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**INSTITUTIONAL REPORT FOR**

**University of Northern Colorado  
College of Education and Behavioral Sciences  
2013 CDE / CDHE Modified Re-Authorization  
Institutional Report**

**MARCH 13, 2013**

The University of Northern Colorado College of Education and Behavioral Sciences completed this report as a component of a mini re-authorization of select teacher education programs, at the request of the Colorado Department of Higher Education and Colorado Department of Education. CDHE and CDE requested that UNC complete select components (highlighted in yellow) within the Institutional Report as part of the mini re-authorization. The mini re-authorization was scheduled in part due to UNC's 2010 reaccreditation by the National Council for Accreditation of Teacher Education (NCATE), and in part due to the newly aligned CDHE/CDE and Council for the Accreditation of Educator Preparation (CAEP; formerly NCATE) full reauthorization visit in 2016. Click here for additional information on the [2010 NCATE review and accreditation](#).

### **INSTITUTIONAL REPORT FOR INITIAL UNIT APPROVAL AND REAUTHORIZATION SITE VISITS**

The following Institutional Report (IR) template should be used by institutions hosting a Department of Higher Education/Colorado Department of Education (DHE/CDE) on-site visit. This IR template includes the prompts or questions to which the institution should respond for each of the six statutory performance measures (C.R.S. §23-1-121). Responses should include information on initial and advanced programs leading to any CDE endorsement. To reduce burden and duplication in the state reauthorization process, this DHE/CDE IR template contains elements of both the NCATE IR template and TEAC Inquiry Brief template. Institutions may copy and paste from their NCATE, TEAC, Title II and other reports where appropriate.

There are a suggested number of characters for each response. Institutions should not feel compelled to use all available characters to respond to prompts. In many cases, direct and succinct responses will not require the maximum number of characters, but institutions are free to go over the suggested number of characters. Responses need not be exhaustive. (As a reference, there are approximately 2,600 characters on this page.)

This report is meant to be a summary introduction to the unit (all departments, schools or colleges involved in the preparation of candidates) and its programs. Content review materials get submitted to CDE separate from this report. Please see the following for instructions on how to prepare materials for the CDE content review:

[http://www.cde.state.co.us/edprepprogram/epp\\_index.htm](http://www.cde.state.co.us/edprepprogram/epp_index.htm)

[http://www.cde.state.co.us/EdPrepProgram/EPP\\_review\\_resources/license\\_review.htm](http://www.cde.state.co.us/EdPrepProgram/EPP_review_resources/license_review.htm)

The on-site review to follow will include a thorough examination of the evidence. In writing responses for this report, institutions may refer to SPA reports, Student Handbooks, and many other documents that are either linked, included as appendices, or available online. For instance, some institutions have found it helpful to identify the key exhibits or evidence that they believe will support the claims that they make in their responses to each prompt. Tables, figures, and links to key electronic exhibits may be included for each prompt.

The institutional report (IR) can be written in the following online template, which includes space to upload tables, figures, and lists of key exhibits. The overall length of the IR should not exceed 50 pages, including tables, figures, and links to key exhibits. At least 60 days prior to your site visit, submit the IR electronically (including any supplemental documents that serve as evidence) as one document to the online submission system at:

<http://highered.colorado.gov/Academics/TeacherEd/DegreePrograms/Default.html>

Please also submit the IR to [goetz\\_j@cde.state.co.us](mailto:goetz_j@cde.state.co.us)

Upon receiving the IR and program content review materials, CDE will conduct a document review of programs for the eight Performance Based Standards for Colorado Teachers and additional endorsement standards reflected in the Colorado Educator Licensing Act (C.R.S. 22-60.5). DHE will review the IR for the following performance criteria: admission system; advising and counseling of teacher candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base (C.R.S. 23-1-121.2). If you have any questions, please contact:

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## OVERVIEW

**This section sets the context for the visit. It should clearly state the role and mission of the institution. It should also describe the characteristics of the unit.**

### I. Institution

1. Briefly describe the program's commitment to the State Board of Education's Performance-Based Standards for Colorado Teachers (Rule 5.00), Principal Licensure Standards (Rule 6.00) and the Colorado Commission on Higher Education's statutory performance measures. (approx. 2,000 characters)

- Rationale: Institution should describe its efforts to improve its programs to satisfactorily meet Colorado teacher and principal standards and statutory requirements.

2. What is the institution's historical context? Please also briefly describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel. (NCATE A.1) (approx. 2,000 characters)

- Rationale: Help the review team understand anything unique to the institution's context that explains what programs are offered and why, past relationships with surrounding districts, individuals or policies and laws that led to sweeping changes and so on.

3. What is the institution's role and mission (in regards to educator preparation) and what region of the state does it serve? (approx. 1,500 characters)

- Rationale: This will help the team determine if the unit is helping to meet the needs of districts in its region and can be used as leverage for more financial and other resources.

## II. The unit

1. Describe the professional education unit at your institution. What is the relationship between the education department/school/college, the College of Arts & Sciences and any others involved in the preparation of candidates? (TEAC 3.1; NCATE B.1) (approx. 1,500 characters).

- Rationale: This helps the team understand all those involved in the preparation of educators and their roles. \*Please include an organizational chart.

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2. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, K-12 experience, and expertise in the field in which they teach and the level in which they supervise)? Please complete the table below or upload your own table. (TEAC 4.2.3, 4.2.4; NCATE 5a.1) [Please include vitae for each education faculty member and adjunct].

- Rationale: Used to determine the balance of instructors with elementary vs. secondary experience, expectations for scholarship and service, ratio of tenure-track to adjunct and so on.

**Table: Faculty Qualification Summary**

<b>Faculty Member Name</b> “Faculty” includes all instructors, adjuncts & graduate student teachers.	<b>Highest Degree &amp; Field</b>	<b>Faculty Rank</b>	<b>Tenure Track? (YES/NO)</b>	<b>Teaching or Other Professional Experience in P-12 Schools</b>
[Sample entry]: Juanita Cruz	Ph.D. Curriculum & Instruction: Elementary Mathematics	Associate Professor	Yes	5 yrs. Elementary teacher 2 yrs. Asst. Principal

3. What are the demographics of faculty members who work with candidates? Please complete the table below or insert your own table. (NCATE 4b.3.)

- Rationale: To compare diversity of Education faculty with all faculty at the institution.

**Table: Faculty Demographics**

	<b>Faculty Who Teach in the Unit n (%)</b>	<b>All Faculty in the Institution n (%)</b>
	“Faculty” includes all instructors, adjuncts & graduate student	

	teachers.	
American Indian or Alaska Native	[Sample entry]: 2 tenure-track 1 adjunct	
Asian		
Black or African American, non-Hispanic		
Native Hawaiian or Other Pacific Islander		
Hispanic or Latino		
White, non-Hispanic		
Two or more races		
Other		
Race/ethnicity unknown		
<b>Total</b>		
Female		
Male		
<b>Total</b>		

4. What efforts does the unit make to recruit and retain a diverse faculty and with what success? (NCATE 4b.4.) (approx. 2,000 characters)

- Rationale: Diverse faculty tend to attract diverse students.

