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University of North Carolina at Pembroke

M. A. Ed. in Elementary Education

Student Handbook

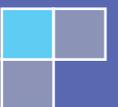


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UNC Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, sexual orientation, or disability or because of the individual's honorable service in the Armed Services of the United States. Moreover, UNCP is open to people of all races and actively seeks to promote diversity by recruiting and enrolling American Indian, Black, Asian, and Hispanic students.

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Welcome!



***Welcome to the Master of Art in Education (M. A. Ed.) in Elementary Education Program
from the Graduate Program Faculty***

As members of the UNCP School of Education faculty, we are committed to preparing competent education professionals to serve in school and community settings as effective practitioners, leaders, and advocates in the field of elementary education. As an inclusive and collaborative community of learners, we strive to support student success and well-being through the use of innovative teaching practices, scholarship development, technology, and partnerships with local schools, families, and community resources and organizations.

As professional educators, we are all life-long learners who value the need for continuous professional development. This is one of the most rewarding aspects of teaching as a career. For practicing teachers, however, professional development is sometimes a well-intentioned collection of unrelated workshops with little time for critical reflection. On the other hand, formal study in a graduate program is a time for sustained, systematic reflection on all aspects of a teacher's practice. It is a time to rethink the theoretical foundations of practice, explore current research, review professional literature, deepen content knowledge, forge new connections to the professional community, and create new ways of thinking and doing. It is time to become a master teacher.

Your decision to begin graduate study and earn a master's degree is a major commitment. We recognize that you have full, busy lives and that enrolling in the program will require the sacrifice of personal time away from family and home. We respect the personal and professional commitment you are making and honor that commitment with one of our own: **to strive to deliver the highest quality graduate program possible.**

We want you to have a deeply rewarding and empowering experience during your program of study. We invite you to join us in shaping that experience by approaching graduate study with a mind open to new ideas, the courage to take risks and ask questions, a willingness to reflect critically, and the desire to promote the learning and well-being of all children. We welcome your feedback and suggestions as you progress through the program and stand ready and willing to assist you in any way that we can.

This handbook is designed to provide you with an overview of the M. A. Ed. program in Elementary Education and to answer questions you may have about the program. You should familiarize yourself with its contents and keep it handy for reference throughout your graduate study at UNC Pembroke.

Sincerely,

The Elementary Education Graduate Faculty

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Program Overview

The M. A. Ed. in Elementary Education is one of 17 master's degree programs offered by The University of North Carolina at Pembroke. Administratively, the program is housed within the Elementary Education Department of the UNCP School of Education and is undergirded by the vision, mission, and conceptual framework shared by all teacher education programs at UNCP.

The program is designed for practicing teachers who hold or are eligible to hold a North Carolina Standard Professional license in Elementary Education (K-6). Upon completion of the program, students are eligible for a North Carolina master's level license in Elementary Education (K-6). The program is offered in an online format only.

UNCP Teacher Education Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity in an ever-changing global environment, and by caring for the personal, social, and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

UNCP Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent, caring, and inclusive communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them actively to influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

UNCP Teacher Education Program Diversity Position Statement

As part of the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience, and to graduate students prepared for global citizenship and our multi-ethnic regional society, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial, ethnic, and gender differences, and who possess the knowledge, skills and dispositions

necessary to promote living and learning in a global society. In order to accomplish this, the Teacher Education Program

1. recruits students from among diverse backgrounds, cultures, and races;
2. recruits faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develops, teaches, and assesses a curriculum that embraces learning and teaching for diverse populations; and,
4. provides (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

Basic Tenets of the UNCP Teacher Education Program Conceptual Framework (Philosophy, Purpose, and Goals)



The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the mission of public education.

COMMITMENT

Public schools exist to make equal access a reality for children of any race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democracy. Therefore, professional educators--classroom teachers, specialists, administrators, and school counselors--significantly influence the shape of that future for P-12 learners in our public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be **committed to the mission of public education** in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities, and care deeply about each child's academic success, health, and well-being. Second, professional educators must be **committed to rigorous standards for students**. Professional educators believe that all students can learn, and set high expectations for all learners. Professional educators create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to rigorous standards for themselves**. They are personally invested in their professional work using continuous critical reflection to assess their effectiveness and guide professional development. They are committed to lifelong learning and continuous growth over the

span of a career. Fourth, **professional educators are committed to the profession**. They are proud to serve their communities as educational leaders, and advocate for the profession in all interactions. They affiliate with professional organizations at the district, state, and national levels.

COLLABORATION

Public education is a complex social institution whose stakeholders include local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of these stakeholders in public education is essential for success. The UNCP Teacher Education Program nurtures the development of professional educators who understand the importance of collaboration for public schools' success, and who work productively with others in collaborative endeavors for the welfare of P-12 learners.

Professional educators must **collaborate with others in the community of learners**. They create shared knowledge, work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must **collaborate with other professionals in the school community**. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, and curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for school improvement. Professional educators **collaborate with students' families** and other caregivers. They understand that the partnership between school and home enables the child's success in school. They communicate regularly with parents about what is going on in the school, and invite them to participate actively in the school community. Professional **educators collaborate with others in the community**. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed individuals in the district, state, and nation to support educational initiatives for the benefit of P-12 learners.

COMPETENCE

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators promote **positive learning outcomes for all students**. Understanding the critical connections among theory, research, and practice, they ground their work in a defensible, well-developed **conceptual framework** grounded in relevant theory, research, and evidence-based practice. A competent professional educator is a reflective professional educator: such educators routinely use **critical, evidence-based self-reflection** to learn from direct experience, and continuously to improve their effectiveness. Specifically, professional educators reflect on their practice, thinking systematically and critically about student learning to determine why learning happens and what can be done to improve student achievement. Toward this end, they collect and analyze student performance data to implement practice-related changes both to improve their

teaching effectiveness and to enhance student achievement, and adapt their practice based on classroom-based data and relevant research to meet students' needs. They secure and use **21st century technologies and skills** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They value the **role of the family in the child's education** and work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators provide **leadership** wherever it is needed; they are always alert for opportunities to use their individual strengths to promote public education and those it serves.

In summary, UNC Pembroke prepares **committed, collaborative, and competent** professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who lead in the classroom, school, and profession.

Graduate Elementary Education Program Mission Statement

The mission of the master's program in elementary education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The master's program is designed to promote both teacher autonomy and collaboration through inquiry, reflection, and action. Teachers and teacher educators are encouraged to collaborate on ways to enhance the professional lives of teachers, the learning and well-being of their students, the teaching and learning environments of their schools, and partnerships with parents, families and the community that they serve.

Graduate Elementary Education Program Goals

The Graduate Elementary Education Program is designed to assist the practicing, career teacher accomplish the following:

- strengthen their personal commitment to the goals of education in a democratic, diverse society and use the underlying principles of those goals to guide decisions about practice;
- develop ways of working with families and other members of the community to transform schools so that all children may learn meaningfully and equitably;
- become an active member of various professional communities, develop leadership abilities, and seek opportunities to function as a leader within those communities;
- develop the disposition to strengthen both content-specific and pedagogical knowledge-bases through systematic research and inquiry on practice;
- construct (or revise) a conceptual framework for teaching and learning which reflects the philosophical, moral, and pedagogical complexities of teacher decisions about the education of culturally and developmentally diverse learners; and

- develop the disposition to reflect critically on the connection between his/her conceptual framework for teaching and learning (theory) and the effectiveness of his/her practice on diverse learners.

Program Design

Specific guidelines for defining professional competence are prescribed by the NC State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the UNC system. NC state licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also defined by the National Council for the Accreditation of Teacher Education (NCATE), an external accreditation agency.

Undergirded by the UNCP Teacher Education Program Conceptual Framework, the Graduate Elementary Education Program has been designed to meet the NC DPI Standards for Graduate Programs. In designing the program, the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS), the NBPTS Early Childhood Generalist Standards, and the NBPTS Middle Childhood Generalist Standards were also considered.

NC DPI Standards for Graduate Programs

Approved by the NC State Board of Education ~ January 8, 2009

The North Carolina Professional Teaching Standards Commission developed teaching standards based on a “new vision of teaching” in light of 21st century opportunities, needs and demands. The following five graduate program standards are parallel to and expand upon those standards. These are advanced standards, appropriate for teacher education programs to use as guidelines in developing their graduate level teaching programs. Teachers granted the master’s degree license are expected to be teacher leaders in their specialty area, to facilitate the creation of healthy educational environments, to have deep knowledge and skills in their content and curriculum, to use research in making decisions about effective practice for student learning, and to be continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation.

Standard 1: Teacher Leadership

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

Standard 2: Respectful Educational Environments

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the

learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Standard 5: Reflection

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.

Program of Study

The M. A. Ed. in Elementary Education is a 36-semester hour (12 courses) program. The courses are organized around the four strands reflected below. Course descriptions can be found in [Appendix A](#).

Strand I: Theory and Research (6 hrs)

- EDN 5660 Applied Educational Research (3 hrs)
- EDN 5490 Effective Educational Leadership (3 hrs)

Strand II: Professional Practice and Pedagogy (15 hrs)

- ELE 5700 Language, Literacy and Diversity (3 hrs)
- ELE 5750 Curricula Design and Choices (3 hrs)
- ELE 5775 Development, Diversity & Differentiation of Instruction (3 hrs)
- ELE 5800 Advanced Elementary Mathematics & Science (3 hrs)
- ELE 5850 Advanced Elementary Social Studies & Language Arts (3 hrs)

Strand III: Guided Content Electives in Elementary Education (12 hrs)

In consultation with the program director, candidates choose 12 semester hours of graduate coursework from the following areas: AIS, ART, BIO, ECN, EDN, ELE, ENG, ENGS, EXER, GGY, GLY, HSTS, MATE, MATH, MUS, PLS, SOC, and/or TESL.

Strand IV: Professional Integration and Leadership (3 hrs)

ELE 5900 Professional Development and Leadership Seminar (3 hrs)

Additional Program Requirements

In addition to completing prescribed coursework, candidates for the M. A. Ed. in Elementary Education must also meet the requirements described in this section.

Orientation to the M. A. Ed. in Elementary Education

Candidates entering the graduate Elementary Education Program are required to complete a program orientation. The orientation program is offered online via Blackboard, and should be completed during the candidate's first semester of enrollment in the program.

The Elementary Education Program Orientation serves several purposes. One of the most important purposes of the orientation is for students and the program director to get to know each other. Since students typically complete the 6-hour Theory and Research strand before taking major area courses, one or two semesters of study might lapse before students begin working directly with elementary education faculty. In the meantime, the graduate faculty want students to feel welcome in their newly expanded professional community and comfortable asking questions or seeking advice from them if needed. Faculty also want students to have an out-of-class opportunity to get to know the other students who will be progressing through the program with them.

