

UNIVERSITY *of* NORTH CAROLINA
P E M B R O K E

TEACHER EDUCATION PROGRAM



Taskstream Handbook: 2017-2018

Completed Spring 2018

Prepared by

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University of North Carolina at Pembroke
School of Education
Teacher Education Program
Taskstream/Watermark¹ Handbook: 2017-2018

The UNCP Teacher Education Program uses Taskstream/Watermark, a commercial electronic portfolio service, to collect work created over the course of your program of study. Taskstream/Watermark is used to collect specific artifacts students create in their classes, field placements, and student teaching or internship placements. These artifacts are required by the North Carolina Department of Public Instruction and are used as evidence to show that students are qualified to receive licensure to teach in North Carolina. These artifacts will be used to inform individual student assessment and program evaluation.

For Students:

To purchase Taskstream/Watermark through the Taskstream/Watermark website:

Go to: <https://www1.taskstream.com/>

Click on login/sign up at the top of the page. Choose the Taskstream link at the bottom of the page on the left. A purple log in box will pop up. At the bottom of this box, click on create/renew account.

Then follow the instructions where you choose your purchase option, either purchasing with a **credit card** or by using a **key code purchased in the UNCP bookstore**. The advantage of using a **key code** from the bookstore is that financial aid will cover this cost just like the purchase of a textbook. **(Key codes for Fall 18 and later may be received from the UNC Pembroke School of Education Assessment Office due to the inclusion of the purchase fee into student fees – more information about this process will be coming soon.)**

When choosing the credit card option, click on the button beside the area that says you will be using Taskstream/Watermark for a College/University program and click continue.

The next screen will ask you a series of questions where you identify UNC-Pembroke as your institution.

On the next screen, you can choose the amount of time you would like to purchase Taskstream/Watermark for. These prices may change based fluctuations at Taskstream/Watermark.

1 Semester - 5 Months (\$29.99)

1 yr. account (\$49.99)

¹ Taskstream is an ePortfolio and Assessment software tool used by the UNC Pembroke Teacher Education Program. During 2017, Taskstream, Tk20, and LiveText have joined forces and are now united under a new name: Watermark™

- 2 yr. account (\$79.99)
- 3 yr. account (\$102.99)
- 4 yr. account (\$109.99)
- 5 yr. account (\$124.99)
- 6 yr. account (\$134.99)

Notice you will be given both a starting date and an ending date for your purchase. If your ending date is sometime in March or April and you plan to graduate in May, you may have to purchase one additional semester so that you can complete any requirements due in late April or early May. The same would be true if you plan to graduate in December. If your ending date is in October or November, you may need to purchase one additional semester to last through the end of any requirements in December. Try and estimate the best amount of time you need Taskstream/Watermark for to complete your plan of study, including your internship or student teaching semester, generally we expect students may need a 2 year account if they are a traditional undergraduate student. Time periods may vary for students in other situations such as transfer or graduate students.

Subsequent screens will take you through the procedures for entering your credit card information and checking out. You will have to enter your personal information to complete the registration process.

After using your **key code** to enroll in Taskstream, you will log into Taskstream using your own username and password.

Inactive Accounts

If you already have a Taskstream account but your time has run out, your account will be considered inactive by Taskstream. UNCP faculty will still be able to view your work even if your account is inactive. **You do not have to renew your account once it has become inactive if you have completed all Taskstream requirements for all your classes and for licensure purposes. If you have NOT completed all requirements, you will have to renew your account!**

How to Enroll in Taskstream/Watermark drfs

A drf in Taskstream is a Directed Response Folio, and this is Taskstream language that means, "Here is the folder where I place my work." **Each undergraduate licensure area at UNCP has its own Taskstream drf.** For special tasks, like the internship or student teaching semester, there are additional drf's students must enroll in.

Each program that uses Taskstream has an **enrollment code**. After you purchase your Taskstream account, you will be able to **enroll yourself** into the correct drfs. When you log into your Taskstream account, you will see an area where you can enter the correct enrollment code for your particular programs, usually at the bottom of the main page you see after logging in. Please enroll in all required drfs for your program with the correct **enrollment codes**. You will get these **enrollment codes** from the program coordinator in your licensure area.

At the beginning of your undergraduate program of study, you will need to be enrolled in one drf, your program's **Undergraduate Admissions and Checkpoints (1)**. In this folder, you will **complete all the requirements to be admitted to the UNC Pembroke Teacher Education Program**. When you get the enrollment code from your undergraduate program coordinator, you will enroll and then **view and complete the requirements that you have to submit**.

Later in your plan of study, you will be instructed to enroll in additional drfs. These include your **Internship Admissions and Checkpoints (2)** drf, (where admissions requirements for the professional semester are located). When you get this **enrollment code** from your undergraduate program coordinator, you will enroll and then **view and complete the requirements that you have to submit**.

This drf also contains all the evaluations that must be completed during the professional or internship semester. These include the internship observation forms, the midpoint and final student teaching evaluations, a dispositions form, and several exit surveys. You will also receive an enrollment code for the **Seminar** drf (where seminar evaluations are located) and the **EdTPA** drf (where you will post all portions of the EdTPA you create during the internship). Do not enroll in these drfs until instructed to by your program coordinator or by Mrs. K.

