagement of families in the instructional program. The portfolio shows multiple examples that the candidate actively involves families in the decisions made concerning their children. The portfolio shows evidence of effective and timely feedback to families concerning instructional program and student performance. This</p>	

	useful in effectively changing student performance.	feedback is constructive and sufficiently specific to be useful in effectively changing student performance.
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6. Assessment of learning goals and objectives

1	2	3	4	5	6
The portfolio demonstrates assessments that are not congruent with professional goals as far as content, methods, and process. The portfolio contains assessment criteria and standards that are not clear and not communicated effectively to students and their families.		The portfolio demonstrates assessments that are somewhat congruent with professional goals as far as content, method, and process. The portfolio contains assessment criteria and standards that are generally clear and are usually communicated effectively to students.			The portfolio demonstrates assessments that are consistently congruent with professional goals as far as content, method, and process. The portfolio contains assessment criteria and standards that are consistently clear and communicated effectively to students.

7. Instructional adjustments based on assessment data

1	2	3	4	5	6	
The portfolio does not show or shows ineffective use of assessment results in planning or making adjustments to professional practice. The students are not aware of how well they are doing in meeting established standards.		The portfolio shows use of assessment results for planning and making adjustments to professional practice. Assessment results are generally used more to adjust instruction to the whole class, but not to specific students. For the most part, students are aware of how well they are doing in meeting established standards.		The portfolio shows consistent use of assessment results for planning and making adjustments to professional practice. Assessment results are used to adjust instruction to both the whole class, groups of students, and to specific students. The students are aware of how well they are doing in meeting established standards.		

8. Illustrations of monitoring student learning

1	2	3	4	5	6	
The portfolio does not show effective use of a system of assessments to monitor student learning. The candidate does not demonstrate awareness of		The portfolio shows effective use of a system of assessments to monitor student learning. The candidate demonstrates awareness of students who		The portfolio shows a fully effective system of assessments to monitor student learning. The candidate is aware of students who need		

students who need extra attention.	need extra attention.	extra attention and provides follow-up instruction and assessments to monitor the progress of these students.
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9. Evidence of having a positive impact on student learning

1	2	3	4	5	6	
The portfolio does not provide sufficient evidence demonstrating the candidate's positive impact on student learning. There is no evidence of measurement of students' knowledge before a lesson and the measurement of student knowledge following instruction. The portfolio does not contain sufficient evidence of the development of meaningful learning		The portfolio contains evidence demonstrating the candidate's positive impact on student learning. There is evidence of the measurement of students' knowledge before a lesson, the measurement of student knowledge following instruction, and remediation plans for students whose performance on the assessment was below standard. The portfolio		The portfolio contains multiple examples of evidence demonstrating the candidate's positive impact on student learning. There are several examples of the measurement of students' knowledge before a lesson, the measurement of student knowledge following instruction, and remediation plans for students whose performance on the assessment was below		

experiences for students based on student development levels and prior experiences.	contains sufficient evidence of the development of meaningful learning experiences for students based on student development levels and prior experiences.	standard. The portfolio shows that the candidate consistently develops meaningful learning experiences for students based on student development levels and prior experiences.
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10. Evidence of content depth

1	2	3	4	5	6
Several elements in the portfolio lack the necessary depth of content appropriate for the students. Significant errors of content are present in the portfolio		The majority of the elements in the portfolio display the necessary depth of knowledge appropriate for the level of understanding of the students. Only insignificant errors are present in the contents of the portfolio.		Nearly all elements in the portfolio display extensive knowledge of content and are appropriate for the level of understanding of the students. No errors are present in the contents of the portfolio.	