Another purpose of the orientation is to review the program of study, program progression, and program policies. While the program director and faculty are available to advise and assist graduate students, ultimately, the student is responsible for meeting all program requirements and following established policies and procedures.

Additionally, the 'bystander intervention training,' federally mandated for all new students by the Campus Sexual Violence Elimination Act (SaVE) and the Violence Against Women Act (VAWA), is completed in conjunction with the orientation. Completion of this mandatory training is monitored by the UNCP Office of Student Affairs, and students will not be allowed to register beyond the first semester of enrollment unless this training has been completed.

Entry-Level Technology Competence

Graduate study at UNCP requires proficiency in various computer technology skills and applications. Students should enter the master's program with the ability to (1) word process written assignments; (2) communicate with professors and other students through email; (3) search and retrieve information from the Internet; (4) create PowerPoint and multi-media presentations; (5) create various desktop published documents such as flyers, brochures, and instructional materials; and, (6) construct spreadsheets, data bases, graphs and charts.

The focus for technology development during graduate study in the Elementary Education program is on learning how to integrate technology into instruction. Candidates will learn to create and sustain a discussion forum, create and maintain a web site, develop web quests, create an electronic portfolio, design web-based units, create multimedia research projects, and use PowerPoint as an instructional tool. In addition, candidates will learn software applications for the statistical analysis and presentation of the data generated from assessing and monitoring student progress and/or summarizing and interpreting the results of original teacher research.

Taskstream Account

The UNCP Teacher Education Program uses Taskstream, a commercial electronic portfolio service, to collect work (electronic evidences) created over the course of the candidate's program of study. These evidences are required by the North Carolina Department of Public Instruction and may be reviewed by national accrediting agencies evaluating UNCP's teacher education programs. Electronic evidences should be maintained throughout your program of study.

Purchasing Taskstream

Taskstream can be purchased directly through the Taskstream website or through the UNCP Bookstore. More detailed information on purchasing Taskstream can be found in [Appendix B](#).

Enrolling in DRFs in Taskstream

In Taskstream, a **drf** is a **d**irected **r**esponse **f**olio, where selected assignments/assessments are uploaded. After you purchase your Taskstream account, you will be able to enroll yourself in the graduate elementary education drf. When you log into your Taskstream account, you will see an area where you can enter the enrollment code for your particular program. The graduate Elementary Education Program Director will provide you with the enrollment code for the graduate elementary education drf.

Embedded in the instructions for all assignments in Taskstream, you should find the name of the person to whom you should submit the assignment. Please follow instructions carefully regarding submissions. This will prevent many problems with Taskstream. A checklist to help you keep track of the assignments/assessments that you need to upload/submit into Taskstream in the graduate

elementary education drf is included in [Appendix C](#). The assignments/assessments in the checklist are described in greater detail later in this section of the handbook.



Note: You cannot be recommended for graduation or graduate level licensure until all required assignments/assessments have been uploaded into Taskstream.

Expired/Inactive Accounts

If you have an expired Taskstream account, it will be considered inactive by Taskstream. However, UNCP faculty will still be able to view any previously submitted work. You do not have to renew your account once it has become inactive **if** you have completed all Taskstream requirements. **If you have NOT completed all requirements, you will have to renew your account!**

Questions about Taskstream

If you have questions about and/or you are experiencing problems with Taskstream, please contact Mrs. Mary Klinikowski at 919-521-6417 or at mary.klinikowski@uncp.edu. When you contact Mrs. Klinikowski please identify the specific drf with which you are having trouble and explain as much about the problem as possible. Mrs. Klinikowski can help with making sure you are enrolled in the correct drf and checking to see if your work is visible and submitted properly. If errors are made in submitting assignments/assessments Mrs. Klinikowski can cancel the submission and return the work to you.

For help directly from Taskstream, use the help button located in the top right hand portion of the Taskstream webpage, or call 1-800-311-5656, or email help@taskstream.com. If you call Taskstream directly, they will ask for your user name and an explanation of the problem so they can take a look and help you solve your problem. They will not be looking at your work or evaluations within the drfs, only at possible software issues.

Leadership Project

One of the major purposes of a graduate program is to prepare mature, career teachers to extend their sphere of influence in professional education to their school, district, community, or professional organization(s). Teachers granted the master's level license are expected to be teacher leaders in their specialty area.

In addition to completing the required coursework, all candidates for the M. A. Ed. in Elementary Education are required to complete a *Leadership Project*. This project requires the candidate to identify an academic need that impacts student learning in his or her school and to develop a project that assists in meeting the identified need. Candidates will involve several of the following constituencies in developing this collaborative project: colleagues, students' families, administrators, and the community. With successful completion of this project the candidate demonstrates collaboration and leadership skills within the classroom, the school and community.

Candidates may choose to fund their project through writing a mini-grant or utilizing existing funding. The graduate faculty will also assist in the development of grant proposals for large-scale projects. Other sources of funding may also be used for the leadership project such as PTO funding, parents, school funds, etc.

Work on the Leadership Project is initiated in EDN 5490: *Effective Educational Leadership*, where the candidate develops a proposal for his/her project. The project is implemented during the last 18 hours of the program. The Leadership Project must be approved by the Director of the graduate Elementary Education program prior to implementation. This is usually done in conjunction with the Midpoint Conference (described in the Assessment Section of this handbook).

Recommendations for developing the Leadership Project are provided in [Appendix D](#). Directions for obtaining approval to implement the Leadership Project are contained in [Appendix E](#). The Leadership Project will be evaluated as part of ELE 5900: *Professional Development and Leadership Seminar*. A copy of the Leadership Project proposal approval form and the rubric used by the graduate faculty to evaluate the Leadership Project are contained in [Appendix F](#) and [Appendix G](#).

Action Research Project

Teachers granted the master's level license are expected to use research in making decisions about effective practice for student learning. In addition to completing the required coursework, all candidates for the M. A. Ed. in Elementary Education are required to complete an *Action Research Project*. The purpose of the project is to identify a specific issue in the candidate's classroom and/or school with the intent of improving instruction. Candidates will identify a focus, pose questions, collect, organize and interpret data, decide on action(s) based on the data and engage in reflection. This project requires candidates to demonstrate skills in instructional leadership, proper implementation of the project in a respectful environment, extending content/curricular and instructional practices, impacting student learning and reflection.

Work on the Action Research Project is initiated in EDN 5660: *Applied Education Research*, where the candidate develops a proposal for his/her project. The project is implemented during the last 18 hours of the program. The Action Research Project must be approved by the Director of the graduate Elementary Education program prior to implementation. This is usually done in conjunction with the Midpoint Conference (described in the Assessment Section of this handbook).

Recommendations for developing the Action Research Project are provided in [Appendix H](#). Directions for obtaining approval to implement the Action Research Project are contained in [Appendix I](#). The candidate's Action Research Project will be evaluated as part of ELE 5900: *Professional Development and Leadership Seminar*. A copy of the Action Research Project proposal approval form and the rubric used by the graduate faculty to evaluate the Action Research Project are contained in [Appendix J](#) and [Appendix K](#).

Critical Reflections

Developing the disposition to **reflect critically** is an important component of the graduate program. Critical self-reflection is the catalyst for continual professional growth and development. Teachers granted the master's level license are expected to be continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation. Candidates will be asked to reflect critically on course concepts, assigned readings, the connections between theory and practice, course assignments and the processes informing those assignments, cycles of teaching and learning in their own practice, and original research. In addition, upon the completion of each course candidates will be asked to reflect critically on their professional development in the course in relationship to the NC DPI Standards for Graduate Programs. The form used for the critical reflection upon completion of each course can be found in [Appendix L](#).

Additionally, in ELE 5900: *Professional Development and Leadership Seminar*, each candidate will complete a summative critical reflection that includes a statement of his/her philosophical beliefs related to teaching and learning and reflection on how he/she has demonstrated each of the NC DPI Standards for Graduate Programs in the graduate program. The framing question for the summative critical reflection is, "How has the elementary education graduate program affected my professional practice—how I think, what I know, what I do, how I do it, why I do it, and what I believe?"

Recommendations for developing the summative critical reflection are contained in [Appendix M](#). A Standards Planning Matrix is included as [Appendix N](#). As you progress through the program, use this matrix to identify possible evidence (artifacts and/or documentation) you have to demonstrate that you meet each of the standards. Some of the evidence may NOT come directly from the courses in your program of study, but rather from the ways you have *applied* what you learned in your courses to your practice.



Master's Candidate Assessment

Continuous assessment is an integral part of the UNCP graduate program in Elementary Education. Multiple assessments, both formative and summative, are used at multiple points during the candidate's progression from program entry to program completion and beyond. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported for the purpose of improving candidate performance. The results of candidate assessment tie into the evaluation of the program and its operations. The graduate candidate assessment system is aligned with the UNCP Teacher Education conceptual framework and is structured by the North Carolina Department of Public Instruction (NCDPI) Standards for Graduate Programs.

The system for assessing candidate professional development is designed to (a) guide decisions about program admission, (b) monitor candidate progression through the program, (c) determine to what degree candidates have acquired the knowledge, skills, and dispositions set forth in the UNCP Teacher Education Program Conceptual Framework and the NCDPI Standards for Graduate Programs, (d) identify those candidates who may need planned intervention during their program of study, and (e) identify areas in the education program that need to be improved as reflected in various assessments of candidates.

An overview of the assessments used in the graduate Elementary Education Program is provided in this section of the handbook.

Self-Assessment and Reflection

Candidates self-monitor when they enter the program, as they progress through the program, and at the completion of the program. Candidates will be engaged in at least four levels of self-assessment and critical-reflection during the master's program: first, at the macro-level where they are reconstructing their own professional development; second, at the course level where they are required to reflect on how new knowledge and experience in a given course have impacted their thinking and practice; third, at the learning cycle level where they are analyzing and evaluating the effectiveness of instructional design on specific groups of learners or on individual learners; and, fourth, at the conclusion of the program in the capstone course where an overall analysis and summary of professional development is generated.

Professional Dispositions

Dispositions are habits of mind that shape the ways educators interact with students and make decisions related to teaching and learning. Candidates are asked to formally reflect on their dispositions at three points in the program: at entry, at midpoint, and at exit. The survey instrument used for this assessment is designed to provide an opportunity for candidates to reflect on dispositions and attitudes considered important to successful teaching. The instrument is intended to help candidates identify areas for continuing professional growth and define steps they

might take to promote that growth. Data from this self-assessment are also used by program directors as they consider ways in which their programs can assist candidates to develop and/or strengthen positive professional dispositions.