Graduate students have a similar procedure at the beginning of their graduate program of study. All graduate students enrolled in an MA or MAeD or MAT program must enroll in the **Unit Wide Graduate Assessment Requirements drf**. In this folder, you will post all the requirements needed to show **completion of Advanced Licensure components from the UNC Pembroke Teacher Education Program**. When you get the enrollment code from your graduate program director, you will enroll and then **view and complete the requirements that you have to submit**.

MSA students also have a similar procedure, enrolling in the **UNCP MSA Internship ePortfolio drf**, and posting all requirements needed to demonstrate the achievement of the advanced MSA licensure program.

You may also be instructed to enroll in other drfs over the semesters you are enrolled in the UNCP Teacher Education Program. This information will come from your program coordinator or director.

Once you have purchased your Taskstream membership, there is no additional purchase required for enrolling in drfs. All **enrollment codes** will be given to you when you are required to enroll in specific drfs.

Completion of DRF Requirements

It is imperative that you understand the importance of completing all requirements posted in Taskstream/Watermark for all drfs you enroll in. You cannot be recommended for licensure until **all these requirements have been met**.

Occasionally, you may find that you have submitted your work, but your professor may not have graded the work in Taskstream/Watermark before the end of the semester. Please maintain an open line of communication with your professors to remind them of your submitted work so it can be graded. **We cannot process your application for licensure until all Taskstream/Watermark work is both submitted and graded**.

Submission of Assignments in Taskstream

Embedded in the instructions for all assignments in Taskstream, you should find the name of the person you should submit the assignment to. For example, assignments for your program area ePortfolio or drf will probably be submitted to your program coordinator/director or to a course instructor. Assignments for your EdTPA could be submitted to your university supervisor or your program coordinator. It is your responsibility to find out who you need to submit each assignment to. Assignments from the

undergraduate Seminar drf will be submitted to Nicky Bullard. Please follow instructions carefully regarding submissions. This will prevent many problems with Taskstream.

Questions about Taskstream/Watermark

If there are questions or you find that Taskstream/Watermark is not behaving as it should, please contact Mrs. Mary Klinikowski also known as Mrs. K (521-6417) at mary.klinikowski@uncp.edu. Her office is room 112 in the Education Center.

Please refer to the specific drf you are having trouble with and your full name and licensure area when you contact Mrs. K. Explain as much about the problem as possible. Mrs. K can help with making sure students and faculty are enrolled in the correct drfs and checking to see if work is visible, submitted properly, and evaluated properly. If errors are made in submitting documents or evaluating work, Mrs. K can cancel the submissions and evaluations and return work to the student or faculty member. However, due to the sheer number of drfs and students, Mrs. K cannot help you unless you provide your full name, licensure area and drf title.

If you are unsure exactly which drfs you should be enrolled in, then please contact your program area coordinator or your advisor. Mrs. K won't have that information. All program coordinators have a list of enrollment codes.

For help directly from Taskstream/Watermark, use the help button located in the top right hand portion of the Taskstream/Watermark webpage or call 1-800-311-5656 or email help@taskstream.com.

When you call Taskstream/Watermark directly, they will ask for your user name and an explanation of the problem so they can take a look and help you solve your problem. They will not be looking at your work or evaluations within the drfs, only at possible software issues. In the past, students and faculty have called Taskstream/Watermark when there were problems that included work that disappeared or problems with the submission and evaluation procedures when Taskstream/Watermark functions are not behaving as they should be. Sometimes students submit work into the wrong drf and Taskstream/Watermark can help the student move work to the correct drf.

Undergraduate or ITP Drfs, Requirements, Procedures

UNC Pembroke Teacher Education Program Undergraduate Admissions Checkpoint 1 Procedures

Outline of procedures for Admissions Interviews:

1. Student seeking admission prints and completes 3 forms, *Professional Dispositions Self Assessment* (in Taskstream/Watermark), *Admission to Teacher Ed* form, and the *Candidate for Professional Licensure* (CPL) form. These completed forms along with printed copies of appropriate Praxis, SAT, or ACT scores must be brought to the interview. All these paper forms must be scanned in and uploaded into the correct location in the Licensure Area Undergraduate Admissions Checkpoint 1 drf before the interview. These forms are posted at the School of Education website under student forms. The dispositions self-assessment form in Taskstream/Watermark should be submitted to the program coordinator.
2. Student sets up an interview with 2 faculty members, most likely the program coordinator or advisor and then one other faculty member who knows the student. Some program coordinators may not know

the student yet which is why the student should choose a faculty member who is familiar with them and their work. The student should submit dispositions requests to two faculty members in Taskstream/Watermark with the *Faculty Assessment of the Professional Dispositions*. Each faculty member will fill out the dispositions form before the interview in Taskstream/Watermark. These completed forms can be viewed in the interview by the program coordinator.

3. Before the interview, the program coordinator or advisor should run a degree audit to make sure the student has met all the course, grade, and GPA requirements outlined on the *UNCP TEP Interview Requirements and Protocol*. **If there are any requirements that the student has not met, then do not schedule the interview.** The process stops here until all requirements are met. This includes a printed copy of all test scores. Many of these items will be scanned in and posted in Taskstream/Watermark.

4. At the interview, faculty members will ask the student questions or present scenarios for the student to discuss. These questions should be reflective of the 5 NC Professional Teaching standards as shown on the *UNCP TEP Interview Requirements and Protocol*. During the interview, faculty should make notes and mark the form labeled *Faculty Summary and Evaluation of Interview*, found in Taskstream/Watermark.

