

# TEACHER EDUCATION PROGRAM

*Commitment • Collaboration • Competence*



Master of Arts in Teaching  
Candidate Handbook  
2007-2008

**The University of North Carolina at Pembroke**

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The provisions of this handbook are not to be regarded as an irrevocable contract. The UNCP Teacher Education Program reserves the right to modify, revoke, or add to any and all regulations at anytime. Information within this handbook was compiled from the University Catalog, Teacher Education Program handbooks, and M.A.T. program proposal.

# THE MASTER OF ARTS IN TEACHING PROGRAM

## Introduction

The purpose of the Master of Arts in Teaching (M.A.T.) Handbook is to present an overview of the program at UNC Pembroke. Additional information is included in the *UNCP Teacher Education Program Student Intern Handbook*, in the *UNCP Teacher Candidate Work Sample Manual*, and in the *UNCP Catalog*.

The Teacher Education Committee (TEC) at UNCP approves the policies and procedures to be met by all individuals enrolled in the Teacher Education Program. Any questions concerning the information and materials presented in this handbook should be directed to the specific program area director.

## Teacher Education Program Overview

*Preparing professional educators who are committed, collaborative, and competent*



### Teacher Education Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity, by caring for the personal 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.

### The 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 and caring 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 to actively 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.

### Teacher Education Program Diversity Position Statement

In congruence with 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 citizenry, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial and ethnic differences, and gender issues of 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 will seek to

- 1) recruit students from among diverse backgrounds, cultures and races;
- 2) recruit faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
- 3) develop, teach and assess a curriculum that embraces learning and teaching for diverse populations; and,
- 4) provide (field) experiences and clinical settings, which enable students to test, adapt and adopt paradigms of learning for diverse populations.

### Basic Tenets of the Conceptual Framework

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 democratic mission in public education.

## COMMITMENT

Public schools exist for the purpose of making equal access a reality for all children regardless of 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 democratic nation. Therefore, professional educators—classroom teachers, specialists, administrators, and school counselors—significantly influence the shape of that future for P-12 learners in our nation’s 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 schooling** 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 high standards for students**. Professional educators believe that all students can learn and set high expectations for all learners. They create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to high standards for themselves**. They are personally invested in their professional work and continuously engaged in critical self-reflection about their own effectiveness at performing that work. They are committed to lifelong learning and continuous professional development 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 various professional organizations at the district, state, and national levels.

## COLLABORATION

Public schooling is a complex social institution involving multiple branches of 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 the 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 in the public school culture and who work productively with others in various collaborative endeavors for the welfare of P-12 learners.

Professional educators must **collaborate with others in the community of learners**. They understand the constructivist principle of creating shared knowledge, learn how to work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must learn how to **collaborate with other professionals in the school community**. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for whole school improvement. Professional educators **collaborate with students’ families and other caregivers**. They understand that the partnership between school and home has a positive impact on the child’s success in school. They communicate regularly with parents about what is going on in the school and invite them to actively participate 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 special 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, their work is grounded in a defensible, well-developed **conceptual framework** based on the tenets of **constructivism**. Competent professional educators know **how to use critical self-reflection** on those connections to learn from direct experience and continuously improve their effectiveness. They know **how to secure and use various technological resources** 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 know how to work cooperatively with parents and other caregivers for the child’s benefit. Competent professional educators **provide leadership** wherever it is needed, always alert for opportunities to use their individual strengths to promote public education and those it serves.

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 prescribed by the National Council for the Accreditation of Teacher Education (NCATE), an external accreditation agency.

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 provide leadership in the classroom, school, and profession.

### **M.A.T. Program Description**

The Masters of Arts in Teaching (M.A.T.) program is designed as an interdisciplinary degree option within the Teacher Education Program, offered by the School of Education in cooperation with the College of Arts & Sciences and through the Office of Graduate Studies. The M.A.T. is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences who have few, if any, formal courses in education.

The program is offered in the following eight areas of specialization: Art Education, English Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, and Social Studies Education. Upon successful completion of the M.A.T. program and state mandated examination(s), recipients will be eligible for a North Carolina “M” license.

The M.A.T. program is available only to those individuals who have not earned licensure and who are seeking licensure in the teaching field in which they wish to earn the degree. The program includes courses in teaching pedagogy and professional education as well as concentrated study in a content-specific area, for a total of 36 hours. Unless currently employed in North Carolina as a lateral entry teacher, all M.A.T. candidates are required to complete a 10-week (3 semester hours) internship experience in an approved public school setting. With the internship, the program totals 39 hours.

Although other program areas may be considered, the following programs are determined to be most compatible with the selected program of study:

- Art Education: BFA, BS or BA degree in studio art
- English Education: English
- Mathematics Education: Mathematics
- Middle Grades Education: English, Mathematics, History, Political Science, Biology, Chemistry, Geology, Physics
- Music Education: Music
- Physical Education: Exercise and Sports Science, Kinesiology, Physical Education, Recreation, Exercise Science, Exercise Physiology
- Science: Biology, Chemistry, Geology, Physics
- Social Studies Education: History, Political Science

The M.A.T. degree program has been developed according to NC State Board of Education Program Approval Standards. The graduate program incorporates the conceptual framework that is common to all teacher education programs at UNCP.

### **M.A.T. Program Standards**

M.A.T. candidates are expected to meet all of the Teacher Education Program standards for undergraduate teacher licensure programs established by the Teacher Education Committee, as well as the Core, Diversity and Technology Standards for initial licensure and the applicable Specialty Area Standards adopted by the NC State Board of Education. In addition M.A.T. candidates must meet the state’s Standards for the Master’s Degree License. A comprehensive listing of these standards is included in appendices of this handbook.

### **Accreditation and Licensure**

All UNCP Teacher Education Program areas are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education. The North Carolina Department of Public Instruction issues licenses to teach in the public schools of North Carolina. Requirements for licensure are established by the NC State Board of Education and are subject to change. Accreditation provides for reciprocal licensure with other states that recognize interstate reciprocity agreements.

## **M.A.T. Program Goals**

Upon completion of the M.A.T. program, the candidate will be able to:

1. Demonstrate breadth of general knowledge, as well as depth of knowledge, in the selected discipline area necessary for effective instructional decision-making.
2. Demonstrate a well-articulated knowledge of elementary, middle or secondary school communities and issues that impact teaching.
3. Exhibit knowledge of and show respect toward diverse cultural values and exceptionalities.
4. Communicate effectively in Standard English both verbally and in written format.
5. Adapt instructional strategies to the developmental and learning needs of individuals, including students with special needs and students from culturally diverse backgrounds.
6. Establish a classroom climate conducive to the learning, social, and emotional needs of students.
7. Choose objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
8. Utilize technology in ways that enhance teaching and learning experiences.
9. Employ and analyze appropriate assessments and evaluative procedures.
10. Establish a pattern of reflective practice and scholarly inquiry culminating in confidence, professionalism, and effectiveness in the role of teacher.
11. Demonstrate knowledge of the history, philosophy and sociology of public education pertaining to the demonstration of best practices in education.
12. Meet departmental requirements for a capstone course, product, and/or examination.

## **Admission to the M.A.T. Program**

The admissions requirements for the **M.A.T.** program are similar to other graduate programs on the UNCP campus. All students seeking to enroll in any graduate class must be admitted to the School of Graduate Studies. Individuals seeking admission to the M.A.T. Program must apply through the School of Graduate Studies with approval granted by the Dean of Graduate Studies in consultation with the appropriate director of the graduate degree program. To be considered for full or provisional admission to the M.A.T. Program, an applicant must:

- submit a completed application form to the School of Graduate Studies;
- pay a \$45.00 non-refundable application fee;
- submit two copies (one of which must be an official copy) of transcripts from all colleges/ universities attended; one of these transcripts must indicate the date that the applicant's baccalaureate degree was awarded;
- have earned a bachelor's degree in a discipline designated by the chosen teaching specialization area or in a related discipline, with additional prerequisite courses (Note: If additional course work is required, it becomes part of a student's prescribed program of study and must be completed for the degree to be awarded).;
- have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
- submit an official report of satisfactory scores on the Miller Analogies Test (MAT) or, the Graduate Record Examination (GRE);
- have three academic and/or professional recommendations submitted on their behalf. At least one recommendation should be from a college/university faculty member in the undergraduate major of the applicant; others should be from the applicant's employer/supervisor;
- submit verification of current employment by a North Carolina public school as a lateral entry teacher in the licensure area being sought, or submission of the internship application packet

In some cases, additional information such as an essay, personal interview, or audition may be required. See Program-Director for program-specific admissions document requirements, including preferred references.

## **Course Load**

All courses, unless otherwise noted in the course description, are offered for three semester credit hours. Full-time graduate students (not employed full-time) may register for 9-12 hours during regular terms. Graduate students employed on a full-time basis may enroll for a maximum of six semester hours per semester. Graduate students may enroll for a maximum of nine semester hours during the summer sessions. A maximum of six semester hours may be completed in one session. Graduate Assistants are required to enroll on a full-time basis.

## Evaluation of M.A.T. Candidate Performance

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 Standards for the Master's Degree Teaching License, (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. Candidate progress is monitored continuously by Program Directors, other faculty members, and clinical teachers. 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. An overview of the M.A.T. candidate assessment system is provided in the sections that follow.

The assessment System is designed to answer the following questions about candidate professional development:

- Do candidates command content, pedagogical, and professional knowledge and skills as described in professional, state, and institutional standards?
- Are candidates able to use these multiple-knowledge bases and skills to help diverse students learn?
- Are candidates familiar with and do they model the dispositions delineated in professional, state, and institutional standards?

### *Unit-Wide Assessments*

An overview of the common *unit-wide* data collection points and the relevant candidate assessments is provided in the chart below. Specialization areas may require additional discipline-specific assessments. Information about field experiences, the internship, and each of the unit-wide assessments is provided in the sections that follow.

