

PEC Meeting  
February 12, 2013, 12:30-1:45pm  
Cone 111

In attendance:

Shep McKinley (History), Susan Michael (Chemistry), Delane Ingalls Vanada (Art & Art History), Fred Spano (Music), Beth Murray (Theatre), Patti Wilkins (EDLD), Jennifer Warner (Biology), Lil Brannon (English), Scott Kissau (FLED), Amanda Macon (TEALR), Peggy Ceballos (Counseling), Donna Dragon (Dance), Banita Brown (CLAS), Lee Gray (COAA), James Davis (Cabarrus County Schools), Melba Spooner (COED), Vicki Jaus (COED), Joyce Frazier (OFE), Victor Mack (Educational Outreach), Kathy Elling (CMS), David Gall (Art & Art History), Suzanne Lamorey (CHFD), Andy Bobyarchick (Geography & Earth Sciences), Janet Baxter (SPED), Kelly Anderson (SPED), Jeff Barto (Kinesiology), Tina Heafner (Secondary Education), Spencer Salas (TESL), Laura Hart (OFE)

Agenda Item	Discussion/Action
I. Brief Introduction	Melba Spooner called the meeting to order and introduced two new P-12 members , Dr. James Davis from Cabarrus County Schools and Ms. Kathy Elling from Charlotte-Mecklenburg Schools.
II. Approval of September 28, 2012 minutes	September 28 minutes were approved. Move by Vicki Jaus, seconded by Joyce Frazier.
III. Discussion and Work Session 1. NCATE Continuous Improvement Review Preparation/Status Update a. NCATE Website i. Institutional Report/Narrative ii. Exhibits b. External Review Update c. Onsite/Offsite Review Dates/Processes 2. edTPA Progress Report 3. Professional Dispositions Update 4. COED QEP (Phase 1) Update, Next Steps 5. Education specific planning sheets for majors that lead to the secondary minor 6. Arts Education Update – status of position	1. a. Melba Spooner explained that NCATE required electronic work; it can be found at education.uncc.edu/ncate. She demonstrated accessing the website, showing the narrative and exhibit portions of standards. b. The college has four internal and two external reviewers, and has already received some feedback.. Laura Hart is organizing the feedback – it looks good so far. c. Next steps: complete the alignment of exhibits/narrative; upload to AIMS website; offsite review is July 11; information in AIMS system cannot be changed after March 7, when examiners look at it; receive offsite report around August 1; chair of the board of examiners will conduct a previsit after August 1; addendum created and posted on AIMS; the addendum will address areas of concern identified in the off-site report; onsite review November 3-5. An updated timeline will be emailed to the group (attached to these minutes).  2. Laura Hart provided information about edTPA (handout attached). edTPA was developed at Stanford. It is in its third generation and is in 27 states. North Carolina’s General Administration asked universities to pilot the program; UNC, ECU, and Winston Salem State University were the first generation. Mark Lesperance from ECU visited the college last week for edTPA training, and he may come again in the future. UNCC is part of the second

Agenda Item	Discussion/Action
	<p>tier, which will likely prove to be a positive decision when/if the state requires it. The Taskstream evidences will be replaced by edTPA, and the processes are similar to what is in place. The handbook is content-specific and available online, and it will be emailed to the group.</p> <p>3. Vicki Jaus informed the group of reworking of Professional Dispositions language and processes (handout attached). The process uses NCATE language and comes from last year's taskforce that was established in tandem with the work of the NCATE sub-committees. It focuses on initial programs, including undergraduate and graduate certificate programs. The six main categories create a useful acronym: iPlace. The new system introduces dispositions to freshmen and includes a midpoint assessment before student teaching. Problems can be addressed by any faculty member with a plan of action. It was piloted with the 2012 fall semester of freshmen, and the midpoint assessments will be installed this semester. A plan is being made to look at the master's degrees this semester. Disposition paperwork is largely done in Taskstream. Amanda Macon said the TEALR office will centrally house disposition records, which can help track individuals who change programs and maintain confidentiality.</p> <p>4. A presentation of the QEP was provided by Tina Heafner (PowerPoint presentation and handout attached). The QEP plan focuses on commitment to success, inquiry, and intercultural knowledge. The plan was piloted for the 2012-2013 year through EDUC 2100 and SPED 2100. Preliminary findings show that QEP sections of students have a higher commitment to success and participate in activities that contribute to inquiry and cultural awareness. The next steps will analyze the data from the entire piloted year.</p> <p>5. Amanda Macon mainly addressed the CLAS when she explained the need for the TEALR office to link planning sheets for majors that lead to the secondary minor. Having links on the major department website and on the TEALR website will decrease confusion.</p> <p>6. Lee Gray said that he and Melba Spooner are working to replace Monique Pollock as the Director for Arts Education this summer.</p>

## NCATE 2012-13 Proposed Calendar\*

\*to be revised as needed

### **Monday, September 17, 2012** \_\_\_\_\_



- All faculty vita due to department chairs to review
- All course outlines to Emily
- All syllabi for every section of every course collected by department / kept on file in department offices (electronic – fall 2012 only)

### **Monday, October 1, 2012** \_\_\_\_\_



- Chairs send all updated, completed vita electronically to Melba  
(file naming protocol: last name\_first name\_vita2012)
- Course outlines on S: drive
- Evidences submitted to support committee institutional reports compiled and available on S: drive

### **Monday, October 22, 2012**

- Target deadline: Overview, Standard 6, Standard 3 basic skeletal links on website

### **Monday, November 12, 2012**

- Target deadline: Standard 4 and 2 basic skeletal links on website

### **Monday, December 3, 2012**

- Target deadline: IR with evidences on website

**January 7 – Deadline for Standard's Committees to align IR Narratives/Exhibits**

**February 8 – External / Internal Reviewers submit feedback/comments**

**February 9 - ... Internal team make edits/alignments – move website to AIMS environment (Currently in process)**

### **March 7, 2013**



- Exhibits and IR completely available to BOE team on website / AIMS

### **May, 2013**

- 3<sup>rd</sup> party commentary accessible

### **July 11, 2013 (1-5:00 p.m.)**

- Offsite meeting will occur (electronically) – any additional evidences/materials requested by BOE

### **Late August/Early September 2013**

- IR addendum due to BOE (AIMS/ electronically)

### **September/October 2013**

- Pre-visit with BOE chair and State (DPI) consultant



November 3-5, 2013

- NCATE on-site visit

NCATE

AIMS

Welcome, University of North Carolina at ...

