

Initial Teacher Education Program Key Assessments (Detailed)

The chart below provides detailed descriptions of the key assessments used in the UNC Charlotte initial teacher licensure program by program level and transition point. Four transition points are noted: 1) Entry (at time of admission into teacher education), 2) Midpoint (program progression leading to admission into student teaching), 3) Completion (end of student teaching/graduate internship), and 4) Follow-up (Year 1-3 after licensure). The status of each assessment as proprietary or EPP-created is also noted.

Common acronyms used in the document include the following: Undergraduate (UG), Graduate Certificate (GC), Clinical Educator (CE), Faculty Site Coordinator (FSC), Office of School & Community Partnerships (OSCP), Office of Teacher Education Licensure and Advising (TEAL).

Undergraduate = UG
 Graduate Certificate (post-bac) = GC
 Both programs = All initial licensure

Common Name of Assessment at UNC Charlotte	Official Name of Instrument at UNC Charlotte	Description	Program Level (UG/GC)	Transition Point	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity/Reliability Measures for EPP-based instruments (where applicable)
Admission Tests	SAT/ACT/Praxis Core	Minimum standardized score requirements met as established by NC SBE	UG	Entry	Quality of Candidates; entry requirement for undergraduate initial teacher candidates	Testing Company	TEAL Office	Proprietary		
Required Introductory Courses	EDUC 1100/2100 and SPED 2100 OR MDSK 2100 (Secondary Minors Only)	Successful completion of introductory courses with a grade of "C" or better.	UG	Entry	Quality of Candidates; entry requirement for undergraduate initial teacher candidates.	Transcript	TEAL Office	N/A		
Online Recommendations	UNC Charlotte Recommendation Forms	Three online recommendations are required.	GC	Entry	Quality of Candidates; entry requirement for all graduate certificate teacher candidates.	Submitted recommendations	TEAL Office	N/A		
Bachelor's degree (in relevant field for Middle, Secondary, and FLED)	Bachelor's degree	A bachelor's degree from a regionally accredited institution is required for program admission.	GC	Entry	Quality of Candidates; entry requirement for all graduate certificate teacher candidates.	Transcript	TEAL Office	N/A		
Content: 21 hours of relevant background coursework or passing licensure exams	21 credit hours of background content courses in the licensure area OR passing scores on the state licensure exams	The 21 hours may be part of a previous degree program; candidates who need these hours must complete the background courses prior to program admission. Passing licensure exam scores may also be used.	GC	Entry	Verification of content knowledge requirements; entry requirement for all graduate certificate teacher candidates	Transcript	TEAL Office	N/A		
GPA	Cumulative GPA	Minimum Acceptable GPA of 2.7 as established by NC SBE	All Initial Licensure	Entry	Quality of candidates; entry requirement for all initial teacher candidates.	Transcript	TEAL Office	N/A		

