

## Advanced Educator Preparation Programs Assessments and Transition Points

### Department of Reading and Elementary Education (REEL) Programs

	ELED MEd	ELED MAT	READ MEd
<b>Transition 1: Entry</b>	<ul style="list-style-type: none"> <li>Bachelor's degree in Elementary Education from a regionally accredited university*</li> <li>GPA of 3.00 or higher on previous coursework (request submitted to faculty governance to increase to 3.0)</li> <li>GRE or MAT</li> <li>Three Recommendations</li> <li>Statement of Purpose</li> </ul> <p><i>*Only candidates who hold an initial teaching license in elementary education will qualify for the advanced teaching license upon program completion.</i></p>	<ul style="list-style-type: none"> <li>Completed pre-requisites (Phase I – Graduate Certificate program**) with a GPA of 3.5 or higher OR 3.0 + MAT score</li> <li>Three recommendations (one from a former instructor in the Graduate Certificate Program)</li> <li>Statement of Purpose</li> <li>Transcript Analysis</li> </ul> <p><i>**Candidates who successfully complete Phase I are recommended for the NC initial elementary license.</i></p>	<ul style="list-style-type: none"> <li>Bachelor's degree from a regionally accredited university</li> <li>GPA of 3.0 or higher on previous coursework</li> <li>Current initial teaching license in any teaching field (or equivalent)</li> <li>GRE or MAT</li> <li>Three Recommendations</li> <li>Statement of Purpose</li> </ul>
<b>Transition 2: Midpoint</b>	<ul style="list-style-type: none"> <li>Final Grade of B or higher on Phase I and II courses (GPA)</li> <li>Research Article Critique</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment of Candidate Dispositions</li> <li>Equity Classroom Management Plan</li> <li>Instructional Differentiation Project</li> </ul>	<ul style="list-style-type: none"> <li>Final Grade of B or higher on Phase I and II courses (GPA)</li> <li>Research Article Critique</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment of Candidate Dispositions</li> <li>Equity Classroom Management Plan</li> <li>Instructional Differentiation Project</li> </ul>	<ul style="list-style-type: none"> <li>Final grade of B or higher in Phase II and Phase III courses (GPA)</li> <li>Research Article Critique</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment of Candidate Dispositions</li> <li>Technology Assignment</li> </ul>
<b>Transition 3: Completion</b>	Capstone: <ul style="list-style-type: none"> <li>Data Analysis and Action Research Project</li> </ul> Program Exit Survey	Capstone: <ul style="list-style-type: none"> <li>Data Analysis and Action Research Project</li> </ul> Program Exit Survey	Capstone: <ul style="list-style-type: none"> <li>Presentation at NC Reading Conference</li> </ul> Program Exit Survey
<b>Transition 4: Teacher Effectiveness Data (EVAAS) – shared by NC DPI (beginning fall 2019); Focus Groups Data with Completers/Employers (beginning fall 2019 on scheduled rotations)</b>			