5. At the end of the interview, thank the student but do not tell them if they have been admitted or not. If you approve their admission, the program coordinator should keep copies of all forms if you want a record, and then send or deliver these forms (*Admissions form* and the *CPL form*) to Michelle Locklear in Licensure so she can create a paper folder that follows the student through procedures in the licensure and internship offices in the School of Education. The dispositions forms, TEP Interview Summary form, and test scores that were scanned into Taskstream/Watermark can be viewed by Michelle. She will generate a letter of admission or non-admission for the students.

For those who are denied, there is a remediation plan form in Taskstream/Watermark.

The following table summarizes procedures for the Checkpoint 1 drf:

Licensure Area Undergraduate Admissions drf (Checkpoint 1) Student Responsibilities	Faculty Responsibilities
Student must: -Enroll in Licensure Area Undergraduate Admissions Checkpoint 1 drf -Earn a cumulative 2.7 QPA on all prior coursework. -Earn a C- or better in all coursework required for program (C if course is repeated) -Earn a C or better in EDN 2100 (effective Fall 2018: B or better is required) -Have no more than 9 credit hours of general education requirements remaining -Complete a candidate disposition self-assessment in Taskstream that is reviewed by the program coordinator. Program coordinator and 1 faculty member also complete disposition assessments of the student in Taskstream -Earn established scores on Praxis Core tests or SAT/ACT tests, these must be scanned and uploaded into Taskstream	Faculty must: -Enrollment Code given to Student by Program Coordinator -Program Coordinator completes a degree audit for the student -Appropriate faculty members complete Faculty Evaluations of Student Dispositions forms 1 and 2 in Taskstream -Program Coordinator verifies passing test scores

<p>-Complete, scan, and post in Taskstream the <i>Admission to Teacher Ed</i> form, and the <i>Candidate for Professional Licensure (CPL)</i> found under Student Forms at the UNCP School of Education Webpage</p> <p>-Participate in an admissions interview with the program coordinator and at least one other faculty member. Following the interview the coordinator completes the Faculty Summary and moves the application forward to the Licensure Office or creates a remediation plan for the student.</p>	<p>-Program Coordinator verifies forms are uploaded in Taskstream and delivers the hard copies to Michelle Locklear in the Licensure office when interview is complete</p> <p>-Program Coordinator completes the interview and completes the interview summary form in Taskstream</p>
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Checkpoint 1 Enrollment codes for UNC Pembroke Teacher Education Program Students

Licensure Area Undergrad (ITP) Programs	Checkpoint 1 drf – If licensure area includes Middle Grades and Secondary programs, they are combined in these drfs
Art Education	ArtEdSOEsp17
Birth Kindergarten Education	BKedSOEsp17
Elementary Education	ElEdSOEsp17
English Education	EngEdSOEsp17
Health & Physical Education	HPeSOEsp17
Mathematics Education	MathEdSOEsp17
Music Education	MusEdSOEsp17
Science Education	SciEdSOEsp17
Social Studies Education	SSedSOEsp17
Spanish Education	SpanEdSOEsp17
Special Education	SpEdSOEsp17

UNC Pembroke Teacher Education Program Undergraduate Internship Admissions Checkpoint 2 Procedures

Outline of procedures for Internship Admissions Interviews:

1. Student must complete the following, scan and upload them into Taskstream, and submit any paper forms to Ms. Nicky Bullard in the office of University School Partnerships. There is a form that students get from the USP office that shows a checklist of everything that has been submitted to the USP office. This form must be signed by Ms. Bullard and brought to the interview. Students will then contact their program coordinator schedule the interview:

- a) Application to Internship Semester in Taskstream
- b) Resume
- c) Health form and TB skin Test
- d) Photocopy of both sides of health insurance card
- e) Signed FERPA form
- e) Application for Graduation

2. Student sets up an interview with 2 faculty members, most likely the program coordinator or advisor and then one other faculty member who knows the student. If it becomes difficult to schedule 2 faculty

members, then the program coordinator may use their discretion and determine that one faculty member is appropriate.

The student should submit a disposition request form to faculty member(s) for the *Faculty Assessment of the Professional Dispositions*. Each faculty member will fill out the dispositions form in Taskstream before the interview.

3. Before the interview, the program coordinator or advisor should run a degree audit to make sure the student has met all the course, grade, and GPA requirements. Program coordinators must check or complete the following:

- a) Student has completed the Professional Dispositions Checkpoint #2 Self-Assessment
- b) Student maintains GPA of 2.7 or above on all current and prior coursework
- c) Faculty Assessment of Dispositions forms are being completed by appropriate faculty
- d) DARS audit that shows all required content and pedagogy coursework will be completed by internship semester
- e) Grade of C- in all required coursework (C if course was repeated)

4. At the interview, faculty member(s) will ask the student questions or present scenarios for the student to discuss. These questions should be reflective of the 5 NC Professional Teaching standards as shown on the *UNCP TEP Checkpoint #2 Interview Requirements and Protocol*. During the interview, faculty should make notes and mark the form labeled *Faculty Summary and Evaluation of Interview* in Taskstream.

5. At the end of the interview, make sure the student knows exactly what requirements they must complete in order to be allowed to student teach. Then forward all of the paper forms to Nicky Bullard for inclusion in the students' folder.