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5. What programs are offered at your institution to prepare candidates? Please complete Table 2 or upload your own table below. (TEAC 4.1; NCATE B.3, B.4)

**Table: Educator Preparation Programs and Their Review Status**

<b>Program</b>	<b>Award Level (e.g., Bachelor's, Post-Bacc, Master's or Doctoral)</b>	<b>Number of Candidates Enrolled</b>	<b>Number of Completers</b>	<b>Status of National Recognition of Programs by NCATE or TEAC</b>

6. Which of the above educator preparation programs are offered off-campus or via distance learning technologies and how do you ensure they meet the same objectives and outcomes as programs taught in the traditional classroom? (NCATE B.5) (approx. 1,000 characters)

- Rationale: The review will ask to see hybrid and online classes during the site visit to ensure congruency with traditional classroom courses.

7. What substantive changes have taken place in the unit since initial approval or your last review (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? (TEAC 3.1, 3.2; NCATE B.6) (approx. 3,000 characters)

- Rationale: If the team understands these changes, they may have ideas for helping the institution to address them.

8. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its faculty teaching, courses, programs, and clinical experiences? (TEAC 3.1, 3.2; NCATE 2c.1, 2c.2, 2c.3, 2c.4) (approx. 7,000 characters)

- Rationale: Describe program self-improvement without focusing too much on graduate and employer surveys, which will be addressed under Statutory Performance Measure F.

### **III. Budget & Facilities**

1. OPTIONAL: What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions? (TEAC 4.4; NCATE 6b.1) (approx. 2,000 characters)

- Rationale: The team can use this information to try and leverage more support for the unit. The program will not be penalized if they choose not to provide this information.

2. OPTIONAL: How adequately does the budget support all programs for the preparation of candidates, as well as faculty teaching, scholarship and service to P-12 education? What changes to the budget over the past few years have affected the quality of the programs offered? (TEAC 4.4; NCATE 6b.2) (approx. 2,000 characters)

- Rationale: The team can use this information to try and leverage more support for the unit. The program will not be penalized if they choose not to provide this information.

3. How well does the unit's physical space, equipment and supplies meet the needs of the unit to adequately recruit, retain and graduate future candidates from diverse backgrounds and traditionally underserved geographical areas of the state? (TEAC 4.3; NCATE 6d, 6e) (approx. 2,000 characters)

- Rationale: The team can use this information to try and leverage more support for the unit.

## STATUTORY PERFORMANCE MEASURES

**This section is the focus of the institutional report. A description of how the unit meets each performance indicator must be presented. Significant differences among programs may be described. Links to key exhibits to support the descriptions may be embedded.**

### Statutory Performance Measure A: Admissions System

**The unit has a comprehensive admission system including screening and counseling for students considering becoming educator candidates.**

#### Justification:

- DHE/CDE request this information to help ensure a stable teaching force that reflects the population of the state (C.R.S. §23-13-104), to prevent student complaints, and to ensure a seamless pipeline from K-12 and community colleges into educator preparation programs.
- CCHE has set as a priority to increase retention and graduation rates of underserved students, especially low-income, minority and males (C.R.S. §23-5-129).
- Section 206 of the federal Higher Education Opportunity Act requires teacher preparation programs to describe annual quantifiable goals for increasing the number of prospective teachers prepared in teacher shortage areas designated by the CDE, including mathematics, science, special education, ESL, bilingual education and foreign languages.

#### **A1. Unit has adopted appropriate admission requirements and strives to increase standards for admission into the program.**

A1.a. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues? (TEAC 4.5, 4.6.1, 4.6.3; NCATE 6a.2) (approx. 2,000 characters)

- Rationale: Students have the right to know what they're getting themselves into.

A1.b. What screening process is in place to assess applicants' personal and professional dispositions and aptitude to relate to children prior to admission? (TEAC 1.3, 4.6.1; NCATE 1g.1) (approx. 2,000 characters)

- Rationale: Better to identify candidates with dispositional issues before they enter the program.

A1.c. How many students have been denied admission and for what reasons? Please disaggregate by race, ethnicity and gender. You may insert a table. (approx. 1,500 characters)

- Rationale: The better informed DHE is on this, the better DHE can assist units in handling any resulting student complaints.

**A2. Multiple entry points exist for qualified individuals considering teacher education.**

A2.a. What transfer and articulation agreements or memoranda of agreement (MOA) does the unit have with 2-year colleges? What is the number of students entering and successfully completing the unit’s programs from 2-year colleges over the last 5 years? (TEAC 4.6) (approx. 2,000 characters)

- Rationale: To help ensure compliance with transfer/articulation agreements and admittance into educator preparation for candidates starting out at 2-year colleges.

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A2.b. What other programs or opportunities are there to attract qualified individuals (including non-traditional, veterans of armed-forces, and high school students) into educator preparation programs? (TEAC 4.6) (approx. 2,000 characters)

- Rationale: To help ensure admittance into educator preparation for qualified candidates.

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A2.c. How does the unit ensure the accessibility of resources (such as tutoring, online resources, counseling, writing center, and etc.) to candidates, including candidates in off-campus, distance learning, and from transfer institutions, through electronic means? (TEAC 4.5; NCATE 6e.5) (approx. 2,000 characters)

- Rationale: To help ensure admittance into educator preparation for qualified candidates.

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**A3. Recruitment of candidates.**

A3.a. What are the demographics of the candidates in educator preparation programs? Please complete the table below or insert your own table. (TEAC 4.6.1; NCATE 4c.2) Please also define the geographical area served (i.e., school districts & region of the state).

- Rationale: To ensure a stable teaching force that reflects the population of the state (C.R.S. §23-13-104)

**Table: Candidate Demographics**

	Candidates in Educator Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native			
Asian			
Black or African American, non-Hispanic			
Native Hawaiian or Other Pacific Islander			



Hispanic or Latino			
White, non-Hispanic			
Two or more races			
Other			
Race/ethnicity unknown			
<b>Total</b>			
Female			
Male			
<b>Total</b>			

A3.b. What efforts does the unit make to recruit and retain candidates from diverse groups? What successes have been met over the last 5 years? (TEAC 4.5, 4.6.1; NCATE 4c.3.) (approx. 2,000 characters)

- Rationale: To ensure a stable teaching force that reflects the population of the state (C.R.S. §23-13-104)

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A3.c. What efforts does the unit make to recruit candidates into high-needs content areas and who will likely teach in hard-to-staff geographic regions of the state? (TEAC 4.6.1) (approx. 2,000 characters)

- Rationale: To increase the number of prospective teachers prepared in teacher shortage areas and hard-to-staff regions of the state.