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Disposition Commitment Statement	Disposition Commitment Statement	Candidate Statement of Commitment to Professional Dispositions	All Initial Licensure	Entry	Exposure to dispositions; entry requirement for initial teacher candidates.	Candidate	TEAL Office	N/A		
Criminal Background Check	Criminal Background Check	Clearance on Criminal Background Check	All Initial Licensure	Entry	Quality of Candidates; entry requirement for initial teacher candidates.	Candidate	TEAL Office	N/A		
Advisor Approval	Advisor's Recommendation	The advisor reviews all relevant documentations and verifies that the candidate has met program admission requirements.	All Initial Licensure	Entry	Monitoring of candidate quality	Advisor	TEAL Office	N/A		
Formative edTPA Practice 1	edTPA Task 1 Rubrics	Formative practice aligned to skills and knowledge contained in edTPA Task 1 (Planning for Instruction)	All initial licensure	Midpoint	Trends/Program improvement; formative requirement for teacher education candidates.	Faculty Instructors	Office of Assessment and Accreditation via Taskstream	Proprietary		
Formative edTPA Practice 2	edTPA Task 2 Rubrics	Formative practice aligned to skills and knowledge contained in edTPA Task 2 (Implementing Instruction)	All initial licensure	Midpoint	Trends/Program Improvement; formative requirement for teacher education candidates.	Faculty Instructors	Office of Assessment and Accreditation via Taskstream	Proprietary		
Formative edTPA Practice 3	edTPA Task 3 Rubrics	Formative practice aligned to skills and knowledge contained in edTPA Task 3 (Assessing Instructional Practice)	Initial Licensure	Midpoint	Trends/Program Improvement; formative requirement for teacher education candidates.	Faculty Instructors	Office of Assessment and Accreditation via Taskstream	Proprietary		
Technology Assessment (program specific)	Technology Assignment (program specific)	Each program has a technology specific assignment that is completed within a specified course. The assignment is evaluated with a program-specific rubric by the course instructor.	All initial licensure	Midpoint	Trends/Program improvement; formative requirement for teacher education candidates.	Faculty Instructors	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	MDSK CVI Index = .96 SPED CVI Index = .80 CHFD GC Index = 1.0 CHFD UG Index = .98 ELED pilot in progress
Candidate Dispositions Self-Assessment 1	Assessment of Professional Dispositions (APD)	During a designated program course (at the approximate beginning of the program of study), candidates self-assess on the APD.	All initial licensure	Midpoint	Exposure to dispositions and expectations of COED regarding candidate non-academic behaviors. The self-assessment is scored for completion.	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Candidate Dispositions Self-Assessment 2	Assessment of Professional Dispositions (APD)	During a designated program course (at the approximate midpoint of the program of study), candidates self-assess on the APD. The course instructor then assesses candidate on the APD (see Instructor Dispositions Assessment).	All initial licensure	Midpoint	Continued coaching and sharing of expectations of COED regarding candidate non-academic behaviors. The self-assessment is scored for completion.	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0

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Instructor Midpoint Dispositions Assessment of Candidate	Assessment of Professional Dispositions (APD)	After each candidate completes Dispositions Self-Assessment 2, the course instructor assesses each candidate on the APD.	All initial licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Faculty Instructors	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Field Experiences Form	Field Experiences Form	Candidates complete the field experiences form each semester, detailing their clinical hours and activities.	All initial licensure	Midpoint	Program improvement; monitoring of trends related to candidate clinical experiences.	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's α = .93
Candidate Progress Check by CE	Candidate Progress Check	Progress checks on candidates are sent to Clinical Educators in the pre-student teaching field placement. CEs rate the candidates for their performance in the field placement.	All initial licensure	Midpoint	Program improvement; monitoring of candidate progress in field placements prior to student teaching	CE in pre-student teaching field placement	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's α = .976
YLI Phase I Midterm Assessment	Modified APD for Yearlong Internship Midterm Feedback	CEs rate candidate performance in Phase I of Student Teaching placement (first semester of two-semester yearlong internship placement, culminating in Student Teaching). Assessment is completed at the midpoint of the semester.	All initial licensure (added in fall 2019 for GC per program redesign)	Midpoint	Monitoring of candidate progress toward student teaching; school partner feedback on candidate performance in semester prior to Student Teaching.	CE for student teaching placement	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's α = ranging from .919-.976 depending on construct
YLI Phase I Final Assessment	Modified APD for Yearlong Internship Final Feedback	CEs rate candidate performance in Phase I of Student Teaching placement (first semester of two-semester yearlong internship placement, culminating in Student Teaching). Assessment if completed at the end of the semester.	All initial licensure (added in fall 2019 for GC per program redesign)	Midpoint	Monitoring of candidate progress toward student teaching; school partner feedback on candidate performance in semester prior to Student Teaching.	CE for student teaching placement	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's α = ranging from .919-.976 depending on construct
OPI	ACTFL Oral Proficiency Interview	Standardized interview conducted in the target language	Initial licensure in FLED	Midpoint	Requirement for student teaching in the target language	Testing Company	Program Coordinator / TEAL office	Proprietary		
Student Teaching Clearance with GPA and program requirements	Student Teaching Clearance	In order to progress to the student teaching semester, candidates must have a 1) GPA of 2.75 or higher in Professional Educ coursework and Content coursework; 2) grades of C or higher in these courses; 3) no unresolved disposition issues; 4) senior status (UG only); 5) all other coursework requirements completed; and 6) the advisor's recommendation.	All initial licensure	Midpoint	Monitoring of candidate requirements for clearance to student teaching	OSCP	Office of School & Community Partnerships (OSCP)	N/A		

