

TEACHER EDUCATION PROGRAM

Commitment • Collaboration • Competence



Master of Arts in Education
Elementary Education
Candidate Handbook
2007-2008

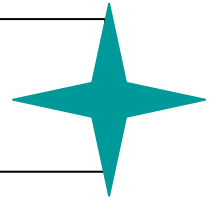
The University of North Carolina at Pembroke



Table of Contents

Message from the faculty	iii
Elementary Education Graduate Faculty	iv
Teacher Education Program Vision Statement.....	Error! Bookmark not defined.
The Teacher Education Program Mission Statement	Error! Bookmark not defined.
Basic Tenets of the Conceptual Framework.....	2
Elementary Education Mission Statement.....	4
Program Focus.....	4
Program Standards	5
Program of Study.....	7
Course Descriptions.....	8
Program Policies.....	11
Special Program Requirements	13
Professional Dispositions	14
Leadership Project.....	15
Program Portfolio	17
Capstone Course.....	20
Candidate Assessment.....	21
Program Progress	26
Program Quality	26
APPENDICES.....	27
APPENDIX A: Planning Your Program of Study.....	28
APPENDIX B: NBPTS Core Propositions.....	29
APPENDIX C: NBPTS Early Childhood Generalist Standards.....	30
APPENDIX D: NBPTS Middle Childhood Generalist Standards.....	31
APPENDIX E: INTASC Standards.....	32
APPENDIX F: Leadership Project Proposal Evaluation Form	33
APPENDIX G Leadership Project Evaluation Rubric	34
APPENDIX H: Standards Planning Matrix.....	36
APPENDIX I: Graduate Dispositions Survey	39
APPENDIX J: Progress Conference at Midpoint <i>Summary Form</i>	43
APPENDIX K: Portfolio Evaluation at Midpoint (Holistic Rubric)	44
APPENDIX L: Evaluation at Program Completion (Holistic Rubric)	47
APPENDIX M: M.A.Ed. Elementary Education Program Portfolio Evaluation.....	51
APPENDIX N: Candidate Evaluation of Master’s Program	59
APPENDIX O: Candidate Evaluation Of Portfolio Process.....	61

Message to the 2007-2008 Cohort



Dear Teacher,

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

Your decision to begin graduate study and earn a master's degree is a major commitment. First, it requires the sacrifice of personal time away from family and home, and second, the master's degree is likely to be the final phase of formal study in your professional career. We respect the personal and professional commitment you are making and honor that commitment with one of our own which is to strive to deliver the highest quality graduate program possible.

We want you to have a deeply rewarding and empowering experience during your program of study. We invite you to join us in shaping that experience by approaching graduate study with a mind open to new ideas, the courage to take risks and ask questions, a willingness to reflect critically, and the desire to promote the learning and well-being of all children.

Sincerely,

The Elementary Education Graduate Faculty





Elementary Education Graduate Faculty



Dr. I. Aiken
Education Center
Room 113
(910) 521-6450
irene.aiken@uncp.edu

Dr. S. Dickson
Education Center
Room 206
(910) 521-6628
swanee.dickson@uncp.edu

Dr. S. Simmons
Education Center
Room 109
(910) 521-6629
sara.simmons@uncp.edu

Dr. K. Dial
Education Center
Room 133
(910) 521-6636
heather.dial@uncp.edu

Professional Studies Faculty

Dr. I. Aiken
Education Center
Room 113
(910) 521-6450
irene.aiken@uncp.edu

Dr. D. Oxendine
Education Center
Room 345
(910) 521-6324
david.oxendine@uncp.edu

Dr. A. Bryant
Education Center
Room 116
(910) 521-6362
alfred.bryant@uncp.edu

Dr. S. Simmons
Education Center
Room 109
(910) 521-6629
sara.simmons@uncp.edu



UNCP 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 children and youth for full participation in a democratic society. We believe that all children and youth 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, linguistic community, 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 the children and youth 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 children and youth.

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 public school children and youth.