11. Content Breadth

1	2	3	4	5	6
<p>Taken as a whole, the elements in the portfolio display little breadth of content knowledge. Individual elements in the portfolio lack breadth of content knowledge appropriate to the level of understanding of the students. The elements of the portfolio do not show connections between content and pedagogy.</p>		<p>Taken as a whole, the elements in the portfolio display breadth of content knowledge. The majority of the individual elements in the portfolio display breadth of content knowledge appropriate to the level of understanding of the students. The majority of the elements of the portfolio show connections between content and pedagogy.</p>		<p>Taken as a whole, the elements in the portfolio display extensive breadth of content knowledge. Nearly all the individual elements in the portfolio display breadth of content knowledge appropriate to the level of understanding of the students. Most of the elements of the portfolio show connections between content and pedagogy.</p>	

12. Evidence of research-based professional practice

1	2	3	4	5	6
<p>The elements in the portfolio display a limited repertoire of instructional strategies and resources. The portfolio contains few examples of the use of best professional</p>		<p>The elements in the portfolio display some variety of instructional strategies and resources. Most of the elements in the portfolio demonstrate the candidate's</p>		<p>The elements in the portfolio display a wide variety of instructional strategies and resources. The portfolio consistently demonstrates an understanding of best</p>	

<p>practices. The portfolio contains few elements demonstrating that the candidate adapts instruction to accommodate different learning styles and displays little basic understanding of the typical developmental patterns of age groups.</p>	<p>knowledge of best professional practices. The portfolio contains some elements showing that the candidate adapts instruction to accommodate different learning styles and displays a basic understanding knowledge of the typical developmental patterns of age groups.</p>	<p>professional practices. The portfolio contains elements that consistently show that the candidate adapts instruction to accommodate different learning styles and displays knowledge of the typical developmental patterns of age groups.</p>
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Data Collection and Tracking Systems:

Data are being collected, stored and analyzed in several systems: the Teachers Academy Data Base, the UNCG Banner Data Base, TaskStream, SEDONA, and Institutional Research.

Teachers Academy and Banner Databases. In 2004-05, the Teachers Academy developed, in collaboration with faculty, a comprehensive database that maintains all Teachers Academy data and includes records that are needed by individual programs. Data entry points include student demographics, test scores (GPA, SAT, GRE, Praxis I and Praxis II), progress through program (entry and exit in various phases of the program), field and employment placements, course and supervisor information, and limited evaluation data (with more extensive evaluation data maintained on TaskStream). The database provides a rich source of data for candidate tracking and advisement, program and unit assessment, and program revision.

TaskStream. The CPC also adopted TaskStream as a platform on which student teaching observations, disposition ratings, portfolios and program specific assessments are posted. Again, using a common data collection tool enhances candidate tracking and advisement, program and unit assessment, and program revision. The use of TaskStream allows for easy tracking of communication concerning assignments or portfolios between instructors and candidates and, hence, enhanced candidate learning. Candidates can create their portfolios, post artifacts and reflections, receive instructor feedback, and modify their postings on a schedule that fits their pace of learning and course sequencing. The unit-wide adoption of TaskStream as the platform for posting and evaluating the portfolios also allows for ease of data collection, review for individual programs and the unit, and program revision.

SEDONA. These data provide an overview of the breadth and depth of faculty scholarship, service, school involvement and teaching. The university has adopted SEDONA to collect and maintain faculty demographic and professional data. The School of Education provided funding to expedite data entry in preparation for our DPI/NCATE visit, but starting fall semester, 2006, individual faculty members are responsible for entering and updating their records in SEDONA. (Directions follow this section) These data are used when generating reports so it is important that faculty keep records current.

Directions for Data Entry and Data Revision on SEDONA

SEDONA ~Editing Procedures~

*Type in your browser: **sedonaweb.com**
*Enter the College level

1. Log into SEDONA.
2. You can edit two ways—the **QUICK** way or the **STANDARD** way.
3. With the **QUICK** method, you can *only* edit and change data that already exists. Therefore, you *cannot completely delete* data entered in most cases. (Example: You may alter a book title, *but you cannot* delete the book entirely from your vita.)

QUICK/EASY editing

4. Click on “**My Vita**”, a blue button that exists on the top, left hand side of the page. Your vita will open, and you will see all of the data that has been entered.
5. Find the data you wish to edit under existing categories such as “*Work Experience*”, “*Intellectual Contributions*,” etc. (Example: You will find *Books, Chapters, Articles, Presentations, etc.* all under “*Intellectual Contributions*”.)
6. Click on the tiny icon (small notepad with yellow pencil) located beside the data you wish to change, and another window will appear.
7. Edit or Delete any of the data that exists in the fields. Remember, any fields that have a red asterisk are **required**, with few exceptions.
8. Save the data. The **Save** button is a green button at the top right that turns yellow once the mouse cursor covers it. You *must* save to successfully edit.