## Department of Middle Grades, Secondary and K-12 Education Programs

	MAT (Middle Grades, Secondary, Foreign Language, TESL) (Phase II after completion of Grad Cert)	Curriculum & Instruction MEd (Middle Grades, Secondary, TESL) (previously the Middle-Secondary MEd and the TESL MEd prior to fall 2019)	College of Liberal Arts and Sciences programs offered in collaboration with Cato College of Education	
			Mathematics MS with concentration in Math Education	English MA with concentration in English Education
<b>Transition 1: Entry</b>	<ul style="list-style-type: none"> <li>Completed pre-requisites (Phase I – Graduate Certificate program**) with a GPA of 3.5 or higher OR 3.0 + MAT score</li> <li>Statement of Purpose</li> <li>Three recommendations (one from a former instructor in the Graduate Certificate Program)</li> <li>Transcript Analysis</li> </ul> <p><i>**Candidates who successfully complete Phase I are recommended for the NC initial elementary license.</i></p>	<p><u>Middle/Secondary Strand</u></p> <ul style="list-style-type: none"> <li>Bachelor’s Degree from a regionally accredited university</li> <li>Current teaching license in an appropriate field:                             <ul style="list-style-type: none"> <li>For Middle/Secondary strands at requisite level: English Language Arts, Mathematics, Science, Social Studies</li> <li>For TESL: Current teaching license in any field</li> </ul> </li> <li>GPA of 3.0 or higher on previous coursework</li> <li>GRE/MAT</li> <li>Three recommendations</li> <li>Statement of Purpose</li> </ul>	<ul style="list-style-type: none"> <li>27 hours of undergraduate courses beyond freshman level</li> <li>Current initial teaching license in secondary or middle grades math</li> <li>Two years of full time teaching in math</li> <li>GPA of 3.0 or higher on previous coursework</li> <li>GRE</li> <li>Three recommendations</li> </ul>	<ul style="list-style-type: none"> <li>30 hours of undergraduate courses beyond freshman level</li> <li>Current initial teaching license in secondary or middle grades English</li> <li>GPA of 3.0 or higher on previous coursework</li> <li>GRE or MAT</li> <li>Three recommendations</li> <li>Statement of Purpose</li> </ul>
<b>Transition 2: Midpoint</b>	<ul style="list-style-type: none"> <li>Minimum of 6 hours of advanced content coursework ( at 5000 level or higher) (GPA)</li> <li>Research Article Critique</li> <li>Advanced Methods (GPA)</li> <li>Analysis of Teaching Project</li> <li>Leadership Project</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment of Candidate Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>6-9 hours of advanced content coursework (at the 5000 level or higher) (GPA)</li> <li>Advanced methods (GPA)</li> <li>Research Article Critique</li> <li>Analysis of Teaching Project</li> <li>Leadership Project (including school evaluation)</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment of Candidate Dispositions</li> <li>Research Project Proposal (Committee and IRB approval)</li> </ul>	<ul style="list-style-type: none"> <li>Final grade of B or higher in on Core Courses (15 hours), Foundations/Algebra Courses (6 hours) and Math Ed courses (9 hours)</li> <li>Leadership Project</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment Candidate of Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>M.A. in English Education Thesis/Project Proposal Assessment</li> <li>Instructor Assessment of Candidate Dispositions</li> </ul>

<p><b>Transition 3: Completion</b></p>	<p>Comprehensive Capstone Portfolio –</p> <ul style="list-style-type: none"> <li>● Philosophy of Teaching</li> <li>● Community Service Project</li> <li>● Research Paper</li> <li>● Lesson to support ELLs</li> <li>● Four Assessment Strategies</li> </ul> <p>Program Exit Survey</p>	<p>Comprehensive Capstone Portfolio –</p> <ul style="list-style-type: none"> <li>● Philosophy of Teaching</li> <li>● Community Service Project</li> <li>● Research Paper</li> <li>● Lesson to support ELLs</li> <li>● Four Assessment Strategies</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>● Capstone Action Research Project</li> </ul> <p>Program Exit Survey</p>	<ul style="list-style-type: none"> <li>● Masters Comprehensive Exam: Oral exam and Professional Growth/Research</li> <li>● Comprehensive Portfolio: <ul style="list-style-type: none"> <li>● Overall Portfolio Reflective Statement and Statement of Teaching Philosophy</li> <li>● Technology Reflection and Research Articles</li> <li>● Class Video Reflection and Examples of Collaboration</li> <li>● Articles Related to Diverse Classrooms and Research-based Teaching Episode</li> <li>● Leadership Project</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● M.A. in English Education Thesis/Project Assessment</li> <li>● Statement of the Problem</li> <li>● Review of the Literature</li> <li>● Methodology</li> <li>● Data Analysis and Findings</li> <li>● Interpretations, conclusions and Implications</li> <li>● Dissemination</li> </ul>
<p align="center"><b>Transition 4: Teacher Effectiveness Data (EVAAS) – shared by NC DPI (beginning fall 2019); Focus Groups Data with Completers/Employers (beginning fall 2019 on scheduled rotations)</b></p>				