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**Statutory Performance Measure B: Advising, Ongoing Screening & Counseling**

**The unit provides ongoing screening, counseling and advising of candidates by practicing educators or college and university faculty members.**

**Justification:**

- DHE/CDE request this information to ensure program completion, prevent student complaints and ensure the safety and well-being of K-12 students with whom candidates interact.
- DHE/CDE request this information to ensure that faculty throughout the unit, as well as cooperating teachers and principals in partner K-12 schools, share the same expectations of candidates for coursework and field-based experiences.
- The idea here is to get educator preparation programs/IHEs to take more responsibility to help fill local, regional and state needs with well-qualified teachers in all content areas, as well as other school personnel like speech/language pathologists.

**B1 . Systems to advise and position candidates to be successful.**

B1.a. How does the unit ensure that candidates have regular and consistent access to advising? Which members of the professional community participate in program design, implementation, evaluation and advising? In what ways do they participate? How do they ensure consistent

expectations for candidates and convey them? (TEAC 4.2, 4.5.1, 4.5.2, 4.5.3; NCATE 6a.4, 6a.5) (approx. 3,000 characters)

- Rationale: This has been one of the largest areas of concern on recent site visits. If Teacher Education and Arts & Sciences faculty do not frequently communicate with one another, they cannot relay consistent and accurate information to candidates.

B1.b. What system is in place for “red flagging” candidates who exhibit unprofessional behaviors and dispositions and for providing corrective action and/or counseling them out of the program? How is this responsibility shared across the unit? (TEAC 4.7.1, 4.7.2; NCATE 2b.3) (approx. 2,000 characters)

- Rationale: Candidates should receive appropriate counseling and should be counseled out of the profession if it can be demonstrated they should not be working with K-12 students.

B1.c. For those candidates who did not meet admissions requirements and were admitted conditionally, what processes are in place to monitor them and help them complete the program successfully? How is this responsibility shared across the unit? (TEAC 4.5, 4.7) (approx. 2,000 characters)

- Rationale: To increase program completer rate for candidates who have the potential.

B1.d. How has the unit addressed candidates’ content deficiencies and encouraged retention/program completion (especially of post-baccalaureate and transfer students, traditionally underserved students and students who fail PLACE/Praxis II exams) and with what success over the last 5 years? [You might insert a table showing retention rates.] (TEAC 4.5) (approx. 2,000 characters)

- Rationale: To increase program completer rate for candidates who have the potential.

### **Statutory Performance Measure C: Coursework & Field Based Training Integrate Theory and Practice**

**Course work and field based training integrate theory and practice and educates candidates in methodologies, practices and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado Model Content Standards.**

#### **Justification:**

- Ensure an appropriate mix of general education, content knowledge and professional knowledge exists.
- CDE/DHE request this information to help ensure teachers understand Performance-Based Standards for Colorado Teachers (Rule 5.00, *Rules for the Administration of the Educator Licensing Act of 1991*), that principals understand Performance-Based Principal

Licensure Standards (Rule 6.00, *Rules for the Administration of the Educator Licensing Act of 1991*), and Colorado Model Content Standards.

- Assurances that educator preparation programs have a commitment to equity and excellence (C.R.S. §22-7-403), that teachers are able to prepare students to actively participate in democracy (C.R.S. §22-7-1002), and to ensure that K-12 students will be post-secondary and workforce ready (C.R.S. §22-7-1008).

**C1 . Title II, Sections 205 & 206 of the federal Higher Education Opportunity Act assurances. (TEAC 1.1, 1.2, 1.3, 4.1; NCATE 1c.2, 1f.2)**

C1.a. Provide a description of the activities and assurances that preparation provided to candidates responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends. (For instance, how/when do unit faculty communicate with local K-12 schools about shortage areas and how/when are candidates advised to complete an add-on endorsement to make themselves more employable and fill regional and state teacher shortage areas?) (TEAC 4.6.1) (approx. 2,000 characters)

- Rationale: Educator preparation programs need to take responsibility to prepare the educators their region and the state needs.

C1.b. Provide a description of the activities and assurances that preparation provided to candidates is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. (approx. 2,000 characters)

- Rationale: Faculty in educator preparation programs should be familiar with current trends and best practices to prepare candidates.

C1.c. Provide a description of the activities and assurances that special education candidates receive course work in core academic subjects and receive preparation in providing instruction in core academic subjects. (approx. 2,000 characters)

- Rationale: Special educators need to be able to teach content.

C1.d. Provide a description of the activities and assurances that general education candidates receive preparation in providing instruction to diverse populations, including children with disabilities, English language learners (ELL's), and children from low-income families. (approx. 2,000 characters)

- Rationale: The better that teachers can understand the effects of students' backgrounds, the better that teachers can meet all their students' needs.

C1.e. Provide a description of the activities and assurances that candidates receive preparation on how to effectively teach in urban and rural schools, as applicable. (approx. 2,000 characters)

- Rationale: The better that teachers can understand the effects of students' backgrounds and communities in which they live, the better that teachers can meet all their students' needs.

## **C2 . Coursework contains linkages to field experiences, Colorado Model Content Standards, postsecondary & workforce readiness and culturally responsive teaching.**

C2.a. What evidence is there that candidates make connections between defined learning goals in coursework (theory & research based evidence) and their practicum and student teaching experiences (practice)? In other words, how are field based experiences tied in with coursework in meaningful ways? (TEAC 1.1, 1.2, 2.1, 2.2, 4.1; NCATE 1a) (approx. 3,000 characters)

- Rationale: Courses with field-experiences should require some type of assessment to help the candidate make connections between what they're learning in the classroom and what they're experiencing in the field AND should require the candidate to practice something in the field that they've learned in the classroom.

C2.b. What efforts are being made to incorporate postsecondary and workforce readiness into what candidates should know and be able to do? (TEAC 1.1, 1.2, 1.3, 2.1, 2.2, 4.1; NCATE 1a) (approx. 2,000 characters)

- Rationale: Candidates should know how to teach K-12 students the knowledge, skills and behaviors they will need to be successful after high school. The description of postsecondary and workforce readiness is available at: [http://highered.colorado.gov/Academics/CAP4K/PWR\\_Description\\_Adopted\\_20090630.pdf](http://highered.colorado.gov/Academics/CAP4K/PWR_Description_Adopted_20090630.pdf) and [http://highered.colorado.gov/Academics/CAP4K/PWR\\_Description\\_graph.pdf](http://highered.colorado.gov/Academics/CAP4K/PWR_Description_graph.pdf)

C2.c. What evidence is there that candidates develop the knowledge, skills and behaviors for culturally responsive teaching and can demonstrate a deep understanding of the differences that each student, family and colleague brings with them into the classroom, including (but not limited to) those based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, transgender status, and geographical area and how those differences can impact student learning? (TEAC 1.3; NCATE 1g.3) (approx. 2,000 characters)

- Rationale: Candidates need to become reflective teachers who create safe and culturally responsive learning environments and who understand how their own backgrounds impact their teaching, as well as how the backgrounds of their students impact the students' ability to learn from that candidate.