STANDARD editing

9. Focus on any “button” except the **BLUE** ones under “**REPORTS.**” (Note: Anything you add or edit to the right hand side of SEDONA will automatically become adjusted and altered on the left hand side under “**REPORTS.**”)
10. Once you click on one of the “main categories” (e.g., *Article* or *Honor/Award*), a list of all data entered will become visible.
11. To **DELETE** data
 - a. If data has been incorrectly entered in a field, you can click “**DELETE**” on the right to completely delete that data. Once it has been deleted, you **cannot** recover it!
12. To **EDIT** data
 - a. Click “**EDIT**” on the left hand side, and all data previously saved will appear.
 - b. To change individual fields, you can:
 - i. Delete and/or change existing data and retype what is correct. Copy and Paste options work well also; **OR**
 - ii. Scroll through existing options and select the most appropriate one (e.g., *Periodical*) from pre-existing options; **OR**

- iii. Check boxes; **OR**
- iv. Click on a different “radio” button (the circular buttons). Example, click on “Accepted” as opposed to “Publish”.

13. Save the data. The **Save** button is a green button at the top right that turns yellow once the mouse cursor covers it. You *must* save to successfully edit.

OTHER REMINDERS:

Use the “**NAVIGATOR**” button at the top left instead of the “**BACK**” button that exists on Internet Explorer or Netscape. If you use the “**BACK**” button, you will not always be successful at returning to a previous page, and “refreshing” a page will not work either.

For additional help, SEDONA has mini tutorials available for each subcategory as well as for *Teaching, Development, Honor/Award, Other, Profiles*. You can hear and see the tutorial by **simultaneously** pressing the “Ctrl” button and clicking on one of the subcategories or the other categories mentioned above. A tutorial will open in a new window.

UNCG Institutional Research. In 2006, the UNC system began working with all campuses to establish common definitions and systems for tracking professional education candidates. The creation of shadow data systems was discouraged, thus we are now in the process of working with UNCG Institutional Research to establish on Banner, the University data system, much of the data needed by the Teachers Academy. Ultimately, most of our required data will be housed on Banner with a specific data base maintained in the Teachers Academy for data not appropriate for Banner (e.g., individual student performance on Unit-wide assessments, data about school placements and mentor teacher information). When this system is implemented, we will be able to monitor electronically candidates’ GPAs each semester.

Institutional Research Follow-up Data to be Gathered

Institutional Research annually surveys graduating seniors. Programs have the opportunity to insert some questions specific to their program. The Teachers Academy has inserted the following questions for consideration in upcoming surveys.

Graduating Senior Survey

Rating Scale
1 = Not prepared

- 2 = Somewhat prepared
- 3 = Adequately prepared
- 4 = Very prepared

- 1) How prepared are you to create learning experiences that make subject matter meaningful to students and link new information to prior learning?
- 2) How prepared are you in understanding how children learn and develop, to provide learning opportunities that support their intellectual, social, and personal development?
- 3) How prepared are you for meeting the needs of students with disabilities?
- 4) How prepared are you for meeting the needs of students from cultures different than you own?
- 5) How prepared are you to use a variety of instructional strategies to encourage students' critical thinking and problem solving?
- 6) How prepared are you to effectively manage a classroom?
- 7) How prepared are you to integrate educational technology into instructional planning for student learning?
- 8) How prepared are you to develop instructional plans that meet curriculum goals and are differentiated to insure that all students learn?
- 9) How prepared are you to use formal and informal assessment strategies to evaluate student needs and adjust instruction based on the assessments?
- 10) How prepared are you to actively seek out professional growth opportunities, such as workshops, professional literature, and collaboration with colleagues?
- 11) How prepared are you to actively seek out and foster relationships with school colleagues, families, and the community to support student learning and well-being?
- 12) How prepared are you for your profession based on your field experiences?