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CLASS	Classroom Assessment Scoring System Rubric	Rating of candidate performance; CLASS is a proprietary tool from TeachStone (UVa). It is organized around three domains: Emotional Support, Classroom Organization, and Instructional Support. Data are collected by FSCs, all of whom have completed scorer training and have been calibrated on the tool.	All initial licensure	Completion	Program Improvement/ Quality of Candidates Completion	One cycle of data early in ST; two cycles of data at end of ST	Office of School-Community Partnerships and Office of Assessment and Accreditation via Taskstream	Proprietary		
STAR	Student Teaching Assessment Rubric	Rating of candidate performance organized around the 10 INTASC standards and key elements. Scored by the Faculty Site Coordinator (FSC) and the Clinical Educator (CE). Candidate performance is assessed during the student teaching semester at least twice by each party for formative purposes. The CE and FSC collaborate on the final ratings at the end of the semester for summative purposes.	All initial licensure	Completion	Program Improvement/ Quality of Candidates Completion	Twice by the CE; three times by the FSC; one collaborative final score by CE + FSC	Office of School-Community Partnerships and Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
edTPA	edTPA portfolio-based assessment	Rating of candidate performance designed to answer the question: "is the candidate ready to teach?" edTPA is a proprietary tool from SCALE (Stanford). The portfolio is organized around three tasks: Planning, Instructional Implementation, and Assessment. The portfolio is externally scored by SCALE/Pearson. Beginning fall 2019, a minimum passing score is required for program completion and licensure.	All initial licensure	Completion	Program Improvement/ Quality of Candidates Completion	Externally scored by SCALE/Pearson	Office of Assessment and Accreditation via Pearson Score Reporting	Proprietary		
Certificate of Teaching Capacity (CTC) (required state form)	Certificate of Teaching Capacity	Required state form that verifies candidate knowledge, skills, and dispositions in practice; aligned with selected NC Educator Evaluation Standards. The candidate must be rated as "met" on all indicators by the Clinical Educator (CE), Faculty Site Coordinator (FSC), and the Principal.	All initial licensure	Completion	Required for licensure recommendation	CE, FSC, and Principal at student teaching site	Office of School-Community Partnerships and TEAL Office	Proprietary – REQUIRED STATE FORM		
Dispositions Assessment of Student Teacher	Assessment of Professional Dispositions (APD)	Rating of candidate dispositions student teaching, scored by the Clinical Educator (CE) and the Faculty Site Coordinator (FSC)	All initial licensure	Completion	Program Improvement/ Quality of Candidates Completion	CE and FSC	Office of School-Community Partnerships and Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0 Cronbach's α = .905 (when sent as a survey)

