

Assessment at Key Transition Points by Level

Candidate progression is monitored at key transition points called checkpoints. Checkpoints vary by level and are described below. The checkpoints occur at the following transition points: program entry, advanced practitioner assignments, field-based requirements, and exit from the program. MAT candidates complete ITP checkpoints during Phase I and ADV checkpoints during Phase II.

Initial Teaching Licensure Programs (ITP)

Assessment and Monitoring Process for Individual Teacher Education Undergraduate Students (ITP)	
Checkpoints	Components
Checkpoint 1: Entry to Teacher Education Program	Student must: <ul style="list-style-type: none"> -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 -Earn established scores on Praxis Core tests or SAT/ACT tests -Participate in an admissions interview with the program coordinator. 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.
Checkpoint 2: Prior to Clinical Practice	Candidate must: <ul style="list-style-type: none"> -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, that is reviewed by the Director of USP -Completion of DARS audit that is reviewed by the Coordinator. -Complete and application for graduation that is reviewed by the university registrar -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>Checkpoint 3: Internship Midpoint</p>	<p>Intern must:</p> <ul style="list-style-type: none"> -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). -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. -The Clinical Educator and the University Supervisor jointly evaluate the intern’s disposition. -Participate in preparation of edTPA portfolio.
<p>Checkpoint 4: Program Completion</p>	<p>Intern must:</p> <ul style="list-style-type: none"> -Attend and evaluate seminar sessions in Taskstream. -Discuss the results of at least 2 field based observations with the Clinical 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 Short Form. -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.
<p>Follow-up: Post-Completion</p>	<ul style="list-style-type: none"> - After graduation, complete alumni surveys. -Complete licensure tests as required by the State Board of Education that were not previously completed successfully.

Advanced Teacher Education Programs (ADV)

<p>Assessment & Monitoring Process for Teacher Education Graduate Students (ADV)</p>	
<p>Checkpoint</p>	<p>Components</p>
<p>Checkpoint 1: Entry to Teacher Education Program</p>	<p>Applicant must:</p> <ul style="list-style-type: none"> -Meet QPA requirements as established by the Graduate School and Program Directors, a minimum of cumulative 2.7 QPA in undergraduate degree program.

	<ul style="list-style-type: none"> -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
Checkpoint 2: Midpoint	<p>Candidate must:</p> <ul style="list-style-type: none"> -Complete a professional disposition self-assessment -Complete a midpoint conference with program advisor/director and demonstrate adequate progress towards signature assignments aligned with ADV rubrics. -Apply for graduation and obtain program director signature verifying adequate progress towards completion of key assessments.
Checkpoint 3: Program Completion	<p>Candidate must:</p> <ul style="list-style-type: none"> -Complete remaining key assessments and signature assignments including the Research Project and Leadership Project/Proposal -Complete a final Disposition Self-Assessment. The Program Director also completes a disposition assessment of the candidate -Participate in Exit Conference and complete 3 Exit Surveys
Follow-up: Post-completion	<p>After graduation, complete alumni surveys.</p>

Advanced School Administration Program (ADV)

Assessment & Monitoring Process for School Administration Students (ADV)	
Checkpoint	Components
Checkpoint 1: Entry	<p>Applicant must:</p> <ul style="list-style-type: none"> -Meet QPA requirements as established by the Graduate School and Program Director, a minimum of cumulative 2.7 QPA in undergraduate degree program -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 -Program directors assess disposition to determine fit -MSA faculty recommend that all MSA students complete EDN 5660 Research Methods during Semester 1
Checkpoint 2: Prior to clinical practice	<p>Candidate must:</p> <ul style="list-style-type: none"> -Successfully complete the MSA Supervision course and 12 credit hours of MSA coursework -Demonstrate ongoing commitment to MSA candidate disposition

	<ul style="list-style-type: none"> -Complete the application to internship, and required forms including a resume & MOU, that is reviewed for approval by the Program Director -Make adequate progress on evidences
<p>Checkpoint 3: Program Completion</p>	<p>Intern must:</p> <ul style="list-style-type: none"> -Participate in field experience at more than 1 level of school environment (Elementary, Middle, Secondary) during the internship -Complete professional disposition self-assessments mapped to ISLLC standards during both semesters of internship -Demonstrate proficiency on 6 evidences aligned with NC Standards for School Executives -Successfully complete an oral examination to a panel of MSA faculty -Complete 1 exit survey
<p>Follow-up: Post-completion</p>	<ul style="list-style-type: none"> -After graduation, complete alumni surveys -As of 2017, no licensure test is required by the NC State Board of Education for the School Administration license