Critical Assessment Points (Assessment Gates)

The Assessment Plan for Undergraduate Individual Candidates features four critical assessment times or gates starting with entry into a professional education program and culminating with graduation. Using multiple measures, data are available to provide growth-oriented feedback to students, limit progression through the program, and inform programs and the unit about needs for program revision. These assessment gates include:

1. **Admission:** Students must have a GPA of 2.5 or higher and North Carolina passing scores on Praxis I. Programs may establish additional prerequisites for admission to professional education and may require a GPA higher than 2.5.
2. **Early in the program** (varies by program): GPA is checked each semester and students are notified if GPA falls below program minimum. Candidate professional dispositions are evaluated; remedial plans are developed for students for whom evaluations are not acceptable.
3. **Prior to the final field experience:** Students must have a 2.5 GPA or higher if required by their program, must demonstrate acceptable professional dispositions, and must have completed all program prerequisites for student teaching or final internship.
4. **Completion of licensure program:** Candidates must have a 2.5 GPA or higher, as required by their program, and acceptable evaluations of the final field experience, professional dispositions, and the teaching portfolio. Until spring 2005, most candidates were required by NC DPI to earn a qualifying score on PRAXIS II. After April 2005, only Elementary Education and Special Education candidates were required to take this test before initial teaching licensure.

Gates for Assessing Individual Candidate Progress

The Assessment Gates, Instruments, and when the various assessments listed above are administered.

Assessment Gates, Outcomes, Benchmarks, Assessment Tools and Process/Procedures

Assessment Gate	Standards/ Outcomes	Benchmarks	Assessment Tools	Process
Admission	Content Knowledge	2.50 GPA Standardized test Prerequisite courses completed	Transcripts Praxis 1, SAT, ACT	Applicants are admitted to the Teachers Academy if they meet all criteria for admission. Applicants work with their advisor to ensure that the appropriate program of study is developed.
Midway in Program (usually in first field experience)	Content Knowledge Dispositions	GPA of 2.50+ is maintained Successful completion of assignments in key courses Evaluated by faculty and discussed	Transcripts Course specific rubrics Disposition rubric	Grades are monitored to ensure that candidates maintain required GPA. Candidates with low disposition ratings meet with their program faculty to discuss necessary

				modifications.
Prior to Final Student Teaching	Content Knowledge	Minimum GPA of 2.50 Satisfactory completion of all program required courses	Transcripts	Candidates are allowed to continue to field experience if they have maintained a 2.50 GPA (or the program specific GPA) and completed all program required courses
Completion of Field Experience	Pedagogical Knowledge and Skills Content Knowledge Dispositions	Successful completion of field experience Evaluated by UNCG faculty and cooperating field supervisor	TGAP field experience assessment Disposition rubric	Field experience data are aggregated and analyzed by program and the data are shared with program coordinators
Program Completion	Pedagogical Knowledge and Skills Content Knowledge	Successful completion of portfolio PRAXIS II scores, where required	Portfolio rubric Transcripts	Candidates are recommended for licensure if they have the required GPA and PRAXIS scores and have a satisfactory portfolio

Alignment of Standards

Programs at UNCG are aligned with several sets of standards: the NCATE Standards, the North Carolina Core Standards for Teachers, the North Carolina Diversity Standards, the UNCG Conceptual Framework, the INTASC Standards, and the technology standards. To ensure that all required standards are met, a crosswalk was developed between each of the unit-wide assessments and the standards listed above.

Evidence	NCATE Standard	NC Core Standard	NC Diversity Standard	NC Technology Standard	Conceptual Framework	INTASC Standard
PRAXIS II	1.1,1.2,1.3,1.4	Core 1				
TGAP						
Planning 1	1.3,1.4,1.	Core 2			Competent	1,4,7,9