## **C3. Principal and administrator preparation programs.**

C3.a. What evidence is there about principal and administrator candidates' proficiencies related to the principles of business management and budgeting practices? (TEAC 1.1, 2.1, 2.2, 4.1; NCATE 1e.) (approx. 2,000 characters)

- Rationale: DHE is to review principal and administrator preparation programs for this performance measure pursuant to C.R.S. §23-1-121.3.

C3.b. What evidence is there about principal and administrator candidates' proficiencies related to the analysis of student assessment data and its use in planning for student instruction? (TEAC 1.2, 2.1, 2.2, 4.1; NCATE 1e.) (approx. 2,000 characters)

- Rationale: DHE is to review principal and administrator preparation programs for this performance measure pursuant to C.R.S. §23-1-121.3. Colorado TELL Survey revealed 50% of principals require additional support in this area.

C3.c. What evidence is there about principal and administrator candidates' proficiencies related to the successful implementation of induction (mentoring) programs for new teachers, their ability to create a school environment where teachers are treated as professionals and want to work, and their ability to serve as strong instructional leaders? (TEAC 1.2, 2.1, 2.2, 4.1; NCATE 1e.) (approx. 2,000 characters) *Note: Per Ian MacGillivray, for UNC's modified review, this section also applies to school counselors. (July 31, 2012).*

- Rationale: These are state and national issues that keep coming up as being very important and no one agency is taking the lead. Colorado TELL Survey revealed about 50% of principals require additional support in these areas.

UNC addresses the principal and administrator candidates' proficiencies related to the successful implementation of induction (mentoring) programs in the following Educational Leadership and Policy Studies (ELPS) courses:

- [ELPS 654](#) – Supervision of Curricular and Instructional Programs,
- [ELPS 604](#) – Understanding People: Professional Development and Educational Leadership, and
- [ELPS 670](#) – The Principalship: Developing Leadership at the Site Level.

In addition, mentoring teachers takes place during the principal internship course with the site field supervisor serving in a mentor role and modeling mentor and induction strategies for the pre-service principal. The exhibit table entitled: [Topics covered in the ELPS program at UNC that relate to mentoring and induction](#), provides an example of the topics covered in the ELPS program that relate to mentoring and induction. Furthermore, a [cross-referenced table](#) shows how the new Colorado principal licensure standards are aligned with the ELPS curriculum at UNC.

Further, pre-service school counselors are briefly introduced to competencies related to implementation and participation of induction (mentoring) programs for new teachers and school counselors. APCE 602 – Foundations of School Counseling focuses on the conceptual foundation of the counseling and school counseling professions including history, philosophy, principles and trends. The course includes functions of counselors, administrators, teachers and parents in meeting students' needs. In addition, the course briefly addresses the school counselor's role in supporting new teachers.

## Statutory Performance Measure D: 800 Hours of Supervised Field Based Experience

Each candidate for initial teacher licensure completes a minimum of 800 hours of supervised field based experience that relates to approved standards and measures.

### Justification:

- CDE/DHE request this information to help ensure candidates have ample opportunity to practice the skills and methods learned in their coursework and expected of teachers by K-12 partners.
- K-12 schools request this information so they know what's expected of them when they take practica students and student teachers and so that program graduates are prepared to be teachers.
- Program can use this information for self-improvement. CDE/DHE request this information to help ensure teachers can teach to Colorado standards.

### D1. Collaboration between Unit and School Partners

D1.a. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences? (NCATE 3a.1) (approx. 2,000 characters)

- Rationale: Are the appropriate individuals, departments and local education agencies involved?

UNC's collaboration with local and distant districts and schools represents a wide range of relationships that reflect on the various needs and circumstances of our partners: from a close professional collaboration with local districts to growing instances of placing candidates internationally. Teacher candidates are primarily placed in [local and statewide school districts](#) with a smaller number completing out of state or out of country placements.

The needs of our partners are as dynamic as our own: districts change curriculum, renew leadership, and negotiate their accountability obligations with the State. We therefore prefer to be flexible: while collaboratively developing fundamental policies and standard [Partnership MOUs](#) and [Agreements](#), we highly value pragmatic, project-based collaboration. For example, a district may heavily rely on our faculty expertise in Math and Social Studies for professional development and curriculum design, but take some time out to reconstitute its new literacy program. Another district may request a break from student teaching placements for a semester, because of the number of schools on academic watch, and yet continue provide input on our program changes, and continue to welcome school counselors, psychologists or future principals for internships. To achieve this level of flexibility, we maintain multiple but coordinated channels of communication. Professional bridges with schools and school districts are regularly updated, renewed, and strengthening. Collaboration with our partners is an intentional, on-going process. Partners are provided links to [Information for Partner Districts and Schools](#) on what to expect as a UNC partner school.

Each program has its own way of interacting with partner districts and schools. However, the

College of Education and Behavioral Sciences (CEBS) leadership provides guiding support and accountability to make the partnership network a success. Key elements of the intentional partnership are the [Professional Education Council](#) containing K-12 representation, and the systematic manner in which programs solicit and incorporate the interests and input of the partner districts when making any significant policy and curriculum decisions. Further, common policy has been established to provide predictability and consistency in field placements and to protect districts' and buildings' interests and priorities. It is critical for a University of our size not to overwhelm our partners with multiple requests for placements—see, for example, the [universal placement procedures](#) and the [student teaching policies](#).

DI.b. How do you ensure that the teacher education program, A&S departments, supervisors, cooperating teachers, cooperating principals and candidates all share the same expectations for candidates in their field based experiences? (NCATE 3a.2, 3a.3, 3a.4) (approx. 3,000 characters)

- Rationale: Is there consistency in how candidates' field experiences are evaluated?

Faculty from CEBS meet regularly with faculty from the Colleges of Humanities and Social Sciences, Natural and Health Sciences, Performing and Visual Arts, and University College to ensure that expectations related to content, pedagogy, and field experiences are consistent for all teacher candidates. Teacher education faculty provide professional teacher education coursework and coordinate the field experiences for all students seeking licensure. To that end, faculty work collaboratively to develop, implement and evaluate field experiences across programs and curricula. Further, partner teams consisting of faculty from teacher education and content areas observe, evaluate, and meet to discuss the progress of all secondary candidates during each secondary field experience.

University Program and Field Coordinators meet with university supervisors, cooperating teachers, and student teachers/teacher candidates prior to the beginning of each semester to clarify expectations and discuss how to properly evaluate and document teacher candidate progress. Principals and Directors of Special Education are included in the discussions based on individual availability and proportional direct involvement with candidates completing field experiences.