A copy of the dispositions survey is contained in [Appendix O](#). Candidates complete the entry point survey in conjunction with the Elementary Education Program Orientation. The midpoint survey is completed in conjunction with the Midpoint Progress Conference (described later in this section of the handbook). The exit point survey is completed in conjunction with the capstone course, ELE 5900: *Professional Development and Leadership Seminar*.

Course-Based Assessments

Multiple measures of performance on various products of learning are employed at the course level throughout the candidate's program of study. As such, the course grade is a composite indicator that the candidate has acquired the designated knowledge, skills, and dispositions. Candidates demonstrate competence on a variety of assignments such as critiques of research, action research, case study research, philosophy development, diagnosis and prescription, research papers, book and article reviews, assessment designs and instruments, proposals and position papers. An important basic tenet in the elementary education graduate faculty's approach to assessment is belief in the value of candidate critical self-reflection. Candidates are asked routinely to reflect on their own growth and development as evidenced in both the process and the products generated in their formal course work.

At the completion of each semester, the graduate Elementary Education Program Director reviews the grades earned by each candidate in the program. As appropriate, the Program Director may contact individual candidates to discuss their academic progress and to determine if adjustments to their course load and/or additional assistance may be needed.

Midpoint Progress Conference

After the completion of 15-18 semester hours (the approximate midpoint of the program), the program director conducts a midpoint progress conference with the candidate. At this conference, the candidate and the program director review the candidate's Leadership Project proposal, the candidate's Action Research Project proposal, the candidate's midpoint dispositions self-assessment, and the candidate's progress in demonstrating the graduate standards. Additionally, the program director will solicit feedback from the candidate on the extent to which the candidate's expectations of the program are being met.

Prior to the conference, the candidate should complete the midpoint dispositions survey in Taskstream and upload his/her Leadership Project proposal, Action Research proposal, and midpoint Standards Self-Assessment into Taskstream.

If the candidate is deemed to be making satisfactory progress, no further follow-up is required. If the candidate is not making satisfactory progress, the program director will construct an action plan specifying what the candidate needs to do and establish a deadline for follow-up. The summary form used for the midpoint progress conference is contained in [Appendix P](#). A copy of the completed form is provided to the candidate through Taskstream.

Capstone Course

The capstone course, EDN 5900: *Professional Development and Leadership Seminar*, is a revision, reflection, synthesis process conducted by the candidate with the support of his or her cohort and cohort advisor. One goal of the capstone course is for the candidate to answer the question, “What have I learned in my program of study and how has it impacted my beliefs and my practice?” Guidelines for this program reflection are provided during the capstone course; the final product may be a written document or a media presentation.

The primary goal of the capstone course is to construct the **Summative Critical Reflection**. That process begins with a systematic revision of the candidate’s conceptual framework (statement of philosophical beliefs) and then proceeds with the process of making final selections for artifacts and constructing rationales for each to document professional development against the master’s standards. Another goal of the capstone course is to organize the candidate’s Leadership Project and Action Research Project into products that can be submitted for evaluation to the graduate program faculty.

The capstone course culminates with a presentation of the Summative Critical Reflection and the Leadership Project and/or Action Research Project to the graduate elementary education graduate faculty. In the event that the Summative Critical Reflection, the Leadership Project, or the Action Research Project fail to meet graduate program standards, the candidate will receive the grade of *Incomplete (I)* for EDN 5900 until that time when the deficiency is remedied. A copy of the rubric used for the exit evaluation of the candidate is contained in [Appendix Q](#).

Program Quality

The School of Graduate Studies and Research conducts a comprehensive evaluation of every graduate course every semester. This process yields useful information about students' perceptions of the course experience and its relevance to their professional work. Course evaluations for graduate courses are conducted online. Students are sent a link to the course evaluation form for each course of enrollment. Students’ comments are treated professionally and summarized in aggregate form. Following the conclusion of the semester, the compiled comments for each course are shared with the appropriate program director and the chair of the appropriate department for use in making program improvements and modifications.

At the program level, elementary education candidates are asked to evaluate the various aspects of the program at the point of exit. The survey instrument is contained in [Appendix R](#). The feedback

provided by candidates is used by program faculty to improve the curriculum, the quality of instruction, the effectiveness of evaluation procedures and policies, and support services. The program director submits an annual evaluation of the graduate program to the Dean of the School of Education.



Program Policies

Graduate students are subject to the policies established by the University and the UNCP Graduate Council. While program directors and faculty are available to advise and assist graduate students, ultimately, the student is responsible for meeting all program requirements and following established policies and procedures. A partial listing of the policies governing progression through graduate programs at UNCP is included in this section. For the complete text of all graduate policies, please refer to the UNCP Catalog and/or *The UNCP School of Graduate Studies Handbook* at <http://www.uncp.edu/grad>.

University Network and E-mail Accounts

All graduate students enrolled at UNCP are required to establish and maintain a University network account and a BraveMail account. Information about setting up these accounts can be found on the Division of Information Technology website (www.uncp.edu/doi/students). Although the University recognizes that most graduate students have professional or home e-mail accounts, **IT IS ESSENTIAL THAT STUDENTS HAVE AND USE A UNCP E-MAIL ACCOUNT**. This is the University's primary official means of communication with students. Students are responsible for information disseminated via e-mail, and they are expected to check their UNCP e-mail account regularly.

Degree Requirements

To receive a master's degree from The University of North Carolina at Pembroke, students must successfully complete the prescribed program of study with a cumulative grade point average of at least a 3.0 on a 4.0 grading scale, successfully pass the written comprehensive examinations (or an equivalent requirement, if applicable), submit an application for graduation, and be approved by the Faculty Senate. It is the responsibility of the student to file an application for graduation with the UNCP School of Graduate Studies and Research by the deadlines established by that office (see below for graduation application deadlines). The form is available on the Graduate School website. Candidates for the master's degree are expected to attend commencement exercises in the appropriate attire. Caps and gowns are distributed at "Grad Finale" each semester and also may be obtained from the University Bookstore.

The following are the deadlines for graduate students to apply for graduation:

Summer Graduation	March 1
Fall Graduation	March 1
Spring Graduation	October 1

Currently, the graduation application fee is \$90.00. A late graduation application fee of \$25.00 applies after the deadlines stated above.

If a graduate student elects to receive his/her diploma in absentia, he/she must submit to the Registrar one month prior to graduation a written request that indicates the address to which the diploma will be mailed. The diploma will be mailed after commencement.

Level of Coursework

All course work applied toward the master's degree must be earned in courses designed for graduate students (numbered 5000 and above). No 4000-level or lower coursework may be applied to the master's degree. No more than three semester hours of graduate credit earned in workshop courses may be applied toward a master's degree.

Advisement and Registration

Each student admitted to a graduate program is assigned a graduate faculty member from the academic department as an advisor. The Director of the Graduate Elementary Education Program serves as the advisor for candidates for the M. A. Ed. in Elementary Education. Initially, graduate students are expected to confer with the Program Director to plan their program of study. Thereafter, they are expected to confer with the Program Director each semester. Advisement occurs each semester in conjunction with the University's pre-registration period, during which time currently enrolled students who are in good standing are provided the opportunity to pre-register for the subsequent semester and/or summer sessions. The registration process is completed on BraveWeb and requires a PIN, which must be obtained from the Program Director.

Each student is responsible for the proper completion of his or her academic program, for familiarity with the University of North Carolina at Pembroke Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. **The candidate's advisor will counsel, but the final responsibility for a successful college career rests with the student.**

Course Load

Students may enroll in nine (9) semester hours during regular semesters. Students employed on a full-time basis are encouraged to take six (6) credit hours a semester, or less. During each summer session, graduate students may enroll in a maximum of six (6) credit hours for a total of twelve (12) credit hours during the summer.

Payment of Tuition and Fees

Payment of tuition/fees must be made by deadlines established by the Office of Business Affairs. No student is officially enrolled until tuition/fees have been paid. Students who do not pay tuition/fees by the established deadline are dropped from the classes for which they have registered.

Grading

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of “**A**” designates that the graduate student’s performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of “**B**” designates that a graduate student’s performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of “**C**” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than normally expected in a graduate class. An accumulation of 3 “C’s” makes the student ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (Please see the “Dismissal from the Graduate Program” policy later in this section of the handbook).

A grade of “**F**” designates failure of the course. A graduate student who receives an “F” is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (Please see the “Dismissal from the Graduate Program” policy later in this section of the handbook).

A grade of “**I**” (incomplete) is given when the student is unable to complete work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the grade of “I” is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of “F.” In determining quality hours and quality point averages, an “I” is counted as an “F” until it is removed. A grade of “I” does not fulfill prerequisite requirements.

A grade of “**T**” indicates that a thesis or internship grade is pending and is issued only for thesis research and capstone courses and for the year-long internship in school administration.

A grade of “**W**” indicates that a student officially withdrew from a course (Please see the “Withdrawal Policy” later in this section of the handbook).

Academic Progress

The academic progress of each graduate student is monitored on a regular basis by the School of Graduate Studies and Research, the student's advisor, and the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree.

Dismissal from the Graduate Program

An accumulation of nine (9) semester hours of "C" quality work, or a single grade of "F," makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and he/she will be dismissed. Excepted from this regulation are students readmitted by the Graduate Appeals Committee.

Repetition of Courses

Repetition of any graduate course other than those identified in course descriptions as repeatable is subject to the approval by the student's program director and the Graduate School Dean. Degree credit for repeated courses will be given only once. However, both the original grade and the grade received in the repetition will be recorded and used in calculating the overall GPA. **A course can only be repeated one time.** Students wishing to repeat a graduate course that is not repeatable for credit should complete a *Repeat a Graduate Course Request* form and submit it to the School of Graduate Studies and Research.

Withdrawal Policy

Graduate students may find it necessary or advisable to withdraw from one or more courses during a term. If a student withdraws from all courses in which they are enrolled, they must withdraw from the university. The deadline for withdrawal depends upon the schedule for the course and the format of the course. Consult the Graduate Academic Calendar posted on the website of the School of Graduate Studies and Research (www.uncp.edu/grad) for course withdrawal deadlines.

To withdraw from a course (but remain enrolled in at least one course), a student must complete an *Application to Withdraw from a Graduate Course* form. It is the student's responsibility to submit the withdrawal form to the School of Graduate Studies and Research by the withdrawal deadline for each course. Students who do not officially withdraw from a course by the established deadline may receive a grade of "F." A graduate student who receives an "F" is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed.