<b>UNIT DECISION POINTS &amp; ASSESSMENTS FOR M.A.T. PROGRAM</b>					
<b>Entry &amp; Beginning of Phase I</b>	<b>Internship Entry</b> <i>(* candidates not currently teaching)</i>	<b>Internship Midpoint &amp; Exit</b> <i>(* candidates not currently teaching)</i>	<b>Field-Based Experience</b> <i>(lateral entry teachers)</i>	<b>Phase II</b>	<b>Exit</b>
Required QPA Transcript evaluation Standardized Test (MAT, GRE) Letters of Recommendation Professional Dispositions Self-Assessment Teacher Education Program Admission	Required QPA Completion of prerequisite courses and required field experiences TEC Approval	Required QPA <i>Intern Midpoint Evaluation (IME)</i> —areas of concern addressed in action plan <i>Intern Exit Evaluation (IEE)</i> —2.0 or higher required <i>TCWS Analytic Rubric</i> —2.0 or higher required <i>TCWS Holistic Rubric</i> —2.0 or higher required <i>Evaluation of Candidate Performance on UNCP Standards I-VI</i> —2.0 or higher required Meet NETS-T Requirement <i>(NC Technology Competencies Evaluation Form)</i>	Required QPA Completion of prerequisite courses and required field experiences <i>TCWS Analytic Rubric</i> —2.0 or higher required <i>TCWS Holistic Rubric</i> —2.0 or higher required <i>Evaluation of Candidate Performance on UNCP Standards I-VI</i> —2.0 or higher required Meet NETS-T Requirement <i>(NC Technology Competencies Evaluation Form)</i>	Required QPA Preliminary Candidate Portfolio (master's standards 1-5) Candidate Progress Conference	Required QPA (minimum 3.0) Candidate Portfolio (master's standards 1-5) Professional Dispositions Self-Assessment and Written Reflection

\* Unless currently employed in North Carolina as a lateral entry teacher, all M.A.T. candidates are required to complete a 10-week (3 semester hours) internship experience in an approved public school setting.

## **Field Experiences**

Field experiences enable candidates to acquire practical experience along with theoretical knowledge. All field experiences are integrated within the professional studies core and include assignments which are submitted as partial fulfillment of course requirements. The following courses require field experiences:

### EDN 5500: Advanced Educational Psychology

#### *Field Experience Requirement:*

Candidates interview a veteran teacher and a novice teacher (less than 5 years experience). The interview should focus on issues such as (a) teacher-to-student relationships; (b) teacher-to-teacher relationships; (c) teacher and parent relationships; and (d) instructional strategies and techniques. A three-page summary of the candidate's interview is required for successful completion of the course.

### EDN 5660: Applied Educational Research

#### *Field Experience Requirement:*

Candidates carry out a specific action research project within the context of their employment or in collaboration and/or in partnership with a teacher in a school/classroom setting. A key component of the field experience is sharing what has been learned through the completion of the project. This is done primarily through a poster presentation for fellow graduate students and university faculty.

### EDN 5120: Advanced Study of Exceptionality in Children

#### *Field Experience Requirement:*

Candidates will collaborate with a general education teacher at an elementary, middle, junior, or high school level to differentiate a unit of instruction to meet the needs of diverse learners educated in the selected classroom. Candidates will design four differentiation tools to embed in a teaching unit. At the end of the unit, they will analyze student learning gains. They will culminate the experience by writing a philosophy of differentiation.

### EDN 5800: Effective Instructional Practices

#### *Field Experience Requirement:*

Candidates complete field work in the public school setting that focuses on the development of a short-term instructional plan appropriate for a diverse group of learners. Required components of the plan include (a) the identification of specific curriculum goals/objectives, (b) a lesson plan that incorporates multiple teaching and assessment strategies, (c) implementation of the plan, (d) an analysis of assessment data from the lesson, and (e) a written reflection on the effectiveness of the instruction based on an analysis of student learning. The instructional plan will be professionally presented as a course product of learning, either in a binder or in an appropriate electronic format.

### EDN 5820: Instructional Development

#### *Field Experience Requirement:*

Candidates will design a unit of study within a specific subject area (or an interdisciplinary unit). Components of the unit will include (a) defining goals from the NC Standard Course of Study, (b) establishing objectives, (c) identifying the learning that is essential for the unit, (d) determining a plan for assessment, (e) designing the learning activities for the unit, (f) analyzing student learning outcomes, and (g) evaluating and reflecting on the impact of the unit on student learning.

Field Experiences are coordinated through the Office of University-School Programs in collaboration with the course instructor. If the candidate is employed in a public school setting, the field experience will be carried out within that setting. A registration form can be downloaded from the School of Education website: <http://www.uncp.edu/soe>.

A Field Experience Evaluation Form is required for each field experience. It must be completed and returned to the Office of University-School Programs no later than the 14<sup>th</sup> week of the semester in which the experience took place. A copy of the form can be downloaded from the School of Education website: <http://www.uncp.edu/soe>.

## **Internship**

Unless currently employed in North Carolina as a lateral entry teacher, all M.A.T. candidates are required to complete a 10-week (3 semester hours) internship experience in an approved public school setting. The candidate must apply for the internship one semester prior to the expected internship. The internship is coordinated through the Office of University School Programs. Internship placements are made only in the UNCP service area. Formal placements are made only after the candidate has completed the professional semester enrollment packet, including but not limited to the following items:

- *Field Experience Application Form*
- *Enrollment in the Professional Semester form*
- *Advisor's Recommendation for Professional Semester form* signed by the candidate's advisor, program coordinator, and respective department chairperson

- *North Carolina Public School Health Examination Certificate* and *UNCP Health Services Verification* form
- Resume
- Family Educational Rights and Privacy Act (FERPA) release
- Authorization for release of information
- Copy of health insurance card

The M.A.T. candidate must complete a minimum of 18 semester hours of program course work with no grade below *B* in any graduate-level course to be eligible for the internship. The following courses must be among those completed prior to the internship:

- For all M.A.T. specializations: EDN 5500, EDN 5120, and EDN 5820
- Art, Music and PE: EDN 5800
- Art Education: ART 5060
- English Education: EED 5510 and 5520
- Mathematics: MAT 5000 and 5010
- Science Education: SCE 5000 and 5600
- Social Studies: SSE 5500

The internship is designed to parallel as closely as possible the actual teaching situation but with supervision, guidance, and help from the clinical teacher, other school officials, and UNCP faculty. In addition to teaching responsibilities, the intern is expected to assume the additional duties assigned to teachers (e.g., lunch duty, hall duty, bus duty) and to participate in activities designed to foster school/community relationships (e.g., PTA meetings, open houses, school festivals). Additional information about expectations for the internship is provided in the *UNCP Teacher Education Program Student Intern Handbook*.

To be eligible for enrollment in the internship semester, the M.A.T. candidate must meet specific academic performance standards and program progression benchmarks. The internship is graded on a pass/fail basis. For a complete description of the assessment process for UNCP interns and for copies of assessment instruments, see the *UNCP Teacher Education Program Student Intern Handbook*. General information about internship assessments is provided below.

### **Candidate Assessment Evidence**

The types of assessments used to evaluate M.A.T. candidate performance in meeting program standards are described in this section. Data from these assessments provide evidence that candidates have engaged in a rigorous program of study and have met appropriate undergraduate and graduate program standards.

#### **Assessments During the Internship**

Multiple assessments are used to evaluate the candidate's performance during the internship semester. Each is described briefly below. Detailed information about these assessment instruments, as well as the respective policies for administration, is available in the *UNCP Teacher Candidate Work Sample Manual* and/or the *Teacher Education Program Student Intern Handbook*.

#### **Teacher Candidate Work Sample (TCWS) – Analytic Rubric and Holistic Rubric**

The primary purpose of the Teacher Candidate Work Sample (TCWS) is for the candidate to demonstrate that he or she can effect positive learning gains for all diverse learners. The TCWS is completed by the M.A.T. candidate either during the internship or, if the candidate is currently employed as a lateral entry teacher, near program completion. Candidates who are lateral entry teachers submit the TCWS along with the M.A.T. portfolio (see the section below about the portfolio), or during a timeframe defined by the Program Director.

In the Teacher Candidate Work Sample (TCWS), interns demonstrate their ability to apply the knowledge and understandings acquired in formal course work and field experiences to help all students learn. The TCWS is basically a fully-developed unit plan. The TCWS consists of the following components: 1) a profile of the students, the classroom, the school, and the community in which the learning is situated; 2) a purpose statement to guide unit development, 3) a rationale for the unit, 4) the long-range goals for the unit, 5) the objectives or anticipated learner outcomes, 6) a unit overview, 7) an assessment plan including both formative and summative assessments, 8) lesson plans, 9) analysis, summary, and interpretation of pre- and post-assessments, 10) critical reflection on student performance and the three phases of the teaching cycle. The candidate's mission statement and conceptual framework for teaching and learning are presented at the front of the work sample product. Documents supporting the unit, including samples of student work, are placed in appendices. The TCWS is

evaluated using two rubrics—analytic and holistic. Interns must receive a mean score of 2.0 or better on each subsection of the analytic rubric to earn a passing score; an overall mean calculated from the subsection means must also be 2.0 or better to pass. Likewise, an overall mean score of 2.0 or better must be received on the holistic rubric. Receiving a rating of 0, or unsatisfactory, on any single criterion of either rubric, requires revision and re-evaluation. The rubrics used to evaluate the TCWS are presented in the *UNCP Teacher Candidate Work Sample Manual*.

#### *Intern Midpoint Evaluation (IME) and Intern Exit Evaluation (IEE)*

At midpoint in the internship semester, a formal review of the intern's progress to date is conducted using the *Intern Midpoint Evaluation (IME)*, which is a modified version of the *Intern Exit Evaluation (IEE)*, the instrument that is used for the final, summative evaluation at the conclusion of the internship semester. The IEE assesses candidates' ability to carry out the phases of the teaching cycle—planning, implementation, and reflection—with special emphasis on the implementation phase. It also assesses professional dispositions demonstrated by candidates in the school setting as they interact with P-12 students and public school professionals. The purposes of the midpoint evaluation are to determine whether or not the intern is making satisfactory progress, to identify areas to focus on for improvement during the second half of the semester, and to plan timely interventions in situations where an intern, for whatever reason, is not making satisfactory progress. The IME rating categories—*making satisfactory progress*, *focus for future improvement*, and *area of concern*—reflect the purpose of a midpoint assessment. If an intern is not making satisfactory progress in any area monitored on the IME at midpoint, an action plan is created. Administration of both the midpoint IME and the final IEE requires that the clinical teacher, the university supervisor, and the intern him/herself complete the assessment instrument prior to a scheduled 3-way conference. Points of consensus as well as points of difference in the perceptions of the intern's professional development are discussed in the conference. The IEE uses a 0-3 Likert rating for each item on the instrument and yields a numerical mean score for subsections as well as the total. The intern must receive a mean score on 2.0 or better on each subsection and an overall mean of 2.0 or better to earn a passing score on the IEE. If an intern receives a rating below 2.0, an action plan for correcting or remediating the deficiency is developed. Copies of the IME and the IEE are presented in the *Teacher Education Program Student Intern Handbook*.