Specific to the assessment of candidates, UNC uses the following strategies to ensure fairness, accuracy, consistency, and elimination of bias throughout the field-based assessment system as indicated in the [Unit Assessment Handbook](#):

- Assessments are linked to UNC's conceptual framework as well as NCATE, Colorado Department of Education, and Specialized Program Area standards.
- All parties utilizing a particular assessment participate in joint training in the form, features, and purpose of the procedure. Candidates are familiarized with assessments and accompanying rubrics so that they understand the form and purpose of the assessment.
- Assessment rubrics cover a wide breadth of competencies related to knowledge, skills, and professional dispositions. The same rubric is often used in early field experiences as in the final clinical practice. This allows for checks of consistency across raters and provides candidates with regular feedback and a reliable measure across time.
- The various assessment rubrics and scoring guides are made public for all candidates and

individuals involved in candidate evaluation through course syllabi and student and cooperating teacher handbooks. Clear directions to cooperating teachers and university faculty and supervisors help assure consistency and accuracy in the use of the various assessment tools.

- Supervisors and faculty are required to return scored rubrics to candidates in a timely manner, further increasing the accuracy and consistency with which rubrics are scored. During clinical practice and student teaching, cooperating teachers and supervisors meet soon after the field experience to provide feedback and coaching. The use of iWebfolio, an electronic portfolio with embedded scoring rubrics for faculty feedback, provides greater opportunity for immediate evaluation of candidate work.
- Both cooperating teachers and university faculty complete many of the same field-experience rubrics. In addition, the cooperating teacher and university faculty or supervisors compare individual evaluations. In some cases, candidates provide a self-rating on an instrument that is then compared to a supervisor's evaluation. This ensures consistency across raters, helps eliminate the possibility of unfair evaluation and/or bias, and permits candidates to be involved personally in the evaluation process.
- Should an issue arise, the field coordinator and the university field supervisor visit the cooperating teacher and student teacher/teacher candidate and work collaboratively to resolve the issue.

To further ensure fairness and lack of bias in implementing the assessment plan, a formal procedure exists to assist candidates who wish to register concerns. Initially, candidates are instructed to address their instructor or advisor with their concern or with their university consultant and/or the program coordinator.

## **D2. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice**

D2.a. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals? (NCATE 3b.5, 5a.3) (approx. 2,000 characters)

- Rationale: Do cooperating teachers/mentors meet appropriate qualifications?

### **Criteria for the Selection of Initial Licensure Clinical Faculty (Cooperating Teachers / Mentors)**

#### **For clinical faculty prior to student teaching and student teaching mentors:**

Performance criteria stated in the letter of consideration sent to principals include:

- Cooperating teachers must hold a valid Colorado teaching license and be highly qualified in the area of the student teacher / teacher candidate.
- Cooperating teachers must have successfully completed a minimum of three years of teaching in the field of supervision.
- Cooperating teachers' dispositions are such that he/she qualifies as a competent mentor for a teacher candidate.
- A principal or director of special education's recommendation

See also [Information for Cooperating Teachers](#).



**Implementing the Clinical Faculty/Mentor Selection Criteria for field placements prior to student teaching and for student teacher placement.**

Prior to each semester, the Directors of School of Teacher Education and Special Education, or specific program coordinators, contact partner school district principals.

For field placements prior to student teaching, principals are provided with

- descriptions of field expectations and needs of pre-student teachers, and
- the number of days and amount of time required for each pre-student teaching placement.

For all field placements, including student teaching, principals are

- asked to identify interested and qualified faculty, and
- informed of field placements need.

Principals' recommendations of interested and qualified faculty are emailed, faxed, or telephoned to the Directors of the Schools of Teacher Education and Special Education and the mentor teacher's credentials and aptitudes are reviewed by the Directors or program coordinators.

- Principals recommend pK-12 faculty they know are qualified to be an effective clinical faculty/mentor, considering the level of the field placement and its expectations.
- Field supervisors communicate and interact with clinical supervisors/mentors and make recommendations to their respective directors about continued use of clinical supervisors based on
  - on site candidate observations and mentor interactions,
  - periodic contact with the building principal, and

anecdotal and quantitative descriptions provided by candidates in their reflections and conversation, as well as program end student teaching surveys.

D2.b. What preparation do school-based faculty members receive for their roles as clinical supervisors? (NCATE 3b.6.) (approx. 2,000 characters)

- Rationale: Is there consistency in how candidates' field experiences are evaluated?

All school-based faculty members must attend an orientation meeting held at the beginning of each semester during which they are familiarized with specific handbooks in preparation for their roles as clinical supervisors. The roles and responsibilities of the clinical supervisors are listed in the EDEL 446 - [Literacy Practicum Handbook](#), EDEL 454 - [Student Teaching Handbook and Survival Guide](#), STEP 464 – [Student Teaching Handbook and Materials](#), and EDSE 444 – [Undergraduate Practicum Handbook](#). The roles and responsibilities of cooperating teachers vary based on specific program requirements. Please see the attached table for a brief program specific overview of the [Roles and Responsibilities of the Cooperating Teacher](#).

Cooperating teacher **expectations** vary across the programs; please check with [program coordinators](#). Common expectations:

- Meet with UNC faculty supervisor at the beginning or before the field experience.
- Mentor teacher candidates, observe their teaching and provide constructive, detailed

feedback.

- Complete, sign, and turn in evaluation forms and other documentation (see appropriate handbooks).
- Immediately contact UNC supervisor or program coordinator with concerns about candidate's professional dispositions or performance.

UNC uses a common [Field Assessment Form](#) and a common [Professional Disposition Qualities Rubric](#) to assess all field candidates. Cooperating teachers receive training on how to use, complete, and discuss the evaluative forms with teacher candidates' and UNC field supervisors. UNC values its partnerships with local districts, schools and teachers. Additional information related to cooperating teacher preparation and support can be found on the [Information for Cooperating Teachers](#) webpage.

D2.c. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals? (NCATE 3b.7.) (approx. 2,000 characters)

- Rationale: Are candidates being evaluated and supported consistently and appropriately?

University Program and Field Coordinators meet with university supervisors, cooperating teachers, and student teachers/teacher candidates prior to the beginning of each semester to clarify expectations and discuss how to properly evaluate and document teacher candidate progress. Program and field coordinators meet regularly with university supervisors throughout each semester to continuously mentor and support field supervisors. In turn, field supervisors meet regularly with both teacher candidates and cooperating teachers to do the same. Should an issue arise, the field coordinator and the university field supervisor visit the cooperating teacher and student teacher/teacher candidate and work collaboratively to resolve the issue.

Responsibilities of the university supervisors vary slightly by program but are consistent for the most part. The responsibilities include the following: attend the orientation meeting, establish e-mail communication with teacher candidates, encourage regular reflection and inquiry, visit the school on the first week of student teaching, schedule a meeting at the beginning of the semester with each of the cooperating teachers with whom they will work, wear their UNC ID badge when visiting assigned schools and always enter the building through the main office where they need to sign in, stop by the building principal's office and introduce self to him/her as early as possible in the term, and make at least one contact per week with teacher candidate via either email or in person. Cooperating teachers and student teachers/teacher candidates with whom they work assess supervisors each semester. Program and field coordinators review [survey results](#) to inform program change as well as ensure consistency among supervisors.

