Advance Teacher Education Program Key Assessments (Detailed)

The chart below provides detailed descriptions of the key assessments used in the UNC Charlotte advanced educator licensure programs <u>by program level and transition point</u>. Four transition points are noted: 1) Entry (at time of admission into the program), 2) Midpoint (program progression/research proposal phase), 3) Completion (end of program), and 4) Follow-Up. The status of each assessment as proprietary or EPP-created is also noted; of the approximately* 39 EPP-created assessments for advanced programs (including rubrics and surveys) noted here, all have been reviewed for validity/reliability to meet CAEP-minimal standards except exit surveys for MDSK, REEL, and SPCD departments. These remaining survey represent approximately 18% of advanced program assessments.

Entry = Admissions   **Midpoint** = Program Progression   **Completion** = End of Program   **Follow-Up** = Years 1-3 after Completion

depending how assessments are counted. Many assessments are used in multiple programs. There are 39 non-duplicated assessments on this list created by the EPP, including rubrics and surveys.

Department of Educational Leadership (EDLD) Programs

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Educational Leadership EdD (P-12 Superintendency Concentration)										
GPA (in Master's Degree program)	Cumulative GPA	Minimum acceptable GPA of at least 3.5 (on a 4.0 scale) in a master's degree program	Advanced Licensure	Entry	Quality of Candidates; entry requirement for all doctoral program candidates	Transcript	Graduate School	N/A		
Professional Statement	Professional Statement	Candidate statement of purpose for undertaking graduate study and research interests	Advanced Licensure	Entry	Quality of Candidates; entry requirement for all doctoral program candidates	Admissions Application	Graduate School	N/A		
Online Recommendations	UNC Charlotte Recommendation Form	Three online recommendations are required.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for all doctoral program candidates	Submitted Recommendations	Graduate School Program Director	N/A		
Official Transcripts	Official Transcripts	Officially certified transcripts of all work attempted beyond high (secondary) school	Advanced Licensure	Entry	Quality of Candidates; entry requirement for all doctoral program candidates	Transcript	Graduate School	N/A		
Resume or Curriculum Vitae	Resume or Curriculum Vitae	Current resume or Curriculum Vitae	Advanced Licensure	Entry	Quality of Candidates; entry requirement for all doctoral program candidates	Admissions Application	Graduate School	N/A		
Admissions Tests	GRE/MAT	Official report of score on GRE or MAT that is no more than 5 years old	Advanced Licensure	Entry	Quality of Candidates; entry requirement for all doctoral program candidates	Official Test Report	Graduate School	Proprietary		
Work Experience	Work Experience	Three year of relevant work experience in formal school leadership	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Educational Ldrshp (P12 Superintendency) Doctoral	Resume or Curriculum Vitae	Graduate School	N/A		

Advance Teacher Education Program Key Assessments (Detailed)

					Program					
Master's Degree (in relevant field)	Master's Degree	A Master's degree from a regionally accredited institution is required for program admissions. Acceptable degree fields include School Administration, Curriculum Supervision, and Instructional Technology.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Educational Ldrshp (P12 Superintendency) Doctoral Program	Transcript	Graduate School Program Director	N/A		
"M" level certificate	Existing Licensure	Class M North Carolina educator license or equivalent	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Educational Ldrshp (P12 Superintendency) Doctoral Program	Licensure Certificate	Graduate School	N/A		
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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Program Advisor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Doctoral Qualifying Exam	Doctoral Qualifying Exam	After 24 credit hours, candidate completes a doctoral qualifying examination which requires submission of all evidences at completion of internship	Advanced Licensure	Midpoint	Assess candidate ability to write and articulate foundational and research knowledge in field of education	Program Advisor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Evidence 1: Vision	Superintendency Electronic Key Evidences	Evidence is aligned with selected NC Superintendent standards; proficiency on the evidence must be mastered prior to licensure recommendation.	Advanced Licensure	Midpoint	Assess Superintendent Candidates for proficiency on NC Standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	Proprietary		
Evidence 2: Staffing	Superintendency Electronic Key Evidences	Evidence is aligned with selected NC Superintendent standards; proficiency on the evidence must be mastered prior to licensure recommendation.	Advanced Licensure	Midpoint	Assess Superintendent Candidates for proficiency on NC Standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	Proprietary		
Evidence 3: Resources	Superintendency Electronic Key Evidences	Evidence is aligned with selected NC Superintendent standards; proficiency on the evidence must be mastered prior to licensure recommendation.	Advanced Licensure	Midpoint	Assess Superintendent Candidates for proficiency on NC Standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	Proprietary		
Evidence 4: Instruction/Learning	Superintendency Electronic Key Evidences	Evidence is aligned with selected NC Superintendent standards; proficiency on the evidence must be mastered prior to licensure recommendation.	Advanced Licensure	Midpoint	Assess Superintendent Candidates for proficiency on NC Standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	Proprietary		