#### *Evaluation of Teacher Candidate Performance on UNCP Standards I-VI (Form for Teacher Candidates at Completion of Internship)*

This instrument is broader in scope than either the Teacher Candidate Work Sample (TCWS) assessments or the *Intern Exit Evaluation (IEE)*. It evaluates the teacher candidate's overall ability to perform the complex work of a teacher successfully. It assesses whether or not a candidate has acquired multiple knowledge bases during his/her program of study to the degree that they can be used to inform decisions about teaching and learning. The instrument is structured by the six standards and a series of belief statements about the candidate's preparation. Each criterion is rated on a Likert-type scale ranging from 0-3 with 3 being the highest. The candidate must receive a mean score of 2.0 or better on each subsection to earn a passing score; an overall mean calculated from the subsection means also must be 2.0 or better to pass. Receiving a rating of 0 or 1 on any single criterion requires an action plan for correcting or remediating the deficiency. The instrument is completed by the clinical teacher, the university supervisor, and the candidate him/herself. It is reviewed in a 3-way conference at the end of the internship and signed by all three parties. The *Standards I-VI* instrument for interns is available in the *Teacher Education Program Student Intern Handbook*.

#### *NC Technology Competencies Evaluation Form (NETS-T)*

Evidence of meeting the competencies defined in the National Educational Technology Standards for Teachers (NETS-T) is a requirement for licensure as a teacher in North Carolina. The NETS-T define the fundamental knowledge, skills, and dispositions that teachers need to design technology enhanced student learning. The targeted areas for instructional technology competence are as follows: 1) Teachers demonstrate a sound understanding of technology operations and concepts; 2) Teachers plan and design effective learning environments and experiences supported by technology; 3) Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning; 4) Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies; 5) Teachers use technology to enhance their productivity and professional practice; and, 6) Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Instructional technology competence is acquired by teacher candidates as they progress through their programs of study. Evidence that the NETS-T are mastered is generated through course assignments and work with PK-12 students during field experiences and the internship.

M.A.T. candidates who are required to complete an internship provide evidence of meeting the technology competencies during their internship when they submit their Teacher Candidate Work Sample. Teams of program area faculty and public school faculty assess candidate performance using the *NC Technology Competencies Evaluation Form*, which is structured by the six standards and their respective performance indicators. The candidate must receive a score of 2.0 or higher on each performance indicator for all six standards to earn a passing score. Receiving a rating of 0 (*missing*) or 1 (*revision required*) on any single performance indicator requires revision and re-evaluation. The candidate will have an opportunity to make revisions in the product and resubmit it within the prescribed timeframe for a second evaluation. Failure to correct any deficiency will result in the assignment of a grade of "incomplete" or "fail" for the internship semester as determined by internship grading policy. The *NC Technology Competencies Evaluation Form* is presented in an appendix of this handbook, as well as in the *UNCP Teacher Candidate Work Sample Manual* and in the *Teacher Education Program Student Intern Handbook*.

#### Assessments for M.A.T Candidates Who Are Lateral Entry Teachers

Candidates who are employed as lateral entry teachers while completing the M.A.T. Program are evaluated using some of the same assessment instruments as the M.A.T. candidates who must complete the internship. However, the timeframe or the evaluator may differ. The sources for copies of these assessments are noted in the descriptions below.

#### *Evaluation of Teacher Candidate Performance on UNCP Standards I-VI (Form for Lateral Entry Teachers in M.A.T. Program)*

Candidates who are currently employed as lateral entry teachers are assessed on the UNCP Teacher Education Standards for Undergraduate Initial Teacher Licensure Programs using this evaluation form, which is completed by their principal or assistant principal. The instrument requires the evaluator to assess the teacher candidate's overall ability to perform the complex work of a teacher successfully. The instrument is structured by the six undergraduate standards and a series of belief statements about the candidate's preparation. The candidate must receive a mean score of 2.0 or better on each subsection to earn a passing score; an overall mean calculated from the subsection means also must be 2.0 or better to pass. This form is presented in an appendix of this handbook.

#### *Teacher Candidate Work Sample (TCWS) – Analytic Rubric and Holistic Rubric*

The primary purpose of the Teacher Candidate Work Sample (TCWS) is for the candidate to demonstrate that he or she can effect positive learning gains for all diverse learners. The TCWS is completed by the M.A.T. candidate either during the internship (see the section above for more details) or, if the candidate is currently employed as a lateral entry teacher, near program completion. Candidates who are lateral entry teachers submit the TCWS along with the M.A.T. portfolio (see the section below about the portfolio). The rubrics used to evaluate the TCWS are available in the *UNCP Teacher Candidate Work Sample Manual*.

#### *NC Technology Competencies Evaluation Form (NETS-T)*

The NC Department of Public Instruction mandates that teacher candidates for initial licensure demonstrate mastery of the National Educational Technology Standards for Teachers (NETS-T). This also is a requirement for completion of the UNCP Teacher Education Program. Teams of program area faculty and public school faculty verify that the standards have been met with an assessment instrument entitled, *NC Technology Competencies Evaluation Form* (see the section above for more details). Candidates who are currently employed as lateral entry teachers submit evidence of meeting the technology competencies along with their *Teacher Candidate Work Sample*. The candidate must receive a score of 2.0 or higher on each performance indicator for all six standards to earn a passing score. Receiving a rating of 0 (*missing*) or 1 (*revision required*) on any single performance indicator requires revision and re-evaluation. The candidate will have an opportunity to make revisions in the product and resubmit it within the prescribed timeframe for a second evaluation. Failure to correct any deficiency will result in a denial of a recommendation for licensure by the UNCP Teacher Education Program. The *NC Technology Competencies Evaluation Form* is presented in an appendix of this handbook, as well as in the *UNCP Teacher Candidate Work Sample Manual* and in the *Teacher Education Program Student Intern Handbook*.

#### Assessments for All M.A.T Candidates

Several additional performance assessments are used for candidates in all specialization areas in the M.A.T. Program. These are described below. Copies of these assessment instruments are included in an appendix of this handbook.

#### *Professional Dispositions Self-Assessment*

The *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey 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 used by Program Directors as they consider ways in which their programs can assist candidates to develop and/or strengthen positive professional dispositions.

Candidates take the *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey twice—at time of admission (entry) to a graduate program and near the time of program completion (exit). Candidates who are currently employed in North Carolina as lateral entry teachers take the identical survey at entry and exit. However, candidates who are required to complete an internship take a different survey at entry. The entry survey for those candidates includes items that allow them to consider how they expect to be and act when they are working with students and with other professionals in a public school setting. At time of program completion, those candidates take the same survey that all other graduate candidates take. Copies of the two versions of the survey are presented in an appendix to this handbook.

Along with the letter of admission, the Office of Graduate Studies includes instructions that guide candidates through the process of going online to take the survey. The appropriate graduate Program Director receives a copy of the entry survey and keeps a copy on file for each candidate while he/she is enrolled in the program. The Program Director and the candidate discuss the entry survey when they meet for the candidate progress conference at midpoint (see the section below). In the last semester of their program of study, candidates complete the same survey online and reflect in writing on the changes in the survey results from time of entry into the program to time of exit. Candidates include copies of the entry survey, the exit survey, and the written reflection as an addendum to their graduate portfolios (see description of the M.A.T. candidate portfolio below).

#### M.A.T. Candidate Progress Conference at Midpoint

During the midpoint portfolio evaluation conference (see the section below), the Program Director meets with the candidate and completes the *M.A.T. Candidate Progress Conference at Midpoint Summary Form*. Areas for discussion at the conference include, but are not limited to (a) the online survey, *Graduate Candidate Dispositions Self-Assessment and Goal Setting*, taken at time of program entry; (b) the candidate's planned sequence of courses in program; and (c) the extent to which the candidate's expectations of the program are being met. If the Program Director determines that the candidate is not making satisfactory progress at the midpoint conference, a follow-up conference is required. The midpoint progress summary form is presented in an appendix to this handbook.

#### M.A.T. Candidate Portfolio

Successful completion of the graduate portfolio is a requirement for all candidates in UNCP Teacher Education programs leading to advanced teacher licensure. The graduate portfolio is structured around the five master's standards and is evaluated at both midpoint and at exit from the program. Program Directors provide ongoing guidance pertaining to the portfolio requirement. When M.A.T. candidates are approximately midway through their program of study, the Program Director contacts them in order to (a) discuss the status of the preliminary work done on their portfolio, (b) provide advice on how to prepare for their midpoint portfolio evaluation conference, and (c) schedule an appointment for the midpoint conference. At the midpoint conference, the Program Director completes the *M.A.T. Portfolio Evaluation at Midpoint (Holistic Rubric)*. If a rating of "follow-up required" is received on any element(s) of the rubric, a follow-up meeting is scheduled to re-evaluate the candidate's progress on the portfolio.

At program completion, a panel comprised of graduate faculty, and whenever possible including public school representatives, evaluates the portfolio using the *M.A.T. Portfolio Evaluation at Program Completion (Holistic Rubric)*. The candidate must receive a score of 2.0 or higher on each of the five standards AND at least a score of 2.0 or higher on the Overall Presentation component of the rubric in order to earn a passing score for the portfolio. Receiving a rating of 1 (Standard Not Met) on any single standard requires action (i.e., revision and re-evaluation). The candidate has an opportunity to make revisions in the portfolio and resubmit it within the prescribed timeframe for a second evaluation. Copies of the portfolio evaluation rubrics used at midpoint and at program completion are presented in an appendix to this handbook.

#### Specific Assessments for M.A.T. Specialization Areas

The preceding sections of this handbook have provided an overview of the assessments that are common across all M.A.T. specialization areas. Some specialization areas may have additional requirements. Specialization-specific requirements are

available from each area Program Director. Candidates are encouraged to maintain frequent, ongoing communication with their Program Director throughout their program of study.

## **Student Rights**

### **Family Educational Rights and Privacy Act**

In compliance with the Family Rights and Privacy Act of 1974, UNCP protects the rights of students with relation to accuracy and privacy of their educational records. In accordance with the provisions, UNCP has established basic policies to prevent the release of any personally identifiable information regarding any of its students, without having the consent of the student. The student may request the opportunity to examine the student's records, may challenge portions of the record, may request the university to have any inaccurate, misleading, or otherwise inappropriate data deleted or corrected, or may have inserted into the record a written explanation regarding the content of the record.

### **Student Appeals**

Students who wish to appeal decisions of the Teacher Education Committee may do so in writing for a review by the Director of Teacher Education and the TEC Appeal Committee.

## **APPENDIX A**

### **Specialization Area Course Requirements**

**Art Specialization**

**Middle Grades Specialization**

**Music Specialization**

**Physical Education Specialization**

#### **Secondary Specialization Areas**

- ♦ **English Education**
- ♦ **Mathematics Education**
- ♦ **Science Education**
- ♦ **Social Studies Education**

## **ART SPECIALIZATION**

### **Professional Core (12 hrs)**

(It is recommended that EDN 5660 be completed within the first nine hours of the M.A.T. program.)