For those who may have new dispositional concerns, there is a remediation plan form on the *Undergrad Dispositions Protocol and Remediation Plan at Admissions* document.

The following table summarizes procedures for the Checkpoint 2 drf:

Licensure Area Internship Admissions drf (Checkpoint 2) Student Responsibilities	Faculty Responsibilities
Candidate must: -Enroll in Licensure Area Internship Admissions drf -Complete a professional disposition self-assessment. -The coordinator and 1 faculty member also completes a disposition assessment. -Complete the application to internship (effective Fall 2018 includes providing evidence of registration for licensure exams), and required forms including a Resume, Health form and TB skin Test, Photocopy of both sides of health insurance card, Signed FERPA form, Application for Graduation, and resume, that is reviewed by the Director of USP -Completion of DARS audit that is reviewed by the Coordinator.	-Enrollment Code given to Student by Program Coordinator -Appropriate faculty members complete Faculty Evaluations of Student Dispositions forms 1 and 2 in Taskstream -Program Coordinator verifies forms are uploaded in Taskstream -Program Coordinator completes a degree audit for the student

<p>-Complete application for graduation that is reviewed by the university registrar</p> <p>-Participate in an internship interview with the program coordinator. Following the interview the coordinator completes the Faculty Summary and moves the application forward to the USP Office or creates a remediation plan for the student.</p>	<p>-Program Coordinator completes the interview and completes the interview summary form in Taskstream</p>
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Checkpoint 2 Enrollment Codes for UNC Pembroke Teacher Education Program

Licensure Area Undergrad (ITP) Programs	Checkpoint 2 drf - If licensure area includes Middle Grades and Secondary programs, they are combined in these drfs
Art Education Birth Kindergarten Education Elementary Education English Education Health & Physical Education Mathematics Education Music Education Science Education Social Studies Education Spanish Education Special Education	ArtEdInternSp17 BKedInternSp17 EEdInternSp17 EngEdInternSp17 HPeInternSp17 MathEdInternSp17 MusEdInternSp17 SciEdInternSp17 SSedInternSp17 SpanInternSp17 SpEdInternSp18 Seminars drf enrollment code – SemSp18 (this code will change each semester)

During Internship, additional Requirements located in the Checkpoint 2 drf:

Checkpoint 3: Internship Midpoint	Additional Information
Intern must: -Attend and evaluate seminar sessions in Taskstream. -Complete Exit Surveys 1-3 providing feedback about core EDN coursework (1), program area coursework (2), and university resources (3). -Observation 1 Request form must be submitted to University Supervisor -Discuss the results of at least 2 field based observations with the Clinical Supervisor. -Complete the midpoint form. The Clinical Educator also completes the midpoint form and holds a midpoint conference during which time a consensus rating of the intern is recorded. If needed, an action plan is developed.	-Completion of Seminar Evaluations is monitored by the Director of Assessment and any missing work is reported to Program Coordinators to encourage Completion -Candidate must self-assess using the midpoint form and then submit to their University Supervisor, this will open the form for the University Supervisor to complete

<p>-Participate in preparation of edTPA portfolio.</p>	<p>-The Clinical Educator and the University Supervisor jointly evaluate the intern's.</p> <p>and submit to their University Supervisor, this will open the form for the University Supervisor to complete</p>
<p>Checkpoint 4: Program Completion</p>	<p>Additional Information</p>
<p>Intern must:</p> <ul style="list-style-type: none"> -Attend and evaluate seminar sessions in Taskstream. -Observation Request form must be submitted to University Supervisor -Discuss the results of at least 2 field based observations with the Clinical Supervisor. -Candidate must complete the final internship evaluation form and submit it to the university supervisor -Participate in an Exit Conference with the University Supervisor during which time a consensus rating of the intern is recorded. If needed, an action plan is developed. -Complete the Certification of Teaching Capacity form, obtain required signatures, and perform adequately on the CTC Final Form. -Candidate must self-assess their dispositions and submit it to their university supervisor -Candidate must submit a disposition request to their university supervisor -Complete edTPA portfolio successfully and upload into correct drf. -Complete all electronic evidences satisfactorily in e-portfolio -Complete Exit survey 4 in Qualtrics. -Participate in survey evaluations of internship experience and supervisors. -Effective Fall 2018 includes providing evidence of attempting all licensure exams. 	<ul style="list-style-type: none"> -Completion of Seminar Evaluations is monitored by the Director of Assessment and any missing work is reported to Program Coordinators to encourage completion -Candidate must self-assess using the final evaluation form and then submit to their University Supervisor, this will open the form for the University Supervisor to complete, -Signature page must be completed and returned to the University School Partnerships office. -University supervisor and clinical teacher will jointly evaluate the candidate's dispositions -Candidate must upload the following evidences completed during their classes or during the Internship semester: <ul style="list-style-type: none"> a) Depth of Content Knowledge Assignment b) Pedagogical and Professional Knowledge (EdTPA Task 1 - Planning) c) Impact on Student Learning (EdTPA Task 3 – Assessment) d) Leadership and Collaboration Assignment -Program Coordinator must assess proficient assignments in Taskstream using the common rubrics adopted by the UNCP Teacher Education Program

Paper copies of all these forms and rubrics are available at the UNCP Teacher Education Program webpage under student forms.