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Evidence 5: Governance	Superintendency Electronic Key Evidences	Evidence is aligned with selected NC Superintendent standards; proficiency on the evidence must be mastered prior to licensure recommendation.	Advanced Licensure	Midpoint	Assess Superintendent Candidates for proficiency on NC Standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	Proprietary		
Dissertation Proposal Defense	Dissertation Proposal Defense	During course ADMIN 8699, candidate identifies and defines a research area and develops a proposal draft for this original research study.	Advanced Licensure	Midpoint	Assess the candidate's ability to conceive, design, conduct, and interpret research while contributing to the knowledge base in the field	Faculty Instructor/ Committee	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Dissertation Defense	Dissertation Defense	During course ADMN 8999, candidate completes and defends an applied dissertation focused on a specific problem or question relevant to their specialization.	Advanced Licensure	Completion	Assess candidate's ability to conduct independent research and to answer relevant questions about their area of specialization	Faculty Instructor/ Committee	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Candidate Survey: Program Exit (Supt)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's α = .826
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		

					School Administration Programs MSA and Post-Masters Certificate					
GPA (for MSA: Undergraduate GPA; for PM Cert: Masters GPA)	Cumulative GPA	Minimum acceptable GPA of at least 3.0 (on a 4.0 scale) in an undergraduate program.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Bachelor's Degree	Bachelor's degree	A bachelor's degree from a regionally accredited institution is required for program admission.	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Master's Degree (PM Cert only)	Master's degree	A master's degree from a regionally accredited institution is required for program admission.	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Professional Statement	Professional Statement	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Online Recommendations	UNC Charlotte Recommendation Form	Three online recommendations are required.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recs	Graduate School	N/A		

Official Transcripts	Official Transcripts	Officially certified transcripts of all work attempted beyond high (secondary) school	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Resume or Curriculum Vitae	Resume or Curriculum Vitae	Current resume or Curriculum Vitae	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School	N/A		
Admissions Tests	GRE/MAT	Official report of score on GRE or MAT that is no more than 5 years old	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Official Test Report	Graduate School	Proprietary		
Work Experience	Work Experience	Three year or more of successful teaching or other professional education experience	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Resume or Curriculum Vitae	Graduate School	N/A		
"A" level certificate	Existing Licensure	Class A North Carolina Educator license or equivalent	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Licensure Certificate	Graduate School	N/A		
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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Program Advisor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
C & I Alignment Plan	Curriculum & Instruction Alignment Plan	Developed over a three-course sequence (ADMN 6120,6130,6140) and submitted during the second semester Internship.	Advanced Licensure	Midpoint	Assess candidates for proficiency on NC School Executive Standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	Proprietary		
Empowerment & Leadership Action Plan	Empowerment & Leadership Action Plan	Developed over a two-course sequence (ADMN 6100,6161) and submitted during the second semester internship	Advanced Licensure	Midpoint	Assess candidates for proficiency on NC School Executive Standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	Proprietary		
Involvement & Engagement Action Plan	Involvement & Engagement Action Plan	Developed over a three-course sequence (ADMN 6100,6161,6110) and submitted during the second semester internship	Advanced Licensure	Midpoint	Assess candidates for proficiency on NC School Executive Standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	Proprietary		
School Admin Formative Assessment	School Administrative Formative Assessment	During the first semester of the year-long internship, the school-site mentor completes a formative assessment.	Advanced Licensure	Midpoint	Monitor progression of the candidate during the year-long internship; provide feedback to candidate on progress	School-Site Mentor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's α = .81
Org Leadership & Mgmt Action Plan	Organization Leadership & Management	Developed over a four-course sequence (ADMN 6100,6105,6161,6110) and submitted during the second semester internship	Advanced Licensure	Completion	Part of the required electronic portfolio of evidences related to the several standards of school executives	Faculty Instructor	Office of Assessment and Accreditation via	Proprietary		

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
	Action Plan				in NC.		Taskstream			
School Culture & Safety Plan	School Culture & Safety Plan	Developed over a two-course sequence (ADMN 6161,6110) and submitted during the second semester internship	Advanced Licensure	Completion	Assess candidates for proficiency on NC School Executive Standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	Proprietary		
SIP Plan Review & Engagement Proj	School Improvement Plan Review & Engagement Project	Developed over the year-long internship and submitted during the second semester of the internship.	Advanced Licensure	Completion	Assess candidates for proficiency on NC School Executive Standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	Proprietary		
Candidate Survey: Program Exit (School Admin)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's α = .72
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information. **The first group was for the School Administration program in fall 2019; data are available for review by CAEP team.**	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Learning, Design, and Technology (LDT) MEd and Graduate Certificate program (School Instructional Technology Specialist [SITS] Concentration)										
Bachelor's Degree	Bachelor's degree	A bachelor's degree from a regionally accredited institution is required for program admission.	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
GPA (Grad Cert only)	Cumulative GPA	Minimum acceptable GPA of at least 2.75 (on a 4.0 scale) in last two years of coursework	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Admissions Tests (MEd only)	GRE/MAT	Acceptable score on GRE or MAT, if applicable (Students how have completed IST Grad Certificate or completed 4 courses in IST Grad Certificate with 3.5 GPA are exempt)	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Official Test Report	Graduate School	Proprietary		
Online Recommendations	UNC Charlotte Recommendation Form	Three online recommendations are required.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recs	Graduate School	N/A		