## Department of Special Education and Child Development Programs

	MAT (Child and Family Development, Special Education) (Phase II after completion of Grad Cert)	MEd in Special Education and Child Development (previously three separate programs prior to fall 2019)		
		Child and Family Development Concentration	Academically and Intellectually Gifted (AIG) Concentration	Special Education Concentration
<b>Transition 1: Entry</b>	<ul style="list-style-type: none"> <li>Completed pre-requisites (Completed Phase I – Graduate Certificate program** with a GPA of 3.5 or higher OR MAT/GRE 30<sup>th</sup> percentile or above)</li> <li>One recommendation from a former full-time faculty instructor in the Graduate Certificate Program</li> <li>Statement of Purpose</li> <li>Transcript Analysis</li> </ul> <p><i>**Candidates who successfully complete Phase I are recommended for the NC initial elementary license.</i></p>	<ul style="list-style-type: none"> <li>Bachelor’s degree in Child and Family development, Elementary Education, Special Education, or a related field from an accredited institution</li> <li>GPA of 3.0 or higher on previous coursework</li> <li>GRE or MAT 30<sup>th</sup> percentile or above</li> <li>Three recommendations</li> <li>Statement of Purpose</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor’s degree from an accredited institution</li> <li>Initial teaching license in any content area</li> <li>GPA of 3.0 or higher on previous coursework</li> <li>GRE or MAT 30<sup>th</sup> percentile or above</li> <li>Three recommendations</li> <li>Statement of Purpose</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor’s degree in special education from an accredited institution</li> <li>Initial teaching license in special education</li> <li>GPA of 3.0 or higher on previous coursework</li> <li>GRE or MAT 30<sup>th</sup> percentile or above</li> <li>Three recommendations</li> <li>Statement of Purpose</li> </ul>
<b>Transition 2: Midpoint</b>	<p><i>Child and Family Development</i></p> <ul style="list-style-type: none"> <li>Action Research Proposal</li> <li>Leadership Project</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment of Candidate Dispositions</li> </ul> <p><i>Special Education</i></p> <ul style="list-style-type: none"> <li>Positive Behavior Support Project</li> <li>Technology Assessment 1</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment of Candidate Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>Research Article Critique</li> <li>Action Research Proposal</li> <li>Leadership Project</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment of Candidate Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>Research Article Critique</li> <li>Case Study in Differentiation</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment of Candidate Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>Research Article Critique</li> <li>Positive Behavior Support Project</li> <li>Technology Assessment 1</li> <li>Dispositions Self-Assessment 2</li> <li>Instructor Assessment of Candidate Dispositions</li> </ul>
<b>Transition 3: Completion</b>	<p><i>Child and Family Development</i></p> <ul style="list-style-type: none"> <li>Action Research Final Report</li> <li>Action Research Defense</li> <li>Technology Assessment</li> </ul> <p><i>Special Education</i></p> <ul style="list-style-type: none"> <li>Data-Based Decision Capstone Project</li> <li>Technology Assessment 2</li> </ul>	<ul style="list-style-type: none"> <li>Action Research Final Report</li> <li>Action Research Defense</li> <li>Technology Assessment</li> <li>Program Exit Survey</li> </ul>	<ul style="list-style-type: none"> <li>Capstone Research Project in AIG formal paper</li> <li>Formal presentation of Capstone Research Project</li> <li>Program Exit Survey</li> </ul>	<ul style="list-style-type: none"> <li>Master’s Research Project</li> <li>Technology Assessment 2</li> <li>Program Exit Survey</li> </ul>

- Program Exit Survey

**Transition 4: Teacher Effectiveness Data (EVAAS) – shared by NC DPI (beginning fall 2019);  
Focus Groups Data with Completers/Employers (beginning fall 2019 on scheduled rotations)**