EDN 5660 Applied Educational Research (3 hrs)  
EDN 5500 Applied Educational Psychology (3 hrs)  
EDN 5120 Advanced Study of Exceptionality in Children (3 hrs)  
EDN 5820 Instructional Development (3 hrs)

### **Pedagogical Expertise (6 hrs)**

EDN 5800 Effective Instructional Practices  
ART 5050 The Teaching of Art History in the Art Education Classroom

### **Professional Development \*(3 hrs)**

ART 5810 Internship in K-12 Art Education (3 hrs)

### **Art Specialty Area (18 hrs)**

ART 5000, 5010, 5020, 5030, 5040, 5060

\* Unless currently employed in North Carolina as a lateral entry teacher, all M.A.T. candidates are required to complete a 10-week internship experience in an approved public school setting.

## MIDDLE GRADES SPECIALIZATION

### Professional Core (15 hrs)

(It is recommended that EDN 5660 be completed within the first nine hours of the M.A.T. program.)

- EDN 5660 Applied Educational Research (3 hrs)
- EDN 5500 Applied Educational Psychology (3 hrs)
- EDN 5120 Advanced Study of Exceptionality in Children (3 hrs)
- EDN 5820 Instructional Development (3 hrs)
- EDN 5260 Foundations and Curriculum (3 hrs)

### Pedagogical Expertise (6 hrs)

- Language Arts 6-9 (6 hrs)
  - EED 5510 The Teaching of Writing: Theory and Practice (3 hrs)
  - EED 5520 The Teaching of Literature: Theories, Issues, and Practices (3 hrs)
- Mathematics 6-9 (6 hrs)
  - MAT 5000 Curriculum Development and Evaluation in Math Education (3 hrs)
  - MAT 5010 Theoretical Bases of Mathematics Instruction (3 hrs)
- Science 6-9 (6 hours)
  - SCE 5000 Teaching Science in Grades 6-12
  - SCE 5600 Foundations of Science Education
- Social Studies 6-9 (6 hrs)
  - SSE 5500 Advanced Social Studies Curriculum and Instructional Methods (3 hrs)
  - SSE 5750 Social Studies Curriculum Transformation (3 hrs)

### Professional Development\* (3 hrs)

- EDN 5810 Internship (3 hrs)

### Specialty Area (12-15 hrs) *Select one specialty area concentration.*

#### A. Language Arts

Select 15 hours from: ENG 5000, 5030, 5050, 5100, 5200, 5230, 5440, 5450, 5500, 5610, 5650, 5750, ENGS 5xxx\*\*, ENGS 5700-5750 or *one* of the following: ENG 5810 or 5830 or 5850

#### B. Mathematics

MAT 5030; Select one course: MAT 5230, 5320, 5440; Select one course: MAT 5120, 5150, 5260; Select one course: MAT 5100, 5110; Select one course: MAT 5020, 5060, 5070, CSC 5050

#### C. Science

Select two courses from one discipline and one course from each of the remaining three disciplines:  
Biology: BIO 5100, 5120, 5150, 5200, 5250, 5350, BIOS 5xxx\*\*;  
Chemistry: CHM 5200, 5480, 5500, 5600, CHMS 5xxx\*\*;  
Geology: GLY 5010, 5020, 5040, 5410, GLYS 5xxx\*\*;  
Physics: PHY 5200, 5480, 5500, 5600, PHYS 5xxx\*\*

#### D. Social Studies

Select one course: HST 5100\*\*\*, HST 5200, AIS 5050; Select one course from two different categories: European History, Asian, African, Latin American History, United States History; Select one course from two different areas: Geography, Political Science, American Indian Studies, Economics, Psychology, Sociology

- \* Unless currently employed in North Carolina as a lateral entry teacher, all M.A.T. candidates are required to complete a 10-week internship experience in an approved public school setting.
- \*\* BIOS/CHMS/ENGS/GLYS/PHYS 5xxx: Exact course number and title will vary, since multiple topics are offered in different semesters. Check with Program Director prior to registering.
- \*\*\* HST 5100 is the preferred option; however, students with undergraduate coursework in N.C. History may select from HST 5200 or AIS 5005

## **MUSIC SPECIALIZATION**

### **Professional Core (12 hrs)**

(It is recommended that EDN 5660 be completed within the first nine hours of the M.A.T. program.)

EDN 5660 Applied Educational Research (3 hrs)  
EDN 5500 Applied Educational Psychology (3 hrs)  
EDN 5120 Advanced Study of Exceptionality in Children (3 hrs)  
EDN 5820 Instructional Development (3 hrs)

### **Pedagogical Expertise (6 hrs)**

EDN 5800 Effective Instructional Practices (3 hrs)  
MUS 5640 Applied Contemporary Instructional Methodology (3 hrs)

### **Professional Development\* (3 hrs)**

MUSI 5810 Internship in K-12 Music Education (3 hrs)

### **Music Specialty Area (18 hrs)**

MUS 5650 Applied Philosophy & Leadership of Music Education (3 hrs)  
MUS 5990 Graduate Portfolio (1 hr)  
MUS 5730/5760 Graduate Ensemble (2 hrs)  
MUS 5290 Graduate Conducting (2 hrs)  
MUS 5340 Advanced Arranging (3 hrs)  
MUS 5950 Advanced Study in Music History & Literature (3 hrs)  
MUS 5300 Rehearsal Strategies (2 hrs)  
MUSP 5500/5870 Applied Music *or* MUSP 5000/5370 Applied Music *or* MUSP 6500/6860 Applied Music *or*  
MUSP 6000/6370 Applied Music (total of 2 hrs)

\* Unless currently employed in North Carolina as a lateral entry teacher, all M.A.T. candidates are required to complete a 10-week internship experience in an approved public school setting.

## **PHYSICAL EDUCATION SPECIALIZATION**

### **Professional Core (12 hrs)**

(It is recommended that EDN 5660 be completed within the first nine hours of the M.A.T. program.)

EDN 5660 Applied Educational Research (3 hrs)  
EDN 5500 Applied Educational Psychology (3 hrs)  
EDN 5120 Advanced Study of Exceptionality in Children (3 hrs)  
EDN 5820 Instructional Development (3 hrs)

### **Pedagogical Expertise (6 hrs)**

EDN 5800 Effective Instructional Practices  
EXER 5060 Current Trends, Issues, and Methods in PE/Sports

### **Professional Development (6 hrs)**

EDN 5810 Internship\* (3 hrs)  
EXER 5990 Capstone Study (3 hrs)

### **Physical Education Specialty Area (15 hrs)**

EXER 5010, 5020, 5030, 5050, 5070.

\* Unless currently employed in North Carolina as a lateral entry teacher, all M.A.T. candidates are required to complete a 10-week internship experience in an approved public school setting.

## SECONDARY SPECIALIZATIONS

### Professional Core (12 hrs)

(It is recommended that EDN 5660 be completed within the first nine hours of the M.A.T. program.)

- EDN 5660 Applied Educational Research (3 hrs)
- EDN 5500 Applied Educational Psychology (3 hrs)
- EDN 5120 Advanced Study of Exceptionality in Children (3 hrs)
- EDN 5820 Instructional Development (3 hrs)

### Pedagogical Expertise (6 hrs)

#### English 9-12

- EED 5510 The Teaching of Writing: Theory and Practice (3 hrs)
- EED 5520 The Teaching of Literature: Theories, Issues, and Practices (3 hrs)

#### Mathematics 9-12

- MAT 5000 Curriculum Development and Evaluation in Math Education (3 hrs)
- MAT 5010 Theoretical Bases of Mathematics Instruction (3 hrs)

#### Science 9-12

- SCE 5000 Teaching Science in Grades 6-12
- SCE 5600 Foundations of Science Education

#### Social Studies 9-12

- SSE 5500 Advanced Social Studies Curriculum and Instructional Methods (3 hrs)
- SSE 5750 Social Studies Curriculum Transformation (3 hrs)

### Professional Development\* (3 hrs)

- EED/MAT/SCE/SSE 5810 Internship in Secondary English/Math/Science/Social Studies Education (3 hrs)

### Academic Specialization 9-12 (18 hrs)

#### A. English (18 hrs) – courses must be approved by advisor

Select six courses: ENG 5000, 5030, 5050, 5100, 5200, 5230, 5440, 5450, 5500, 5610, 5650, 5750, ENGS 5xxx\*\* or *one* of the following: ENG 5810 *or* 5830 *or* 5850

#### B. Mathematics (18 hrs) – courses must be approved by advisor

MAT 5030; Select two courses: MAT 5230, 5320, 5440; Select one course: MAT 5120, 5150, 5260; Select one course: MAT 5100, 5110; Select one course: MAT 5020, 5060, 5070, CSC 5050.

#### C. Science – courses must be approved by advisor

Select one course from each discipline and two additional courses from any of the remaining courses listed:  
Biology: BIO 5100, 5120, 5150, 5200, 5250, 5350, BIOS 5xxx\*\*;  
Chemistry: CHM 5200, 5480, 5500, 5600, CHMS 5xxx\*\*;  
Geology: GLY 5010, 5020, 5040, 5410, GLYS 5xxx\*\*;  
Physics: PHY 5200, 5480, 5500, 5600, PHYS 5xxx\*\*

#### D. Social Studies (18 hrs) – courses must be approved by advisor

Select one course from each area (9 hours): European History; Asian, African, Latin American History; United States History; Select one course from three of the areas listed (9 hours): Geography, Political Science, American Indian Studies, Economics, Psychology, Sociology

\* Unless currently employed in North Carolina as a lateral entry teacher, all M.A.T. candidates are required to complete a 10-week internship experience in an approved public school setting.

\*\* Exact course number and title will vary, since multiple topics are offered in different semesters. Check with Program Director prior to registering.

## **APPENDIX B**

### **Standards For Undergraduate Teacher Licensure Programs**

**UNCP TEACHER EDUCATION PROGRAM STANDARDS  
FOR UNDERGRADUATE TEACHER LICENSURE PROGRAMS**

Beliefs about what a teacher should know and be able to do frame the curriculum for the teacher education program and the basis for judgments about the teacher candidate's ability to perform the work of a teacher. All curricular components—courses, field experience, the internship, the integrated curricular threads, and professional dispositions—are addressed in a set of six performance standards for teacher candidates, which are listed below. These standards define the specific levels of proficiency used to mark the end of the first phase of professional development for prospective teachers.

**Standard I**

**The candidate commands essential knowledge and understandings of the academic discipline(s) from which school subject matter is derived and integrates that knowledge into personally meaningful frameworks.**

- ♦ The teacher candidate conducts self-selected, self-directed inquiry in the discipline domain.
- ♦ The teacher candidate comprehends, interprets, and critiques discipline-related scholarship.
- ♦ The teacher candidate can construct an informed, defensible position on a discipline-related issue.
- ♦ The teacher candidate can locate, evaluate, document, and integrate discipline-related sources, including Internet sources.
- ♦ The teacher candidate uses discipline knowledge and skills to create or design original products.
- ♦ The teacher candidate expresses discipline related ideas fluently in both speaking and writing.