Graduate or ADV Drfs, Requirements, Procedures

Graduate Program Progression

Students in graduate programs should also refer to the Graduate School Student Handbook for relevant universities policies and procedures.

The **Unit Wide Graduate Assessment Requirements drf** is used by all MA, MAEd, and MAT programs. The enrollment code is **UWgrad2016** because the drf was created in 2016. As we prepared for the NCATE visit in 2016, the program decided to stop using separate drfs for each MA, MAEd, and MAT program and condense all requirements into one drf. The MSA program uses the **UNCP MSA Internship ePortfolio**. The enrollment code is **MSAEE**.

All graduate drfs are organized around a series of checkpoints at entry, midpoint and exit from the program.

MA/MAED Program Progression

Candidates in the graduate teacher education programs leading to the MA and MAED degrees are expected to be teacher leaders in their specialty areas, to facilitate the creation of healthy educational environments, to have deep knowledge and skills in their content and curriculum, to use research in making decisions about effective practice for student learning, and to be continuous reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving, and innovation. You will receive a program of study from the program director or advisor in your area during your first semester in the program.

Evidences that must be completed throughout the program of study, uploaded into Taskstream, and assessed in Taskstream include: Entry, midpoint, and exit dispositions evaluations; Signature assignments (6 including: Technology, Diversity, Content Knowledge, Content Pedagogical Knowledge, Action Research Project, and Leadership Project), Midpoint and Exit conferences, and Proposals for 2 Signature Assignments (Action Research Project and Leadership Project).

MAT Program Progression

The Master of Arts in Teaching (MAT) program is designed as an interdisciplinary degree option within the Teacher Education Program. The MAT is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences who have few, if any, formal courses in education. Upon completion of Phase I requirements and state mandated examinations, candidates will be eligible for a North Carolina Standards Professional I license, and upon successful completion of Phases I and II of the MAT program and state mandated examinations, recipients will be eligible to apply for a North Carolina "M" level license. The MAT program is available only to those individuals who have not earned licensure and who are seeking licensure in the teaching field in which they wish to earn the degree. The program includes courses in teaching pedagogy and professional education as well as concentrated study in a content-specific area, for a total of 36-39 hours (hours vary by concentration).

Evidences that must be completed throughout the program of study, uploaded into Taskstream, and assessed in Taskstream include: Entry, midpoint, and exit dispositions evaluations; Signature assignments (6 including: Technology, Diversity, Content Knowledge, Content Pedagogical

Knowledge, Action Research Project, and Leadership Project), Midpoint and Exit conferences, and Proposals for 2 Signature Assignments (Action Research Project and Leadership Project).

Assessment & Monitoring Process for Teacher Education Graduate Students (ADV: MAT Phase II, MA, MAED students; does not apply to MSA or PSC MAED students)	
Checkpoint	Components (Taskstream Requirements in Bold)
Checkpoint 1: Entry to Teacher Education Program	<p>Applicant must:</p> <ul style="list-style-type: none"> -Meet GPA requirements as established by the Graduate School and Program Directors, a minimum of cumulative 2.7 GPA in undergraduate degree program. -Complete additional program-level assessments, including disposition assessment, such as interviews, writing samples, letters of recommendation, and GRE or MAT scores -Submit valid teaching license in good standing with application to Graduate school. <p>-Upon admittance, candidate must purchase Taskstream and enroll in the Unit Wide Graduate Assessment Requirements drf. Enrollment code will be provided by Graduate Director of your licensure area. Candidates complete a self-assessment in Taskstream of the dispositions relevant to their degree path, MA/MAeD or MAT.</p>
Checkpoint 2: Midpoint	<p>Candidate must:</p> <ul style="list-style-type: none"> -Complete a midpoint professional disposition self-assessment in Taskstream. -Complete a midpoint conference with program advisor/director and demonstrate adequate progress towards signature assignments aligned with ADV rubrics. Graduate Program Director will complete the midpoint form in Taskstream. -Apply for graduation and obtain program director signature verifying adequate progress towards completion of key assessments.
<p>Checkpoint 3: Program Completion</p> <p>Signature Assignments include:</p> <ol style="list-style-type: none"> 1. Technology Assignments 2. Diversity Assignments 3. Depth of Content Pedagogical Knowledge Assignments 4. Depth of Content Knowledge Assignments 5. Action Research Project 6. Leadership Project 	<p>Candidate must:</p> <ul style="list-style-type: none"> -Complete remaining key assessments and signature assignments including the Action Research Project/Proposal and Leadership Project/Proposal. These must be posted in Taskstream and assessed by the Graduate Directors using the common graduate rubrics adopted by the UNCP Teacher Ed Program. -Complete a final Disposition Self-Assessment in Taskstream. The Program Director also completes a final disposition assessment of the candidate in Taskstream. -Participate in Exit Conference and complete 3 Exit Surveys in Taskstream. Program director completes exit conference form in Taskstream.
Follow-up: Post-completion	-After graduation, complete alumni surveys.

MSA Program

The MSA Program is a program of advanced study for experienced, career teachers and administrators. Effective school leaders are builders of supportive and meaningful environments in which students learn and educators feel a deep sense of commitment to ensure that learning occurs. School leaders need a firm grasp of strategic leadership, instructional leadership, human resource leadership, potential leadership and organizational leadership. One trait that is common to effective school leaders is having a passion in areas that affect student achievement. The MSA program is grounded in themes, beliefs, research-driven and reflective practices that elevate student learning to its rightful place among the many priorities that compete for school leaders' time and attention.