To withdraw from the university (i.e. cease to attend all courses), a student must complete an *Application to Withdraw from Graduate School* before the established deadline of each course.

Withdrawing from a class does not excuse a student from the five year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) within which all program requirements must be completed.

The date that a graduate student submits his/her withdrawal form to the Office of Graduate Studies and Research will be considered the last date of attendance for financial aid and student accounts purposes. If a student receives financial aid, he/she is advised to consult with his/her counselor to determine the impact of the withdrawal on his/her financial aid status. If the withdrawal occurs when refunds are still possible, the Office of Student Accounts will adjust tuition, fees, room, and board charges on a pro-rated basis. A student must successfully complete 67% of their coursework to maintain Satisfactory Academic Progress (SAP) to remain eligible to receive financial aid. Please see the website of the Office of the Controller for additional information (<http://www.uncp.edu/co/>).

Time Limits

All course work applied toward the master's degree must have been completed within five years (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) of formal admission to the program. The time requirement is based upon the calendar. For example, if a student enrolls for a Fall Semester graduate course, then this student is one year into his/her time limit at the start of the next Fall Semester.

Transfer Credit

Graduate students may transfer in six to twelve credit hours (with a grade of B or better) of relevant graduate credit taken at an accredited institution with approval of the Program Director and the Graduate Dean according to the following sliding scale:

- 30-39 hours in the program-transfer up to 6 credit hours;
- 40-49 hours in the program-transfer up to 9 hours;
- 50+ hours in the program-transfer up to 12 hours.

It is the responsibility of the student to apply for approval of transfer credit. The form is available on the Graduate School website. Along with this form, an official copy of the transcript reflecting the credit and a copy of the catalog description must be submitted for each course. The program director may require a copy of the course syllabus.

For pre-existing graduate credits, a student must submit the completed transfer credit request form to the School of Graduate Studies and Research within one calendar year of the first day of classes of the semester or summer session of the student's first enrollment in courses (including prerequisites) required for his/her graduate program. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. Transfer credit requests submitted after that deadline will not be processed.

If a student seeks to take graduate credit(s) at another institution for transfer to UNCP, s/he must obtain prior written approval for the credit from both the appropriate program director and the Dean of the School of Graduate Studies and Research. The completed transfer credit request form, signed to show the approval of the program director, must be submitted to the School of Graduate Studies and Research at least 30 calendar days prior to the first day of classes of the UNCP semester or summer session that corresponds most closely to the timeframe during which the course(s) will be taken at the other institution. Transfer credit requests submitted after that deadline will not be processed.

The transfer credit is subject to the five-year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) applied to all course work credited toward the master's degree, with the exception of reinstated credits sanctioned by the Graduate Appeals Committee.

Academic Honor Code

Academic honor and integrity are essential to the existence of a university community. Standards of academic honor are enforced by the Graduate Council acting through the Dean of the School of Graduate Studies and Research. Graduate students are expected to adhere to all academic and conduct standards described in the UNC Pembroke Catalog and the Student Handbook. Students have the responsibility to know and observe the UNCP Academic Honor Code. A complete description of the Honor Code appears in The Student Handbook, the University General Catalog, and on the University website at: <https://www.uncp.edu/student-life/student-services/student-conduct/academic-honor-code>.

This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, abuse of academic materials and complicity in academic dishonesty.

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in an academic exercise. This includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise.
- **Plagiarism** - Intentionally or knowingly presenting the work of another as one's own.
- **Fabrication and falsification** - Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- **Abuse of Academic Materials** - Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material.
- **Complicity in Academic Dishonesty** - Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Any special requirements regarding academic honesty in graduate courses will be provided to students in writing at the beginning of the course(s), and are binding on the students. Academic evaluations in graduate courses include a judgment that the student's work is free from academic dishonesty of any type; grades in graduate courses therefore will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. Students are expected to report cases of academic dishonesty to the instructor. All requirements of the Honor Code will be strictly enforced. Students are responsible for knowing and observing the Honor Code; failure to learn it will not excuse anyone from its obligations.

Recognizing the appropriately more stringent requirements for remaining enrolled in a graduate program, penalties for graduate student infractions may differ from those specified for undergraduates. Convening bodies responsible for monitoring graduate students' academic integrity, ensuring due process for graduate students who are charged with academic honor code violations, and imposing sanctions for violations will be the responsibility of the Dean of the School of Graduate Studies and Research.

If the professor determines that a graduate student has presented or submitted work that violates standards of academic honesty, a range of penalties may be imposed. An "F" in the course may be appropriate at any point in a student's career. However, depending on the nature of both the assignment and the plagiarism, a professor may choose an alternative set of sanctions. The offending student might receive an "F" for the assignment and be required to complete the assignment, for no credit, to the satisfaction of the professor. A faculty member also may withdraw a student from a course at any point in the semester; in order to repeat the course, the student must obtain the approval of the Graduate Appeals Committee (Please see the "Due Process/Appeals for Graduate Students" policy later in this section of the handbook).

For a second instance of plagiarism at any time during the student's graduate career, documentation of the first incident will become part of the evidence considered in establishing the penalty. If a student receives an "F" in a course due to regulation violations prior to the end of a semester, the student may receive credit for other courses for which he or she is concurrently registered; dismissal will become effective at the end of the semester in which the second offense occurs.

Documentation of all infractions will be placed in the student's folder in the Office of Graduate Studies and in the Office of Student Affairs and remain there until the degree is awarded.



A word of caution . . . On some of your assignments you may be encouraged, even expected, to collaborate with your peers. On other assignments, e.g., tests, you may be specifically instructed **NOT** to collaborate with others. Make sure you understand whether or not you may work with others on an assignment. Collaborating on an assignment, when you have been instructed not to do so, violates the Academic Honor Code.

Due Process/Appeals for Graduate Students

Graduate students may choose to file an appeal with the Graduate Appeals Committee (GAC), the “due process” body for all graduate students as designated by The Graduate Council. Appeals may be made for the following: Extension of time to Degree, Credit reinstatement and/or transfer credit after the deadline, Grade Appeal (see Grade Appeal section below) and to Apply for Readmission after Dismissal. Appeal deadlines vary, but the student wishing to appeal a denial of continuation in a program should submit a written request for appeal to the Dean of the School of Graduate Studies and Research so that the appeal is postmarked or hand delivered to the Graduate School no later than 5:00 p.m. on the date that is thirty (30) calendar days after the date on which grades are due (as specified on the Registrar’s academic calendar) for the relevant semester or summer session. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not postmarked or hand-delivered by the deadline specified in the denial letter, it will not be considered. A former student who was dismissed for academic reasons and has not been enrolled in a graduate program at any institution of higher education for a period of four (4) semesters (excluding summers) may apply for readmission under the Special Readmission Regulation for Students Dismissed for Academic Reasons.

The Graduate Appeals Committee meets in February, June, and October. Any appeal submitted by the deadline will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires to do so. The Graduate Appeals Committee is not bound by precedent; rather, it is required to consider every appeal on the basis of the individual merit of that particular case. The decision of the GAC will be final.

Grade Appeal

The Graduate Appeals Committee (GAC) of the Graduate Council is the body which considers grade appeals from graduate students. There are two grounds for appealing a grade: (1) evidence of miscalculation, and (2) material deviation from information published in the course syllabus without adequate notice of the change. Graduate students are required to attempt to resolve the grading issue with the course professor before filing an appeal. Students who are unable to resolve questions with the course professor have thirty (30) calendar days from the date on which grades are due (as specified on the Registrar’s academic calendar) for the relevant semester or summer session to file an appeal. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. Students are responsible for submitting a written appeal and the required documentation to the Dean of the School of Graduate Studies and Research so that they are postmarked or hand-delivered no later than 5:00 p.m. on the deadline date. If a request for appeal is not postmarked or hand delivered by this deadline, it will not be considered. The decisions of the Graduate Appeals Committee are final and do not set precedent; each case is considered on its own merits.

Accessing Academic Accommodations

UNC Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on color, national origin, religion, sex, age, or disability. UNC Pembroke is committed to providing services for all students with disabilities in accordance with Sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) of 2009.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

Applying for Master's Level Licensure through the NCDPI

Upon completion of your program, it is your responsibility to apply for graduate (M level) licensure by the North Carolina State Board of Education. Your application is submitted through the UNCP School of Education Licensure Office. You can download the application form at: <http://www.uncp.edu/academics/colleges-schools-departments/colleges-schools/school-education/students/student-forms>.



Program Resources

As an online student, it is important to know that you have access to the same academic services as UNCP's campus students. Several of the resources available to you are highlighted in this section. More information on the services available to you can be found at:
<http://www.uncp.edu/academics/online-distance-education/online-course-orientation-0>.

Orientation to Blackboard



If this is your first time taking an online course in Blackboard (Bb), you may want to take some time exploring the Quick tutorials and Getting Started Guides available through the Bb site. When you log into Blackboard, on the opening page you should see a box in the bottom center of the page that reads “**Quick Tutorial Catalogs** . . . Learn more about Blackboard Learn through our [On Demand Learning Center](#). The On Demand Learning Center includes short, interactive video lessons called Quick Tutorials and short documents, called Getting Started Guides, designed to get you familiar with a feature in 15 minutes.”

Division of Information Technology (DoIT)

UNCP's Division of Information Technology (DoIT) offers a wide variety of services that you may find helpful. If you experience any problems with your UNCP email account, registering in BraveWeb, or with Blackboard, you can request assistance from the DoIT Help Desk. During the academic semester, phone and email support are available:

M-Th	8:00 AM – Midnight
F	8:00 AM – 10:30 PM
Sat	10:00 AM – 5:30 PM
Sun	3:00 PM – Midnight

The phone number is 910-521-6260; the email address is helpdesk@uncp.edu.

The DoIT website also has Blackboard 'How To' videos for students at the following link:
<http://www.uncp.edu/student-life/student-services/information-technology/blackboard-help>.

You can also request help with Blackboard by emailing UNCP's Blackboard Support at bb.support@uncp.edu.

Mary Livermore Library

The major function of the Mary Livermore Library is to serve as an educational support unit for The University of North Carolina at Pembroke. The library currently houses approximately 300,000 catalogued volumes, over 13,000 subscriptions to print and electronic serials, and an abundance of electronic resources. The library also receives relevant US government documents and North Carolina State documents on a depository basis. The library also houses the University Archives. The staff offers students reference and information services, instruction in library use, in-depth consultation on research projects, data base searching, interlibrary loan, orientation tours, recreational reading materials, and copying facilities. The library has an online catalog and access to those of other UNC system libraries. Hours of operation are posted in the library and online (<http://www.uncp.edu/academics/library/library-hours>).