**Standard II**

**The candidate has acquired a professional knowledge base about public schooling in a democratic society, learners, language, learning, and learning environments and integrates that knowledge into personally meaningful frameworks.**

**School and Society**

- ♦ The candidate understands the public school mandate to both assure and increase social equity.
- ♦ The candidate can profile a school, community, and district demographically, culturally, and structurally.

**Profession**

- ♦ The candidate demonstrates awareness of professional identity, ethics, dispositions, development, and affiliation.

**Learners**

- ♦ The candidate demonstrates understanding and respect for learners from cultural backgrounds different from his/her own.
- ♦ The candidate can identify a learner's stage of development and use that knowledge to predict learner needs and responses.
- ♦ The candidate knows how to refer a student for testing, how to work with a resource teacher, and how to modify lessons to meet the needs of diverse learners.

**Learning**

- ♦ The candidate uses knowledge of competing learning theories to analyze and interpret teaching and learning episodes in case studies and/or clinical settings.
- ♦ The candidate designs learning experiences, environments, and feedback systems that nurture learner self-efficacy.
- ♦ The candidate understands the principles of constructivism as applied to practice.

**Language & Literacy**

- ♦ The candidate designs lessons that enable students to learn content and simultaneously develop reading, writing, listening, and speaking proficiency.
- ♦ The candidate understands the relationship between language and thinking and knows strategies to stimulate both critical and creative thinking.

**Learning Environment**

- ♦ The candidate uses knowledge of human motivation and behavior to construct a developmentally appropriate plan for classroom management.

**Standard III**

**The candidate commands essential knowledge and understandings about curriculum, instruction, and evaluation in the subject matter area(s) and integrates that knowledge into personally meaningful frameworks.**

- ♦ The candidate knows the phases of the teaching cycle—planning, implementation, and reflection.
- ♦ The candidate knows the North Carolina SCOS as a curriculum model and understands how select discipline knowledge, structure, concepts, and tools of inquiry define the scope and sequence of school subject matter therein.
- ♦ The candidate constructs sound, defensible lesson and unit plans and aligns those plans with the SCOS.
- ♦ The candidate knows how to formulate short-range and long-range goals based on the SCOS.
- ♦ The candidate chooses instructional strategies and assessment instruments appropriate for the learning process and the learning outcomes.
- ♦ The candidate integrates appropriate technologies into learning designs.
- ♦ The candidate knows how to pre-assess student prior learning and how to post-assess learning gains.
- ♦ The candidate knows how to summarize, analyze, interpret, and present assessment data.

**Standard IV**

**The candidate commands essential knowledge and understandings of instructional technology and integrates that knowledge into personally meaningful frameworks.**

**Technology Concept and Operations**

- ♦ The candidate demonstrates introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
- ♦ The candidate demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

**Planning and Designing Learning Environments and Experiences**

- ♦ The candidate designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- ♦ The candidate applies current research on teaching and learning with technology when planning learning environments and experiences.
- ♦ The candidate identifies and locates technology resources and evaluates them for accuracy and suitability.
- ♦ The candidate plans for the management of technology resources within the context of learning activities.
- ♦ The candidate plans strategies to manage student learning in a technology-enhanced environment.

**Teaching, Learning, and the Curriculum**

- ♦ The candidate facilitates technology-enhanced experiences that address content standards and student technology standards.
- ♦ The candidate uses technology to support learner-centered activities that address the diverse needs of students.
- ♦ The candidate applies technology to develop student's higher order thinking skills.
- ♦ The candidate manages student learning activities in a technology enhanced environment.

**Assessment and Evaluation**

- ♦ The candidate applies technology in assessing student learning of subject matter using a variety of assessment techniques.
- ♦ The candidate uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- ♦ The candidate applies multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

### **Productivity and Professional Practice**

- ♦ The candidate uses technology resources to engage in ongoing professional development and lifelong learning.
- ♦ The candidate continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.
- ♦ The candidate applies technology to increase productivity.
- ♦ The candidate uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

### **Social, Ethical, Legal, and Human Issues**

- ♦ The candidate models and teaches legal and ethical practice related to technology use.
- ♦ The candidate applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- ♦ The candidate identifies and uses technology resources that affirm diversity.
- ♦ The candidate promotes safe and healthy use of technology resources.
- ♦ The candidate facilitates equitable access to technology resources for all students.

### **Standard V**

**The candidate has a clearly defined sense of professional identity (roles, responsibilities, ethics, and dispositions), professional purpose, and affiliation with the professional community.**

- ♦ The candidate aligns his or her behavior with professional codes of ethics and conduct.
- ♦ The candidate conducts him or herself professionally in interactions with students, parents, and professional colleagues.
- ♦ The candidate nurtures learner self-esteem and respect for self and others.
- ♦ The candidate models learning processes and shares enthusiasm for the subject(s) taught.
- ♦ The candidate asks questions about what is learned, observed, and experienced in written reflections on class and clinical experiences.
- ♦ The candidate's written reflections evidence the integration of new knowledge, understandings, and technical terminology into his or her language system and frame of reference.
- ♦ The candidate's decisions about teaching and learning are referenced to his or her emerging conceptual framework.
- ♦ The candidate's professional purpose is clearly defined in a written mission statement.

### **Standard VI**

**The candidate uses content, pedagogical, and professional knowledge, skills, and dispositions to design, implement, and evaluate meaningful learning experiences for all students in a clinical setting.**

#### **Professionalism in Context**

- ♦ The candidate establishes and maintains positive, professional relationships with others in the school environment.

#### **Cultural Context and Environment for Learning**

- The candidate plans instruction to meet student developmental needs, learning styles, and interests.
- The candidate links new ideas to already familiar ideas and life experience, including attention to students' personal, family, and community experiences and cultural norms.
- The candidate creates a learning community in which individual differences are respected, all students are treated equitably, and students assume responsibility for themselves and others.
- The candidate communicates high expectation for all learners and concern for the well-being of individual students.

#### **Content Area Knowledge in Context**

- ♦ The candidate uses the central concepts, tools of inquiry, and structures of the discipline(s) taught to conceptualize learning.
- ♦ The candidate's conceptual understanding of the discipline(s) taught enables him or her to transform complex abstractions into meaningful constructs for learners.

**Planning Instruction**

- The candidate develops sound, defensible units and lessons in various formats for various purposes and for specific groups of learners.
- The candidate relates unit goals and lesson objectives to the North Carolina SCOS.

**Implementing Plans**

- ♦ The candidate manages instructional time efficiently and effectively.
- ♦ The candidate creates an environment for learning that promotes the progress and well being of diverse learners.
- ♦ The candidate performs the complex acts of lesson delivery competently so that all students learn.

**Reflection on Student Learning**

- ♦ The candidate summarizes, analyzes, and interprets assessment data to determine learning gains for individual students and groups of students.
- ♦ The candidate uses the insights gained from the analysis of student learning to plan future instruction and to improve instruction.

**Reflection on Teaching**

- ♦ The candidate identifies discrepancies between the intended outcomes of a lesson and the actual outcomes of a lesson.
- ♦ The candidate uses insights gained from experience as a basis for revising his or her practice and conceptual framework for teaching and learning.

# NC STATE BOARD OF EDUCATION STANDARDS FOR ALL TEACHERS

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## CORE STANDARDS

Articulated by the North Carolina Professional Teaching Standards Commission, and adopted by the State Board of Education in November 1999 with revisions approved in January 2006, the Core Standards reflect what teachers in North Carolina should know and be able to do.

### Standards and Indicators

#### Standard 1

Teachers know the content they teach.

- Teachers have a broad knowledge of content.
- Teachers know the content appropriate to their teaching specialty.
- Teachers understand the ways in which their teaching area connects to the broad curriculum.
- Teachers know relevant applications of the content they teach.

#### Standard 2

Teachers know how to teach students.

- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.
- Teachers use a variety of methods to teach students.
- Teachers are expert communicators.
- Teachers are able to use communication skills to circumvent or manage conflict as it arises in the classroom.
- Teachers are able to use positive student behavior management strategies for defusing and deescalating disruptive or dangerous behavior. They understand the safe and appropriate use of seclusion and restraint.
- Teachers have strong and current technology skills.
- Teachers plan instruction that is appropriate for the students they teach.
- Teachers use a variety of methods to assess what students have learned.
- Teachers teach communication, thinking, and problem solving skills.
- Teachers help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication.
- Teachers instill a love of learning and self-confidence based on achievement.
- Teachers align their instruction with the required curriculum.

#### Standard 3

Teachers are successful in teaching a diverse population of students.

- Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.
- Teachers treat students as individuals.
- Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

#### Standard 4

Teachers are leaders.

- Teachers lead in their classrooms.
- Teachers lead in the school.
- Teachers lead in advocating for schools and children.
- Teachers function effectively in a complex, dynamic environment.
- Teachers meet high ethical standards of practice.
- Teachers support the teaching profession.

**Standard 5**

Teachers are reflective about their practice.

- Teachers analyze the results of teaching.
- Teachers collaborate with their colleagues.
- Teachers use research in their classrooms.
- Teachers continue to grow professionally.

**Standard 6**

Teachers respect and care about students.

- Teachers enjoy spending time in the company of children and young adults.
- Teachers learn all they can about each of their students.
- Teachers maintain the dignity of each student.
- Teachers express pride in their students' accomplishments.

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**DIVERSITY STANDARDS**

Effective beginning teachers are successful in teaching a diverse population of students. They affirm that diversity truly exists and believe that education is fundamentally a cultural process that ultimately contributes to the academic success or failure of students. Diversity includes exceptionalities, race, ethnicity, religious backgrounds, gender, language (linguistic differences) socio-economic levels, and any of the other ways in which our society defines human differences (age, geography, sexual orientation, and national origins).

Beginning teachers of diverse students have a keen sense of equity, a strong commitment to their profession, knowledge of their students' cultures and needs, and the ability to translate cultural knowledge into pedagogical strategies. These are the teachers who hold high expectations for all students and legitimize their students' backgrounds as part of the school's curriculum.

The ultimate goal of these diversity standards is to develop in every child's teacher the knowledge, skills, and dispositions to ensure success for all students. Embracing and implementing these standards will have profound implications on the education of all our children.

**Standards and Indicators****Standard 1**

Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

- Teachers select, evaluate and incorporate unbiased instructional materials
- Teachers use multiple strategies to address the needs of individual learners.
- Teachers create a safe, inclusive and caring environment in which all students can learn.
- Teachers use a variety of assessment procedures/instruments.

**Standard 2**

Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

- Teachers seek and apply good matches among instructional goals, methods, and materials, and students' skills and abilities.
- Teachers assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.
- Teachers modify instruction and assessment to meet the needs of individual student.

**Standard 3**

Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

- Teachers develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.
- Teachers recognize and value the family's role in education and offer them suggestions on how to help their children complete school-related tasks.
- Teachers make links with the learners' other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.
- Teachers talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.