The MSA faculty is committed to the belief that aspiring school leaders must be schooled in the theory and practice of collaboration and skillful in creating settings that welcome and value critical thinking. This commitment is demonstrated through course offerings, action research projects, readings from the literature, building on the expertise of leader practitioners who have successfully honed their skills as perceptive listeners, observers, adapters, and negotiators, and on reflective practice.

Evidences that must be completed throughout the program of study, uploaded into Taskstream, and assessed in Taskstream include: Administrative Philosophy, Code of Ethics, Curriculum Vitae, Demographic Profile, Weekly Reflections, Weekly Logs, 6 Electronic Evidences from classwork, 7 Artifacts from the Internship, Internship Site Supervisor Evaluations, Internship Visitation Reports, and the Oral Exam Evaluation form.

Assessment & Monitoring Process for School Administration Students (ADV) MSA	
Checkpoint	Components (Taskstream Requirements in Bold)
Transition Point 1: Entry	<p>Applicant must:</p> <p>Meet GPA requirements as established by the Graduate School and Program Director, a minimum of cumulative 2.7 GPA in undergraduate degree program.</p> <p>Submit 3 satisfactory letters of recommendation (including 1 from current principal), show evidence of license in good standing, respond to essay prompts aligned with school administration standards, and participate in an interview with the Program Director.</p> <p>MSA faculty recommend that all MSA students complete EDN 5660 Research Methods during Semester 1.</p> <p>-Upon admittance, candidate must purchase Taskstream and enroll in the MSA Internship ePortfolio drf. Enrollment code will be provided by Graduate Director of MSA.</p>
Transition Point 2: Prior to clinical practice	<p>Candidate must:</p> <p>Complete a professional disposition self-assessment mapped to ISLLC standards during first semester and again in semester prior to internship. An MSA faculty member also assesses candidate disposition.</p>

	<p>Successfully complete the MSA Supervision course and 12 credit hours of MSA coursework.</p> <p>Demonstrate proficiency on 6 evidences aligned with NC Standards for School Executives. These will be assignments from class work. (posted and assessed in Taskstream)</p> <p>Complete the application to internship, and required forms including a resume & MOU, that is reviewed for approval by the Program Director.</p>
Checkpoint 3: Program Completion	<p>Intern must:</p> <p>Participate in field experience at more than 1 level of school environment (Elementary, Middle, Secondary) during the internship.</p> <p>Complete a third Disposition Self-Assessment.</p> <p>Demonstrate proficiency on 7 Artifacts aligned with NC Standards for School Executives. These will come from work completed during the internship. (posted and assessed in Taskstream)</p> <p>Successfully complete an oral examination to a panel of MSA faculty.</p> <p>Complete 1 exit survey.</p>
Checkpoint 5: Post-completion	<p>After graduation, complete alumni surveys.</p> <p>As of 2017, no licensure test is required by the NC State Board of Education for the School Administration license.</p>

Graduate (ADV) Enrollment Codes for UNC Pembroke Teacher Education Program

Graduate (ADV) Programs	Enrollment Codes
Master of School Administration Used by MSA	MSAEE
Unit Wide Grad Assessment Requirements – used by: MA Art Ed, English Ed, Health & PE, Mathematics Ed, Science Ed, Social Studies Ed MAeD Elementary Ed, Middle Grades Lang Arts, Middle Grades Math, Middle Grades Science, Middle Grades Social Studies, Reading Ed MAT Art, English 9-12, Middle Grades Language Arts, Health & PE, Mathematics 9-12, Middle Grades Math, Science 9-12, Middle Grades Science, Social Studies 9-12, Middle Grades Social Studies	UWgrad2016

For Faculty:

Undergraduate Program Coordinators, Graduate Program Directors, and other evaluation faculty

All faculty who evaluate student work in Taskstream/Watermark will be provided with a free faculty account. The Director of Assessment, Mary Klinikowski, will provide faculty with an enrollment code so they may set up their accounts.

Due to the way Taskstream works, students must submit their work to an evaluator identified with their licensure program. Each undergraduate program coordinator is also enrolled as a manager in their licensure area drfs. This allows the program coordinators to view work that may not have been submitted to them. Michelle Locklear from the licensure office is enrolled as a manager in all Undergraduate Checkpoint 1 drfs so she may view documents that have been submitted for admission requirements. This is often necessary during the admission interview process.

For the **Undergraduate Admissions (Checkpoint 1)**, the following faculty have been identified as evaluators in the following drfs:

