Critical Task & Dispositions Flow Chart for Assessment in Teacher Education: Initial Programs
Revised March, 2007

Assessment	Standards Addressed	T&L Program Area	When Assessed	By Whom	How Assessment Data is Used.	Reporting & Analysis Procedures:
1. Peer Teaching	NCATE 1 INTASC 1, 4, 6, 7, 8, 9 T&L Program 1.1, 1.2, 4.1, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 8.1, 9.1	• Middle Level • Secondary	After admission but before student teaching. T&L 341 T&L 460	University Faculty	Monitor candidate performance Program improvement	Data are collected within LiveText. Each fall semester the Undergraduate Assessment Committee reviews and analyzes the data and prepares a summary report for faculty. Annually in January the Assessment Committee facilitates an assessment retreat where faculty review the summary report for program strengths and needs; develop action plans to address areas of need and revisit the previous year's action plans to
3. Child Study	NCATE 1 INTASC 2, 3, 6, 8 T&L Program 2.1, 3.1, 6.1, 8.1, 8.4	• Early Childhood • Elementary	After admission but before student teaching. T&L 311 T&L 335	University Faculty	Monitor candidate performance Program improvement	
4. Multi-Cultural Teaching	NCATE 1 & 4 INTASC 3, 6, 9 T&L Program 3.1, 6.2, 6.3, 6.6, 9.1	• Early Childhood • Elementary • Middle Level • Secondary	After admission but before student teaching. T&L 433	University Faculty	Monitor candidate performance Program improvement	
5. Beliefs' &	NCATE 1	• Early	After	University	Monitor	

Practices Statement	INTASC 2, 3, 4, 6, 8 Program 2.1, 3.1, 4.1, 6.1, 8.1	Childhood • Elementary • Middle Level • Secondary	admission but before student teaching. During Methods Courses	faculty as assigned	candidate performance Program improvement	discuss the results of implementation.
6. Lesson Plan: Developed and taught to students in a field experience under the supervision of a university faculty member, public school faculty member, or otherwise qualified individual.	NCATE 1 INTASC 1, 3, 7, 8 Program 1.1, 1.2, 1.3, 3.2, 7.1, 7.2, 8.1	• Early Childhood • Elementary • Middle Level • Secondary	After admission but before student teaching. During Methods Courses		Monitor candidate performance Program improvement	
7. Student Teaching Mid-Term Evaluation	NCATE 1 INTASC 1-10 T&L Program 1.1-10.1	• Early Childhood • Elementary • Middle Level • Secondary	During Student Teaching T&L 487	University Supervisor	Monitor candidate performance Program improvement	

8. Student Teaching Final Evaluation	NCATE 1, 4 INTASC 1-10 T&L Program 1.1-10.1	• Early Childhood • Elementary • Middle Level • Secondary	During Student Teaching T&L 487	Cooperating Teacher	Monitor candidate performance Program improvement	
9. Dispositions	NCATE 1, 4 INTASC 2, 3, 5, 6, 7, 9 T&L Program 2.1, 3.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 9.1, 9.2	• Early Childhood • Elementary • Middle Level • Secondary	Level I Pre Admission: Intro. Course field experience Level II Post Admission: Education Courses Level III Pre-student teaching field experience Level IV T&L 487 Student Teaching	L I: Supervising Classroom Teacher L II: Course Faculty L III: Supervising Classroom Teacher L IV: Cooperating Teacher University Supervisor		
10. Capstone Experience 1st Implementation Spring, 2008	INTASC 1-10 T&L Program Standards 1.1-10.1	• Childhood • Elementary • Middle Level Secondary	Upon Exit From Student Teaching	Candidate's Advisor 1-2 Additional Faculty/ Supervisor		