The Mary Livermore Library is committed to supporting the teaching, learning, and research needs of its students, faculty, and staff at sites away from the campus of The University of North Carolina at Pembroke. The Library provides convenient access to its collections and resources to all members of the university community, regardless of location or course format. The library will mail books to you (at its expense), but you will be responsible for covering the return postage. The following website provides information you will find helpful:

<https://www.uncp.edu/academics/library/departments/outreachdistance-education>

Counseling and Testing Services

The Counseling and Testing Center is located in Suite 243 of the James B. Chavis University Center. The phone number is 910-521-6202. The Center is open Monday-Friday from 8:00 am-5:00 pm. Students may make appointments for counseling, but students with immediate concerns are seen on a walk-in basis when possible. Graduate students may call the center to make arrangements for an appointment after regular hours.

Writing Center

Help with writing is available through the UNCP Writing Center. If you cannot physically go to the Writing Center, you can make an appointment to meet with a tutor online. To do so, go to <https://uncp.mywconline.com/> and create an account in the appointment system. Once you have created an account, log in and click on a convenient appointment time. At the bottom of the appointment page, choose "meet online." When it is time for your appointment, log into the appointment system again and follow the instructions there. If you have questions at any time in this process, call the Writing Center at 910-521-6546. The website for the Writing Center's online tutoring is: <http://www.uncp.edu/academics/opportunities-programs-resources/academic-resources/writing-center/online-tutoring>.



APPENDICES

APPENDIX A

Course Descriptions

Strand I: Theory and Research (6 hrs)

EDN 5660: Applied Educational Research (3 hrs)

Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community.

EDN 5490: Effective Educational Leadership (3 hrs)

This course is designed to nurture and develop practitioners as leaders in their classrooms, in their schools, in their professions, in their communities, and in the broader society. The primary focus is on teachers as leaders in the teaching-learning process. Graduate students will begin their leadership projects in this course.

Strand II: Professional Practice and Pedagogy (15 hrs)

ELE 5700: Language, Literacy and Diversity (3 hrs)

The purpose of this course is to provide a focus on contexts and processes through which language develops including attainment of second languages, and the cognitive, social/emotional and cultural aspects of language. This foundation will provide the framework to differentiate curricula, instruction and assessment in listening, speaking, reading, writing and viewing through the use of culturally diverse and appropriate literature. Students will demonstrate collaboration skills with families and specialists within the school settings. Prerequisites: EDN 5660 and EDN 5490.

ELE 5750: Curricula Design and Choices (3 hrs)

The purpose of this course is to assist teachers in demonstrating understanding of curriculum frameworks in the 21st century classroom. Teachers will use philosophical viewpoints to inform decisions related to organization, structure, and sequence of curriculum, as well as selection of resources, assessment and approaches to engaging learners in supportive and inclusive learning environments. Prerequisites: EDN 5660 and EDN 5490.

ELE 5775: Development, Diversity and Differentiation of Instruction (3 hrs)

The purpose of this course is to assist teachers in developing a contextual perception of diverse learners and their educational needs based on information on children's family life, culture and stages of development. Teachers will assess children's development, align curriculum, design curriculum to accommodate developmental and cultural differences, and establish respectful learning environments. Teachers will explore ways to nurture and motivate family involvement in the education process. Prerequisites: EDN 5660 and EDN 5490.

ELE 5800: Advanced Elementary Mathematics and Science (3 hrs)

The purpose of this course is to assist teachers in deepening their understanding of mathematics and science in facilitating student learning. Emphasis will be placed on a constructivist approach to learning, and incorporating research as it translates to instructional practices. Practices will include: skillful structure in sequence of curriculum, approaches to learner motivation and content engagement, establishing routines for managing the learning environment, appropriate methods for assessing resources and student outcomes, differentiation of instruction for students with special needs (environmental and cultural), and establishing collaborative efforts with colleagues and resource specialists in schools and community. Prerequisites: EDN 5660 and EDN 5490.

ELE 5850: Advanced Elementary Social Studies and Language Arts (3 hrs)

The purpose of this course is to provide opportunity for teachers to improve student learning in social studies and language arts through systematic analysis and reflection on the cycles of teaching and learning. A primary focus is placed on connecting curriculum and instructional design, desired learning outcomes, content, diverse learners, instructional resources and assessment measures, in the context of developing global understandings and multiple literacies. Prerequisites: EDN 5660 and EDN 5490.

Strand III: Guided Content Electives in Elementary Education (12 hrs)

In consultation with the program director, candidates choose 12 semester hours of graduate coursework from the following areas: AIS, ART, BIO, ECN, EDN, ELE, ENG, ENGS, EXER, GGY, GLY, HSTS, MATE, MATH, MUS, PLS, SOC, and/or TESL. Descriptions of the courses can be found in the UNCP catalog.

Strand IV: Professional Integration and Leadership (3 hrs)**ELE 5900: Professional Development and Leadership Seminar (3 hrs)**

The purpose of this course is to provide a capstone experience for teachers completing the M. A. Ed. degree in Elementary Education. Teachers integrate the knowledge and insights gained from experiences in previous courses into final revisions of their conceptual frameworks and related plans. The comprehensive program portfolio structured by the graduate standards is constructed. Leadership and action research projects are finalized. All products are submitted for review to a panel of graduate faculty.

APPENDIX B

Purchasing Taskstream

You can purchase Taskstream directly through the Taskstream website or through the UNCP Bookstore. The advantage of using a key code from the bookstore is that financial aid will cover this cost just like the purchase of a textbook.

To purchase Taskstream through the Taskstream website:

Go to: <https://www1.taskstream.com/>

Click on create or renew account located at the top of the webpage.

Click on the correct button to **create or renew** your account.

Then follow the instructions where you choose your purchase option, either purchasing with a **credit card** or by using a **key code purchased in the UNCP bookstore**.

Purchasing with the Credit Card Option

When choosing the credit card option, click on the button beside the area that says you will be using Taskstream for a College/University program and click continue.

The next screen will ask you a series of questions where you identify UNC-Pembroke as your institution.

On the next screen, you can choose the amount of time for which you would like to purchase Taskstream. These prices may change based on fluctuations at Taskstream.

1 Semester - 5 Months (\$25)

1 yr. account (\$42)

2 yr. account (\$69)

3 yr. account (\$91)

Notice you will be given both a starting date and an ending date for your purchase. Try and estimate the best amount of time you need Taskstream for to complete your plan of study. Generally we expect traditional graduate students may need a 2-3 year account.

Subsequent screens will take you through the procedures for entering your credit card information and checking out. You will have to enter your personal information to complete the registration process.

Purchasing the Key Code from Bookstore

A major advantage of purchasing Taskstream through the bookstore is that you can use your financial aid funds to make the purchase.

If you choose to purchase Taskstream through the bookstore by purchasing a key code, here are your options:

- 1 yr. account (\$56) 2 semesters
- 2 yr. account (\$92) 4 semesters

The bookstore is investigating the purchase of Taskstream licenses for different time periods than the ones listed here, so ask if any other accounts are available as well. Again, these prices may fluctuate based on bookstore requirements.

When purchasing Taskstream at the bookstore, please ask for it at the front register.

After you enter the key code, you will go through a similar set of screens to choose your school and complete the registration process.

APPENDIX C

Graduate Program in Elementary Education Taskstream drf Candidate Checklist

Use this checklist to keep track of when you have uploaded/submitted the required assignments/assessments into Taskstream.

Assignment	When to Upload/Submit	Date Uploaded/Submitted
Unit Dispositions Survey (Entry)	During 1 st semester of enrollment	
Elementary Education Program Dispositions Survey (Entry)	During 1 st semester of enrollment	
Unit Dispositions Survey (Midpoint)	After completion of 15-18 semester hours and prior to Midpoint Conference	
Elementary Education Program Dispositions Survey (Midpoint)	After completion of 15-18 semester hours and prior to Midpoint Conference	
Unit Dispositions Survey (Exit)	At completion of ELE 5900 <i>Professional Development and Leadership Seminar</i>	
Elementary Education Dispositions Survey (Exit)	At completion of ELE 5900 <i>Professional Development and Leadership Seminar</i>	
EDN 5660 <i>Applied Educational Research</i> Critical Reflection	After completion of EDN 5660 <i>Applied Educational Research</i>	
EDN 5490 <i>Effective Educational Leadership</i> Critical Reflection	After completion of EDN 5490 <i>Effective Educational Leadership</i>	
ELE 5700 <i>Language, Literacy, and Diversity</i> Critical Reflection	After completion of ELE 5700 <i>Language, Literacy, and Diversity</i>	
ELE 5750 <i>Curricula Design and Choices</i> Critical Reflection	After completion of ELE 5750 <i>Curricula Design and Choices</i>	

Assignment	When to Upload/Submit	Date Uploaded/Submitted
ELE 5775 <i>Development, Diversity, and Differentiation of Instruction</i> Critical Reflection	After completion of ELE 5775 <i>Development, Diversity, and Differentiation of Instruction</i>	
ELE 5800 <i>Advanced Elementary Mathematics and Science</i> Critical Reflection	After completion of ELE 5800 <i>Advanced Elementary Mathematics and Science</i>	
ELE 5850 <i>Advanced Elementary Social Studies and Language Arts</i> Critical Reflection	After completion of ELE 5850 <i>Advanced Elementary Social Studies and Language Arts</i>	
<i>Guided Content Elective 1</i> Critical Reflection	After completion of <i>Guided Content Elective 1</i>	
<i>Guided Content Elective 2</i> Critical Reflection	After completion of <i>Guided Content Elective 2</i>	
<i>Guided Content Elective 3</i> Critical Reflection	After completion of <i>Guided Content Elective 3</i>	
<i>Guided Content Elective 4</i> Critical Reflection	After completion of <i>Guided Content Elective 4</i>	
ELE 5900 <i>Professional Development and Leadership Seminar</i> Critical Reflection	After completion of ELE 5900 <i>Professional Development and Leadership Seminar</i>	
Leadership Project Proposal	After completion of 15-18 semester hours and prior to Midpoint Conference	
Action Research Project Proposal	After completion of 15-18 semester hours and prior to Midpoint Conference	
Midpoint Standards Self-Assessment	After completion of 15-18 semester hours and prior to Midpoint Conference	
Leadership Project Final Report	In ELE 5900 <i>Professional Development and Leadership Seminar</i>	
Action Research Project Final Report	In ELE 5900 <i>Professional Development and Leadership Seminar</i>	
Summative/Comprehensive Critical Reflection	In ELE 5900 <i>Professional Development and Leadership Seminar</i>	