Home

Help

Log off

Accreditation Information Management System

AIMS Main Menu

- ▶ Accreditation Information
  - ▶ Unit
  - ▶ State Protocol coming soon
- ▶ Accreditation Process
  - ▶ Unit Accreditation System (UAS)
    - ▶ BOE Team
    - ▶ Visit Reports
    - ▶ BOE Visit Evaluations
  - ▶ Program Review System (PRS)
  - ▶ Annual Report System (ARS)
- ▶ Data Management
  - ▶ Institutional Information
  - ▶ Manage Programs **NEW!**
  - ▶ Manage Faculty Information
  - ▶ Update Contact Information
- ▶ Resources
- ▶ Contact NCATE

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University of North Carolina at Charlotte (NC)

Institution Contact Info

Role	Name	Email	Phone #
Unit Head	Dr. Mary Lynne Calhoun	micalhou@uncc.edu	(704) 687-1485
NCATE Coordinator	Dr. Melba Spooner	mcspoone@uncc.edu	(704) 687-8704

Visit Info

Begin Date:	11/3/2013	End Date:	11/5/2013
I TP Visit Type	Continuing visit	ADV Visit Type	Continuing visit
Type of team:	NCATE Only	NCATE Team Size:	6
Piloting:	Continuous Improvement		
Offsite Meeting:	Jul 11, 2013 1:00-5:00 p.m.		

Team Members NCATE Team only

Offsite Team  
NCATE BOE

Role	Name	Email	Phone #
BOE Chair	<a href="#">Dr. Rosetta F. Sandidge</a>	rosetta.sandidge@uky.edu	(859) 257-8847 (COE)
BOE Member	<a href="#">Dr. Allison B. Jacques</a>	ajacques@sc.edu	(803) 777-6417
BOE Member	<a href="#">Mrs. Sarah A. Kennedy-Harper</a>	sarahkennedyharper@yahoo.com	(901) 337-3988
BOE Member	<a href="#">Dr. Tony Latiker</a>	tony.latiker@jsums.edu	(601) 979-0300
BOE Member	<a href="#">Dr. Bruce D. Smith</a>	bdsmith@ualr.edu	(870) 403-2838
BOE Member	<a href="#">Dr. Douglas F. Warring</a>	dfwarring@stthomas.edu	(651) 962-4877

Onsite Team  
NCATE BOE

Role	Name	Email	Phone #
BOE Chair	<a href="#">Dr. Rosetta F. Sandidge</a>	rosetta.sandidge@uky.edu	(859) 257-8847 (COE)
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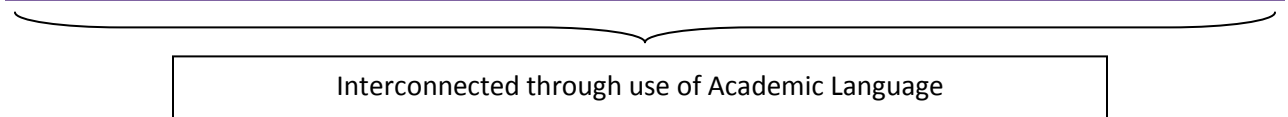
Other

Role	Name	Email	Phone #
State Consultant	<a href="#">Dr. Debbie P. Hill</a>	dphilledd@gmail.com	(336) 214-8500

### Key points about edTPA

1. It is a research-based assessment.
  - Academically driven by institutions of higher education
  - Developed by Linda Darling-Hammond and her colleagues from Stanford (SCALE)
  - National assessment; used by 25 states so far (8,000+ candidates on 180 campuses)
  
2. It is a performance based assessment.
  - Work products are created by teacher candidates during their full time student teaching
  - Candidates write commentaries to explain and reflect upon their work – good writing is key!
  
3. It includes three broad domains of practice: PLANNING, INSTRUCTION, AND ASSESSMENT.

PLANNING	INSTRUCTION	ASSESSMENT
Building content understanding	Learning Environment	Analysis of Student Learning
Supporting Learning Needs	Engagement in Learning	Providing Feedback
Using Knowledge of Students	Deepening Thinking	Supporting Student Use of Feedback
Assessments to Monitor Student Learning	Subject-Specific Pedagogy	



4. For each domain, it asks candidates to produce “Records of Practice” as evidence of proficiency.

PLANNING	INSTRUCTION	ASSESSMENT
<ul style="list-style-type: none"> <li>▪ Instructional and social context</li> </ul>	<ul style="list-style-type: none"> <li>▪ Video Clips (2 clips at ten minutes each, unedited)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysis of whole class assessment</li> </ul>
<ul style="list-style-type: none"> <li>▪ Lesson plans and instructional materials, student assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructional commentary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysis of learning and feedback to THREE students</li> </ul>
<ul style="list-style-type: none"> <li>▪ Planning commentary</li> </ul>		<ul style="list-style-type: none"> <li>▪ Assessment commentary</li> </ul>