**Standard 4**

Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

- Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.
- Teachers provide opportunities for students and their families to share their diversities.
- Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.
- Teachers provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.

**Standard 5**

Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

- Teachers become strong advocates for educational equity.
- Teachers continually refine practices that address the individual needs of diverse learners.
- Teachers are proactive and deliberate in promoting and fostering respect among students.

**Standard 6**

Teachers of diverse students are reflective practitioners who are committed to educational equity.

- Teachers identify own biases and reflect on them in terms of practice.
- Teachers provide equity and access to learning in classroom.

---

**TECHNOLOGY STANDARDS**

NCDPI concluded that the International Society for Technology in Education (ISTE) standards for beginning teachers, without modification, represented the knowledge, skills, and dispositions that we should expect beginning teachers to possess and recommended that they be adopted for use in North Carolina.

**Standards and Indicators****Standard 1**

Teachers demonstrate a sound understanding of technology operations and concepts.

- Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
- Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

**Standard 2**

Teachers plan and design effective learning environments and experiences supported by technology.

- Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.
- Teachers identify and locate technology resources and evaluate them for accuracy and suitability.
- Teachers plan for the management of technology resources within the context of learning activities.
- Teachers plan strategies to manage student learning in a technology-enhanced environment.

**Standard 3**

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

- Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.
- Teachers use technology to support learner-centered strategies that address the diverse needs of students.
- Teachers apply technology to develop students' higher order skills and creativity.
- Teachers manage student learning activities in a technology-enhanced environment.

**Standard 4**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

- Teachers apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Teachers use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- Teachers apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

**Standard 5**

Teachers use technology to enhance their productivity and professional practice.

- Teachers use technology resources to engage in ongoing professional development and lifelong learning.
- Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Teachers apply technology to increase productivity.
- Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

**Standard 6**

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

- Teachers model and teach legal and ethical practice related to technology use.
  - Teachers apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
  - Teachers identify and use technology resources that affirm diversity.
  - Teachers promote safe and healthy use of technology resources.
  - Teachers facilitate equitable access to technology resources for all students.
-

## **APPENDIX C**

### **North Carolina State Board of Education Standards For The Master's Degree Teaching License**

## STANDARDS FOR THE MASTER'S DEGREE LICENSE

Teachers granted the master's degree license are expected to have demonstrated the following knowledge, skills, and dispositions which are derived from research findings, reports of best practice, and the National Board for Professional Teaching Standards.

### A. Instructional Expertise

The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.

Indicators:

1. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.
2. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.
3. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.
4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.
5. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.
6. The candidate uses technology to create learning environments that support students' learning.
7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.
8. The candidate demonstrates the ability to integrate literacy across the curriculum.

### B. Knowledge of Learners

The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

Indicators:

1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.
2. The candidate designs and delivers instruction that is responsive to differences among all learners.
3. The candidate reflects on and modifies instruction that fosters student learning.
4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.
5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.

### C. Research

The candidate uses research to examine and improve instructional effectiveness and student achievement.

Indicators:

1. The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.
2. The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.
3. The candidate investigates educational problems through action research.

### D. Content Knowledge

The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

Indicators:

1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.
2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.
3. The candidate demonstrates theoretical and applied advanced content knowledge.
4. The candidate understands current knowledge and trends in education.

### E. Professional Development and Leadership

The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

Indicators:

1. The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.
2. The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.
3. The candidate participates, formally and informally, in appropriate professional communities.
4. The candidate participates in collaborative leadership to address educational problems.
5. The candidate provides leadership in working with parents and strengthening the home-school partnership.

## **APPENDIX D**

### **NC Technology Competencies Evaluation Form**

National Educational Technology Standards for Teachers (NETS-T)

**NC Technology Competencies Evaluation Form**  
**National Educational Technology Standards for Teachers (NETS-T)**

Candidate \_\_\_\_\_ Date of Submission \_\_\_\_\_

Licensure Program \_\_\_\_\_ Program Coordinator \_\_\_\_\_

Directions for the Candidate:

Identify the evidence location (page number) for each indicator. Place this form in the Teacher Candidate Work Sample for the Program Coordinator to evaluate.

<b>1.</b>	<b>TECHNOLOGY OPERATIONS AND CONCEPTS</b> Teachers demonstrate a sound understanding of technology operations and concepts. <i>Teachers:</i>	<b>Evidence Location</b> (page number)	<b>Evaluation</b> 0 = missing 1 = revision required 2 = good 3 = excellent
A.	Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).		0   1   2   3
B.	Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		0   1   2   3
Subtotal			____ (point total)
Mean			____ (point total/2)

<b>2.</b>	<b>PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES</b> Teachers plan and design effective learning environments and experiences supported by technology. <i>Teachers:</i>	<b>Evidence Location</b> (page number)	<b>Evaluation</b> 0 = missing 1 = revision required 2 = good 3 = excellent
A.	Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		0   1   2   3
B.	Apply current research on teaching and learning with technology when planning learning environments and experiences.		0   1   2   3
C.	Identify and locate technology resources and evaluate them for accuracy and suitability.		0   1   2   3
D.	Plan for the management of technology resources within the context of learning activities		0   1   2   3
E.	Plan strategies to manage student learning in a technology-enhanced environment		0   1   2   3
Subtotal			____ (point total)
Mean			____ (point total/5)

**NC Technology Competencies Evaluation Form (continued)**

<b>3.</b>	<b>TEACHING, LEARNING, AND THE CURRICULUM</b> Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. <i>Teachers:</i>	<b>Evidence Location</b> (page number)	<b>Evaluation</b> 0 = missing 1 = revision required 2 = good 3 = excellent
A.	Facilitate technology-enhanced experiences that address content standards and student technology standards.		0 1 2 3
B.	Use technology to support learner-centered activities that address the diverse needs of students.		0 1 2 3
C.	Apply technology to develop student's higher order thinking skills.		0 1 2 3
D.	Manage student learning activities in a technology enhanced environment.		0 1 2 3
Subtotal			____ (point total)
Mean			____ (point total/4)

<b>4.</b>	<b>ASSESSMENT AND EVALUATION</b> Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. <i>Teachers:</i>	<b>Evidence Location</b> (page number)	<b>Evaluation</b> 0 = missing 1 = revision required 2 = good 3 = excellent
A.	Apply technology in assessing student learning of subject matter using a variety of assessment techniques.		0 1 2 3
B.	Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.		0 1 2 3
C.	Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.		0 1 2 3
Subtotal			____ (point total)
Mean			____ (point total/3)

**NC Technology Competencies Evaluation Form (continued)**

<b>5.</b>	<b>PRODUCTIVITY AND PROFESSIONAL PRACTICE</b> Teachers use technology to enhance their productivity and professional practice. <i>Teachers:</i>	<b>Evidence Location</b> (page number)	<b>Evaluation</b> 0 = missing 1 = revision required 2 = good 3 = excellent
A.	Use technology resources to engage in ongoing professional development and lifelong learning.		0 1 2 3
B.	Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.		0 1 2 3
C.	Apply technology to increase productivity.		0 1 2 3
D.	Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.		0 1 2 3
		Subtotal	____ (point total)
		Mean	____ (point total/4)

<b>6.</b>	<b>SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES</b> Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 and apply that practice and understanding. <i>Teachers:</i>	<b>Evidence Location</b> (page number)	<b>Evaluation</b> 0 = missing 1 = revision required 2 = good 3 = excellent
A.	Model and teach legal and ethical practice related to technology use.		0 1 2 3
B.	Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.		0 1 2 3
C.	Identify and use technology resources that affirm diversity.		0 1 2 3
D.	Promote safe and healthy use of technology resources.		0 1 2 3
E.	Facilitate equitable access to technology resources for all students.		0 1 2 3
		Subtotal	____ (point total)
		Mean	____ (point total/5)

**NC Technology Competencies Evaluation Form** *(continued)*

**SCORE SUMMARY**

<b>Section</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<i>means</i>						
<b>Overall mean</b>						_____

Evaluated by: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluated by: \_\_\_\_\_ Date: \_\_\_\_\_

Date Returned to student for revision: \_\_\_\_\_

Date Resubmitted to Program Coordinator: \_\_\_\_\_

**REVISED SCORE SUMMARY**

<b>Section</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<i>means</i>						
<b>Overall mean</b>						_____

Re-evaluated by: \_\_\_\_\_ Date: \_\_\_\_\_

Re-evaluated by: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX E**

**Evaluation of Teacher Candidate Performance on UNCP Standards I-VI**  
Form for Lateral Entry Teachers in M.A.T. Program

**EVALUATION OF TEACHER CANDIDATE PERFORMANCE ON UNCP STANDARDS I-VI**  
**Form for Lateral Entry Teachers in M.A.T. Program**  
 The University of North Carolina at Pembroke Teacher Education Program

**Directions for the Lateral Entry Teacher:** Fill out the information at the top of this page and at the top of page 3 of this form. Then ask your principal or assistant principal to complete this form, place it in an envelope, and return it to you. You should return the form to the Office of University-School Programs at UNCP.

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_

M.A.T. Specialization Area: \_\_\_\_\_ Program Director \_\_\_\_\_

Check the appropriate box for each item below:

*Specialization Area in the M.A.T. Program:*

- Art Education
- English Education
- Mathematics Education
- Middle Grades Education
- Music Education
- Physical Education
- Science Education
- Social Studies Education

*Current Teaching Assignment*

- Birth-Kindergarten
- Elementary School
- Middle School
- High School
- Other (*Please explain in the space below.*)

**Directions for the Person Completing This Form:** Circle the number corresponding with your judgment of the teacher's knowledge, dispositions, and abilities. Then complete and sign the bottom of page 3 of this form (evaluator information and comments), place it in an envelope, and return it to the lateral entry teacher being evaluated. The teacher is responsible for returning the form to UNCP. Thank you for your assistance with this important evaluation of our UNCP student.