Professional Statement	Professional Statement	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Official Transcripts	Official Transcripts	Officially certified transcripts of all work attempted beyond high (secondary) school	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Teaching Experience	Teaching Experience	2 to 3 years teaching experience	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Resume or Curriculum Vitae	Graduate School	N/A		
"A" or "G" level certificate	Existing Licensure	Class A or G North Carolina Educator license or equivalent	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Licensure Certificate	Graduate School	N/A		
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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Program Advisor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Instructional Design	Instructional Design	During EIST 6110 course, candidate designs an in-depth understanding of knowledge in their fields as delineated in professional, state, and instructional standards and knowledge and skill by designing conditions for learning by applying principles of instructional systems.	Advanced Licensure	Midpoint	Monitor candidate's ability demonstrate an understanding of instructional technology standards and apply those standards	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index =1.0
Instructional Development	Instructional Multimedia Development	During EIST 6130 course, candidates creates, us, evaluate and manage effective learning environments and processes utilizing innovative technologies.	Advanced Licensure	Midpoint	Assess candidate's ability to identify the purpose and objective of the instructional multimedia project and create a program based on the objectives.	K-12 teacher (Mentee)	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Capstone Assessment (MEd only)	Capstone Experience	In the final semester, candidates demonstrate their ability to collect and analyze data related to their work, reflect on their practice and use research and technology to support and improve student learning.	Advanced Licensure	Completion	Monitor's candidate's ability to design, develop, utilize, manage and evaluate technological solution to instructional problems.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Candidate Survey: Program Exit (LDT)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	Cronbach's α = .429 on 16 coursework questions; Cronbach's α = .775 on 4 proficiency perception questions.

								Recommendation that the survey be revised was embraced by program faculty as a goal. New survey was launched in fall 2019.
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A	

Department of Middle, Secondary, and K-12 (MDSK) Programs

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Middle-Secondary MEd and Teaching English as a Second Language (TESL) MEd programs* ***Note: these two programs merged to form the Curriculum and Instruction MEd (Middle Grades, Secondary, and TESL concentrations) beginning in fall 2019.**										
GPA (in Undergraduate Program)	Cumulative GPA	Minimum acceptable GPA of at least 2.75 (on a 4.0 scale) overall and 3.00 all previously completed coursework in Junior/Senior years.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Bachelor's Degree	Bachelor's degree	A bachelor's degree from a regionally accredited institution is required for program admission.	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Professional Statement	Professional Statement	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Online Recommendations	UNC Charlotte Recommendation Form	Three online recommendations are required.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recs	Graduate School	N/A		
Official Transcripts	Official Transcripts	Officially certified transcripts of all work attempted beyond high (secondary) school	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School Program Director	N/A		
Admissions Tests	GRE/MAT	Acceptable score on GRE or MAT	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Official Test Report	Graduate School	Proprietary		
Work Experience	Work Experience	Teaching experience in middle grades or secondary classroom	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Resume or Curriculum Vitae	Graduate School	N/A		
"A" level certificate	Existing Licensure	Class A North Carolina Educator license or equivalent in MDSK teaching area	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Licensure Certificate	Graduate School	N/A		
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.	Advanced 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	During a designated program course (at the approximate midpoint of the program of study), candidates self-assess on the APD. The course instructor	Advanced Licensure	Midpoint	Continued coaching and sharing of expectations of COED regarding candidate non-academic behaviors.	Candidate	Office of Assessment and Accreditation via	EPP-based	Yes	CVI Index = 1.0