5. Final products are blind scored by faculty with same content licensure (logistics to be determined).
  - Faculty would NOT know whose TPA product they were scoring
  - Small programs may assess with department or across institutions (not sure yet)
  - A percentage of products from across programs will also be assessed by Pearson for inter-rater reliability



## Professional Dispositions For Professional Education Programs at UNC Charlotte

*The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011). Professional dispositions and behaviors that exhibit this commitment include:*

### Impact

- Demonstrate the belief that all individuals can succeed
- Provide encouraging feedback to all individuals
- Respect and respond to individual needs
- Provide equitable learning and development opportunities for all
- Promote positive outcomes based on assessment results

### Professional Identity and Continuous Growth

- Maintain positive attitudes in academic and professional settings
- Demonstrate professional appearance
- Act on constructive feedback from others
- Conduct self-assessments through reflection to overcome limitations and enhance strengths
- Demonstrate self-initiated learning
- Communicate effectively and appropriately
- Show punctuality in meeting academic and professional obligations

### Leadership

- Create opportunities for the mutual benefit of all involved
- Promote positive change through personal interactions, organizations, communities, and the profession
- Initiate, suggest, and contribute in appropriate ways
- Maintain knowledge of and disseminate information about current research and best practices

### Advocacy

- Support and empower individuals from diverse backgrounds
- Include families and other stakeholders in planning for individual success
- Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others
- Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others

### Collaboration

- Respond respectfully to individual perspectives and differences of others
- Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues
- Share information and ideas with others
- Cooperate with university, school, and community personnel
- Collaborate to resolve differences and solve problems respectfully and reflectively

### Ethics

- Demonstrate honesty, integrity, fairness, respect for others and confidentiality
- Comply with laws, policies, and procedures
- Accept responsibility for personal actions and behaviors
- Follow professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility
- Disclose any unlawful activity upon application to and throughout the program
- Pass criminal background checks and drug screening, as required
- Create and maintain appropriate interpersonal relationships in all settings



**Procedures for Teaching/Informing/Coaching/Remediating/Assessing  
Professional Dispositions**

***Initial Teacher Education Licensure Candidates***

<http://education.uncc.edu/professional-education-dispositions>

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1. Impact
2. Professional Identity and Continuous Growth
3. Leadership
4. Advocacy
5. Collaboration
6. Ethics

**Overview**

Entry Instruction and Assessment		Midpoint Instruction and Assessment		Completion Assessment	
<ul style="list-style-type: none"> <li>• Professional dispositions introduced and taught</li> <li>• Candidates complete the Commitment Statement</li> <li>• Candidates complete self-assessment</li> <li>• Faculty initiated plan of action (as needed)</li> </ul>		<ul style="list-style-type: none"> <li>• Review of professional dispositions</li> <li>• Candidates reaffirm the Commitment Statement</li> <li>• Faculty assessment of candidate dispositions</li> <li>• Classroom teacher assessment of candidate dispositions</li> <li>• Faculty initiated plan of action (as needed)</li> </ul>		<ul style="list-style-type: none"> <li>• Candidate demonstration of professional dispositions</li> <li>• Faculty assessment of candidate dispositions</li> <li>• Cooperation teacher assessment of candidate dispositions</li> <li>• Faculty initiated plan of action (as needed)</li> <li>• Review of all disposition data</li> </ul>	
<i>Undergraduate Programs</i>	<i>Graduate Certificate Programs</i>	<i>Undergraduate Programs</i>	<i>Graduate Certificate Programs</i>	<i>Undergraduate Programs</i>	<i>Graduate Certificate Programs</i>
EDUC 2100 MDSK 2100 SPED 2100 ARTE 2100 MUED 2100	EDUC 5100 SPED 5100	Program-specific course prior to student teaching  Yearlong internship (first semester)	Program-specific course prior to student teaching  Clinical experience placement (optional)	Student Teaching	Graduate Student Teaching or Internship
In addition, faculty and school partners may assess, coach, and remediate candidate professional dispositions at any point in the program.					



### Assessment of Professional Dispositions

Candidate \_\_\_\_\_

800 \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

The candidate must meet or exceed professional dispositional expectations on all items by the time they are recommended for licensure. Please circle one number for each disposition using the descriptors listed below the disposition as the basis for your rating. Add comments in the blank space under the disposition or on a separate page if more space is necessary.

The candidate demonstrates:	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>I. Impact</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Demonstrate the belief that all individuals can succeed</li> <li>• Provide encouraging feedback to all individuals</li> <li>• Respect and respond to individual needs</li> <li>• Provide equitable learning and development opportunities for all</li> <li>• Promote positive outcomes based on assessment results</li> </ul>				
<b>Comment:</b>				
<b>II. Professional Identity and Continuous Growth</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Maintain positive attitudes in academic and professional settings</li> <li>• Demonstrate professional appearance</li> <li>• Act on constructive feedback from others</li> <li>• Conduct self-assessments through reflection to overcome limitations and enhance strengths</li> <li>• Demonstrate self-initiated learning</li> <li>• Communicate effectively and appropriately</li> <li>• Show punctuality in meeting academic and professional obligations</li> </ul>				
<b>Comment:</b>				
<b>III. Leadership</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Create opportunities for the mutual benefit of all involved</li> <li>• Promote positive change through personal interactions, organizations, communities, and the profession</li> <li>• Initiate, suggest, and contribute in appropriate ways</li> <li>• Maintain knowledge of and disseminate information about current research and best practices</li> </ul>				
<b>Comment:</b>				
<b>IV. Advocacy</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Support and empower individuals from diverse backgrounds</li> <li>• Include families and other stakeholders in planning for individual success</li> <li>• Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others</li> <li>• Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others</li> </ul>				
<b>Comment:</b>				
<b>V. Collaboration</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Respond respectfully to individual perspectives and differences of others</li> <li>• Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues</li> <li>• Share information and ideas with others</li> <li>• Cooperate with university, school, and community personnel</li> <li>• Collaborate to resolve differences and solve problems respectfully and reflectively</li> </ul>				
<b>Comment:</b>				
<b>VI. Ethics</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Demonstrate honesty, integrity, fairness, respect for others and confidentiality</li> <li>• Comply with laws, policies, and procedures</li> <li>• Accept responsibility for personal actions and behaviors</li> <li>• Follow professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility</li> <li>• Disclose any unlawful activity upon application to and throughout the program</li> <li>• Pass criminal background checks and drug screening, as required</li> <li>• Create and maintain appropriate interpersonal relationships in all settings</li> </ul>				
<b>Comment:</b>				