	5,3.3				1,6	
Planning 2	1.3,1.4,1.5,3.3	Core 2		Technology 3	Competent 1,6	1,7
Planning 3	1.4,1.5,3.3	Core 2			Competent 1	1,4,6
Instruction 4	1.1,1.2,1.3,1.4,1.5,3.3,4.1	Core 2,3	Diversity 1,2,4		Competent 1,6	1,2,3,7
Instruction 5	1.1,1.2,1.3,1.4,1.5,3.3	Core 2			Competent 1,3,6	1,4,7
Instruction 6	1.3,1.4,1.5,1.7,1.8,3.3	Core2			Competent 1,2,,3,6	4,7
Instruction 7	1.1,1.2,1.3,1.4,1.5,3.3	Core 2		Technology 1, 2, 3	Competent 1,4,5	6
Instruction 8	1.3,1.4,1.5,1.7,1.8,3.3,4.1	Core 2,3	Diversity 1,2	Technology 1, 2, 3, 4	Competent 1	1,2,3,4
Instruction 9	1.3,1.4,1.5,1.7,1.8,3.3,4.1	Core 2,3	Diversity 1,2	Technology 1, 2, 3, 4	Caring 1 Competent 1	3,4
Instruction 10	1.3,1.4,1.5,3.3	Core2			Caring 1 Competent 1,3,4,7	6,8
Assessment 11	1.4,1.5,1.7,1.8,3.3	Core 2		Technology 4	Competent 1,7	2,8
Assessment 12	1.3,1.4,1.5,1.7,1.8,3.3	Core 2,6			Competent 1,7,9	5,8
Assessment 13	1.4,1.5,1.7,1.8,3.3	Core 2,6			Competent 1,7	6,8
Motivation 14	1.4,1.5,3.3	Core 2			Caring 1,2 Competent 1,9	2,5
Motivation 15	1.4,1.5,3.3,4.1	Core 2,6	Diversity 5		Caring 2 Competent 1,9	2,3,5
Motivation 16	1.3,1.4,1.5,3.3	Core 2,6			Caring 2,3,4 Competent 1,9	5
Motivation 17	1.4,1.5,3.3	Core 2			Caring 2 Competent 1	5,10
Impact 18	1.4,1.5,3.3	Core 5			Competent 6	4,7,9

	3					
Impact 19	1.4,1.5,3.3	Core 4			Caring 5 Collaborate 2,3 Competent 11	9,10
Growth 20	1.4,1.5,3.3		Diversity 3	Technology 5	Collaborate 2	3,8,10
Growth 21	1.4,1.5,3.3			Technology 5		8
Dispositions						
1 Reflective	1.6, 3.3	Core 5	Diversity 6		Competent 8,10	9
2 Ethical	1.6, 3.3, 4.1	Core 6	Diversity 6	Technology 6	Caring 3,6	
3 Inclusive	1.6, 3.3,4.1	Core 3,6	Diversity 1,2		Caring 1,2,3,4 Competent 6	3,4
4 Engaged	1.6,3.3	Core 5,6			Caring 3,4 Collaborate 1,4	10
5 Life Learner	1.6,3.3	Core 5		Technology 1	Collaborate 1	
6 Self-Efficacy	1.6,3.3	Core 5			Competent 8	9
7 Feedback	1.6,3.3				Collaborate 1,4	9
8 Affirms Diversity	1.6,3.3,4.1	Core 3,6	Diversity 1,2		Caring 1,2,3,4	3
9 Responsible	1.6,3.3	Core 2			Caring 4 Collaborate 1	
10 Collaborative	1.6,3.3	Core 4	Diversity 3		Collaborate 2,3 Competent 12	10
Portfolio						
1 Diverse Cultures	1.4,1.5,4.1	Core 3	Diversity 1,2	Technology 6	Caring 1,4 Collaborate 3	3,4
2 High Expectations	4.1	Core 2,4,6		Technology 3	Caring 2,3,4,5	5
3 Reflective	1.4,1.5	Core 2,5			Collaborate 3 Competent 8,10	9
4 Collaboration		Core 5		Technology 5	Collaborate 4 Competent 4,12	10

5 Families	1.4,1.5	Core 4	Diversity 3	Technology 5	Collaborate 5	10
6 Assessment-Goals	1.7,1.8	Core 2		Technology 4	Competent 7	8
7 Instruction Adjustments	1.4,1.5,1.7,1.8	Core 2,3		Technology 2, 3	Competent 7	7,8
8 Monitors Learning	1.7,1.8	Core 2,3		Technology 4	Competent 7,9	8
9 Positive Impact	1.7,1.8,3.3,4.1	Core 2,3		Technology 2, 3, 5	Competent 7	8
10 Content Depth	1.1,1.2	Core 1			Competent 1,6	1
11 Content Breadth	1.1,1.2	Core 1			Competent 1,6	1
12 Professional Practice	1.3,1.4,1.5,1.7,1.8,4.1	Core 2,3		Technology 1, -5	Competent 12	2,4,5,6

Graduate Record Exam (GRE) or Miller Analogies Test. Graduate candidates are required to take either the GRE or the Miller Analogies Test (Music allows the Praxis II). There are no mandated cut scores for these tests, but scores at the 50 percentile on either the Verbal or Quantitative Test are recommended.