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.Ed. in Elementary Education Mission Statement

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



Mission Focus

The Elementary Education Program is designed to help the career teacher do the following:

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



Program Standards

Program standards are derived from the UNCP Teacher Education Program Conceptual Framework and the performance standards prescribed by the NC State Board of Education (2005). The same set of standards is used across all teacher licensure area graduate programs at UNCP. At the point of program exit, graduate candidates are assessed, in part, on these standards.

Standard 1: 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.

Standard 2: 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.

Standard 3: 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.

Standard 4: 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.

Standard 5: 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.

In addition to the UNCP graduate standards, the M. A. Ed. in Elementary Education is aligned with the following:

- National Board for Professional Teaching Standards: Five Core Propositions [Appendix B]
- NB Early Childhood Generalist Standards [Appendix C]
- NB Middle Childhood Generalist Standards [Appendix D]
- INTASC Standards [Appendix E]



Program of Study

A. Orientation to Elementary Program **0 semester hours**

B. Required Professional Studies Core **9 semester hours**

1. EDN 5500 Applied Educational Psychology
2. EDN 5650 Applied Philosophy of Education
3. EDN 5660 Applied Educational Research

C. Required Elementary Foundations **9 semester hours**

1. EDN 5530 Development, Culture, & Learning (K-6)
2. EDN 5190 Literacy and Diversity (K-6)
3. EDN 5410 Curricular Contexts and Choices (K-6)

D. Required Elementary Methods **9 semester hours**

1. EDN 5170 Teaching and Learning Mathematics (K-6)
2. EDN 5200 Teaching and Learning Science (K-6)
3. EDN 5210 Teaching and Learning Social Studies(K-6)

E. Electives (choose two) **6 semester hours**

Select* 5000 level courses in the academic disciplines—AIS, Art, Biology, English, English as a Second Language, Computer Science, Economics, Geography, Geology, History, Mathematics, Music, Philosophy, Physical Science, Political Science, Psychology, Reading, Sociology, or Special Education

F. Capstone Experience **3 semester hours**

EDN 5950 Professional Development & Leadership Seminar

Total Hours **36 semester hours**

** Electives must be approved by the program director; some graduate level courses are not appropriate for non-majors and some are not consonant with the needs of elementary school teachers.*



Course Descriptions

Orientation to the M.A. Ed. in Elementary Education (0 credit hours)

An orientation to the M.A. Ed. in Elementary Education in which the goals of the program, the conceptual framework, the intended outcomes, the concept of "master teacher", and the rationale for course content and sequencing are overviewed. Progress through the program is explained and a timeline for completing the program is established.

P r o f e s s i o n a l S t u d i e s C o r e

EDN 5660. Applied Educational Research (3 hours)

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

EDN 5500. Applied Educational Psychology (3 hours)

Emphasis is on using principles of learning, development, motivation, management, and assessment to validate and/or modify teacher decisions about the diverse needs of learners in socially responsible learning environments. Students design improvement plans based on areas such as multiple intelligence theory, cognitive processing, brain research, cooperative learning, inclusion, multiculturalism, and discipline. Field experience required.

EDN 5650: Applied Philosophy of Education (3 hours)

Emphasis is on acquiring the knowledge, skills, and dispositions needed for reflective teaching, including the articulation of a philosophical/ theoretical position on teaching, language, and learning for use in planning, implementing, and evaluating practice. Students will analyze the philosophical and theoretical assumptions underlying various models of teaching and learning. The process of constructing a professional portfolio based on NBPTS guidelines frames course activities.

EDN 5530. Development, Culture, & Learning (K-6)

The purpose of this course is to help teachers develop contextualized perceptions of diverse learners and their educational needs based on information about children's family life, culture, and stage of development (typical or atypical). Teachers will learn how to establish a baseline for children's development and learning, accommodate developmental and cultural diversity in groups of learners, and align curriculum. Teachers will explore ways to actively involve families in their children's education. *Prerequisites: EDN 5500, 5650, 5660 or permission of the instructor.*

EDN 5190. Literacy and Diversity (K-6)