<b>General Knowledge</b>				
1. Overall, I believe that the depth and breadth of the candidate's general knowledge and understanding are ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
<b>Content Area Knowledge: Standard I</b>				
2. Overall, I believe that the depth and breadth of the candidate's content knowledge are ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
3. Overall, I believe that the candidate's knowledge of the tools of inquiry and structure of the discipline(s) is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
4. Overall, I believe that the candidate's ability to make content area concepts accessible to diverse learners is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
	<i>subtotal</i>	_____ (point total)		
	<i>mean</i>	point total / 4 = _____		

<b>Professional Studies Knowledge: Standard II</b>				
1. Overall, I believe that the candidate's knowledge and understanding of the mission of public schooling in a democracy are ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
2. Overall, I believe that the candidate's depth of knowledge about the cognitive, social, emotional, physical, and personal development of diverse learners is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
3. Overall, I believe that the candidate's depth of knowledge and understanding of the cultural factors influencing learning is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
4. Overall, I believe that the candidate's depth of knowledge and understanding about how students learn is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
5. Overall, I believe the candidate's knowledge of the relationship between language and learning is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
	<i>subtotal</i>	_____ (point total)		
	<i>mean</i>	point total / 5 = _____		

**Evaluation of Teacher Candidate Performance on UNCP Standards I-VI (continued)**

<b>Content Pedagogy Knowledge: Standard III</b>					
1.	Overall, I believe the candidate's depth of knowledge and understanding of curriculum is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
2.	Overall, I believe the candidate's knowledge of various instructional models and strategies is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
3.	Overall, I believe the candidate's knowledge and understanding of formative assessment are ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
4.	Overall, I believe the candidate's knowledge of summative assessment is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
5.	Overall, I believe the candidate's knowledge of listening, speaking, reading, and writing to learn strategies is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
		<i>subtotal</i>	_____ ( point total)		
		<i>mean</i>	point total / 5 = _____		

<b>Knowledge of Instructional Technology: Standard IV</b>					
1.	Overall, I believe the candidate's knowledge-base in instructional technology is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
		<i>subtotal</i>	_____ ( point total)		
		<i>mean</i>	point total / 1 = _____		

<b>Knowledge of Professional Dispositions: Standard V</b>					
1.	Overall, I believe the candidate's knowledge of professional codes of ethics and conduct is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
2.	Overall, I believe the candidate's knowledge of the roles and responsibilities of a public school teacher is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
3.	Overall, I believe the candidate's commitment to the learning of ALL students is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
4.	Overall, I believe the candidate's knowledge and understanding of critical reflection are ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
5.	Overall, I believe the candidate's knowledge and understanding of the development of a philosophy of education as an ongoing process are ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
		<i>subtotal</i>	_____ ( point total)		
		<i>mean</i>	point total / 5 = _____		

<b>Knowledge Applied in Clinical Context: Standard VI</b>					
1.	Overall, I believe the candidate's ability to help all students learn content knowledge, dispositions, and tools of inquiry is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
2.	Overall, I believe the candidate's ability to use knowledge of learners, learning, and language to design meaningful learning experiences for diverse learners is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
3.	Overall, I believe the candidate's ability plan meaningful short-range and long-range instruction aligned with the SCOS is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
4.	Overall, I believe the candidate's ability to use technology to support student learning is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
5.	Overall, I believe the candidate's disposition to perform the roles and responsibilities of a classroom teacher with integrity is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
6.	Overall, I believe the candidate's disposition to respect the values and cultural backgrounds of diverse learners is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
7.	Overall, I believe the candidate's ability to effect positive learning gains for all learners is ____.	0 insufficient	1 marginal	2 sufficient	3 outstanding
		<i>subtotal</i>	_____ ( point total)		
		<i>mean</i>	point total / 7 = _____		

**Candidate Summary Sheet**

**EVALUATION OF TEACHER CANDIDATE PERFORMANCE ON UNCP STANDARDS I-VI**  
**Form for Lateral Entry Teachers in M.A.T. Program**  
The University of North Carolina at Pembroke Teacher Education Program

Semester and Year of Program Completion: \_\_\_\_\_

*Please print clearly:*

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Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_

M.A.T. Specialization Area: \_\_\_\_\_ Program Director \_\_\_\_\_

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**UNCP Teacher Education Program Policy:** The candidate must receive a mean score of **2.0** or better on *each subsection* to earn a passing score; an overall mean calculated from the subsection means must also be **2.0** or better to pass.

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**Score Summary**

Subsection	1	2	3	4	5	6
Mean						

**Overall Mean for Standards I-VI:** \_\_\_\_\_

---

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Comments:

---

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Evaluator Name \_\_\_\_\_ Evaluator Signature \_\_\_\_\_

Position \_\_\_\_\_ School \_\_\_\_\_ School System \_\_\_\_\_

Date \_\_\_\_\_

*Thank you for completing this form! Please return it to the Office of University School Programs. If you have questions, contact that office at (910) 521-6283.*

## **APPENDIX F**

### **Graduate Candidate Dispositions Self-Assessment And Goal Setting Survey**

[Version Taken at ENTRY by Candidates Who Are Not Currently Employed by a School]

[Version Taken at ENTRY by Candidates Who Are Currently Employed by a School and at EXIT by All]

**THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE**

**Teacher Education Program Graduate Dispositions Survey**

[Version Taken at ENTRY by Candidates Who Are Not Currently Employed by a School]

Dear Graduate Student:

Welcome to the UNCP Graduate Program in Teacher Education. As part of our assessment efforts, we are collecting information on professional dispositions of educators enrolled in our graduate programs.

You will take this version of the dispositions survey at entry into your program of study, and you will take a similar survey as you near the end of your program. This survey is intended to help you identify areas for continuing professional growth.

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_

*Program Area:*

- Elementary Education
- Middle Grades Education
- Reading Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education
- Masters of Arts in Teaching (*please respond to the M.A.T. item below*)
- Masters in School Administration
- School Counseling

*If you are a M.A.T. Candidate, indicate your Specialization Area in the M.A.T. Program:*

- Middle Grades Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education

*Graduate Enrollment Status (most semesters):*

- Full-time
- Part-time

*Gender:*

- Female
- Male

*Race/ethnicity:*

- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- Caucasian
- Other

Name of Program Director \_\_\_\_\_

Your preferred email address \_\_\_\_\_

## Graduate Dispositions Survey (continued)

[Taken at ENTRY by Candidates Who Are Not Currently Employed by a School]

### Part A: Self-Assessment of Dispositions

Dispositions are habits of mind that shape ways you interact with students and ways you make decisions as an educator. Please read each disposition carefully. Because you are not currently employed by a school, the dispositions statements in this survey are stated in terms of how you might think and act during your internship and when employed as a teacher, administrator, or counselor.

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.

DISPOSITIONS	ALWAYS	MOST OF THE TIME	SOME OF THE TIME	NEVER
I will treat all students fairly and equitably.				
I will try to accommodate the individual needs of all learners.				
I will value critical self-reflection as a means of improving my practice.				
I will regularly use the insights gained from critical self-reflection to improve my practice.				
I will make changes in my practice based on critical self-reflection.				
I will continually evaluate my knowledge base in the discipline(s) that I will teach.				
I will seek out opportunities to advance my knowledge base in the discipline(s) that I will teach.				
I will seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by reading research literature.				
I will seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by conducting action research.				
I will be open-minded and flexible and able to embrace change that I believe is positive.				
I will be willing to take on leadership roles in my school.				
I will be willing to take on leadership roles in professional communities outside of school.				
I will seek out opportunities to collaborate with colleagues about ways to improve student learning, the school environment, and/or home-school communication.				
I will see myself as a change agent in my school.				
My colleagues will perceive me to be a change agent.				
I will possess areas of expertise that could benefit others in the profession.				
I will view my instructional mistakes as opportunities to learn.				
My affiliation with and participation in professional communities outside the school will be an important part of my professional life.				

**Part B1: Critical Reflection and Goal Setting**--Select TWO personal strengths from the above items. Briefly explain why you think these are areas of strength, and provide examples to illustrate these strengths.

**Part B2: Critical Reflection and Goal Setting**--Select TWO areas for professional growth from the above items. 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.

**THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE**

**Teacher Education Program Graduate Dispositions Survey**

[Version Taken at ENTRY by Candidates Who Are Currently Employed by a School and at EXIT by All]

Dear Graduate Student:

Welcome to the UNCP Graduate Program in Teacher Education. As part of our assessment efforts, we are collecting information on professional dispositions of educators enrolled in our graduate programs.

You will take a dispositions survey both at entry and near the end of your program of study. This survey is intended to help you identify areas for continuing professional growth.

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_

*Program Area*

- Elementary Education
- Middle Grades Education
- Reading Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education
- Masters of Arts in Teaching (*please respond to the next section*)
- Masters in School Administration
- School Counseling

*If you are a M.A.T. Candidate, indicate your Specialization Area in the M.A.T. Program:*

- Middle Grades Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education

*Current Teaching/Administrative/Support Staff Assignment*

- Birth-Kindergarten
- Elementary School
- Middle School
- High School
- Community College/Technical College
- Not Applicable (*If at program ENTRY, do not continue; instead, take the ENTRY survey for candidates who are not currently teaching. If at program EXIT, continue.*)

*Graduate Enrollment Status (most semesters)*

- Full-time
- Part-time

*Gender*

- Female
- Male

**Graduate Dispositions Survey** (continued)

[Taken at ENTRY by candidates who are currently employed by a school & at EXIT by all]

*Race/ethnicity*

- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- Caucasian
- Other

Name of Program Director \_\_\_\_\_

Your Preferred email address \_\_\_\_\_

[Survey continues on next page.]

## Graduate Dispositions Survey (continued)

[Taken at ENTRY by candidates who are currently employed by a school & at EXIT by all]

### Part A: Self-Assessment of Dispositions

Dispositions are habits of mind that shape ways you interact with students and ways you make decisions as an educator. 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.

DISPOSITIONS	ALWAYS	MOST OF THE TIME	SOME OF THE TIME	NEVER
I treat all students fairly and equitably.				
I try to accommodate the individual needs of all learners.				
I value critical self-reflection as a means of improving my practice.				
I regularly use the insights gained from critical self-reflection to improve my practice.				
I make changes in my practice based on critical self-reflection.				
I continually evaluate my knowledge base in the discipline(s) that I teach.				
I seek out opportunities to advance my knowledge base in the discipline(s) that I teach.				
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by reading research literature.				
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by conducting action research.				
I am open-minded and flexible and able to embrace change that I believe is positive.				
I am willing to take on leadership roles in my school.				
I am willing to take on leadership roles in professional communities outside of school.				
I seek out opportunities to collaborate with colleagues about ways to improve student learning, the school environment, and/or home-school communication.				
I see myself as a change agent in my school.				
My colleagues perceive me to be a change agent.				
I possess areas of expertise that could benefit others in the profession.				
I view my instructional mistakes as opportunities to learn.				
My affiliation with and participation in professional communities outside the school are an important part of my professional life.				

**Part B1: Critical Reflection and Goal Setting**--Select TWO personal strengths from the above items. Briefly explain why you think these are areas of strength, and provide examples to illustrate these strengths.

**Part B2: Critical Reflection and Goal Setting**--Select TWO areas for professional growth from the above items. 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.