	(APD)	then assesses candidate on the APD (see Instructor Dispositions Assessment).			The self-assessment is scored for completion.		Taskstream		
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Program Advisor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Analysis of Teaching	Analysis of Teaching	Completed in advanced methods courses to demonstrate candidate's content knowledge and leadership ability through presentation, writing and critique of peer videos in content groups.	Advanced Licensure	Midpoint	Monitor candidate's ability to be clear, consistent, and convincing evidence of exemplary teaching methods and powerful impact on student learning	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 0.99
Peer Mentor Project	Peer Mentor Assessment	Candidate mentors a novice or struggling teacher in their content area throughout the semester. The mentee completes an online survey to assess the mentor's quality of support.	Advanced Licensure	Midpoint	Apply advanced program coursework to develop leadership skills and support in teacher-related issues.	K-12 teacher (Mentee)	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Teacher Leadership Project	Teaching Leadership Project	IN MDSK 6260, design a school-based reform project in which the candidate engages in a leadership role in their school and/or education community.	Advanced Licensure	Midpoint	Monitor candidates' proficiency in using seven elements related to leveraging data from school analysis project and implementing it into a service learning project.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Comprehensive Capstone Portfolio	Capstone Experience	During MDSK 6691, candidate develops a comprehensive portfolio that includes a professional curriculum vitae, personal teaching philosophy, community service project, and other assessments related to impact on student learning.	Advanced Licensure	Completion	Assess candidate's ability to synthesize skills and knowledge developed throughout the program into a single comprehensive project.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = .94
Capstone Action Research Project	Capstone Project	During MDSK 6691, candidate completes a final capstone research project paper or portfolio completed at end of program. This project is approved by a research committee.	Advanced Licensure	Completion	Assess candidate's development of literature-based theoretical framework in examining a research question including a clinically-based field experience in action research.	Program advisor/ Committee	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = .94
Candidate Survey: Program Exit (MDSK MEd)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No	Scheduled for Spring 2020 or 2021
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		

Advance Teacher Education Program Key Assessments (Detailed)

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Middle Grades (MDLG), Secondary (SECD), Foreign Language (FLED), and Teaching English as a Second Language MAT programs (Phase II) ****Note: Phase I is the initial licensure Graduate Certificate program.**										
GPA (in Phase I Grad Cert)	Cumulative GPA	Minimum acceptable GPA of at least 3.5 (on a 4.0 scale) in Graduate Certificate of Teaching (Phase I).	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Graduate Certificate of Teaching	Grad Certificate of Teaching	Completion of Graduate Certificate in Teaching	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Professional Statement	Professional Statement	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Online Recommendations	UNC Charlotte Recommendation Form	One recommendation from a full-time faculty member who has taught candidate in Graduate Certificate in Teaching program.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recs	Graduate School	N/A		
Official Transcripts	Official Transcripts	Officially certified transcripts of all work attempted beyond high (secondary) school	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School Program Director	N/A		
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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Program Advisor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Analysis of Teaching	Analysis of Teaching	Completed in advanced methods courses to demonstrate candidate's content knowledge and leadership ability through presentation, writing and critique of peer videos in content groups.	Advanced Licensure	Midpoint	Monitor candidate's ability to be clear, consistent, and convincing evidence of exemplary teaching methods and powerful impact on student learning	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 0.99

Advance Teacher Education Program Key Assessments (Detailed)

Peer Mentor Project	Peer Mentor Assessment	Candidate mentors a novice or struggling teacher in their content area throughout the semester. The mentee completes an online survey to assess the mentor's quality of support.	Advanced Licensure	Midpoint	Apply advanced program coursework to develop leadership skills and support in teacher-related issues.	K-12 teacher (Mentee)	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Teacher Leadership Project	Teaching Leadership Project	IN MDSK 6260, design a school-based reform project in which the candidate engages in a leadership role in their school and/or education community.	Advanced Licensure	Midpoint	Monitor candidates' proficiency in using seven elements related to leveraging data from school analysis project and implementing it into a service learning project.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Comprehensive Capstone Portfolio	Capstone Experience	During MDSK 6691, candidate develops a comprehensive portfolio that includes a professional curriculum vitae, personal teaching philosophy, community service project, and other assessments related to impact on student learning.	Advanced Licensure	Completion	Assess candidate's development of literature-based theoretical framework in examining a research question including a clinically-based field experience in action research.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = .94
Candidate Survey: Program Exit (MDSK MAT)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No	Scheduled for Spring 2020 or 2021
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		

Department of Reading and Elementary Education (REEL) Programs

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Elementary Education (ELED) MAT (Phase II)** ****Note: Phase I is the initial licensure Graduate Certificate program.**										
GPA (in Phase I Grad Cert)	Cumulative GPA	Minimum acceptable GPA of at least 3.5 (on a 4.0 scale) in Graduate Certificate of Teaching.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Graduate Certificate of Teaching	Grad Certificate of Teaching	Completion of Graduate Certificate in Teaching	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Professional Statement	Professional Statement	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Online Recommendations	UNC Charlotte Recommendation Form	One recommendation from a full-time faculty member who has taught candidate in Graduate Certificate in Teaching program.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recs	Graduate School	N/A		
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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Instructional Differentiation Project	Instructional Differentiation (Teacher Inquiry Project Part I)	Completed in ELED 6203 course, candidate will show advanced content area knowledge appropriate for masters' level by developing content-pedagogy strategies specific to the instructional needs of diverse learners.	Advanced Licensure	Midpoint	Monitor candidate's ability to reflect cultural needs, learning differences, behavioral differences and diversity in learning styles.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0

Advance Teacher Education Program Key Assessments (Detailed)