The purposes of this course are to help teachers construct a conceptual framework based on knowledge about the cognitive, social, biological, emotional, cultural bases of language and to learn how to use that framework to individualize curriculum, instruction, and assessment in reading, writing, speaking, listening, and viewing. Teachers will also connect long-term literacy goals to learning in other content-areas through children's literature, expressive/transactional/poetic written discourse, and the creative arts. Teachers will explore ways to actively involve families in their children's literacy development. *Prerequisites: EDN 5500, 5650, 5660 or permission of the instructor.*

EDN 5410. Curricular Contexts and Choices (K-6)

This course helps the teacher use conceptual frameworks for teaching and learning to prepare an environment for learning. Teacher decisions during the preparation phase include 1) the establishment of long-range goals for groups of learners and individual learners, 2) the selection of measures to assess those goals, 3) the organization, structure, and sequence of the curriculum, 4) approaches to learner motivation and engagement, 5) the organization of children for learning, 6) establishing routines for managing learners and teaching tasks in the learning environment, 7) selection, development, and acquisition of instructional resources, 8) communication and involvement of families, 9) accommodating the environment for special needs children, and 10) establishing team and collaborative efforts with colleagues and other resource persons in the school and community. . *Prerequisites: EDN 5500, 5650, 5660 or permission of the instructor.*

EDN 5170. Teaching and Learning Mathematics (K-6)

This course helps teachers improve student learning in mathematics through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of mathematical reasoning and problem-solving. Teachers will design theme-based units integrating two other content areas, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 5530, EDN 5190, and EDN 5410.*

EDN 5200: Teaching and Learning Science (K-6)

This course helps teachers improve student learning in science through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of scientific methods and ways of knowing. Teachers will design theme-based units integrating two other content areas, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 5530, EDN 5190, and EDN 5410.*

EDN 5210: Teaching and Learning Social Studies (K-6)

This course helps teachers improve student learning in social studies through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of developing global understandings. Teachers will design theme-based units integrating social studies and the creative arts, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 5530, EDN 5190, and EDN 5401.*

EDN 5950: Professional Development & Leadership Seminar (3 hours)

This is the capstone experience for teachers completing the M.A. Ed. in Elementary Education. Teachers integrate the knowledge and insights gained from experiences in previous courses into final revisions of their conceptual frameworks and related plans. Based on updated self-assessment, teachers also develop goals for future professional development. Leadership projects are finalized, published and submitted for review by the elementary education graduate faculty. (Teachers choosing National Board Certification as a program product will apply for candidacy at this time.) *By arrangement.*



Program Policies

Entry-Level Technology Competence

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

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

Registration and Advising

Students who have been formally admitted to the program are eligible to register during the pre-registration period each semester as indicated in the *Schedule of Classes*. Graduate students in the elementary education program must receive a PIN from the program director to register for classes each semester; if not, registration in Braveweb is blocked. Two professional core courses, EDN 5500 Applied Educational Psychology and EDN 5660 Applied Educational Research, have a field experience requirement. Students must register for these field experiences through the Office of University-School Programs, using the *Field Experience Registration Form* (available online at the School of Education website: www.uncp.edu). Since progression through the elementary graduate program is a planned sequence of courses, students should always schedule an advising conference with the program director. Students who register for courses out of sequence (prerequisites not met) will be administratively removed from the course. Electives must be approved by the program director.

Academic Progress

Warning, Probation, and Dismissal

The academic progress of each graduate student is monitored on a regular basis by the Dean of the School of Graduate Studies, the student's advisor, and the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree. Graduate students who earn a grade of "C" in a graduate course are placed on academic warning. Graduate students who earn a second grade of "C" are placed on academic probation. Graduate students who earn a third grade of "C" are dismissed from their degree programs. Graduate students earning two grades of "C" in the same semester are placed directly on academic probation. An accumulation of nine semester hours of

"C" quality work, or a grade of "F," makes a graduate student ineligible to continue graduate studies at UNCP.

Repetition of Courses

No graduate course may be repeated within the same program of study without permission of the Graduate Council. A graduate student wishing to repeat a course must submit a written request to the Graduate Council through the Dean of the School of Graduate Studies. Courses approved for repetition must be taken at The University of North Carolina at Pembroke.