APPENDIX D

Leadership Project Recommendations

To assist you in the development of your Leadership Project, it is recommended that you:



- **Develop project proposal details carefully.** Although a leadership project proposal is developed in ELE 5490, the proposal tends to be very general. Take time, after the course is over, to go back and work through your plan in greater detail before attempting to implement it. Don't be afraid to modify the original plan. Share your plan with other colleagues to get useful feedback. Arrange a conference with the program director to discuss your modified plan, seek guidance, and secure final approval for implementation.
- **Develop project assessment instruments.** You are not required to submit the actual assessments you will administer to targeted project participants by your midpoint program assessment. Attend to project assessment issues well in advance of project implementation. Ask the program director or a faculty to help you select instruments to use or to develop original instruments. Decide how you will present the data in your final document.
- **Log your activities.** Keep a running log of your activities as your project unfolds. Enter dates and a brief description of each step along the way. This record will make writing your final narrative much easier. The log itself can also be included in the final project.
- **Arrange for someone to take photos.** If you are front and center in a leadership role, you will likely be too occupied to take photos of your project or event. Ask a colleague to do that for you. Document in photographs as much of the process as you can.
- **Contact your local newspaper.** Some leadership projects are potential public relations vehicles for the students, parents, teachers, and/or school-community. Contact the community feature editor well in advance of your scheduled event.
- **Save everything.** Document your process. Remember to save items such as memos, letters, programs, invoices, feedback forms, program schedules, sample work, multimedia presentations, bibliographies, videos, digital photos, resource lists, publicity pieces and participant feedback forms as appropriate.
- **Review the leadership project rubric.** Be sure to review the rubric that the graduate faculty uses to evaluate the leadership project. Know what is expected and what attributes characterize a quality product.

APPENDIX E

Obtaining Approval of the Leadership Project Proposal

Directions for the Candidate:

In EDN 5490: *Effective Educational Leadership* you developed a proposal for a Leadership Project. Think about the feedback you received on your proposal. Also, think some more about what you proposed to do. Have you identified an academic need that impacts student learning in our school? Does the proposed project assist in meeting that need? Have you thought more about . . . the logistics of what you propose to do? . . . the resources you will need to implement your project? . . . how you will evaluate the outcome(s) of your project? Have you talked with your administrator about your project? Have you talked with your colleagues about your proposed project?

When you have the details thought out, you should update your original proposal and upload your revised proposal into Taskstream. The proposal that you upload needs to include the following:

Component	What it should address
Purpose/Goals	Clearly identify the purpose/goals of your proposed project. What is the academic need it is designed to address? What are the outcomes you are trying to achieve with your project?
Rationale	Clearly provide a rationale for your project. How did you identify the academic need (data, please)? Why is this an important academic need? How will your project address the identified need?
Project Description	Clearly describe what you will do. Provide details!! Be sure to clearly identify the target audience for your project. Also be sure to identify the constituencies (colleagues, students, families, community members, administrators) that will be involved in your proposed project.
Proposed Timeline	Provide a detailed timeline that includes all major activities. Your timeline can serve as a checklist to help keep you on track.
Resources Needed to Implement your Project	What are the resources you will need to implement your project? How will you access these resources?
Proposed Evaluation Methods	How will you evaluate your project? Clearly describe the data you will collect to evaluate the impact of your project. How will you determine if the project is successful?
Reflection	How will your proposed project allow you to demonstrate teacher leadership? How will your proposed project allow you to demonstrate collaboration skills?

Your updated proposal needs to be uploaded into Taskstream prior to the Midpoint Progress Conference. You should be prepared to discuss your proposal with the program director at the conference.

Directions for the Program Director:

Carefully review the candidate's leadership project proposal and provide constructive feedback and guidance. Complete the *Leadership Project Proposal Approval Form*, indicating your evaluation for each required rating and using the *Comments* box on the form to provide the candidate with specific feedback (e.g., strengths, weaknesses, need for further development, need for additional conversations with his/her advisor/faculty member, etc.). A copy of the completed form should be provided to the candidate via Taskstream, and the original should be retained for your files. After you evaluate the proposal, or after the follow-up conference (if required), you should continue to provide guidance and advice to the candidate as he/she implements the project.

APPENDIX F

Leadership Project Proposal Approval Form

Candidate: _____

Program Director: _____

Project Title: _____

Semester & Year: _____

Proposal meets the following two requirements:

1. Proposed project allows candidate to demonstrate the ability to take on a leadership role with other educators. **Met** **Not Met**
2. Proposed project relates to the improvement of student learning in direct or indirect ways. **Met** **Not Met**

	Satisfactory	Needs Revision	Missing
Purpose/Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proposed Timeline for Implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of Resources to Implement Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proposed Evaluation of Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

proposal approved

minor revision required

significant revision and resubmission required

(Program Director's Signature and date)

(Candidate's Signature and date)

APPENDIX G

Leadership Project Evaluation Rubric

Project Requirements	1 insufficient	2 meets expectations	3 exceeds expectations	Rating/Comments
Project Narrative	description of project implementation is minimal; purpose, goals, and activities are vague and/or confusing; poses challenge to credibility; original project approval form missing; or the project presented does not match the approved project	purpose, goals, and activities are clearly and concisely described; the activities are clearly aligned with the purpose/goals; the candidate's role as a leader in a professional context is evident	satisfies <i>level 2</i> criteria, plus narrative is thoughtful, thorough, and well organized leaving the reader with few questions	—
Project Documentation	few if any supporting documents presented; and/or the documents are not directly relevant to the project or are not representative of project scope	sufficient documentation related to planning, implementation, and assessment (e.g. programs, grants, materials, surveys, photos) presented and labeled clearly	satisfies <i>level 2</i> criteria, plus documentation is thorough, well organized, annotated, and conclusive	—
Project Impact	the need to assess the project's impact seems to be an afterthought; conclusions are anecdotal or perceived by the candidate to be inaccessible	the impact of the project is assessed, summarized, interpreted, and documented; the direct or indirect impact on P-12 student learning is validated	satisfies <i>level 2</i> criteria, plus assessment data is presented in appropriate graphic form; the analysis and interpretation of the data evidence professional expertise	—
Project Reflection	few, if any, insights or understandings about professional leadership discussed; repetition of outcomes identified in <i>impact</i> discussion; few, if any, connections to professional growth noted	candidate reflects critically on the process, the outcome(s), and the impact on the target group as well as his/her professional development as a leader	satisfies <i>level 2</i> criteria, plus candidate embraces opportunity to identify areas of professional strength and improvement; targets areas for future growth; commitment to student learning clear	—
Product Presentation	many surface errors; incoherent, rambling; documents not labeled clearly, no apparent organization, minimal effort that does not meet graduate level expectations	text spellchecked, proofread, few surface errors; narrative focused and generally well-expressed; documents clearly labeled; an overall conscientious, graduate level product	satisfies <i>level 2</i> criteria, plus the presentation is enhanced by attention to details; the narrative is thoughtful and engaging; product is outstanding in one or more aspects	—
Total Points				—/15

LEADERSHIP PROJECT EVALUATION RUBRIC (continued)

Candidate Name: _____

Semester & Year: _____

Component	Additional Action Required *	
Project Narrative	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Documentation	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Impact	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reflection	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Presentation	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Comments:

*** If additional action is required, an action plan should be attached to the completed rubric.**

Signatures

	(position)	(date)

A copy of the completed rubric should be provided to the candidate and a copy should be placed in the candidate's file.

APPENDIX H

Action Research Project Recommendations

In EDN 5660, Applied Educational Research, you will develop an action research proposal. Take time, after the course is over, to go back and think more about your proposed project before attempting to implement it. Don't be afraid to modify the original plan. Share your plan with other colleagues to get useful feedback. Arrange a conference with the program director to discuss your proposed project and secure approval. Prior to implementation, your proposed action research project must be approved by the Elementary Education Program Director.

As you develop and implement your action research project you will be well-served by keeping the following in mind....



- **Don't procrastinate . . .** Because life happens and things can take longer than you think they will.
- **Choose a topic you are really interested in . . .** Because you will be spending a significant amount of time on your action research project.
- **Keep it manageable . . .** Because you do not have unlimited time.
- **Save your work in multiple places . . .** Because computers crash, jumpdrives get lost, and files become corrupted.
- **If you need help, ask for it . . .** Because you are not in this alone, no question that is sincere is silly, and it is easier to ask a question than to correct a major error.
- **Think critically about what you are reading . . .** Just because a study has been published doesn't necessarily make it a 'good' study or mean its conclusions are valid.
- **Use the references at the end of an article . . .** To help you find additional studies/information on your topic.
- **Your review of the literature is becoming comprehensive . . .** When you start seeing the same references cited in what you are reading AND you are familiar with them.
- **Your review of the literature isn't 'finished' when you start your study . . .** Keep checking the literature while you are doing your study to make sure nothing significant has recently been published on your topic. Missing something new of your topic can create an OOPS!! moment.
- **Finding something doesn't work . . .** Is just as important as finding something does work.
- **Review the rubric that will be used to evaluate your project. . .** Know what is expected and what attributes characterize a quality product.

APPENDIX I

Obtaining Approval of the Action Research Project Proposal

Directions for the Candidate:

In EDN 5660: *Applied Educational Research* you developed a proposal for an Action Research Project. Think about the feedback you received on your proposal. Also think some more about what you proposed to do. What is the issue you have focused on? Why is this issue important to you? How does this issue impact student learning and achievement? What does the research literature indicate about your focus? What data will you collect? How will you collect your data? How will you analyze your data? Have you talked with your administrator about your proposed project?

When you have the details thought out, you should update your original proposal and upload your revised proposal into Taskstream. The proposal that you upload needs to include the following:

Component	What it should address
Research Question(s)/ Hypothesis(es)	Clearly identify the research question(s) and the hypothesis(es) your proposed study addresses. Be sure to define any terms that need operational definitions.
Rationale	Clearly provide a rationale for your study. Why is the focus of your proposed study important to you? Provide data, to the extent possible, to support your focus. How does your focus relate to student learning and achievement?
Literature Review	Provide a brief summary of the literature related to your proposed focus. What do we know from the literature? What questions are still unanswered based on your review of the literature?
Project Description	Clearly describe what you will do. Provide details!! Be sure to clearly identify and describe the subjects for your study. Also be sure to identify your independent and dependent variables, any treatment/intervention you will implement, the research design(s) you will use, the data you will collect, the methods you will use to collect your data, and how you will analyze your data. Additionally, be sure to indicate how you will protect your subjects (ethical considerations) and the limitations of your proposed study.
Proposed Timeline	Provide a detailed timeline that includes all major activities. Your timeline can serve as a checklist to help keep you on track.