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Data Analysis & Action Research	Teacher Inquiry & Data Analysis (Teacher Inquiry Project Part II)	Completed in ELED 6303 course, candidate collects data within their own classrooms and share findings with colleague based on eight major areas.	Advanced Licensure	Midpoint	Demonstrate candidate's ability to impact student learning through pre/post-test and formative assessment data.	K-12 teacher (Mentee)	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Equity Classroom Management Plan	Classroom Management Plan (for Diverse Learning Needs)	Completed in ELED 6202 course, candidate examines theory, models, and best practices related to classroom management with a focus on management of special populations of students.	Advanced Licensure	Midpoint	Monitor candidates' proficiency to implement classroom management models of instruction.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Candidate Survey: Program Exit (ELED MAT)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No	Scheduled for Spring 2020 or 2021
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		
Common Name of Instrument	**Official Name of Instrument**	**Description**	**Program Level**	**Transition**	**Use**	**Data Source**	**Data Collection**	**Proprietary tool or EPP-based tool?**	**For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments**	**Validity Measures for EPP-based instruments (where applicable)**
Elementary Education (ELED) MEd										
GPA (in Undergraduate Program)	Cumulative GPA	Minimum acceptable GPA of at least 3.0 (on a 4.0 scale) in Undergraduate Studies	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Bachelor's Degree	Bachelors in Elementary Education	Completion of Bachelors in Elementary Education from an approved program	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Professional Statement	Essay	Essay describing statement of purpose for undertaking graduate study.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Admissions Tests	GRE/MAT	Acceptable score on GRE or MAT	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Official Test Report	Graduate School	Proprietary		
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.	Advanced 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	Advanced Licensure	Midpoint	Continued coaching and sharing of expectations of COED regarding candidate non-academic behaviors. The self-assessment is scored for	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0

		Dispositions Assessment).			completion.						
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes		CVI Index = 1.0
Instructional Differentiation Project	Instructional Differentiation (Teacher Inquiry Project Part I)	Completed in ELED 6203 course, candidate will show advanced content area knowledge appropriate for masters' level by developing content-pedagogy strategies specific to the instructional needs of diverse learners.	Advanced Licensure	Midpoint	Monitor candidate's ability to reflect cultural needs, learning differences, behavioral differences and diversity in learning styles.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes		CVI Index = 1.0
Data Analysis & Action Research	Teacher Inquiry & Data Analysis (Teacher Inquiry Project Part II)	Completed in ELED 6303 course, candidate collects data within their own classrooms and share findings with colleague based on eight major areas.	Advanced Licensure	Midpoint	Demonstrate candidate's ability to impact student learning through pre/post-test and formative assessment data.	K-12 teacher (Mentee)	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes		CVI Index = 1.0
Equity Classroom Management Plan	Classroom Management Plan (for Diverse Learning Needs)	Completed in ELED 6202 course, candidate examines theory, models, and best practices related to classroom management with a focus on management of special populations of students.	Advanced Licensure	Midpoint	Monitor candidates' proficiency to implement classroom management models of instruction.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes		CVI Index = 1.0
Candidate Survey: Program Exit (ELED MEd)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No		Scheduled for Spring 2020 or 2021
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A			
Common Name of Instrument	**Official Name of Instrument**	**Description**	**Program Level**	**Transition**	**Use**	**Data Source**	**Data Collection**	**Proprietary tool or EPP-based tool?**	**For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments**		**Validity Measures for EPP-based instruments (where applicable)**
Reading Education (READ) MEd											
GPA (in Undergraduate Program)	Cumulative GPA	Minimum acceptable GPA of at least 2.75 (on a 4.0 scale) overall and 3.00 all previously completed coursework in Junior/Senior years.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A			
Bachelor's Degree	Bachelor's degree	A bachelor's degree from a regionally accredited institution is required for program admission.	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A			
Professional Statement	Professional Statement	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A			

Advance Teacher Education Program Key Assessments (Detailed)

Online Recommendations	UNC Charlotte Recommendation Form	Three online recommendations are required.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recs	Graduate School	N/A		
Official Transcripts	Official Transcripts	Officially certified transcripts of all work attempted beyond high (secondary) school	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School Program Director	N/A		
Admissions Tests	GRE/MAT	Acceptable score on GRE or MAT	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Official Test Report	Graduate School	Proprietary		
"A" level certificate	Existing Licensure	Class A North Carolina Educator license or equivalent in any teaching area	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Licensure Certificate	Graduate School	N/A		
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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Presentation at Reading Conference	State Reading Conference Presentation	Completed in READ 6474 course, candidate creates a work product where candidates conduct a needs assessment that evaluates local, state, and national student performance data. In addition, candidate develops a proposal for the State Reading Conference and implements the proposal.	Advanced Licensure	Midpoint	Monitor candidate's ability to reflect on needs assessment and strategies for assuming leadership responsibility of a literacy specialist.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Technology Assignment	READ MEd Technology Assignment	Completed in READ 6265 course, candidate develop a how-to project to show educators and/or students how to use a particular technology in the service of teaching and learning.	Advanced Licensure	Midpoint	Monitor candidates' proficiency to implement technology applications for an instructional unity of study.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Candidate Survey: Program Exit (READ MEd)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No	Scheduled for Spring 2020 or 2021
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		