ITP or Undergrad DRFs, Checkpoint 1	Faculty enrolled as evaluators
Art Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Naomi Lifschitz-Grant and Michelle Locklear Evaluators – Naomi Lifschitz-Grant, Ann Horton-Lopez, Michelle Locklear
Birth Kindergarten Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Irina Falls and Michelle Locklear Evaluators – Dorea Bonneau, Melody Chuang, Heather Dial, Irina Falls, Valjeaner Ford, Karen Granger, Lisa Mitchell, Claudia Nickolson, David Oxendine, Kayonna Pitchford, Frankie Powell, Mabel Rivera, Gretchen Robinson, Doreen Saccomano, Joe Sciulli, Marisa Scott, Laura Staal, and Michelle Locklear
Elementary Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Kelly Ficklin and Michelle Locklear Evaluators – Dorea Bonneau, Valjeaner Ford, Karen Granger, Lisa Mitchell, Claudia Nickolson, David Oxendine, Kayonna Pitchford, Mabel Rivera, Gretchen Robinson, Doreen Saccomano, Joe Sciulli, Marisa Scott, Laura Staal, and Michelle Locklear
English Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Danielle Brownsberger and Michelle Locklear Evaluators – Dorea Bonneau, Danielle Brownsberger, Heather Dial, Valjeaner Ford, Karen Granger, Roger Ladd, Cynthia Miecznikowski, David Oxendine, Mabel Rivera, Gretchen Robinson, Marisa Scott, Laura Staal, and Michelle Locklear
Health & Physical Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Thomas Trendowski, Bryan Winters, and Michelle Locklear Evaluators – Dorea Bonneau, Leah Fiorentino, Valjeaner Ford, Karen Granger, David Oxendine, Mabel Rivera, Gretchen Robinson, Doreen Saccomano, Marisa Scott, Laura Staal, Thomas Trendowski, Bryan Winters, and Michelle Locklear

Mathematics Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Melissa Edwards and Michelle Locklear Evaluators – Melissa Edwards, Susan Hanby, Mary Klinikowski, Doug McBroom
Music Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Jose Rivera and Michelle Locklear Evaluators – Tim Altman, Jose Rivera, Marty Spitzer, and Michelle Locklear
Science Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Mary Ash and Michelle Locklear Evaluators – Mary Ash and Michelle Locklear
Social Studies Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Serina Cinnamon and Michelle Locklear Evaluators – Serina Cinnamon and Michelle Locklear
Spanish Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Cecilia Lara and Michelle Locklear Evaluators – Cecilia Lara and Michelle Locklear
Special Education Undergraduate Admissions drf (Checkpoint 1)	Manager – Gretchen Robinson and Michelle Locklear Evaluators – Dorea Bonneau, Melody Chuang, Heather Dial, Irina Falls, Valjeaner Ford, Karen Granger, David Oxendine, Frankie Powell, Mabel Rivera, Gretchen Robinson, Marisa Scott, Laura Staal, and Michelle Locklear

For the **Internship or Checkpoint 2 drfs**, each program coordinator and each program director are also enrolled as managers in their licensure area drfs. **All middle grades and secondary interns are grouped in the one licensure area drf for the internship.** For example, all middle grades math interns and secondary math interns are grouped in the Math Education Internship drf. If any MAT students are participating in the supervised internship, they are enrolled in the same drf as well. This allows all internship requirements to be accessed by all groups that may be participating in the internship. As managers, the program coordinators and program directors can view work that may not have been submitted to them. Nicky Bullard from the University School Partnerships Office is enrolled as a manager in all Undergraduate Checkpoint 2 drfs so she may view documents that have been submitted for internship requirements. This is often necessary during the internship admission process. University Supervisors for the internship are enrolled in this drf. The following faculty have been identified as evaluators in the Undergraduate Checkpoint 2 drfs:

ITP or Undergrad DRFs, Checkpoint 2	Faculty enrolled as evaluators
Art Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Naomi Lifschitz-Grant and Nicky Bullard Evaluators – Naomi Lifschitz-Grant, Ann Horton-Lopez, Nicky Bullard
Birth Kindergarten Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Irina Falls and Nicky Bullard Evaluators – Dorea Bonneau, Melody Chuang, Heather Dial, Irina Falls, Kelly Ficklin, Valjeaner Ford, Karen Granger, Rhonda Hester, Yvonne Locklear, Lisa Mitchell, Claudia Nickolson, David

	Oxendine, Kayonna Pitchford, Frankie Powell, Mabel Rivera, Gretchen Robinson, Doreen Saccomano, Joe Sciulli, Marisa Scott, Laura Staal, and Nicky Bullard
Elementary Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Kelly Ficklin and Nicky Bullard Evaluators – Dorea Bonneau, Kelly Ficklin, Valjeaner Ford, Karen Granger, Rhonda Hester, Yvonne Locklear, Lisa Mitchell, Claudia Nickolson, David Oxendine, Kayonna Pitchford, Mabel Rivera, Gretchen Robinson, Doreen Saccomano, Joe Sciulli, Marisa Scott, Laura Staal, Jennifer Whittington, and Michelle Locklear
English Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Danielle Brownsberger and Nicky Bullard Evaluators – Dorea Bonneau, Danielle Brownsberger, Heather Dial, Valjeaner Ford, Karen Granger, Roger Ladd, Cynthia Miecznikowski, David Oxendine, Mabel Rivera, Gretchen Robinson, Marisa Scott, Laura Staal, and Nicky Bullard
Health & Physical Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Thomas Trendowski, Bryan Winters, and Nicky Bullard Evaluators – Dorea Bonneau, Heather Dial, Leah Fiorentino, Valjeaner Ford, Karen Granger, Paul O’Neil, David Oxendine, Mabel Rivera, Gretchen Robinson, Doreen Saccomano, Marisa Scott, Laura Staal, Thomas Trendowski, Bryan Winters, and Nicky Bullard
Mathematics Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Melissa Edwards and Nicky Bullard Evaluators – Melissa Edwards, Susan Hanby, Doug McBroom
Music Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Jose Rivera and Nicky Bullard Evaluators – Tim Altman, Jose Rivera, Marty Spitzer, and Nicky Bullard
Science Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Mary Ash and Nicky Bullard Evaluators – Mary Ash, Rita Hagevik, and Nicky Bullard
Social Studies Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Serina Cinnamon and Nicky Bullard Evaluators – Serina Cinnamon and Nicky Bullard
Spanish Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Cecilia Lara and Nicky Bullard Evaluators – Cecilia Lara, Michelle Locklear, and Nicky Bullard