Due Process for Students

Any student whose entrance to, continuation in, or exit from the Graduate Program is denied by the Dean of the School of Graduate Studies acting upon the policies established by the Graduate Council of The University of North Carolina at Pembroke has the right to appeal the denial. The Graduate council has designated *The Graduate Appeals Committee* (GAC) as the "due Process" body for all graduate students. The Dean of the School of Graduate Studies will notify the student of the denial and the policy upon which it is based. Within 10 working days of receipt of the denial the student wishing to appeal should submit a written request for appeal to the Dean of the School of Graduate Studies. The request should contain the reasons(s) the student believes the denial should be reversed. If a request for appeal is not received within the 10 working days, it will not be considered. The appeal will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if he/she desires to do so. The decision of the Graduate Appeals Committee will be final.

Withdrawal Policy

Cognizant of the fact that at times circumstances change and situations arise which necessitate a student's withdrawal from a course, graduate students with good cause may apply to withdrawal from a course up to two weeks prior to the last official meeting of the class. It is the student's responsibility to obtain the signature of the course instructor on the withdrawal form. Once signed, the course instructor will forward the form to the appropriate program coordinator who will review the form, sign it, and forward it to the Dean of the School of Graduate Studies. Students who do not officially withdraw from a course may not receive a grade of W. A grade of W may be received only once for a specified course, and no more than three Ws may be received in a student's program of study. Withdrawing from a class does not excuse a student from the five year time limit (six years for the counseling programs) within which all program requirements must be completed.

* This represents a partial listing of the policies governing progression through graduate programs at UNCP. For the complete text of all graduate policies, please refer to the UNCP Catalog and/or *The UNCP School of Graduate Studies Handbook* at <http://www.uncp.edu/grad/>.



SPECIAL PROGRAM REQUIREMENTS

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

Teachers entering the elementary education graduate program are required to complete a program orientation. The Orientation to the M.A. Ed. in Elementary Education (EE) is held in conjunction with the general orientation session for all graduate students in all graduate programs conducted by The School of Graduate Studies. The EE Orientation is just for teachers beginning the graduate program in elementary education who need information specific to our program of study. The EE Orientation serves several purposes.

One of the most important purposes of the orientation is for students and the program director to get to know each other. Since students complete the 9-hour professional studies core before taking major area courses, three semesters of study might lapse before students begin working directly with elementary education faculty. In the meantime, the graduate faculty wants you to feel welcome in your newly expanded professional community and feel comfortable asking questions or seeking advice from the faculty if needed. We also want you to have an out-of class opportunity to get to know the other teachers who will be progressing through the program with you. To facilitate future communications, the information needed to create a communications network is collected during the orientation session.

Another purpose of the orientation is to review the program of study, program progression, and program policies. Graduate students, especially public school teachers as graduate students, like to know where they are going and what to expect. A synopsis of each course will be provided, including the major projects and assignments. We will also explain why the courses are sequenced as they are and why it is important to take the courses in the prescribed sequence. Students usually have a lot of "what if" questions and "let's say a person" concerns.

Products of Learning

As candidates progress through the program, they will develop products of learning or course artifacts that document the learning and inquiry processes related to each course, which are, in turn, related to program standards. Some products of learning are designed to scaffold curriculum and instruction improvement and/or enrichment and flexible enough to be modified for age-appropriateness. Others are designed to help the master teacher connect research and theory to professional practice in a format that can be shared with professionals or special interest groups.

Examples of key products generated during the program of study are presented in the chart below.

Product of Learning	Course
Conceptual Framework Articulation	EDN 5650
Conceptual Framework Development	all courses
Professional Autobiography	EDN 5650
Leadership Project Proposal	EDN 5650
Action Research Projects	EDN 5660, EDN 5170, EDN 5190
Learner Diversity Products	EDN 5500 and EDN 5430
Family & Community Partnership Project	EDN 5410
Curriculum, Instruction, & Evaluation Improvement Projects	EDN 5410, EDN 5200, EDN 5210, EDN 5170, EDN 5190
Implementation of Leadership Project	Before capstone course
Leadership Project Finalization	EDN 5950 capstone course
Conceptual Framework Synthesis	EDN 5950 capstone course
Master's Candidate Portfolio	On-going, finalized and submitted in EDN 5950



PROFESSIONAL DISPOSITIONS

Developing the disposition to **reflect critically** is another important component of the graduate program. Teachers will be asked to reflect critically on course concepts, assigned readings, the connections between theory and practice, course products of learning and the processes informing those products, cycles of teaching and learning in their own practice, and original research. Critical self-reflection is the catalyst for continual professional growth and development.