Cooperating teachers working with teacher candidates in the initial programs are one of the most significant sources of information about the quality of our candidates because of the amount of time they spend evaluating and mentoring our student teachers. Cooperating teacher responsibilities are similar to those of university supervisors. However, cooperating teachers work with teacher candidates on a daily basis and are the primary mentor and coach for the students as they move through the student teaching experience. Teacher candidates and

university supervisors evaluate and assess the effectiveness of cooperating teachers items related to mentoring, professionalism, and effective coaching. As with university supervisors, the [survey results](#) are examined to inform program change and consistency among cooperating teachers.

### **D3. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn**

D3.a. What evidence is there that prior to clinical practice candidates demonstrate knowledge of applicable federal and state school laws, including but not limited to teacher and student First Amendment rights, reporting suspected child abuse and neglect, school safety, and other legal and ethical responsibilities of educators? (approx. 2,000 characters)

- Rationale: Candidates should be familiar with federal and state laws, as well as have a basic understanding of common school board policies that impact school safety.

D3.b. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic, racial, linguistic, gender, and socioeconomic groups? (TEAC 1.2, 1.3; NCATE 3c.6) (approx. 2,000 characters)

- Rationale: Besides learning about students' diverse backgrounds in the classroom, candidates should be able to link those lessons (theory) with experiences in the field (practice).

### **UNC Partner Schools' Demographics**

UNC compiles information on student diversity within each of the partner schools where initial and advanced teacher candidates complete practicum field experiences and student teaching. The data, received from the [Colorado Department of Education](#), contains information related to P-12 students and school diversity where three or more UNC student teachers were placed during the academic year for Initial and Advanced Programs.

Analysis of diversity factors in partner schools from initial and advanced programs show that candidates have rich opportunities to work in diverse P-12 school settings. The statewide averages for school diversity, compiled and reported by the Colorado Department of Education (CDE), provide us with a measure of the diverse context in which candidates are prepared and into which approximately 85% of our candidates will return for employment. UNC uses the statewide averages of diversity elements for comparison in determining whether or not school settings are "diverse." These elements include racial, economic, linguistic, and disability/exceptionality of diversity.

Click here for a full report related to [UNC Partner Schools' Demographics](#) that highlights initial P-12 programs, including Early Childhood Education, Elementary Undergraduate, K-12, and Secondary undergraduate licensure programs; initial and advanced special education programs, and programs delivered through the UNC Center for Urban Education.

## Statutory Performance Measure E: Content Required for Licensure

### Demonstrate content skills required for licensure, as determined by the State Board of Education.

This statutory performance measure requires the positive recommendation of the CDE content review panel and final approval by Colorado State Board of Education.

Content review materials get submitted to CDE separate from this report. Please see the following for instructions on how to prepare materials for the CDE content review:

[http://www.cde.state.co.us/edprepprogram/epp\\_index.htm](http://www.cde.state.co.us/edprepprogram/epp_index.htm)

[http://www.cde.state.co.us/EdPrepProgram/EPP\\_review\\_resources/license\\_review.htm](http://www.cde.state.co.us/EdPrepProgram/EPP_review_resources/license_review.htm)

Questions regarding the CDE content review should be directed to [goetz\\_j@cde.state.co.us](mailto:goetz_j@cde.state.co.us)

## Statutory Performance Measure F: Ongoing Evaluation & Ability to Apply the Professional Knowledge Base

### Comprehensive and ongoing evaluation of each candidates' subject matter and professional knowledge and ability to apply the professional knowledge base.

#### Justification:

- C.R.S. §23-1-121(3)(c) requires DHE to review scores of PLACE and Praxis II and to modify programs to improve these scores.
- Program can use this information for self-improvement. CDE/DHE request this information to help ensure teachers can teach to Colorado standards and increase student achievement.

**F1 . Pass rates on PLACE and Praxis II content exams. [This information may be compiled from Title II data submitted to CDE or from the test company. Candidates should be informed to list your institution as a recipient of their test results.] (TEAC 1.1, 2.1, 2.2, 4.1.3; NCATE 1a.) \*Candidates are not eligible for licensure in Colorado until they have passed the appropriate content exam. Thus, every teacher preparation program in Colorado has a 100% pass rate.**

F1.a. How does the unit review and analyze this data to inform advising and make program decisions? (approx. 2,500 characters)

- Rationale: Test scores may indicate problems in the preparation of various groups of students (i.e., per content area or among transfer students).

Evidence of candidates' knowledge of content is documented by strong candidate pass rates on state and national **examinations (tests)**. Teacher candidates in some programs have the choice to take either the [Praxis Examinations](#) or the [Colorado PLACE](#) examination for licensure; in other programs only the PLACE is allowed. Per CEBS [policy](#), candidates must pass the required examination prior to student teaching; Colorado law does not allow the UNC or any educational

Unit to recommend anyone for licensure without passing the appropriate examination.

**Overall PLACE and Praxis II pass rates for completers as reported in Title II Reports**

<b>Year</b>	<b>N Tested</b>	<b>N Passed</b>	<b>Pass Rate</b>
2005-06	493	470	95%
2006-07	362	339	94%
2007-08	342	323	94%
2008-09	502	472	94%
2009-10	593	578	97%
2010-11	533	525	98%
<b>Mean</b>	<b>2825</b>	<b>2707</b>	<b>96%</b>

An analysis of [data collected on entry into the initial](#) programs and [the data on admission to advanced programs](#) provides additional evidence of our candidates’ strong content knowledge. The myth that teacher candidates are less academically prepared is simply not applicable to UNC. The [Teacher Education vs. Non-Teacher Education Report on Academic Factors](#) provides evidence that teacher candidates have higher ACT and SAT scores at admission and earn higher GPAs in the same content classes as their non-teacher education classmates. In advanced programs, all candidates are required to have at least a 3.0 GPA in the last 60 credits of university work from an accredited institution. In fact, admitted advanced candidates in teacher education have higher GPAs than all admitted graduate students in the institution.

**F2. Ability to plan instruction, teach and effect student achievement.**

F2.a. What evidence indicates that advanced candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. A table summarizing these data could be inserted below. (TEAC 1.2, 2.1, 2.2; NCATE 1b.2) (approx. 3,000 characters)

- Rationale: Can candidates apply the professional knowledge base?

Principals at schools where our candidates have been hired are asked to rate our teacher candidates on 23 areas using a 4-point Likert scale: 1 - Below Expectations, 2 - Meets Expectations, 3 - Above Expectations, and 4 - Not Applicable. The principals suggest that UNC teacher candidates demonstrate a caring disposition and maintain rapport with learners, choose effective instruction to achieve goals in mathematics, exhibit a professional demeanor, and engage learners in meaningful ways with content. The table below displays the average score with the exclusion of the 4<sup>th</sup> point, Not Applicable. During the 2011-2012 academic year, the overall mean of the 23 items was all above 2 of “Meets expectations”.