Department of Special Education and Child & Family Development (SPCD) Programs

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Special Education (SPED) MAT (Phase II)** **Note: Phase I is the initial licensure Graduate Certificate program.**										
GPA (in Phase I Grad Cert)	Cumulative GPA	Minimum acceptable GPA of at least 3.5 (on a 4.0 scale) in Graduate Certificate of Teaching.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Graduate Certificate of Teaching	Grad Certificate of Teaching	Completion of Graduate Certificate in Teaching	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Admissions Test	GRE or MAT	Acceptable scores on GRE or MAT, if GPA before 3.5	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Official Test Report	Graduate School	Proprietary		
Professional Statement	Professional Statement	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Online Recommendations	UNC Charlotte Recommendation Form	One recommendation from a full-time faculty member who has taught candidate in Graduate Certificate in Teaching program.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recs	Graduate School	N/A		
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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Positive Behavior Support Project	Positive Behavior Support Project (PBS)	Completed in SPED 6502 courses, candidate demonstrates and applies content knowledge and skills in the context of completing a field-bases behavioral	Advanced Licensure	Midpoint	Monitor candidate's proficiency in gathering information to inform nature and function of student's	Faculty Instructor	Office of Assessment and Accreditation via	EPP-based	Yes	CVI Index = 1.0

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
		support project to thoroughly understand relationship between classroom management and effective instruction for students at risk of a disability or challenging behaviors.			problem behavior through functional behavioral assessment.		Taskstream			
Data -Based Decision Project	Data-Bashed Decisions Project (DBD)	Completed in SPED 6691 course, candidates complete a field-based project that implements evidence-based intervention strategy to improve student learning.	Advanced Licensure	Midpoint	Demonstrate candidate's ability to impact student learning through data-based research and study.	K-12 teacher (Mentee)	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
SPED MAT/MEd Tech Assignment	Research Proposal Technology Assignment	Completed in RSCH 7113 & SPED 6691/4 courses, candidate develop a graph based on hypothetical data that corresponds to the experimental design, independent/dependent variables, and measurements used in a research proposal.	Advanced Licensure	Midpoint	Assess candidate's ability to develop and write a capstone research proposal based on constructed data that corresponds.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Candidate Survey: Program Exit (SPED MAT)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No	Scheduled for Spring 2020 or 2021
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Special Education (SPED) MEd*** ***** Note: This program was merged with two other programs beginning fall 2019 to form a single MEd in Special Education-Child Development.**										
GPA	Cumulative GPA	Minimum acceptable GPA of at least 3.0 (on a 4.0 scale) in all post-secondary coursework.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School Program Director	N/A		
Bachelor's degree	Bachelor's Degree	Completion of bachelor's degree in any content area	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Teaching License	Standard Professional 1 Educator's License	Standard Professional 1 (SP1) Professional Educator's License in Special Education area from NC or equivalent	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	License	Graduate School	N/A		
Admissions Test	GRE or MAT	Acceptable scores on GRE or MAT	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Official Test Report	Graduate School	Proprietary		

Advance Teacher Education Program Key Assessments (Detailed)

Assessment	Instrument	Description	Program	Timing	Purpose	Submitted By	Reviewed By	Standard Type	Inter-Rater	Notes
Professional Statement	Essay	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Online Recommendations	UNC Charlotte Recommendation Form	Three recommendations from professional educators familiar with applicant's personal and professional qualifications	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recommendations	Graduate School	N/A		
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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Positive Behavior Support Project	Positive Behavior Support Project (PBS)	Completed in SPED 6502 courses, candidate demonstrates and applies content knowledge and skills in the context of completing a field-bases behavioral support project to thoroughly understand relationship between classroom management and effective instruction for students at risk of a disability or challenging behaviors.	Advanced Licensure	Midpoint	Monitor candidate's proficiency in gathering information to inform nature and function of student's problem behavior through functional behavioral assessment.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Data -Based Decision Project	Data-Bashed Decisions Project (DBD)	Completed in SPED 6691 course, candidates complete a field-based project that implements evidence-based intervention strategy to improve student learning.	Advanced Licensure	Midpoint	Demonstrate candidate's ability to impact student learning through data-based research and study.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
SPED MAT/MEd Tech Assignment	Research Proposal Technology Assignment	Completed in RSCH 7113 & SPED 6691/4 courses, candidate develop a graph based on hypothetical data that corresponds to the experimental design, independent/dependent variables, and measurements used in a research proposal.	Advanced Licensure	Midpoint	Assess candidate's ability to develop and write a capstone research proposal based on constructed data that corresponds.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Research Project	Research Project (MEd Only)	Completed in SPED 6694, candidates develop a final written manuscript for worked constructed access three semesters of research courses and design a full research study designed to improve learner academic performance.	Advanced Licensure	Midpoint	Evaluate candidate's ability to use in-depth knowledge of evidence-based research and data analysis in special education.	Faculty Instructor/ Committee	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Candidate Survey: Program Exit (SPED MEd)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No	Scheduled for Spring 2020 or 2021