Critical self-reflection is not the only professional disposition targeted in the graduate program. During the admission process, you were asked to complete a self-assessment instrument on a wide range of professional dispositions:

- 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 classroom practice based on critical 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.

You will be asked to reflect on these dispositions at midpoint during your program of study and again at the point of exit [see the *Master's Candidate Assessment* section for more information].



Professional leadership is a characteristic of the master teacher. One of the major purposes of a graduate program is to prepare mature, career teachers to extend their sphere of influence in professional education to his or her school, district, community, or professional organization(s). All M.A. Ed. programs are designed to help the teacher develop or strengthen professional leadership abilities as evidenced in a product of learning. The proposal for an M.A. Ed. leadership project is developed in EDN 5650, *Applied Philosophy of Education*, a professional studies core course. The respective program director reviews each teacher's leadership plan and approves it for implementation by the end of the course. As soon as a leadership project is approved, the teacher is free to implement it or plan to implement it. The teacher has until the end of her program of study to complete the project, but the implementation phase should be completed *before* the capstone course. During the capstone course, leadership project materials and narrative are prepared for presentation to the graduate faculty for formal evaluation.

Most leadership projects will require financial support during the implementation phase. Mini-grants from various sources may be secured to support the development of a given project. The graduate faculty will also assist in the development of grant proposals for large-scale projects. A copy of the leadership project approval form and the rubric used by the graduate faculty to evaluate the leadership project are presented in Appendices F and G.

Leadership Project Process

R e c o m m e n d a t i o n s

1. **Develop project proposal details carefully.** Although the leadership project proposal is developed and approved in EDN 5650, the proposal tends to be very general. Take time after the course is over, to go back and work through your plan in greater detail before attempting to implement it. Don't be afraid to modify the original plan. Share your plan with other colleagues to get useful feedback. Arrange a conference with your program director to discuss your modified plan and request guidance.
2. **Develop project assessment instruments.** You are not required to submit the actual assessments you will administer to targeted project participants in EDN 5650. Attend to project assessment issues well in advance of project implementation. Ask your program director or a professor to help you select instruments to use or to develop original instruments. Decide how you will present the data in your final document.
3. **Log your activities.** Keep a running log of your activities as your project unfolds. Enter dates and brief description of each step along the way. This record will make writing your final narrative much easier. The log itself can also be included in the final project.
4. **Arrange for someone to take photos.** If you are front and center in a leadership role, you will likely be too occupied to take photos of your project or event. Ask a colleague to do that for you. Document in photographs as much of the process as you can.
5. **Contact local newspaper.** Some leadership projects are potential public relations vehicles for the students, parents, teachers, and/or school- community. Contact the community feature editor well in advance of your scheduled event.
6. **Save everything.** You will be presenting your leadership project in a 3-ring binder as a kind of mini-portfolio. Document your process. Remember to save items such as memos, letters, programs, invoices, feedback forms, program schedules, sample work, PowerPoint presentations, bibliographies, resource lists, and participant feedback forms as appropriate.
7. **Review the leadership project rubric.** Take a moment to read the rubric that the graduate faculty uses to evaluate the leadership project. Know what is expected and what attributes characterize a quality product.





PROGRAM PORTFOLIO

Culminating Product of Learning

The culminating product of learning for the M.A.Ed. in Elementary Education is a comprehensive, program portfolio. The purpose of the portfolio project is to document the professional development process and to assess the impact of the journey. The assumption underlying the concept of the master teacher portfolio is that master teachers are self-directed, self-monitoring, and self-motivated. The overarching goal is that the master's program will be a significant benchmark in the teacher's professional career, a phase during which the teacher perceives herself to be a competent, valued member of a varied and extensive professional community dedicated to the education and well-being of all children.