Program: Art (K-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP		Art 360, and early field experiences	Teacher Academy Ruberic	TaskStream	Roberta Rice
Dispositions		Art 360, 363, 464/465	Teacher Academy Ruberic	TaskStream	Roberta Rice
Portfolio			Art Education Teaching Portfolio Ruberic	TaskStream	Roberta Rice

Program: Birth-Kindergarten

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP	Cooperating teacher & university supervisor	SES/HDF 425, 435, 441 HDF 460	Teachers & supervisors reach consensus	Paper with Supervisor or Teach Coord.	
Dispositions	University supervisor, cooperating teachers & candidates	SES/HDF 425, 435 HDF 460	By instructors and brought to entire faculty to reach consensus	Minutes on final outcome	
Portfolio	Instructors, student teachers, and supervisors ensure completion, and instructors and supervisors are responsible for assigning and grading submissions.	SES/HDF 425, 435, 441 HDF 460	Using rubrics found on TaskStream.	TaskStream	Stradley Smith Angie Cranor

**Program: Comprehensive Science
(Biology, Chemistry, and Physics)**

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP	University faculty and cooperating teachers in public school	End of each semester CUI 465, 545, 559,	By OSTE's and then team leaders, using the TS rubrics, having reconciled differences between raters	TaskStream TGAP	Catherine Matthews
Dispositions	University faculty and cooperating teachers in public school	End of each semester CUI 465, 545, 559,	By OSTE's and then team leaders, using the TS rubrics, having reconciled differences between raters	TaskStream Dispositions	Catherine Matthews
Portfolio	University faculty and cooperating teachers in public school	CUI 465	.	TaskStream DFR	Catherine Matthews

Program: Comprehensive Social Studies (9-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP	OSTEs, Methods Instructors, and University Supervisors	End of CUI 545, 553 (methods), and 465 (student teaching)	By OSTEs and then Methods Instructors, and University Supervisors, using the TS rubrics, having reconciled differences between raters	TaskStream TGAP	Ceola Ross Baber Jewell E. Cooper
Dispositions	OSTEs, Methods Instructors, and University Supervisors	End of CUI 545, 553 (methods), and 465 (student teaching)	By OSTEs and then Methods Instructors, and University Supervisors, using the TS rubrics, having reconciled differences between raters	TaskStream Dispositions	Ceola Ross Baber Jewell E. Cooper
Portfolio		End of CUI 465	. By OSTEs and then Methods Instructors, and University Supervisors, using the TS rubrics, having reconciled differences between raters	TaskStream DFR	Ceola Ross Baber Jewell E. Cooper
Critical Performances					

Program: Deaf, Hard of Hearing (K-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP	OSTEs and university supervisors	SES 350A, 350B, 483	By OSTEs and then university supervisors, using the Teacher Academy rubrics , having reconciled differences between raters	TaskStream TGAP	Mary V Compton
Dispositions	OSTEs and university supervisors	SES 350A, 350B, 483	By OSTEs and then university supervisors, using the Teacher Academy rubrics , having reconciled differences between raters	TaskStream Dispositions	Mary V Compton
Portfolio	OSTEs and university supervisors	SES 461	Teacher Academy rubrics	TaskStream DFR	Mary V Compton

Program: Elementary Education (K-5)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP	Team leaders	End of each semester CUI 350, 375, 400, 461	By OSTE's and then team leaders, using the TS rubrics, having reconciled differences between raters	TaskStream DRF	Barbara Levin
Dispositions	Team leaders	End of each semester	By OSTE's and then team leaders, using the TS rubrics, having reconciled differences between raters	TaskStream Dispositions	Barbara Levin
Portfolio			.		
Critical Performances (CP)	Methods instructors	Due dates established in methods courses	Using CP rubrics in TaskStream	TaskStream	Barbara Levin