### Professional Disposition Plan of Action

The Plan of Action is used if a candidate receives a rating of "Needs Improvement" in any area at any assessment point. The faculty member initiates the plan in collaboration with the candidate (and public school partner, if appropriate) and assures that all aspects of the plan are clearly and fully addressed. Either the faculty member or the candidate may request assistance from the department chair, program coordinator, advisor, or other faculty member in formulating the plan. Note: Faculty members and public school partners may address candidate professional dispositional strengths or concerns at any time deemed necessary.

Candidate Name: \_\_\_\_\_ 800 \_\_\_\_\_ Program \_\_\_\_\_

<p><b>1. Description of behavior that is of concern:</b> Using measureable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s).</p>	<p><b>4. Action Plan:</b> The candidate will propose and write the action plan for successfully achieving expected behavior changes, using first person language. <b>Candidate actions and responsibilities:</b></p>	<p><b>5. Consequences of unchanged behavior:</b></p>
<p><b>2. Alignment of concern with one or more Professional Dispositions:</b></p>	<p><b>Faculty role:</b></p>	
<p><b>3. Expected behavior changes:</b></p>	<p><b>Time Frame for implementation and reassessment:</b></p>	<p><b>6. Evaluation/Outcome/Comments (once the plan has been completed):</b></p>

Signatures below indicate that this plan has been formulated by the faculty member and the candidate and agreed to by all parties.

\_\_\_\_\_  
Candidate Signature Print Date

\_\_\_\_\_  
Faculty/Staff Signature Print Date

## Coaching Model

This discussion takes place in a face-to-face format. Try to be in a private space with no interruptions.

1. Step 1—Getting agreement a problem exists. The professor/supervisor needs to have a specific description of the problem behavior that is going to be discussed (i.e., if tardiness is an issue, need to have data on how often, minutes late, etc. as well as the norms of the class where 2-3 minutes late may be acceptable). You want the candidate to agree that the behavior is a problem. There are two categories of reasons that will convince a person that a behavior is problematic:
  - a. If the candidate understands the impact of their behavior on others
  - b. If the candidate understands the consequences to himself or herself if there is no change in behavior
2. Step 2—Mutually discuss alternative solutions. The professor/supervisor and candidate together need to identify as many alternative solutions as may be necessary to solve the problem. The goal is to identify what the candidate can do differently so that his or her behavior is acceptable.
3. Step 3—Mutually agree on action to be taken to solve the problem. The student needs to determine which action he or she plans to take. The role of the professor/supervisor is to help candidate make a concrete plan that includes what they will do and when they will do it.
4. Step 4—Follow up to ensure that agreed-upon action has been taken. Set specific points for follow-up. Follow-up should occur on more than one occasion. Change may occur in small steps so the candidate needs to get continuous feedback on performance.
5. Step 5—Reinforce any achievement. Your reinforcement of improvement is critical to sustaining improvement.

## Coaching Discussion Plan

1. Problem behavior (what is candidate doing wrong or not doing right)
2. Results of that behavior (who is affected by the behavior)
3. Consequences to the candidate if behavior does not change
4. What is the desired behavior

Adapted from:

Fournies, F. (2000). *Coaching for improved work performance*. New York: McGraw Hill.

**Professional Disposition Plan of Action  
(EXAMPLE 2)**

Candidate's Name: \_\_\_\_\_

Date of Report: \_\_\_\_\_

<p><b>1. Description of behavior that is of concern:</b> Using measureable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s).</p> <p><i>During clinicals of two different settings, candidate (a) refuses to work with students of different cultural backgrounds from self by making verbal statements such as "I don't want to work with ___ kids" or by not interacting with students with diverse backgrounds in small group settings; (b) makes racial comments toward staff members in schools.</i></p>	<p><b>4. Action Plan:</b> The candidate will propose and write the action plan for successfully achieving expected behavior changes, using first person language.</p> <p><i>I (candidate) propose attending Let's Talk About It Discussion Series through the Multicultural Resource Centers to explore own culture and identity and how my view affects my behaviors. I propose carrying a reminder note card to prompt myself to treat others respectfully and keeping a journal documenting my verbal and nonverbal interactions with others of diverse backgrounds for my own reflection.</i></p>	<p><b>5. Consequences</b> (what will be the result if behavior does not change):</p> <p><i>Candidate will not be allowed to progress to higher level EDUC courses until the appropriate professional behaviors is demonstrated.</i></p>
<p><b>2. Alignment of the concern with the Professional Dispositions</b> (located on back of sheet):</p> <p><i><u>Impact:</u> Provide equitable learning and development opportunities for all</i></p> <p><i><u>Collaboration:</u> Respond respectfully to individual perspectives and differences of others</i></p>	<p><b>Candidate responsibilities:</b></p> <p><i>Candidate attends the Discussion Series, carries a reminder note card, keeps journals for self-reflection, and engages with others of diverse backgrounds respectfully.</i></p>	<p><b>6. Evaluation/Outcome/ Comments</b> (once plan has been completed):</p> <p><i>Candidate demonstrated respectful interactions (without inappropriate remarks) with students and staff of diverse backgrounds during 7 of 8 clinical sessions. The cooperating teachers and university supervisor will continue to monitor progress and provide feedback to candidate.</i></p>
<p><b>3. Expected behavior changes:</b></p> <p><i>Demonstrates respectful interactions (without inappropriate remarks) with students and staff of diverse backgrounds during remaining 8 clinical sessions for the semester</i></p>	<p><b>Faculty role:</b></p> <p><i>Make one visit during the clinicals to observe the candidate's interactions with students of diverse backgrounds; contact the cooperating teachers about the candidate's behavior change during clinicals</i></p> <p><b>Time Frame:</b> (Indicate timeline to re-assess the behavior and/or revisit the plan of action.)</p> <p><i>Behavior will be reviewed by the cooperating teachers and the university supervisor in two weeks to note progress made.</i></p>	