Portfolio Structure

The program portfolio is structured by the advanced master's standards and performance indicators mandated by the NC Department of Public Instruction. The master's standards are aligned with UNCP's Teacher Education Program mission and conceptual framework and the elementary education graduate program mission.

The portfolio components, as delineated below, represent the minimal requirements for satisfactory completion of the product. Candidates are free to augment, supplement, or extend the basic structure of the portfolio to reflect the uniqueness of his or her professional growth and development. The framing question for every candidate is, "How has the elementary education graduate program affected my professional practice—how I think, what I know, what I do, how I do it, why I do it, and what I value?"

Portfolio Table of Contents

1. Professional Autobiography
2. Mission Statement
3. Conceptual Framework for Teaching and Learning:

Conceptual framework development begins in the professional studies core courses at the beginning of the candidate's program of study. Revision is ongoing as the candidate progresses through the program. During the capstone course, each component is systematically reviewed and revised as needed. At times, critical issues related to certain components become the subject of further study through research and inquiry. A conceptual framework for teaching and learning includes the following:

- Beliefs about the role of public schooling in a democracy
- Beliefs about the Learning Environment
- Beliefs about Learners and Diversity
- Beliefs about Learning
- Beliefs about Curriculum, Instruction, and Evaluation
- Beliefs about Teacher's role in School and Professional Communities
- Beliefs about Teacher Professional Development

4. Multiple evidences for Standard 1 Performance Indicators 1-9 and culminating critical reflection on Standard 1.
5. Multiple evidences for Standard 2 Performance Indicators 1-5 and culminating critical reflection on Standard 2.
6. Multiple evidences for Standard 3 Performance Indicators 1-3 and culminating critical reflection on Standard 3.
7. Multiple evidences for Standard 4 Performance Indicators 1-4 and culminating critical reflection on Standard 4.
8. Multiple evidences for Standard 5 Performance Indicators 1-5 and culminating critical reflection on Standard 5.
9. Candidate selected documentation of specific areas in professional development that may not be addressed in the master's standards.
10. Goals for Future Professional Development
11. Critical Reflection on Portfolio Process and Product
12. Appendices

Portfolio Evaluation

The graduate portfolio is evaluated formally at two points during the candidate's program of study—at midpoint and exit. The midpoint in the elementary graduate program is defined as the completion of 18 hours of graduate course work. It is the candidate's responsibility to schedule a midpoint conference with the elementary education graduate program director. The candidate comes to the conference prepared to summarize his or her progress on the program portfolio. That summary should include a copy of his/her mission statement, conceptual framework draft, professional autobiography, leadership project proposal and approval form, and a matrix containing the standards and notations on possible artifacts to use as evidence that the standard is met. The candidate should also be prepared to reflect on his or her professional development as it relates to each of the standards. If the candidate is deemed to be making satisfactory progress on all standards with one or two focus areas for improvement, the candidate is successful. If the candidate is not making satisfactory progress on a standard(s), the program director will construct an action plan specifying what the candidate needs to do and establish a deadline for follow-up [see the *Master's Candidate Assessment* section for more information].

At the conclusion of the capstone course and candidate's program of study, the final portfolio is presented to the elementary education graduate faculty and public school professionals for evaluation. Two instruments are used to evaluate the final portfolio--one is an analytic rubric which addresses each performance indicator specifically and the other is a holistic rubric designed to assess the overall quality of the portfolio product. After the portfolio has been evaluated by the panel, it is returned to the candidate for revision and/or further development. The revised product is reassessed and the results presented to the candidate at the exit interview [see the *Master's Candidate Assessment* section for more information].