### Principal Survey

1= Below Expectations    2=Meets Expectations    3=Above Expectations    4=Not Applicable  
Average Rating

Question	<b>Spring 09</b> N=70 (37% response rate)	<b>Spring 11</b> N=83 (13% response rate)	<b>Spring 12</b> N=74 (25% response rate)
1. Uses a variety of effective instructional strategies	2.33	2.28	2.41
2. Develops appropriate cognitive and academic goals for students with disabilities.	2.29	2.27	2.36
3. Chooses effective instruction to achieve goals in mathematics.	2.51	2.28	2.47
4. Chooses effective instruction to achieve goals in literacy.	2.30	2.36	2.53
5. Demonstrates effective and appropriate classroom management skills.	2.25	2.23	2.26
6. Exhibits knowledge in areas of licensure and endorsement.	2.43	2.40	2.54
7. Engages learners in meaningful ways with content.	2.46	2.28	2.39
8. Is able to develop and verbalize a philosophy of education.	2.32	2.37	2.32
9. Uses various forms of assessment to measure student progress.	2.19	2.23	2.64
10. Utilizes standards to guide instruction.	2.36	2.30	2.32
11. Demonstrates a caring disposition and maintains rapport with learners.	2.74	2.60	2.77
12. Modifies instructional plans based on assessment.	2.10	2.07	2.21
13. Develops instruction that integrates one or more content areas in an appropriate way.	2.26	2.21	2.31
14. Develops specific strategies for teaching students from diverse racial and ethnic backgrounds.	2.27	2.19	2.21
15. Communicates well with families.	2.33	2.25	2.33

16. Pursues ongoing professional development and incorporates new practices and ideas.	2.42	2.37	2.44
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One of the best ways to document candidates' proficiency in content and professional knowledge is to study the impact teacher candidates have on the students in their classrooms. All teacher candidates use Teacher Work Sample Methodology to document that they can conduct and analyze formative and summative assessment data to inform their instructional practices (See also item F2.b). The core elements of the methodology include: rationale statement with regard to the teaching/learning context/setting, statement of relevance to students, alignment of K-12 Colorado Model Content Standards, instructional goals and objectives, pre-instruction assessment plans, lesson plans and instructional objectives based on pre-instruction assessment, post-instruction assessment plans, analysis of student learning data disaggregated by individual students and groups, an evaluative essay, and a reflective essay. The completed work samples document candidates' impact on learning in terms of individual pupils and whole classes. See the next section for an analysis of work sample outcome data.

F2.b. What evidence indicates that candidates can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help every student learn? A table summarizing these data could be inserted below. (TEAC 1.2, 2.1, 2.2; NCATE 1d.1) (approx. 3,000 characters)

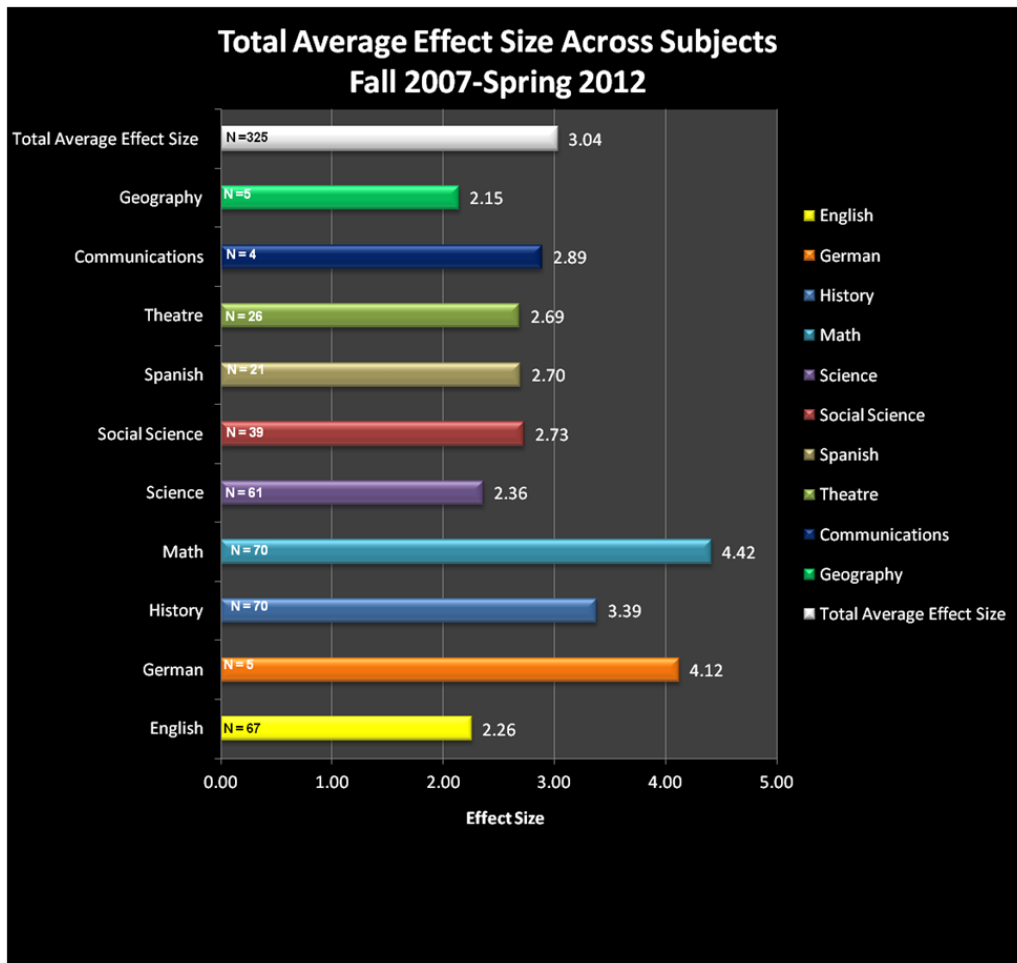
- Rationale: Candidates should be able to demonstrate they can use student data to drive instruction.

The Elementary programs, Center for Urban Education programs, Post-Bac programs, and Early Childhood programs utilize the Thematic Unit to demonstrate impact on student achievement. The Thematic Unit consists of three components. The lesson plans involve writing lesson plans and the development of instruction for one full week of integrated teaching and learning. The evaluative essay uses all of the assessment data collected from students in the classroom to present a clear picture of the students' learning. The reflective essay describes and explains how planning, teaching, and assessing the unit enabled teachers to meet the Performance-Based Standards for Colorado Teachers.

In 2011-2012, a total of 178 Elementary PTEP students completed Thematic Unit assessments. Results suggest that a majority of our students were rated advanced or proficient, with only a small percentage (N = 1) receiving scores of developing. Trends over the years show teacher candidate scores on essays have continued to improve and fewer are in developing phases. In 2011-2012, 93% of students were rated "advanced" on lesson plans. For the evaluative essay, 75% were rated "advanced", 24% were rated "proficient", and 1% was rated "developing" (N = 1). When scored on the reflective essay, the majority (87%) performed at the proficient level. Trends suggest teacher candidates are benefiting from the teacher preparation and seminars offered.