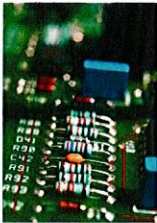
## College of Education Quality Enhancement Plan (QEP) Update

**Freshman Engagement:  
Prospect for Success**

### University Goals and Student Learning Outcomes

- o **Commitment to Success:** Identify goals and intentional strategies for achieving them
- o **Inquiry:** Open-ended pursuit of knowledge; driven by curiosity; foundation for future learning
- o **Intercultural Knowledge:** Recognize roles and responsibilities as members of overlapping cultures and communities

### Required Components



### Implementation Timeline

2012-2013	<ul style="list-style-type: none"> <li>• Refinement of the university plan (likely approval pending from SACS)</li> <li>• Creation of curriculum and assessments</li> <li>• Implementation of pilot projects (COED, Engineering and CLAS)</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>• COED partial implementation and continued refinement based on pilot data</li> <li>• New course proposal for EDUC 1100 freshmen-only, QEP inclusive, 4 credits</li> </ul>
2014-2015	<ul style="list-style-type: none"> <li>• COED expanded implementation</li> </ul>
2015-2016	<ul style="list-style-type: none"> <li>• COED full implementation</li> </ul>

### COED Pilot Fall 2012-2013

EDUC 2100	SPED 2100
2 Learning Lab	2 learning labs
1 non-learning lab	1 non-learning lab
traditional	traditional

### Catalog Description

- o **EDUC 2100. Introduction to Education and Diversity in Schools. (3)** Social, historical, and philosophical foundations of the educating professions, the organization and various levels of education, and the major issues in American education. Field-based activities in observing in-class and non-classroom settings: 5 hours. (Fall, Spring, Summer)

### Preliminary QEP Findings for Fall 2012

**Data comparison groups:**

- QEP and Non-QEP sections
  - N<sub>QEP</sub> = 86; N<sub>Non-QEP</sub> = 70
  - QEP Demographics: mostly female (94.3%), under age of 20 (83%); Freshman
  - Non-QEP Demographics: mostly female (88.2%), over age of 21 (58.1%); upper classman (83%)
- Differences among Freshman enrolled in QEP/Non-QEP
  - Freshman enrollment = 36% of all EDUC 2100 courses
- Across QEP sections
  - Qualitative comparison from focus group of 3 randomly selected students from each of the 3 QEP sections

Findings reported as outcome statements

### Outcome 1: Statistically significant differences between groups in all three SLOs

- The composite **Commitment to Success** score for QEP status is statistically significant (U = 580.5, p = .003). The mean score of the QEP group was higher than the non QEP mean score. Higher scores indicate that more QEP students participated in engagement activities associated with this area and greater agreement that these activities contributed to their success.
- The composite **Learning and Inquiry** score for QEP status is also statistically significant (U = 560.5, p = .015). The mean score of the QEP group was higher than the non QEP mean score. Higher scores indicate that more QEP students participated in engagement activities associated with this area and greater agreement that these activities contributed to their learning and inquiry.
- The composite **Cultural Awareness** score for QEP status is also statistically significant (U = 480.0, p = .008). The mean score of the QEP group was higher than the non QEP mean score. Higher scores indicate that more QEP students participated in engagement activities associated with this area and greater agreement that these activities contributed to their cultural awareness.

**Outcome 2: QEP participants indicated an overall higher level of agreement that course curriculum, activities, and participation helped them develop and understanding of and apply strategies related to each SLOs (commitment to success, inquiry, and intercultural knowledge).**

### Commitment to Success

2) The following activities contributed to my ability to develop goal-setting strategies:

	SA	MA	AL	DL	MD	SD	DNC
<b>Creating a dream resume**</b>	F %	F %	F %	F %	F %	F %	F %
QEP	31	33.0	24	25.5	26	27.7	1
Non-QEP	7	11.3	9	14.5	12	19.4	2
<b>Reflect on characteristics of learners**</b>	F %	F %	F %	F %	F %	F %	F %
QEP	28	29.8	42	44.7	17	18.1	0
Non-QEP	13	21.0	20	32.3	10	16.1	1
<b>Drafting a 4-year plan**</b>	F %	F %	F %	F %	F %	F %	F %
QEP	51	54.3	23	24.5	13	13.8	1
Non-QEP	11	17.7	10	16.1	11	17.7	1

### Inquiry

6) The following activities contributed to my ability to generate new understandings as a learner:

	SA	MA	AL	DL	MD	SD	DNC
<b>Inquiry project**</b>	F %	F %	F %	F %	F %	F %	F %
QEP	36	38.7	34	36.6	12	12.9	1
Non-QEP	12	19.4	22	35.5	3	8.1	0
<b>Interaction with local schools**</b>	F %	F %	F %	F %	F %	F %	F %
QEP	58	62.4	24	25.8	7	7.5	0
Non-QEP	13	21.0	20	32.3	10	16.1	1
<b>8) Participation in this course helped me to:</b>	SA	MA	AL	DL	MD	SD	DNC
<b>Develop a research question**</b>	F %	F %	F %	F %	F %	F %	F %
QEP	48	53.9	28	31.5	10	11.2	0
Non-QEP	16	29.6	14	25.9	10	18.5	5
<b>Engage in research and inquiry**</b>	F %	F %	F %	F %	F %	F %	F %
QEP	50	56.8	27	30.7	8	9.1	0
Non-QEP	14	25.9	18	33.3	9	16.7	3

### Intercultural Knowledge

11) The following activities contributed to my ability to develop skills necessary to become a culturally aware learner:

	SA	MA	AL	DL	MD	SD	DNC
<b>Multicultural Activity**</b>	F %	F %	F %	F %	F %	F %	F %
QEP	18	19.4	31	33.3	11	11.8	5
Non-QEP	8	12.9	8	12.9	5	8.1	1
<b>12) participation in this course helped me</b>	SA	MA	AL	DL	MD	SD	DNC
<b>Become aware of responsibilities of membership in educ community*</b>	F %	F %	F %	F %	F %	F %	F %
QEP	53	60.9	30	34.5	2	2.3	1
Non-QEP	28	56.0	11	22.0	8	16.0	1

**Outcome 3: QEP participants reported greater frequency of engaging in University (e.g. Writing Resource Center, Library, Multicultural activities, and etc.) and COED resources (e.g. TEALR).**

### Engagement with TEALR

2) The following activities contributed to my ability to develop goal setting strategies:

	SA	MA	AL	DL	MD	SD	DNC
TEALR advisors**	F %	F %	F %	F %	F %	F %	F %
QEP	53 56.4	23 24.5	12 12.8	0 0.0	1 1.1	2 2.1	3 3.2
Non-QEP	18 29.0	7 11.3	17 27.4	2 3.2	2 3.2	1 1.6	15 24.2
5) Working with TEALR advisor**	F %	F %	F %	F %	F %	F %	F %
QEP	43 46.2	29 31.2	12 12.9	1 1.1	1 1.1	1 1.1	6 6.5
Non-QEP	9 14.5	14 22.6	9 14.5	0 0.0	1 1.6	1 1.6	28 45.2

### Frequency of Engagement with TEALR

3) During this course, how often did you engage the following campus resources per semester

	Never		1-3 times		4-6 times		7-10 times		11+ times	
Career Planning (TEALR)**	F	%	F	%	F	%	F	%	F	%
QEP	14	15.1	70	75.3	9	9.7	0	0.0	0	0.0
Non-QEP	32	51.6	24	38.7	5	8.1	0	0.0	1	1.6
4) TEALR	F	%	F	%	F	%	F	%	F	%
QEP	4	4.3	70	75.3	18	19.4	1	1.1	0	0.0
Non-QEP	24	38.7	33	53.2	5	8.1	0	0.0	0	0.0

**Outcome 4: QEP participants experienced statically significant differences in clinical experiences.**

Inquiry

6) The following activities contributed to my ability to generate new understandings as a learner

	SA	MA	AL	DL	MD	SD	DNC
Interaction with local schools**	F %	F %	F %	F %	F %	F %	F %
QEP	58 62.4	24 25.8	7 7.5	0 0.0	0 0.0	0 0.0	4 4.3
Non-QEP	13 21.0	20 32.3	10 16.1	1 1.6	0 0.0	1 1.6	17 27.4

Intercultural Knowledge

11) The following activities contributed to my ability to develop skills necessary to become a culturally aware learner:

	SA	MA	AL	DL	MD	SD	DNC
Clinical experience in schools**	F %	F %	F %	F %	F %	F %	F %
QEP	63 67.7	20 21.5	4 4.3	0 0.0	0 0.0	0 0.0	6 6.5
Non-QEP	29 46.8	18 29.0	1 1.6	0 0.0	0 0.0	0 0.0	14 22.6

Clinical experience in alternative or specialized setting\*

	SA	MA	AL	DL	MD	SD	DNC
Clinical experience in alternative or specialized setting*	F %	F %	F %	F %	F %	F %	F %
QEP	46 49.5	24 25.8	8 8.6	5 5.4	0 0.0	0 0.0	10 10.8
Non-QEP	27 43.5	13 21.0	3 4.8	0 0.0	1 1.6	0 0.0	18 29.0

15) The following activities contributed to my ability to gain the skills necessary for reflection.

	SA	MA	AL	DL	MD	SD	DNC
Writing assignments on relevance of class material to field experience*	F %	F %	F %	F %	F %	F %	F %
QEP	41 44.1	36 38.7	6 6.5	1 1.1	0 0.0	1 1.1	8 8.6
Non-QEP	26 41.9	13 21.0	9 14.5	0 0.0	0 0.0	2 3.2	12 19.4

**Outcome 5: QEP participants indicated higher levels of involvement with International Communities**

10) participation in this course helped me

	SA	MA	AL	DL	MD	SD	DNC
Become more involved in campus international community**	F %	F %	F %	F %	F %	F %	F %
QEP	36 38.7	34 36.6	12 12.9	1 1.1	2 2.2	1 1.1	7 7.5
Non-QEP	12 19.4	22 35.5	5 8.1	0 0.0	0 0.0	0 0.0	23 37.1
Become more involved with local international community**	F %	F %	F %	F %	F %	F %	F %
QEP	58 62.4	24 25.8	7 7.5	0 0.0	0 0.0	0 0.0	4 4.3
Non-QEP	13 21.0	20 32.3	10 16.1	1 1.6	0 0.0	1 1.6	17 27.4