Portfolio Development R e c o m m e n d a t i o n s

1. **Review the master's standards and performance indicators until you know them.** Begin the process of reading and rereading the standards immediately. The more familiar you are with what is expected, the better able you are to make connections between products of learning produced in various courses and their relationship to a specific standard and a specific performance indicator.
2. **Note the performance indicators that require documentation from your practice rather than from course generated assignments and products.** The concrete evidence (artifacts and/or documentation) for many of the performance indicators under each standard will NOT come directly from the courses in your program of study, but rather from the ways you have *applied* what you learned in your courses to your practice.
3. **Save everything.** Designate a crate or box for the materials from all of your courses. Save your research papers, your literature reviews, your critical reflections, your products of learning. Save multiple copies of important products on CDs in case your computer hard drive should be damaged. In addition, save products of learning your own students have created, save copies of parent contact logs, class newsletters, meeting minutes, event programs, workshop certificates, IGPs, principal evaluations, and any other document or artifact that has potential use in your portfolio.
4. **Identify possible artifacts in standards matrix.** In the Appendix H of this manual is a hard copy of the master's standards and performance indicators in matrix format. Make several copies (or download digital copy) and place in a folder to keep in your work space. As you make connections between artifacts and performance indicators, enter the title of the artifact in the matrix. Place a post-it note on the artifact itself indicating what standard and performance indicator it can be linked to. If you use this process as you progress through your program of study, portfolio construction during the capstone course will be much easier and less time consuming. You will be expected to share the status of this process during the program midpoint evaluation conference with your program director.
5. **Revise the front matter that contextualizes your practice periodically.** Several important portfolio components are developed initially in EDN 5650, *Applied Philosophy of Education*: your conceptual framework, your professional autobiography, and your leadership project proposal. The conceptual framework, in particular, will change as you progress through the program. During the capstone course, most candidates read what they wrote at the point of program entry and are surprised. Therefore, it is a good idea to revisit that piece at the end of each semester and add some notes about how your thinking is changing or, in many instances, how you are better able to express what you believe in professional language. Given the luxury of more time to consider your professional autobiography, you may enjoy revising it too; you can even add photos to enhance your presentation.



CAPSTONE COURSE

The capstone course, EDN 5950 *Professional Development & Leadership Seminar*, is a revision, reflection, synthesis process conducted by the candidate with the support of his or her cohort and cohort advisor. One goal of the capstone course is for the candidate to answer the question, “What have I learned in my program of study and how has it impacted my beliefs and my practice?” Guidelines for this program reflection are provided during the capstone course; the final product may be a written document or a PowerPoint presentation.

The primary goal of the capstone course is to construct the comprehensive, program portfolio. That process begins with a systematic revision of the candidates’ conceptual framework and then proceeds with the process of making final selections for artifacts and constructing rationales for each to document professional development against the master’s standards. Another goal of the capstone course is to organize the candidate’s leadership project into a product that can be submitted for evaluation to the graduate program faculty.

The capstone course culminates with a presentation of the program portfolio, the leadership project, and the program critical reflection to the elementary education graduate faculty and representative public school master teachers. Both the portfolio and the leadership project are submitted for review about two weeks before the end of the semester. The critical reflection/synthesis structures the candidate’s oral “exit interview” with the graduate faculty during exam week. At this point, or earlier whenever possible, the candidate’s portfolio and leadership project will be returned for any needed revisions. In the event, that either the portfolio or the leadership project fail to meet graduate program standards, the candidate will receive the grade of *Incomplete (I)* for EDN 5950 until that time when the deficiency is remedied.





Master's Candidate Assessment

The UNCP Teacher Education Program assessment system is an integrated, comprehensive plan designed to monitor the professional development of advanced candidates as well as to evaluate the graduate programs. The graduate candidate assessment system is aligned with the teacher education conceptual framework and is structured by the UNCP Teacher Education Program Standards for the Master's Degree Teaching License.

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. Multiple assessments, both formative and summative, are used at multiple points during the candidate's progression from program entry to program completion and beyond. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported for the purpose of improving candidate performance. The results of candidate assessment tie into the evaluation of the program and its operations.

The Graduate Candidate Assessment System is 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?

Some graduate level assessments for teacher licensure programs are common across all program areas. These assessments are called "unit-wide" assessments. Other assessments are administered in a particular program area only. These are called "program specific assessments". In the next two sections, the unit-wide and the program-specific assessments are described.

SECTION 1: UNIT-WIDE ASSESSMENTS

An overview of the unit-wide data collection points and the relevant candidate assessments is provided in the chart below. Each of the assessments is annotated briefly in the section that follows.