Component	What it should address
Reflection	How will your proposed study allow you to demonstrate your ability to use research in making decisions about effective practice for student learning? How will your proposed study allow you to demonstrate instructional leadership?

Your updated proposal needs to be uploaded into Taskstream prior to the Midpoint Progress Conference. You should be prepared to discuss your proposal with the program director at the conference.

Directions for the Program Director:

Carefully review the candidate’s action research project proposal and provide constructive feedback and guidance. Complete the *Action Research Project Proposal Approval Form*, indicating your evaluation for each required rating and using the *Comments* box on the form to provide the candidate with specific feedback (e.g., strengths, weaknesses, need for further reading, need for additional conversations with his/her advisor/faculty member, etc.). A copy of the completed form should be provided to the candidate via Taskstream, and the original should be retained for your files. After you evaluate the proposal, or after the follow-up conference (if required), you should continue to provide guidance and advice to the candidate as he/she implements the project.

APPENDIX J

Action Research Project Proposal Approval Form

Candidate: _____

Program Director: _____

Project Title: _____

Semester & Year: _____

Proposal meets the following two requirements:

1. Proposed project allows candidate to demonstrate the ability to use research in making decisions about effective practice for student learning. **Met** **Not Met**
2. Proposed project allows candidate to demonstrate instructional leadership. **Met** **Not Met**

	Satisfactory	Needs Revision	Missing
Research Question(s)/Hypothesis(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literature Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proposed Timeline for Implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

proposal approved

minor revision required

significant revision and resubmission required

(Program Director's Signature and date)

(Candidate's Signature and date)

APPENDIX K

Action Research Project Evaluation Rubric

Project Requirements	1 insufficient	2 meets expectations	3 exceeds expectations	Rating/Comments
Project Narrative	project narrative is minimal; one or more of the required components is/are missing, vague, or confusing; original project approval form missing; or the project presented does not match the approved project	research question(s), hypothesis(es), rationale, literature review, methodology, data collection and analysis, and discussion are clearly and concisely presented; the methodology and data collection and analysis are clearly aligned with the research question(s) and hypothesis(es)	satisfies <i>level 2</i> criteria, plus narrative is thoughtful, thorough, and well organized leaving the reader with few questions; appropriate educational research terminology is used throughout the narrative	—
Data Analysis	data analysis seems to be an afterthought; data are not organized; few meaningful statistics are presented	data are organized; meaningful statistics are provided; data collected are appropriate for the research question(s)/ hypothesis(es)	satisfies <i>level 2</i> criteria, plus analysis is thorough and well organized, data are presented in appropriate graphic form; the analysis and interpretation of the data evidence professional expertise	—
Conclusions	no conclusions are drawn; or conclusions are anecdotal; or conclusions just repeat results; or conclusions are not derived from the data	appropriate conclusions are drawn from the data; conclusions reflect an understanding of statistical testing of hypotheses	satisfies <i>level 2</i> criteria, plus conclusions are clearly related to each/all of the research question(s)/hypothesis(es)	—
Discussion of Instructional Implications/ Recommendations	few, if any, insights or understandings about the conclusions discussed; few, if any, instructional implications and/or recommendations for improved practice noted	candidate reflects critically on the conclusions and identifies appropriate instructional implications and recommendations for improved practice based on the conclusions	satisfies <i>level 2</i> criteria, plus discussion is thorough and well organized; meaningful elaboration is provided; discussion reflects insight and connections between theory and practice and the literature reviewed	—
Product Presentation	many surface errors; incoherent, rambling; components not clearly identified; no apparent organization, minimal effort that does not meet graduate level expectations	text spellchecked, proofread, few surface errors; narrative focused and generally well-expressed; components clearly identified; an overall conscientious, graduate level product	satisfies <i>level 2</i> criteria, plus the presentation is enhanced by attention to details; the narrative is thoughtful and engaging; product is outstanding in one or more aspects	—
Total Points				—/15

ACTION RESEARCH PROJECT EVALUATION RUBRIC (continued)

Candidate Name: _____

Semester & Year: _____

Component	Additional Action Required *	
Project Narrative	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Data Analysis	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Conclusions	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Discussion	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Presentation	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Comments:

*** If additional action is required, an action plan should be attached to the completed rubric.**

Signatures

	(position)	(date)

A copy of the completed rubric should be provided to the candidate and a copy should be placed in the candidate's file.

APPENDIX L

Critical Reflections

Upon the completion of each course in your program of study you are to reflect on the impact of the course on your professional development in relationship to the NC DPI Standards for Graduate Programs. While some courses may have impact related to all five standards, other courses may primarily impact only a single standard. Think critically about the connections between the course content and assignments and the standards. To the extent possible, provide specific examples to support your ideas. Upload specific artifacts from the course as appropriate to support your reflections.

Course Title and Number: _____

Semester Completed: _____

Standard	Reflection
<p>Standard 1: Teacher Leadership</p> <p>Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:</p> <ul style="list-style-type: none">• Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.• Facilitate mentoring and coaching with novice teachers.• Set goals and establish priorities while promoting educational initiatives that positively affect student learning.• Participate in professional learning communities.	

Standard	Reflection
<p>Standard 2: Respectful Educational Environments</p> <p>Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:</p> <ul style="list-style-type: none"> • Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities. • Create collaborative partnerships with families, schools, and communities to promote a positive school culture. • Facilitate and model caring and respectful treatment of individuals within the learning community. • Demonstrate knowledge and understanding of diverse world cultures and global issues. • Encourage high expectations for all students. • Collaboratively design and implement curriculum and instruction that is responsive to learner differences. 	
<p>Standard 3: Content and Curriculum Expertise</p> <p>Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of curriculum, instruction, and assessment. • Model the integration of 21st century content and skills into educational practices. • Develop relevant, rigorous curriculum. 	

Standard	Reflection
<p>Standard 4: Student Learning</p> <p>Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:</p> <ul style="list-style-type: none"> • Seek out and use existing research to inform school practices. • Design action research to investigate and improve student learning and school policies and practices. • Model technology integration that supports student learning. • Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base. 	
<p>Standard 5: Reflection</p> <p>Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:</p> <ul style="list-style-type: none"> • Promote an educational culture that values reflective practice. • Model the development of meaningful professional goals. • Model personal and professional reflection to extend student learning and school improvement. 	
<p>Identify any artifacts you have uploaded to support your reflection:</p>	

APPENDIX M

Summative Critical Reflection Recommendations

In developing your summative critical reflection, it is recommended that you:



- **Review the master’s standards and performance indicators until you know them.** Begin the process of reading and rereading the standards immediately. When you are very familiar with what is expected, you will be able to make excellent connections between the artifacts produced in various courses and their relationship to a specific standard and a specific performance indicator.
- **Note the performance indicators that require documentation from your practice rather than from course generated assignments and products.** The concrete evidence (artifacts and/or documentation) for many of the performance indicators under each standard will NOT come directly from the courses in your program of study, but rather from the ways you have *applied* what you learned in your courses to your practice.
- **Save everything.** Designate a crate or box for the materials from all of your courses. Save your research papers, your literature reviews, your critical reflections, your products of learning. Save multiple copies of important artifacts on an external drive in case your computer hard drive should be damaged. In addition, save artifacts that your own students have created, save copies of parent contact logs, class newsletters, meeting minutes, event programs, workshop certificates, principal evaluations, and any other document or artifact that has potential use in your portfolio.
- **Identify possible artifacts in the standards matrix.** In Appendix N of this handbook is a matrix containing the NC DPI Standards for Graduate Programs. Make a copy (or download a digital copy) and place it in a folder to keep in your work space. As you make connections between artifacts and performance indicators, enter the title of the artifact in the matrix. In addition, create folders in digital format and place artifacts in the standard folder that best fits the artifact and/or place a post-it note on the artifact itself indicating what standard and performance indicator it can be linked to. If you use this process as you progress through your program of study, developing your summative critical reflection during the capstone course will be much easier and less time consuming. You will be expected to share the status of this process during the program midpoint evaluation conference with the program director.
- **Consider the framing question for the summative critical reflection periodically.** On a regular basis throughout the program, ask yourself: “How is the elementary education graduate program affecting my professional practice—how I think, what I know, what I do, how I do it, why I do it, and what I believe?” Keep notes on and examples of how your beliefs and practices are changing as you progress through the program.

APPENDIX N

Standards Planning Matrix

As you progress through the program, use this matrix to identify possible evidence (artifacts and/or documentation) you have to demonstrate that you meet each of the standards. Some of the evidence may NOT come directly from the courses in your program of study, but rather from the ways you have *applied* what you learned in your courses to your practice.

Standard	Possible Evidence(s)
<p>Standard 1: Teacher Leadership</p> <p>Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:</p> <ul style="list-style-type: none">• Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.• Facilitate mentoring and coaching with novice teachers.• Set goals and establish priorities while promoting educational initiatives that positively affect student learning.• Participate in professional learning communities.	

Standard	Possible Evidence(s)
<p>Standard 2: Respectful Educational Environments</p> <p>Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:</p> <ul style="list-style-type: none"> • Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities. • Create collaborative partnerships with families, schools, and communities to promote a positive school culture. • Facilitate and model caring and respectful treatment of individuals within the learning community. • Demonstrate knowledge and understanding of diverse world cultures and global issues. • Encourage high expectations for all students. • Collaboratively design and implement curriculum and instruction that is responsive to learner differences. 	
<p>Standard 3: Content and Curriculum Expertise</p> <p>Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of curriculum, instruction, and assessment. • Model the integration of 21st century content and skills into educational practices. • Develop relevant, rigorous curriculum. 	

Standard	Possible Evidence(s)
<p>Standard 4: Student Learning</p> <p>Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:</p> <ul style="list-style-type: none"> • Seek out and use existing research to inform school practices. • Design action research to investigate and improve student learning and school policies and practices. • Model technology integration that supports student learning. • Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base. 	
<p>Standard 5: Reflection</p> <p>Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:</p> <ul style="list-style-type: none"> • Promote an educational culture that values reflective practice. • Model the development of meaningful professional goals. • Model personal and professional reflection to extend student learning and school improvement. 	

APPENDIX O

Dispositions Survey

Dear Graduate Student:

Dispositions are habits of mind that shape the ways you interact with students and the ways you make decisions as an educator. The dispositions in this assessment are derived from the UNCP Teacher Education Program conceptual framework and the NC Standards for Graduate Teacher Candidates. You will be asked to complete this Dispositions Survey at three points in your program of study: at entry, at midpoint, and at the completion of your program. The survey is intended to help you identify areas for continuing professional development. Please respond honestly.