Program: English (9-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP	Coordinator of English Ed. and English Ed. committee	End of student teaching	Teacher Academy rubrics	TaskStream TGAP	Coordinator of English Ed.
Dispositions	Coordinator of English Ed. and English Ed. committee	Completion of CUI 551 & End of student teaching	Teacher Academy rubrics	TaskStream Dispositions	Coordinator of English Ed.
Portfolio	Coordinator of English Ed. and English Ed. committee	Completion of student teaching	. Teacher Academy rubrics	TaskStream DFR	Coordinator of English Ed.

Program: English as a Second Language (K-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP					
Dispositions					
Portfolio					

Program: Exceptional Student Education – General Curriculum (K-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP	Cooperating teacher & university supervisor	SES 465	Teachers & supervisors reach consensus	TaskStream	Stephanie Kurtts
Dispositions	University supervisor, cooperating teachers & candidates	SES 350A, 350B, 350C & 465	Teachers & supervisors reach consensus	TaskStream	Stephanie Kurtts
Portfolio	TaskStream Coordinator is responsible for seeing that reflections are completed; instructors are responsible for assigning and grading submissions.	End of student teaching	TaskStream Coordinator is responsible for checking to see that candidates met standard & ratings entered.	TaskStream	Stephanie Kurtts
Praxis II	Candidates are responsible for registering to take Praxis	Prior to applying for a license – encouraged to take it within a year of graduation	ETS	TA data base	

Program: Latin (K-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP					
Dispositions					
Portfolio					
Praxis II					

Program: Mathematics (9-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP	University faculty and cooperating teachers in public school	End of each semester CUI 465, 545, 557	By OSTEs and then team leaders, using the TS rubrics, having reconciled differences between raters	TaskStream TGAP	Barbara Carter
Dispositions	University faculty and cooperating teachers in public school	End of each semester CUI 465, 545, 557	By OSTEs and then team leaders, using the TS rubrics, having reconciled differences between raters	TaskStream Dispositions	Barbara Carter
Portfolio	University faculty and cooperating teachers in public school	CUI 465	.	TaskStream DFR	Barbara Carter

Program: Middle Grades (-6-8)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP	Team leaders	CUI 350, 442, Each semester and at the end of the student teaching semester	By OSTEs and then UNCG Supervisor, using the TS rubrics, having reconciled differences between raters	TaskStream DRF	Barbara Levin
Dispositions		CUI 350, 442, Each semester and at the end of the student teaching semester	By OSTEs and then UNCG Supervisor, using the TS rubrics, having reconciled differences between raters	TaskStream Dispositions	Barbara Levin
Portfolio			Two faculty members, and a school partner (either the student's cooperating teacher, an administrator, or a National Board Certified Teacher) using the TS rubrics, having reconciled differences between raters	TaskStream DRF folio	Barbara Levin

Program: Music (K-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP	Team leaders	At the end of the student teaching semester	By OSTEs and then UNCG Supervisor, using the TS rubrics, having reconciled differences between raters	TaskStream DRF	David Teachout
Dispositions	Fall 2006	Fall 2006		TaskStream Dispositions	David Teachout
Portfolio		Fall 2006	.	TaskStream DRF folio	David Teachout

Program: Physical Education (K-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP					
Dispositions					
Portfolio					

Program: Reading (K-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP					
Dispositions					
Portfolio					

Program: Second Language (9-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP		CUI 545, 552, 527 CUI 465 internships CUI 650, 669 CUI 120	Teachers Academy rubrics	TaskStream	Janice Antonek
Dispositions		CUI 545, 552, 527 CUI 465 internships CUI 650, 669 CUI 120	Teachers Academy rubrics	TaskStream	Janice Antonek
Portfolio		CUI 545, 552, 527 CUI 465 internships CUI 650, 669 CUI 120		TaskStream	Janice Antonek

Program: Theater Arts (K-12)

Assessment Tool	Who administers the assessment?	When is the assessment administered?	How are measures scored?	Where are the data located/ stored?	Who is the person designated as the TaskStream coordinator in your program?
TGAP					
Dispositions					
Portfolio					