In the secondary program, the faculty members employ statistical measures of effect size to determine candidate effect on pupil learning in the advanced work sample. The effect size is the

standard amount that scores change from the pre to post test. It tells us if the students did better on the post-test (a positive effect) and to what degree (how much better). According to Cohen, 0.2 is indicative of a small effect size, 0.5 a medium effect size, and 0.8 a large effect size. Secondary work samples grouped by content area document candidates' teaching had a large effect size (above 0.8) on student content learning. The following chart summarizes the *substantial* effect sizes from the secondary teacher candidates' advanced work samples across the content areas for the 2007-2012 academic years. The [Unit Assessment Report](#) provides a detailed analysis of teacher candidates' analysis of student work samples and thematic units.



**F3. Teacher effectiveness: Graduate and employer surveys and Educator Identifier System data.**

F3.a. What do follow-up studies of graduates, employers and the Educator Identifier System (if available) indicate about graduates' preparation in the content area, pedagogical knowledge & skills, professional dispositions, and ability to help all students learn? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge may be inserted below. (TEAC 4.7; NCATE 1a.4, 1b.1, 1d.3, 1g.4) (approx. 4,000 characters)]



- Rationale: How do you know if you're preparing effective teachers?

Follow-up with employers is an important aspect of program evaluation and improvement. Section F.2.a above outlines the results from a survey that is regularly administered to principals who work with our candidates and who employ our graduates.

UNC teacher preparation program also avail of an opportunity provided at the UNC Annual Teacher Employment Days event, held during spring semester. A [recruiter survey](#) is used to assess the performance of applicants at this event. The UNC Teacher Fair is the largest teacher fair in the state of Colorado, drawing candidates from across the state and 110 school districts from Colorado and 30 other states and occasionally other countries.

Although it is sometimes difficult to distinguish UNC students from other non-UNC job seekers, in 2012 the survey items were reviewed and adjusted to better identify the number of UNC student candidates. In addition, a student survey was administered electronically to teacher candidates registered for interviews at the Teacher Fair. Of the 103 participants, 44% identified themselves as UNC Alumni. Elementary Education, Secondary Education, and K-12 were the most desired positions.

Recruiters (N = 234) returned the 18-item survey that asked them to rate the preparation of UNC candidates/graduates as a group on several critical areas where competency indicates the ability to positively impact student learning. The scores were rated on a 4-point Likert scale ranging from 1 = Below Expectations to 4 = Outstanding. UNC graduates received ratings between 2.26 (demonstrates knowledge of district) to 3.61 (arrived promptly). Additionally, recruiters rated applicants from UNC "Above Expectations" on 56% (10 out of 18) of the items.

In 2012, the last survey item was reworded to better identify UNC candidates: "Overall were the UNC candidates competitive for a position in your district?" The question was assigned a 4-point scale, from competitive to very competitive. Results indicate that our teacher candidates are as highly competitive by recruiters (M = 3.26).

In summary, the analysis of data from recruiters indicates the UNC education programs are successful in developing and producing well prepared beginning teachers and professional educators. Comments from interviewers indicate that candidates were well qualified for positions in their schools. Data from these surveys are provided to program coordinators and, where applicable, are used to drive changes in curriculum and field experiences.

<b>Employer/Recruiter Surveys</b>						
<b>1 – Below expectations 2 - Meets expectations 3 - Above expectations 4 – Outstanding</b>						
<b>NA- Not Applicable</b>						
<b>Teach Employment Day occurs during the Spring semester</b>						
<b>Candidate's Performance Question</b>	<b>2007</b>	<b>2008</b>	<b>*2009</b>	<b>*2010</b>	<b>2011</b>	<b>**2012</b>
	(53 out of 161 School Districts	(36 out of 176 School Districts	(14 out of 115 School Districts	(15 out of 100 School Districts	(25 out of 101 School Districts	(61 out of 110 School Districts

	Represente d)	Represente d)	Represente d)	Represente d)	Represente d)	Represente d)
<b>1. Arrived promptly.</b>	3.25	3.56	3.47	3.67	3.11	3.61
<b>2. Dressed appropriately.</b>	3.36	3.29	3.07	3.54	3.20	3.46
<b>3. Were prepared to share a resume and samples of professional work (e.g., student portfolios).</b>	3.46	3.44	3.27	3.62	3.30	3.48
<b>4. Demonstrated knowledge about your district.</b>	2.14	2.16	1.79	2.54	1.97	2.26
<b>5. Demonstrated confidence in his/her skills and themselves.</b>	3.0	2.95	2.57	3.23	2.93	3.08
<b>6. Were able to communicate effectively.</b>	3.12	2.97	2.93	3.46	3.02	3.44
<b>7. Responded to your questions in an appropriate and comprehensive fashion.</b>	2.95	3.00	2.79	3.31	2.86	3.12
<b>8. Demonstrated appropriate</b>	3.45	3.27	3.00	3.62	3.13	3.37

<b>interpersonal contact and demeanor including handshake and eye contact.</b>						
<b>9. Demonstrates a caring disposition about working with others.</b>	3.30	3.28	3.07	3.46	3.82	3.36
<b>10. Demonstrated knowledge about appropriate practice in his/her field of specialty.</b>	3.05	2.90	2.86	3.46	2.90	3.01
<b>11. Described effective and current instructional practices.</b>	2.76	2.71	2.71	3.08	2.73	2.82
<b>12. Were knowledgeable about appropriate classroom management strategies.</b>	2.76	2.61	2.36	3.23	2.57	2.81
<b>13. Was knowledgeable of standards-based education.</b>	2.76	2.63	2.50	3.15	2.66	2.79
<b>14. Discussed</b>	2.6	2.40	2.18	3.18	2.41	2.62

<b>developing appropriate academic goals for students with disabilities.</b>						
<b>15. Discussed developing appropriate instruction to teach content in an age-appropriate manner.</b>	2.76	2.69	2.43	3.08	2.62	2.80
<b>16. Were knowledgeable about instructional practices for culturally and linguistically diverse students.</b>	2.67	2.53	2.17	3.10	2.51	2.64
<b>17. Demonstrated a well-developed philosophy about working with children.</b>	2.98	2.95	2.57	3.15	2.74	3.00
<b>18. Overall were the UNC candidates competitive for a position in your</b>	Yes 98% No 2%	Yes 92% No 8%	Yes 73% No 13% *13% No Response	Yes 87% No 0% * 13% No Response	Yes 69% No 2% *17% responded "some" and 12% No Response	3.26

<b>district? (2012). Was this candidate competitive for a position in your area or district? (07- 11)</b>						
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\*In 2009, there was a blizzard during the Teacher Employment days that prohibited both candidates and recruiters' from traveling. In 2010, two of the survey completers only responded to the last survey question.

\*\*In 2012, a total of 61 school districts participated. However, only 54 districts indicated the numbers of UNC candidates were interviewed.