Special Education Internship Admissions and Checkpoints drf (Checkpoint 2)	Manager – Gretchen Robinson and Nicky Bullard Evaluators – Dorea Bonneau, Melody Chuang, Irina Falls, Valjeaner Ford, Karen Granger, David Oxendine, Frankie Powell, Mabel Rivera, Gretchen Robinson, Marisa Scott, Laura Staal, and Nicky Bullard
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The **Seminars drf** is managed by the UNCP Taskstream Manager (Mary Klinikowski). Nicky Bullard is also enrolled as a manager so she can check completion requirements for graduation. Faculty do not need to be enrolled in this drf. This enrollment code will be updated every semester.

EdTPA drfs

The UNCP Teacher Education Program has voted to use edTPA as the performance assessment for teacher interns beginning July 1, 2017.

The edTPA consists of three tasks that are completed during the internship semester:

Task 1 - Planning - Plan a learning segment consisting of 3 - 5 lessons around a central topic. Analyze the lessons and reflect upon the planning process.

Task 2 - Instruction - Teach and video record clips from the lessons from the learning segment. Analyze the lesson and reflect upon the teaching process.

Task 3 - Assessment - Analyze student performance related to the learning segment. Design and implement a plan for students, including those with special needs.

Detailed information and support for teacher interns will be provided during the internship semester.

Each semester, a new EdTPA drf is created in Taskstream for each licensure area. This drf is used to complete local grader scoring of the EdTPA portfolios. This local grader score is used in place of and sometimes, along with, official Pearson grading. If all EdTPA portfolios are not sent to Pearson, then we must use the local grader scoring to assess the program use of and student achievement in the EdTPA requirements. We can also compare the local grader scores with the official Pearson scores if EdTPA portfolios are scored in both places.

Middle grades and secondary interns are separated for the EdTPA drfs, middle grades students enroll in the Middle Childhood drf that corresponds to their licensure area and secondary students enroll in the subject area drf that also corresponds to their secondary internship placements. If any MAT students are participating in the supervised internship, they are enrolled in the corresponding Middle Childhood or subject area drf that match their internship grade level placement. Kay Pitchford, the EdTPA coordinator, is enrolled as a manager in all EdTPA drfs so she may view documents that have been submitted for EdTPA requirements.

EdTPA drfs	Enrollment code for Spring 2018
Art	ArtEdtpaSp18
Birth Kindergarten Education	BKEdtpaSp18
Elementary Education (Literacy)	EIEdEdtpaSp18
Health & PE	HPEEdtpaSp18
	MGMATHEdtpaSp18

Middle Grades Mathematics	MGSocStuEdtpaSp18
Middle Grades Social Studies	MusicEdtpaSp18
Music	MathEdtpaSp18
Secondary Mathematics	SciEdtpaSp18-2
Secondary Science Secondary	SSEdtpaSp18
Social Studies	SpEdEdtpaSp18
Special Education	

EdTPA DRFs	Faculty enrolled as evaluators
EdTPA Art Education (Visual Arts)	Manager – Nicky Bullard and Kay Pitchford Evaluators – Naomi Lifschitz-Grant, Ann Horton-Lopez
EdTPA Birth Kindergarten Education (Early Childhood)	Manager – Nicky Bullard and Kay Pitchford Evaluators – Irina Falls, Marisa Scott, Kay Pitchford
EdTPA Elementary Education (Literacy)	Manager – Nicky Bullard and Kay Pitchford Evaluators – Kelly Ficklin, Valjeaner Ford, Karen Granger, Lisa Mitchell, Claudia Nickolson, Kayonna Pitchford, Doreen Saccomano, Joe Sciulli, Marisa Scott, Jennifer Whittington
EdTPA Health & Physical Education	Manager – Nicky Bullard and Kay Pitchford Evaluators – Paul O’Neil and Thomas Trendowski
EdTPA Middle Childhood Mathematics	Manager – Nicky Bullard and Kay Pitchford Evaluators – Latoya Brewer and Melissa Edwards
EdTPA Secondary Mathematics Education	Manager – Nicky Bullard and Kay Pitchford Evaluators – Latoya Brewer, Melissa Edwards, and Mary Klinikowski
EdTPA Music Education (Performing Arts)	Manager – Nicky Bullard and Kay Pitchford Evaluator – Jose Rivera
EdTPA Secondary Science Education	Manager – Nicky Bullard and Kay Pitchford Evaluators – Mary Ash and Rita Hagevik
EdTPA Middle Childhood Social Studies Education	Manager – Nicky Bullard and Kay Pitchford Evaluator – Serina Cinnamon
EdTPA Secondary Social Studies Education	Manager – Nicky Bullard and Kay Pitchford Evaluator – Serina Cinnamon
EdTPA Special Education	Manager – Nicky Bullard and Kay Pitchford Evaluators – Mabel Rivera and Gretchen Robinson