## Department of Educational Leadership Programs

	<b>School Administration MSA and Post-Masters Certificate</b>	<b>Learning, Design, and Technology MEd and Graduate Certificate</b>	<b>Educational Leadership EdD (Superintendent Conc)</b>
<b>Transition 1: Entry</b>	<ul style="list-style-type: none"> <li>• Bachelor’s Degree from a regionally accredited university</li> <li>• Master’s Degree from a regionally accredited university (PM Cert only)</li> <li>• GRE/MAT</li> <li>• Cumulative GPA 3.0 or higher in undergraduate program</li> <li>• Online recommendations</li> <li>• Professional Statement</li> <li>• Transcript Analysis</li> <li>• Resume or Curriculum Vitae</li> <li>• 2-3 Years Teaching Experience</li> <li>• “A” certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor’s Degree from a regionally accredited university</li> <li>• GRE/MAT (MEd only)</li> <li>• Cumulative GPA 2.75 or higher on last two years of coursework (Grad Cert only)</li> <li>• Online recommendations</li> <li>• Professional Statement</li> <li>• Transcript Analysis</li> <li>• 2-3 Years Teaching Experience</li> <li>• “A” or “M” level certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Master’s Degree from a regionally accredited university</li> <li>• GRE/MAT</li> <li>• Cumulative GPA 3.5 or higher in master’s degree program</li> <li>• Online recommendations</li> <li>• Professional Statement</li> <li>• Transcript Analysis</li> <li>• Resume or Curriculum Vitae</li> <li>• 3 Years Relevant Work Experience as School Leader</li> <li>• “M” certificate in relevant field</li> </ul>
<b>Transition 2: Midpoint</b>	<ul style="list-style-type: none"> <li>• Final grade of B or higher on courses prior to internship</li> <li>• Final grade of B or higher in ADMN 6410 and ADMN 6420 (Internship)</li> <li>• Dispositions Self-Assessment 2</li> <li>• Instructor Assessment Candidate of Dispositions</li> <li>• MSA Formative Assessment (Internship)</li> <li>• C &amp; I Alignment Plan (req’d for licensure)</li> <li>• Empowerment and Leadership Action Plan (req’d for licensure)</li> <li>• Involvement and Engagement Action Plan (req’d for licensure)</li> </ul>	<ul style="list-style-type: none"> <li>• Final grade of B or higher on Core Courses</li> <li>• Instructional Design Project</li> <li>• Dispositions Self-Assessment 2</li> <li>• Instructor Assessment Candidate of Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• Final grade of B or higher on concentration courses</li> <li>• Final grade of B or higher in ADMN 8410 and ADMN 8420 (Internship)</li> <li>• Dispositions Self-Assessment 2</li> <li>• Instructor Assessment Candidate of Dispositions</li> <li>• Doctoral Qualifying Exam</li> <li>• Dissertation Proposal Defense</li> </ul>

<p><b>Transition 3: Completion</b></p>	<ul style="list-style-type: none"> <li>• Certificate of Competency completed by Principal Mentor</li> <li>• Organizational Leadership and Management Action Plan (req'd for licensure)</li> <li>• School Culture and Safety Plan (req'd for licensure)</li> <li>• SIP Plan Review and Engagement Project</li> </ul> <p>Program Exit Survey</p>	<ul style="list-style-type: none"> <li>• Instructional Multimedia Development Project</li> </ul> <p>Capstone (MEd):</p> <ul style="list-style-type: none"> <li>• Capstone Experience</li> </ul> <p>Program Exit Survey</p>	<p>Capstone:</p> <ul style="list-style-type: none"> <li>• Dissertation Defense</li> </ul> <p>Program Exit Survey</p> <p>Evidences that must be completed prior to licensure:</p> <ul style="list-style-type: none"> <li>• Evidence 1: Vision</li> <li>• Evidence 2: Staffing</li> <li>• Evidence 3: Resources</li> <li>• Evidence 4: Instruction/Learning</li> <li>• Evidence 5: Governance</li> </ul>
<p><b>Transition 4: Focus Groups Data with Completers/Employers (beginning fall 2019 on scheduled rotations); School Leader Effectiveness Data from districts (CMS) as available</b></p>			