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Program Completion with GPA and grade requirements	Transcript	Transcript verifying that candidates have completed the program of study for the licensure area, thereby assuring all state program requirements. Candidates must have a cumulative GPA of 2.5 or higher to complete the program and no grade lower than C in program coursework.	All initial licensure	Completion	Required for licensure/ graduation; Quality of Candidates Completion	Faculty/ Instructors	Office of Assessment and Accreditation	N/A		
Candidate Survey: Teaching Beliefs and Mindsets	Teaching Beliefs and Mindsets Survey (TBMS)	TBMS combines the short forms of three other surveys: the GRIT scale, the Teachers' Sense of Self-Efficacy Scale, and items from the Culturally Responsive Teaching Self-Efficacy Scale. The survey is given twice to all student teaching candidates, once at the beginning of the semester and once at the end, in a pre-/post- assessment model.	All initial licensure	Completion	Program Improvement/ Quality of Candidates Completion; feedback not used for program progression	Teacher candidates	Office of Assessment and Accreditation via Taskstream	Proprietary		
Candidate Survey: Program Exit	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the student teaching semester. Items on the exit survey are aligned with items on the Beginning Teacher alumni survey. Candidates are asked about quality and value of program components (courses, clinical experiences, etc.)	All initial licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Teacher candidates	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's $\alpha = .970$
Candidate Survey: edTPA Perception Survey	edTPA Perception Survey	Candidates complete the edTPA Perceptions Survey at the end of the student teaching semester. Candidates are asked about quality and value of their preparation related to edTPA completion.	All initial licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Teacher candidates	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's $\alpha = .834$ for the four task questions (section 1); Cronbach's $\alpha = .788$ for the four edTPA perception questions (section 2), and Cronbach's $\alpha = .842$ for the four questions on course preparedness (section 3).
Candidate Survey: Feedback on Clinical Educator (CE)	ST Evaluation of CE	Candidates complete evaluation of their assigned CE at the end of the student teaching semester.	All initial licensure	Completion	Used by OSCP to identify effective CEs; feedback not used for candidate program progression	Teacher candidates	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's $\alpha = .966$
Candidate Survey: Feedback on Faculty Site Coordinator (FSC)	ST Evaluation of FSC (formerly University Supervisors)	Candidates complete evaluation of their assigned FSC at the end of the student teaching semester.	All initial licensure	Completion	Used by OSCP faculty in annual reporting and promotion reviews; feedback not used for candidate program progression	Teacher candidates	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's $\alpha = .966$

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Teacher Effectiveness Data (state provided)	EVAAS data	Data on graduates' performance as measured by the state. Our graduates' are assessed based on their assigned P-12 students' state testing data. Data are shared by percentages of our graduates working in public schools whose P-12 students who did not meet expected growth, met expected growth, or exceeded expected growth. Data are disaggregated by licensure area.	All initial licensure	Follow-up	Program improvement; program accountability	NCDPI	NCDPI	Proprietary – DATA COLLECTED BY NC AND SHARED WITH EPP		
Principal Evaluation Ratings of Graduates (state provided)	North Carolina Educator Evaluation System (NCEES)	All public school teachers in NC are rated by their principals each year on the NCEES. Principal ratings on NCEES standards 1-5 on our recent graduates (in Year 1-3 of teaching) are provided, disaggregated by licensure area.	All initial licensure	Follow-up	Program improvement; program accountability	NCDPI	NCDPI	Proprietary – DATA COLLECTED BY NC AND SHARED WITH EPP		
Alumni Survey on Program Effectiveness	NC Beginning Teacher Survey	All beginning teachers in NC are asked to complete a survey at the end of Year 1 of teaching, asking them to reflect on the quality and value of their teacher preparation program. Data are disaggregated by licensure area.	All initial licensure	Follow-up	Program improvement; program accountability	NCDPI	NCDPI	Proprietary – DATA COLLECTED BY NC AND SHARED WITH EPP		
Principal Survey on Program Effectiveness	NC Employer Survey	Principals who employ a beginning teacher in NC are asked to complete a survey at the end of the teacher's first year in the classroom, asking the principal to reflect on the quality of the beginning teacher in comparison to other beginning teachers in the school. Data are disaggregated by licensure area.	All initial licensure	Follow-up	Program improvement; program accountability	NCDPI	NCDPI	Proprietary – DATA COLLECTED BY NC AND SHARED WITH EPP		
Licensure Exams	NC Foundations / Praxis II / OPI (FLED candidates only)	Pearson / ETS standardized exams in the content area as determined by North Carolina Department of Public Instruction (NCDPI). State policy mandates candidates must attempt the exams by year one of teaching and pass by year three.	All initial licensure		Program Improvement/ Quality of Candidates Completion	Testing company	TEAL Office	Proprietary		