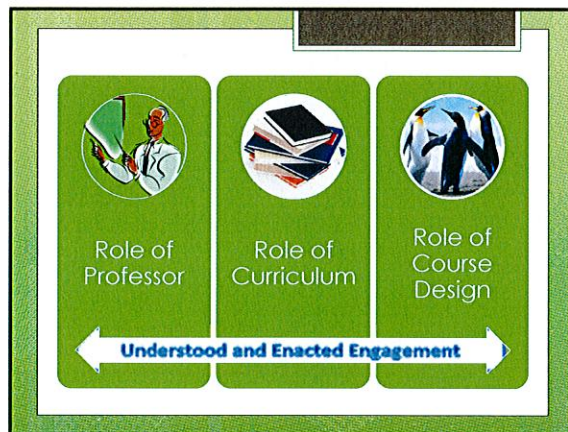
Outcome 6: COED dispositions were integrated to a greater degree in the QEP courses.

Intercultural Knowledge

12) Participation in the course helped me:

	SA	MA	AL	DL	MD	SD	DNC
Become aware of prof dispositions expected of teachers*	F %	F %	F %	F %	F %	F %	F %
QEP	65 75.6	18 20.9	3 3.5	0 0.0	0 0.0	0 0.0	0 0.0
Non-QEP	28 57.1	13 26.5	7 14.3	0 0.0	0 0.0	1 2.0	0 0.0

- ### Focus Group Results
- How did students understand engagement?
  - How was engagement enacted within course(s)?



Role of Professor	Role of Curriculum	Role of Course Design
Way interacted personality, dispositional, energetic, upbeat, welcoming	Instrumental (foundational) knowledge Basics, theories, activities, APA, research process, Awareness	Space physical learning space room to explore stress, concerns, biases
Investment Relationship Checked in on me, helped me, advice, pushes us	Larger sense of consciousness Dispositional, intrinsic, curiosity, perspective, diverse views Intentional, purposeful reflection to create opportunity for consciousness	Student centered Small group discourse Promotion of developing relationships between students and with professor
Reciprocal partnership Partner in learning to be a student, to be teacher	Emotion To balance focus more on positive More confident	Personalized Tied to experiences, autonomous decision-making Reciprocity Student investment
Advisor Stay on campus Seek ways to be involved Engender desire to be engaged in university learning, education, teaching	Reflection Broadened understanding Went places that students would not have gone Capacity to be a learner in higher education Writing, reading groups, discussion	Holistic Integrated, awareness, what it looked like to be a teacher, what it was like outside of the classroom Encompassed facets of University experience beyond coursework Productivity Time as space for learning Justified, rationalized Shared space Meaningful

"To be engaged as a university student means to me that as a student we are given the opportunities to explore, discover, and professionally develop ourselves. Students engage through activities sponsored and provided by the university. To be fully engaged means to take all activities and future goal related opportunities to produce a broad understanding of the University and our future profession."



**THE ENGAGED CAMPUS, THE ENGAGED STUDENT**

*Charlemagne: My lords barons, say whom shall we send up to Saragossa, to [parley with] King Marsiliun?*

*Duke Neimes: I'll go there for your love; give me therefore the wand, also the glove.*

The Song of Roland, a French chanson de geste, ca. 1050, verse xvii.

### Next Steps

- o QEP Task Force with representatives from all undergraduate programs
- o Examine data from pilot program
- o Refine curriculum (both the QEP component and the current curriculum) to meet the programmatic needs and expectations for EDUC 1100 (and EDUC 2100)
- o Include professional dispositions and international perspectives
- o Consider connections and implications for SPED 2100 and possibly MDSK 2100
- o Consider connections to edTPA initiative
- o Plan for on-going staffing and scheduling
- o Plan for data analysis and scoring
- o Prepare new course proposal and course outline for EDUC 1100 – to be submitted Fall 2013
- o other

### QEP Pilot Phase II

- o EDUC 1000
- o Frequency of Meetings
- o SPED 2100



**College of Education**  
**Quality Enhancement Plan (QEP) Update**  
**Freshman Engagement: *Prospect for Success***

**University Goals and Student Learning Outcomes**

- Focus on freshman intentionality, curiosity, and awareness
- Freshmen as active partners in their UNC Charlotte experience
- Understanding of University/College expectations and resources
- Student learning outcomes
  1. **Commitment to Success:** Identify goals and intentional strategies for achieving them
  2. **Inquiry:** Open-ended pursuit of knowledge; driven by curiosity; foundation for future learning
  3. **Intercultural Knowledge:** Recognize roles and responsibilities as members of overlapping cultures and communities

**Required Components**

- QEP curriculum appears in a fall-semester course for freshmen
- Some carry-over to the spring semester (not necessarily in a course)
- Small-group instructional component
- Co-curricular component
- Integrated advising components
- Learning activities directly address the three student learning outcomes
- Students produce a learning product suitable for QEP assessment scoring
- Partnership with on-campus support units (off-campus partnerships encouraged)
- Linked to university-wide events and messaging

**Implementation Timeline**

2012-2013	<ul style="list-style-type: none"> <li>• Refinement of the university plan (likely approval pending from SACS)</li> <li>• Creation of curriculum and assessments</li> <li>• Implementation of pilot projects (COED, Engineering and CLAS)</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>• COED partial implementation and continued refinement based on pilot data</li> <li>• New course proposal for EDUC 1100 freshmen-only, QEP inclusive, 4 credits</li> </ul>
2014-2015	<ul style="list-style-type: none"> <li>• COED expanded implementation</li> </ul>
2015-2016	<ul style="list-style-type: none"> <li>• COED full implementation</li> </ul>