[Survey begins on next page.]

Part A: Self-Assessment of Dispositions

Please read each disposition carefully and mark the response that indicates how you assess yourself at this time. This instrument is intended to help you identify areas for continuing professional growth. Please respond honestly. [Note: The number in () is the relevant NC DPI Standard for Graduate Programs.]

DISPOSITIONS	NEVER	SOME OF THE TIME	MOST OF THE TIME	ALWAYS
I treat all students fairly and equitably. (2)				
I try to accommodate the individual needs of all learners. (2)				
My classroom is inviting, respectful, supportive, and inclusive. (2)				
I embrace diverse cultures and abilities. (2)				
I seek out opportunities to collaborate with parents to improve student learning, the classroom/school environment, and/or home-school communication. (1, 2)				
I have high expectations for all my students. (2)				
I have high expectations for myself as a professional educator. (1)				
I value critical self-reflection as a means of improving my practice. (5)				
I regularly use the insights gained from critical self-reflection to improve my practice. (5)				
I regularly use data to inform my instructional practice. (4)				
I continually evaluate my knowledge base in the discipline(s) that I teach. (3)				
I seek out opportunities to advance my knowledge base in the discipline(s) that I teach. (3)				
I help my students understand the interconnectedness of the subjects they are studying. (3)				
I help my students understand the relevance of the subjects they are studying to their daily lives. (3)				
I encourage critical reading, writing, and thinking in the learning process. (4)				

DISPOSITIONS	NEVER	SOME OF THE TIME	MOST OF THE TIME	ALWAYS
I regularly provide opportunities for my students to take on leadership roles and work in teams. (4)				
I regularly provide opportunities for my students to reflect on and self-assess their learning. (4)				
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by reading research literature. (4)				
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by conducting action research. (4)				
I am open-minded and flexible and able to embrace change that I believe is positive. (5)				
I take on leadership roles in my school. (1)				
I take on leadership roles in professional communities outside of school. (1)				
I seek out opportunities to collaborate with colleagues about ways to improve student learning, the school environment, and/or home-school communication. (1)				
I see myself as a leader in my school. (1)				
My colleagues perceive me to be a leader in my school. (1)				
I view my instructional mistakes as opportunities to learn. (5)				
My affiliation with and participation in professional communities outside the school are an important part of my professional life. (1)				

Part B: Critical Reflection and Goal Setting

After completing your self-assessment please respond to the appropriate questions below.

At Program Entry

1. Select TWO personal strengths from the preceding list of dispositions. Briefly explain why you think these are areas of strength, and provide examples to illustrate these strengths.
2. Select TWO areas for professional growth from the preceding list of dispositions. For each area, explain why you think this is an area for growth, and define one or more specific steps you will take to promote growth.

At Midpoint of your Program

1. Briefly describe the professional growth you have made in the two areas you identified at program entry, and provide examples to support your assessment.
2. Select TWO areas for professional growth from the preceding list of dispositions. *These may be the same areas you initially selected, or they may be different areas.* For each area, explain why you think this is an area for growth, and define one or more specific steps you will take to promote growth.

At Completion of your Program

1. Reflect on the impact your graduate program has had on your dispositions. Provide examples to support your assessment.
2. What steps will you take to ensure your continuing professional growth in the area of dispositions going forward?

APPENDIX P

Midpoint Progress Conference Summary Form

Name of Candidate: _____

Program Director: _____

Semester & Year: _____

Directions for Program Director:

Complete the information below to summarize the areas discussed with the candidate during the midpoint progress conference. Provide a copy of this form to the candidate and retain the original for your files.

AREAS DISCUSSED	Satisfactory	Needs Follow-up	Not Discussed**
Midpoint Dispositions Self-Assessment and Goal Setting Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Project Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action Research Project Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidate's progress in demonstrating the NC DPI Standards for Graduate Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent to which candidate's expectations of the program are being met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

** Any area(s) not discussed should be explained in the Comments Section below.

Comments:

Summary of Conference: Making satisfactory progress Follow-up action required

(Program Director's Signature and date)

(Candidate's Signature and date)

Summary of Follow-Up Action Required, if applicable

(Program Director's Signature and date)

(Candidate's Signature and date)

APPENDIX Q

Exit Evaluation Rubric

Name of Candidate: _____

Semester & Year: _____

Requirement

- | | | |
|---|------------------------------|-----------------------------|
| The candidate has completed all required coursework. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The candidate has at least a 3.0 gpa on a 4.0 grading scale. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The candidate's Leadership Project is acceptable. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The candidate's Action Research Project is acceptable. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The candidate's Summative Critical Reflection is acceptable. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The candidate has completed the required Dispositions Surveys. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The candidate has satisfactorily demonstrated each of the NC DPI Standards for Graduate Programs (as reflected in the attached rubric). | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Signatures

(program director)

(date)

(capstone course instructor)

(date)

A copy of the completed rubric should be provided to the candidate and a copy should be placed in the candidate's file.

NC DPI Standards for Graduate Programs

Name of Candidate: _____

Semester & Year: _____

Note: All standards must be rated as Met for the candidate to be recommended for graduate (M) level licensure.

Standard	Relevant Evidence	Sufficient Evidence	Rationale Quality	Rating of Standard
<p>Standard 1: Teacher Leadership</p> <p>Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:</p> <ul style="list-style-type: none"> • Demonstrate effective ongoing communication, collaboration, and team-building among colleagues. • Facilitate mentoring and coaching with novice teachers. • Set goals and establish priorities while promoting educational initiatives that positively affect student learning. • Participate in professional learning communities. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Comments:</p>				

Standard	Relevant Evidence	Sufficient Evidence	Rationale Quality	Rating of Standard
<p>Standard 2: Respectful Educational Environments</p> <p>Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:</p> <ul style="list-style-type: none"> • Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities. • Create collaborative partnerships with families, schools, and communities to promote a positive school culture. • Facilitate and model caring and respectful treatment of individuals within the learning community. • Demonstrate knowledge and understanding of diverse world cultures and global issues. • Encourage high expectations for all students. • Collaboratively design and implement curriculum and instruction that is responsive to learner differences. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Comments:</p>				

Standard	Relevant Evidence	Sufficient Evidence	Rationale Quality	Rating of Standard
<p>Standard 3: Content and Curriculum Expertise</p> <p>Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.</p> <p>Teacher leaders:</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of curriculum, instruction, and assessment. • Model the integration of 21st century content and skills into educational practices. • Develop relevant, rigorous curriculum. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Comments:</p>				

Standard	Relevant Evidence	Sufficient Evidence	Rationale Quality	Rating of Standard
<p>Standard 4: Student Learning</p> <p>Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:</p> <ul style="list-style-type: none"> • Seek out and use existing research to inform school practices. • Design action research to investigate and improve student learning and school policies and practices. • Model technology integration that supports student learning. • Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Comments:</p>				

Standard	Relevant Evidence	Sufficient Evidence	Rationale Quality	Rating of Standard
<p>Standard 5: Reflection</p> <p>Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:</p> <ul style="list-style-type: none"> • Promote an educational culture that values reflective practice. • Model the development of meaningful professional goals. • Model personal and professional reflection to extend student learning and school improvement. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Comments:</p>				

Signatures:

_____	_____ (position)	_____ (date)
_____	_____ (position)	_____ (date)
_____	_____ (position)	_____ (date)
_____	_____ (position)	_____ (date)

A copy of the completed rubric should be provided to the candidate and a copy should be placed in the candidate's file.

APPENDIX R

Candidate Evaluation of the Graduate Elementary Education Program

PART I: Please indicate the degree to which you agree or disagree with each of the statements below. Please feel free to provide comments and/or suggestions in the space provided.

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Not Sure (NS); 4 = Agree (A); 5 = Strongly Agree (SA)

The DPI Master's Standards	SD	D	NS	A	SA
My program of study prepared me to meet Standard 1: Teacher Leadership.	1	2	3	4	5
My program of study prepared me to meet Standard 2: Respectful Educational Environments.	1	2	3	4	5
My program of study prepared me to meet Standard 3: Content and Curriculum Expertise.	1	2	3	4	5
My program of study prepared me to meet Standard 4: Student Learning.	1	2	3	4	5
My program of study prepared me to meet Standard 5: Reflection.	1	2	3	4	5

Comments and/or Clarification:

The Program of Study	SD	D	NS	A	SA
EDN 5490, <i>Effective Educational Leadership</i> , influenced my professional development in significant, positive ways.	1	2	3	4	5
EDN 5660, <i>Applied Educational Research</i> , contributed to my professional development in significant, positive ways.	1	2	3	4	5
ELE 5700, <i>Language, Literacy and Diversity</i> , influenced my professional development in significant, positive ways.	1	2	3	4	5
ELE 5750, <i>Curricula Design and Choices</i> , influenced my professional development in significant, positive ways.	1	2	3	4	5
ELE 5775, <i>Development, Diversity and Differentiation of Instruction</i> , influenced my professional development in significant, positive ways.	1	2	3	4	5
ELE 5800, <i>Advanced Elementary Mathematics and Science</i> , influenced my professional development in significant, positive ways.	1	2	3	4	5

The Program of Study	SD	D	NS	A	SA
ELE 5850, <i>Advanced Elementary Social Studies and Language Arts</i> , influenced my professional development in significant, positive ways.	1	2	3	4	5
ELE 5900, <i>Professional Development and Leadership Seminar</i> , influenced my professional development in significant, positive ways.	1	2	3	4	5
The guided content electives influenced my professional development in significant, positive ways.	1	2	3	4	5

Comments and/or Clarification:

Elementary Education Graduate Faculty	SD	D	NS	A	SA
The elementary education professors are committed to delivering a quality graduate program.	1	2	3	4	5
The elementary education professors are committed to my development as a practicing professional.	1	2	3	4	5
The elementary education professors are knowledgeable professionals who modeled what they taught.	1	2	3	4	5
The elementary education professors enabled me to make connections between theory and practice in the context of my own teaching assignment.	1	2	3	4	5
The elementary education professors were accessible for one-on-one conferencing.	1	2	3	4	5
The elementary education professors used technology effectively to enhance instruction.	1	2	3	4	5
The elementary education professors understand the public school mission and the challenges facing public school teachers.	1	2	3	4	5

Comments and/or Clarification:

Part II. Please respond to the following questions.

1. Is there an area of professional knowledge/development that is not addressed in the program and probably should be?
2. Were you able to progress through the program in a timely manner?
3. Would you recommend the elementary education graduate program to your colleagues? Why, or why not?
4. Do you have specific suggestions for ways to improve the program?

**Thank you for taking the time to give us the feedback we need
to improve the quality of graduate study for future candidates!**