## **APPENDIX G**

**M.A.T. Candidate Progress Conference At Midpoint Summary Form**



## **APPENDIX H**

### **M.A.T. Portfolio Evaluation At Midpoint – Holistic Rubric**

**M.A.T. PORTFOLIO EVALUATION at MIDPOINT / BEGINNING of PHASE II - Holistic Rubric**  
(Effective Fall 2007)

Semester and Year: \_\_\_\_\_

**Directions for Program Director:**

After candidates are ready to begin Phase II of their M.A.T. program, contact them in order to (1) discuss the portfolio requirement, (2) provide advice on how to prepare for the conference to evaluate their preliminary work on the portfolio, and (3) schedule an appointment for the conference. If a rating of *follow-up required* is received on any element(s) of the rubric, schedule a follow-up meeting to re-evaluate the candidate's progress on the portfolio.

Candidate: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Program Director: \_\_\_\_\_ Degree: \_\_\_\_\_ Licensure Area: \_\_\_\_\_

<b>STANDARDS for the MASTER'S DEGREE TEACHING LICENSE</b>	<b>CANDIDATE PROGRESS on ASSESSED ELEMENTS</b>		
<p><b>Standard 1: Instructional Expertise</b> The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>
<p><b>Standard 2: Knowledge of Learners</b> The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p> <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>

**M.A.T. PORTFOLIO EVALUATION at MIDPOINT – Holistic Rubric**

STANDARDS for the MASTER'S DEGREE TEACHING LICENSE	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p><b>Standard 3: Research</b> The candidate uses research to examine and improve instructional effectiveness and student achievement.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>
<p><b>Standard 4: Content Knowledge</b> The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>
<p><b>Standard 5: Professional Development and Leadership</b> The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>

**Candidate Summary Sheet**  
**M.A.T. PORTFOLIO EVALUATION at MIDPOINT – Holistic Rubric**

**Semester and Year:** \_\_\_\_\_

Candidate: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Program Director: \_\_\_\_\_ Degree: \_\_\_\_\_ Licensure Area: \_\_\_\_\_

**Directions for Program Director:**

Complete the information below. Provide a copy of this Candidate Summary Sheet to the candidate and retain the original for your files. After the midpoint portfolio evaluation conference, or after the follow-up conference (if required), forward copies to the Director of Teacher Education and the Dean of Graduate Studies.

Check the appropriate box and insert the number in the blank, as applicable:

- Candidate is *Making Satisfactory Progress* on ALL assessed elements for the five Standards for the Master's Degree Teaching License.
- Of a total of 15 elements, candidate has \_\_\_\_\_ [insert #] element(s) marked as *Making Satisfactory Progress*;  
Of a total of 15 elements, candidate has \_\_\_\_\_ [insert #] element(s) marked as *Focus for Growth* (complete sections below, as applicable);  
Of a total of 15 elements, candidate has \_\_\_\_\_ [insert #] element(s) marked as *Follow-up Required* (complete sections below, as applicable).

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**Summary of Follow-Up Action Required, if applicable, and Due Date** (*if more space is needed, continue on back of this sheet*):

Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Summary of Follow-Up Conference, if applicable** (*if more space is needed, continue on back of this sheet*):

Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX I**

**M.A.T. Portfolio Evaluation At Program Completion – Holistic Rubric**

**M.A.T. PORTFOLIO EVALUATION at PROGRAM COMPLETION  
Holistic Rubric**

Candidate: \_\_\_\_\_ Semester and Year: \_\_\_\_\_

Student ID #: \_\_\_\_\_ Specialization Area: \_\_\_\_\_ Program Director: \_\_\_\_\_

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating (2.0 or better = Pass)
<p><b>1. Instructional Expertise:</b> The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate makes few, inaccurate, or inappropriate references to theory/research; candidate provides little to no evidence of impact of practice on student learning.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; rationale is keyed to connections between theory and practice; candidate makes frequent, accurate, and appropriate references to theory/research; candidate provides evidence of ability to plan appropriate assessments, monitor student learning, and use assessments to guide instructional decisions; evidence shows that candidate is able to have a positive impact on student learning.</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> the rationale provides evidence that the candidate has integrated specific theories/research into his/her own thinking; improving student learning is candidate's central focus; evidence selected shows that candidate consistently has a positive impact on student learning.</p>	<p align="center"><input type="checkbox"/></p> <p align="center">Action required</p> <p align="center">YES <input type="checkbox"/></p> <p align="center">NO <input type="checkbox"/></p>
<p><b>2. Knowledge of Learners:</b> The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; the candidate makes few, if any, specific references to learner differences; no or little evidence that needs of diverse learners are accommodated.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; candidate references theory /research related to varied learner differences; evidence shows how learner differences influence planning decisions and delivery modes; evidence selected demonstrates the effectiveness of instruction for individual learners and targeted groups of learners.</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> candidate cites multiple theories/research related to learner differences; candidate embraces diversity (clearly not perceived to be an impediment); evidence reflects principles informing <i>patterns</i> of practice rather than episodes; failures are focus for future inquiry and development.</p>	<p align="center"><input type="checkbox"/></p> <p align="center">Action required</p> <p align="center">YES <input type="checkbox"/></p> <p align="center">NO <input type="checkbox"/></p>

**M.A.T. PORTFOLIO EVALUATION at PROGRAM COMPLETION - Holistic Rubric (continued)**

Candidate: \_\_\_\_\_ Semester and Year: \_\_\_\_\_



Specialization Area: \_\_\_\_\_ Program Director: \_\_\_\_\_

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating ( 2.0 or better = Pass )
<p><b>3. Research:</b> The candidate uses research to examine and improve instructional effectiveness and student achievement.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate makes few, if any, authentic connections to practice; evidence is limited to course generated products.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to various applications of research to practice; critical reflection evidences use of research for problem-solving and self-directed inquiry.</p>	<p>Product satisfies all expectations for “2” rating; <i>plus</i> the rationale shows that the candidate perceives research knowledge and expertise acquired in the program to be empowering; the rationale refers to changed patterns in thought and action with regard to the connections between research and practice.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;">Action required</p> <p style="text-align: center;">YES <input type="checkbox"/></p> <p style="text-align: center;">NO <input type="checkbox"/></p>
<p><b>4. Content Knowledge:</b> The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate provides little to no evidence of program impact on practice; value of increased depth of discipline knowledge is embedded in course context only.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to the impact of advanced content knowledge and understanding on the candidate’s ability to plan and implement instruction and to evaluate student learning effectively; candidate uses discipline knowledge/ resources to enrich his or her own curriculum and instruction.</p>	<p>Product satisfies all expectations for “2” rating; <i>plus</i> the rationale indicates that the candidate consciously understands how both what is taught and how it is taught are tied to teacher conceptual understanding of discipline content; candidate is clearly a self-directed, lifelong learner in the academic discipline; candidate is committed to continuous self-assessment and self-directed remediation as needed.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;">Action required</p> <p style="text-align: center;">YES <input type="checkbox"/></p> <p style="text-align: center;">NO <input type="checkbox"/></p>

**M.A.T. PORTFOLIO EVALUATION at PROGRAM COMPLETION - Holistic Rubric (continued)**

Candidate: \_\_\_\_\_ Semester and Year: \_\_\_\_\_

Specialization Area: \_\_\_\_\_ Program Director: \_\_\_\_\_

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating ( 2.0 or better = Pass )
<p><b>5. Professional Development and Leadership:</b> The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; evidence is restricted to course generated products; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; leadership roles are limited to <i>inside school</i>; candidate provides little to no evidence of program impact on practice.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to the impact of professional growth in leadership abilities on professional self-efficacy and self-worth; candidate values collaboration with parents/families; candidate specifies how program has impacted practice / student learning..</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> evidence reflects increase in the variety of leadership roles assumed and/or the number and kinds of professional communities in which the candidate interacts; candidate expresses interest in extending leadership roles in the future and/or shares plans for specific initiatives; the candidate identifies <i>patterns</i> of program impact on practice; the candidate consistently identifies directions for future inquiry and development.</p>	<div style="text-align: center;">                        Action required                      YES <input type="checkbox"/>                      NO <input type="checkbox"/> </div>
<p><b>* Overall Presentation of Portfolio</b></p>	<p>Portfolio not well-organized; sections not clearly labeled; artifacts and other evidence not labeled clearly; many surface errors; the rationale narrative is confusing, incoherent, rambling; difficult and frustrating to read and review; product is the result of carelessness and/or haste; minimal effort yields product that does not meet graduate level expectations.</p>	<p>Portfolio well-organized; all sections clearly labeled; artifacts and other evidences clearly labeled and easy to locate; narrative spellchecked, proofread, with few surface errors; in text citations appropriately formatted; narrative focused and generally well-expressed; portfolio is a pleasure to read and review; an overall conscientious and well-executed presentation. Some minor revisions may be necessary [e.g. patterns of error in formatting or punctuation].</p>	<p>In addition to satisfying the level 2 rating, the portfolio presentation is enhanced by attention to details such as motifs / graphic enhancements, photos and other media support that personalize the presentation; the narrative is thoughtful and engaging; the evidence/ artifacts selected for inclusion target precise points of connection; the portfolio could be used as a model for future candidates.</p>	<div style="text-align: center;">                        Action required                      YES <input type="checkbox"/>                      NO <input type="checkbox"/>                      ( 2.0 or better = Pass )                 </div>

**Candidate Summary Sheet**  
**M.A.T. PORTFOLIO EVALUATION at PROGRAM COMPLETION - Holistic Rubric**

Candidate: \_\_\_\_\_ Semester and Year: \_\_\_\_\_

Student ID #: \_\_\_\_\_ Specialization Area: \_\_\_\_\_ Program Director: \_\_\_\_\_

**Directions for Program Director:** Complete the information below and have the candidate sign this Candidate Summary Sheet. Provide a copy to the candidate and retain the original for your files. Forward copies to the Director of Teacher Education and to the Dean of Graduate Studies.

**UNCP Teacher Education Program Policy:** The candidate must receive a score of 2.0 or higher on each of the five standards AND at least a score of 2.0 or higher on the Overall Presentation component of the rubric in order to earn a passing score for the portfolio. Receiving a rating of 1 (*Standard Not Met*) on any single standard requires action (i.e., revision and re-evaluation). The candidate will have an opportunity to make revisions in the portfolio and resubmit it within the prescribed timeframe for a second evaluation.

**Score Summary**

Standard	1	2	3	4	5
Scores					

Overall Mean for Standards 1-5: \_\_\_\_\_

Score for Overall Presentation: \_\_\_\_\_

Signatures:

	<i>(position)</i>	<i>(date)</i>
	<i>(position)</i>	<i>(date)</i>
	<i>(position)</i>	<i>(date)</i>

**Summary of Action(s) Required, if applicable, and Due Date** (*if more space is needed, continue on back of this sheet*):

**Revised Score Summary** (*after portfolio is re-evaluated, if candidate action was required*)

Standard	1	2	3	4	5
Scores					

Overall Mean for Standards 1-5: \_\_\_\_\_

Score for Overall Presentation: \_\_\_\_\_

Signature:

	<i>(position)</i>	<i>(date)</i>
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Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_