**COED Pilot**

**Fall 2012**

EDUC 2100 – three freshmen-only sections. Two sections had 1-hour learning lab

- QEP curriculum and assessments added to regular 2100 curriculum
- Required TEALR advising (2-3 visits, group sessions in learning lab)
- Professional dispositions introduced, plus student self-assessment
- Expanded clinical observations at Governor's Village schools
- Survey and focus group data collected

- Spring 2013** SPED 2100 – two freshmen-only sections, both with learning labs and 1 non-learning lab, large class section
- Expansion/enhancement of QEP curriculum
  - Specialized clinical to extend inquiry, intercultural knowledge
  - Follow-up on commitment to success
  - Required TEALR advising
  - Survey and focus group data to be collected

### Catalog Description of EDUC 2100

**EDUC 2100. Introduction to Education and Diversity in Schools. (3)** Social, historical, and philosophical foundations of the educating professions, the organization and various levels of education, and the major issues in American education. Field-based activities in observing in-class and non-classroom settings: 5 hours. *(Fall, Spring, Summer)*

### Preliminary QEP Findings for Fall 2012

#### Data comparison groups:

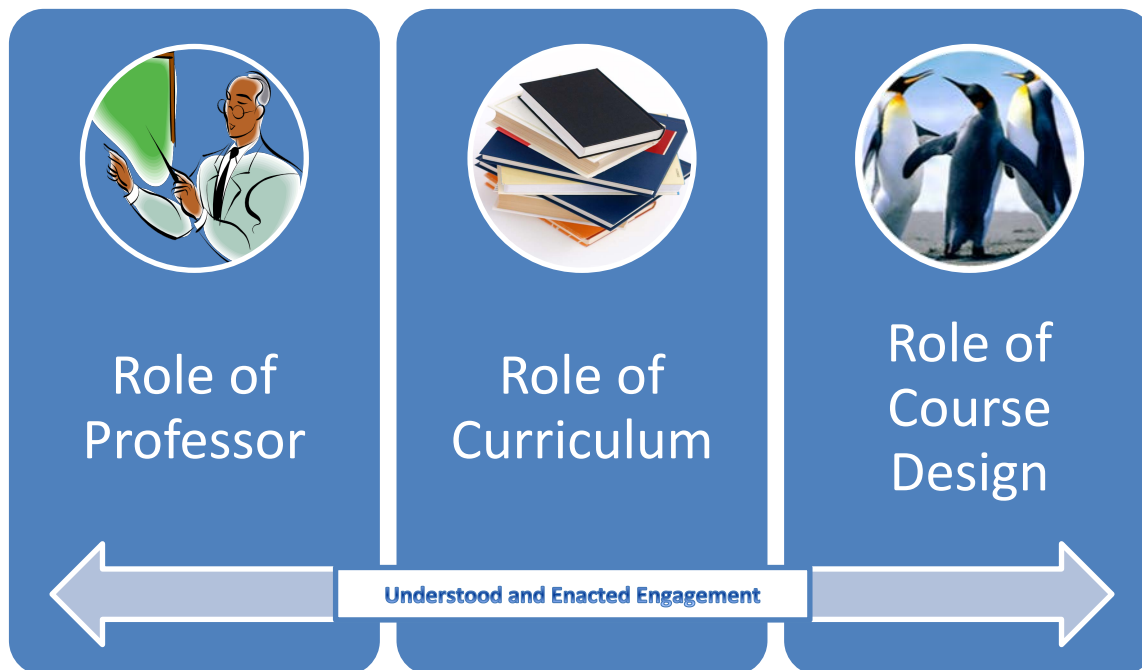
- a) QEP and Non-QEP sections
  - a.  $N_{\text{QEP}} = 86$ ;  $N_{\text{Non-QEP}} = 70$
  - b. QEP Demographics: mostly female (94.3%), under age of 20 (83%); Freshman
  - c. Non-QEP Demographics: mostly female (88.2%), over age of 21 (58.1%); upper classman (83%)
- b) Differences among Freshman enrolled in QEP/Non-QEP
  - a. Freshman enrollment = 36% of all EDUC 2100 courses
- c) Across QEP sections
  - a. Qualitative comparison from focus group of 3 randomly selected students from each of the 3 QEP sections

### Survey Results

- **Outcome 1: Statically significant differences between groups in all three SLOs**
- **Outcome 2: QEP participants indicated an overall higher level of agreement that course curriculum, activities, and participation helped them develop and understanding of and apply strategies related to each SLOs (commitment to success, inquiry, and intercultural knowledge).**
- **Outcome 3: QEP participants reported greater frequency of engaging in University (e.g. Writing Resource Center, Library, Multicultural activities, and etc.) and COED resources (e.g. TEALR).**
- **Outcome 4: QEP participants experienced statically significant differences in clinical experiences.**
- **Outcome 5: QEP participants indicated higher levels of involvement with International Communities**
- **Outcome 6: COED dispositions were integrated to a greater degree in the QEP courses.**

### Focus Group Results

- How did students understand engagement?
- How was engagement enacted within course(s)?



### Next Steps

- QEP Task Force with representatives from all undergraduate programs
  - Examine data from pilot program
  - Refine curriculum (both the QEP component and the current curriculum) to meet the programmatic needs and expectations for EDUC 1100 (and EDUC 2100)
  - Include professional dispositions and international perspectives
  - Consider connections and implications for SPED 2100 and possibly MDSK 2100
  - Consider connections to edTPA initiative
  - Plan for on-going staffing and scheduling
  - Plan for data analysis and scoring
  - Prepare new course proposal and course outline for EDUC 1100 – to be submitted Fall 2013
  - other

### QEP Pilot Phase II

- Fall 2013
  - EDUC 1000 Introductory Topics in Education
- Spring 2014
  - QEP curriculum integration
  - Freshman only sections
  - TBD based on spring 2013 data outcomes