Advance Teacher Education Program Key Assessments (Detailed)

Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Special Education: Academically and Intellectually Gifted (SPED-AIG) MEd* ***Note: This program was merged with two other programs beginning fall 2019 to form a single MEd in Special Education-Child Development.**										
GPA	Cumulative GPA	Minimum acceptable GPA of at least 3.0 (on a 4.0 scale) in all post-secondary coursework.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School Program Director	N/A		
Bachelor's degree	Bachelor's Degree	Completion of bachelor's degree in any content area	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Teaching License	Standard Professional 1 Educator's License	Standard Professional 1 (SP1) Professional Educator's License in Special Education area from NC or equivalent	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	License	Graduate School	N/A		
Admissions Test	GRE or MAT	Acceptable scores on GRE or MAT (Unless received a grade of A in three of four courses in AIG Graduate Certificate program)	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Official Test Report	Graduate School	Proprietary		
Professional Statement	Essay	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Online Recommendations	UNC Charlotte Recommendation Form	Three recommendations from professional educators familiar with applicant's personal and professional qualifications	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recs	Graduate School	N/A		
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.	Advanced 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	Advanced Licensure	Midpoint	Continued coaching and sharing of expectations of COED regarding candidate non-academic behaviors. The self-assessment is scored for	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
		Dispositions Assessment).			completion.					
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Gifted Education Workshop	Gifted Education Workshop	Completed in SPED 5211 courses, candidate develops material for a one-hour workshop for teachers at their school that address definitions of giftedness, characteristics of gifted students, NC gifted legislation and issues gifted students face.	Advanced Licensure	Midpoint	Monitor candidate's proficiency in gathering information to inform nature and function of student's problem behavior through functional behavioral assessment.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = .92
Technology Original Lesson Plan	Research Proposal Technology Assignment	Completed in SPED 6224 courses, candidates provide specific evidence of how technology was used to differentiate for your gifted students and how the learning activities are connected to the learning standard and objectives of the lesson.	Advanced Licensure	Midpoint	Monitor candidate's ability to develop an original lesson that integrates technology purposefully to differentiate for one or more gifted students.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = .95
Case Study Project in Differentiation	Case Study Project in Differentiation	Completed in SPED 6270, candidates develop a differentiation instructional plan for an individual or small group of students.	Advanced Licensure	Midpoint	Evaluate candidate's ability to demonstrate his or her ability to use pretest and post-test information to guide a differentiation instructional plan.	Faculty Instructor/ Committee	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = .94
Candidate Survey: Program Exit (SPED-AIG)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No	Scheduled for Spring 2020 or 2021
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		

Special Education: Academically and Intellectually Gifted (SPED-AIG) Graduate Certificate

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?		
GPA	Cumulative GPA	Minimum acceptable GPA of at least 3.0 (on a 4.0 scale) in all post-secondary coursework.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School Program Director	N/A		
Bachelor's degree	Bachelor's Degree	Completion of bachelor's degree in any content area	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		

Teaching License	Teaching License	Teaching License from NC or its equivalent from another state	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	License	Graduate School	N/A		
Professional Statement	Essay	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Gifted Education Workshop	Gifted Education Workshop	Completed in SPED 5211 courses, candidate develops material for a one-hour workshop for teachers at their school that address definitions of giftedness, characteristics of gifted students, NC gifted legislation and issues gifted students face.	Advanced Licensure	Midpoint	Monitor candidate's proficiency in gathering information to inform nature and function of student's problem behavior through functional behavioral assessment.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = .92
Technology Original Lesson Plan	Research Proposal Technology Assignment	Completed in SPED 6224 courses, candidates provide specific evidence of how technology was used to differentiate for your gifted students and how the learning activities are connected to the learning standard and objectives of the lesson.	Advanced Licensure	Midpoint	Monitor candidate's ability to develop an original lesson that integrates technology purposefully to differentiate for one or more gifted students.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = .95
Models Original Lesson Plan	Models Original Lesson Plan	Completed in SPED 6124, candidates develop an original lesson plan structured around their choice of either the Concept development or interpretation of data teaching strategy.	Advanced Licensure	Midpoint	Evaluate candidate's ability to develop a lesson plan with modification for gifted students.	Faculty Instructor/ Committee	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = .93
Candidate Survey: Program Exit (SPED-AIG)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No	Scheduled for Spring 2020 or 2021
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		

Advance Teacher Education Program Key Assessments (Detailed)

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Child and Family Development (CHFD) MAT (Phase II)* *Note: Phase I is the initial licensure Graduate Certificate program.										
GPA	Cumulative GPA	Minimum acceptable GPA of at least 3.5 (on a 4.0 scale) in Graduate Certificate of Teaching.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School Program Director	N/A		
Graduate Certificate of Teaching	Grad Certificate of Teaching	Completion of Graduate Certificate in Teaching	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Admissions Test	GRE or MAT	Acceptable scores on GRE or MAT, if GPA before 3.5	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Official Test Report	Graduate School	Proprietary		
Professional Statement	Professional Statement	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Online Recommendations	UNC Charlotte Recommendation Form	One recommendation from a full-time faculty member who has taught candidate in Graduate Certificate in Teaching program.	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recs	Graduate School	N/A		
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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Action Research Proposal	Action Research Proposal	Completed in CHFD 6330 courses, candidate will complete a literature review and outline the proposed participants and methodology for a research study.	Advanced Licensure	Midpoint	Monitor candidate's proficiency in content expertise and evidence-based practice.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Leadership Project	Leadership Project	Completed in CHFD 7600 course, candidate designs and prepares a learner-centered professional development workshop based on the research project.	Advanced Licensure	Midpoint	Demonstrate candidate's ability to implement a workshop based on the research project.	K-12 teacher (Mentee)	Office of Assessment and Accreditation via	EPP-based	Yes	CVI Index = 1.0

Advance Teacher Education Program Key Assessments (Detailed)

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
							Taskstream			
Action Research Defense	Action Research Defense	Completed in CHFD 7600 courses, candidate develops a full research proposal as a capstone project.	Advanced Licensure	Midpoint	Assess candidate's ability to develop and write a capstone research proposal based on assessment and appropriate learning experiences	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Candidate Survey: Program Exit (CHFD MAT)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No	Scheduled for Spring 2020 or 2021
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		

Common Name of Instrument	Official Name of Instrument	Description	Program Level	Transition	Use	Data Source	Data Collection	Proprietary tool or EPP-based tool?	For EPP-based assessments: Reviewed with CAEP Framework for EPP assessments	Validity Measures for EPP-based instruments (where applicable)
Child and Family Studies (CHFS) MEd**										
**Note: This program was merged with two other programs beginning fall 2019 to form a single MEd in Special Education-Child Development.										
GPA	Cumulative GPA	Minimum acceptable GPA of at least 3.0 (on a 4.0 scale) in on all previous post-secondary coursework	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School Program Director	N/A		
Bachelor's Degree	Bachelor's Degree	A bachelor's degree in Child and Family Development, Elementary Education, Special Education or a related field from an accredited institution	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Transcript	Graduate School	N/A		
Admissions Test	GRE or MAT	Acceptable scores on GRE or MAT	Advance Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Official Test Report	Graduate School	Proprietary		
Professional Statement	Professional Statement	Candidate statement of purpose that addresses professional experiences, future goals and relevant understanding of educational program of choice	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Admissions Application	Graduate School Program Director	N/A		
Online Recommendations	UNC Charlotte Recommendation Form	Three letters of recommendation from persons familiar with the applicant's personal or professional qualifications	Advanced Licensure	Entry	Quality of Candidates; entry requirement for Master's Licensure Level program	Submitted Recs	Graduate School	N/A		

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.	Advanced 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).	Advanced 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
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.	Advanced Licensure	Midpoint	Monitoring of candidate dispositions; address any potential issues in a timely fashion.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Action Research Proposal	Action Research Proposal	Completed in CHFD 6900 courses, candidate will complete a literature review and outline the proposed participants and methodology for a research study.	Advanced Licensure	Midpoint	Monitor candidate's proficiency in content expertise and evidence-based practice.	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Leadership Project	Leadership Project	Completed in CHFD 7400 course, candidate designs and prepares a learner-centered professional development workshop based on the research project.	Advanced Licensure	Midpoint	Demonstrate candidate's ability to implement a workshop based on the research project.	K-12 teacher (Mentee)	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Action Research Defense	Action Research Defense	Completed in CHFD 7400 courses, candidate develops a full research proposal as a capstone project.	Advanced Licensure	Midpoint	Assess candidate's ability to develop and write a capstone research proposal based on assessment and appropriate learning experiences	Faculty Instructor	Office of Assessment and Accreditation via Taskstream	EPP-based	Yes	CVI Index = 1.0
Candidate Survey: Program Exit (CHFS MEd)	Self-reflective Exit Survey	Candidates complete the Exit Survey at the end of the program.	Advanced Licensure	Completion	Program Improvement/ Candidate feedback; feedback not used for program progression	Candidate	Office of Assessment and Accreditation via Taskstream	EPP-based	No	Scheduled for Spring 2020 or 2021
Employer and Completer Feedback	Focus Groups	The EPP is planning a series of focus groups to collect employer and completer feedback. These focus groups will work on a rotation by program every three years. See the narrative and evidences in A.4 for additional information.	Advanced Licensure	Follow-Up	Program Improvement; stakeholder feedback	Focus Groups facilitated by Program Director	Program Directors; Office of Assessment and Accreditation	N/A		