UNIT DECISION POINTS and ASSESSMENTS for M.A. ED. and M.A. ADVANCED TEACHER LICENSURE PROGRAMS			
Entry	Midpoint	Exit	Follow-Up
Required QPA	Required QPA	Required QPA	NCDPI Survey: Graduate Program Completers & Principals
Transcript evaluation	Candidate Progress Conference	Candidate Portfolio	Annual <i>IHE Performance Reports</i>
Existing initial licensure in aligned field	Preliminary Work on Candidate Portfolio	Professional Dispositions Self-Assessment and Written Reflection	
Standardized Test (MAT, GRE)			
Letters of Recommendation			
Professional Dispositions Self-Assessment			

Graduate Admissions Requirements (Full or Provisional Admission)

All applicants for full or provisional admission to an M.A.Ed. or M.A. advanced teacher licensure program must submit official transcripts from all colleges/universities attended. Applicants must have a satisfactory undergraduate academic record and must meet at least one of the following minimum QPA requirements: an overall QPA of at least a 2.5 on all undergraduate work, or an overall QPA of at least a 3.0 in the undergraduate major, or a QPA of at least a 3.0 on all undergraduate work taken in the senior year. Applicants must submit an official report of satisfactory scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). In addition, applicants must submit three letters of professional recommendation and a copy of any current licenses held. Additional information about graduate admission policies is included in the School of Graduate Studies section of the *UNCP Catalog*.

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). 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 candidate portfolio below). A copy of the *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey is presented in Appendix I of this handbook.

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 *Graduate Candidate Progress Conference at Midpoint for M.A. Ed. and M.A. Advanced Teacher Licensure Programs Summary Form*, which is presented in Appendix J of this handbook. 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 progress on his/her leadership project; (c) the candidate's planned sequence of courses in program; and (d) 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 Program Director provides a copy of the form to the candidate and retains the original for his/her files. After the interview or after the follow-up conference (if required), a copy is forwarded to the Director of Teacher Education.

Candidate Portfolio

Successful completion of the graduate portfolio is a requirement for all graduate 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.

At midpoint, after candidates have completed 15-21 semester hours of coursework in their graduate licensure program, 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 *Graduate Portfolio Evaluation at Midpoint for M.A. Ed. and M.A. Advanced Teacher Licensure Programs (Holistic Rubric)*, which is presented in Appendix K of this handbook. 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. The Program Director provides a copy of the Candidate Summary Sheet of the midpoint evaluation rubric to the candidate, retains a copy for his/her records, and forwards a copy to the Director of Teacher Education.

At program completion, a panel comprised of graduate faculty, and whenever possible including public school representatives, evaluates the portfolio the graduate portfolio using the *Graduate Portfolio Evaluation at Program Completion for M.A. Ed. and M.A. Advanced Teacher Licensure Programs (Holistic Rubric)*, which is presented in Appendix L of this handbook. 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. The Program Director provides a copy of

the Candidate Summary Sheet of the exit evaluation rubric to the candidate, retains a copy for his/her records, and forwards a copy to the Director of Teacher Education.

SECTION 2: PROGRAM-SPECIFIC ASSESSMENTS

In addition to the unit-wide assessment described in the preceding section, the elementary education graduate program administers additional overall performance assessments and course-based assessments. Both categories of assessment are annotated briefly below.

ADDITIONAL PROGRAM SPECIFIC ASSESSMENTS for M.A. ED. In Elementary Education	
Additional Exit Assessments	
Title of Assessment Instrument: <i>Leadership Project Proposal Evaluation Form</i>	
Title of Assessment Instrument: <i>Master’s Candidate Leadership Project Evaluation</i>	
Title of Assessment Instrument: <i>M. A. Ed. Elementary Education Program Portfolio Evaluation</i>	
Representative Course Generated Products of Learning	
EDN 5650 Applied Philosophy of Education	Leadership Project Proposal
EDN 5410 Curricular Contexts and Choices	UBD Unit
EDN 5530 Development, Culture, & Learning	Multicultural Lesson Analysis
EDN 5190 Literacy & Diversity	Writing Curriculum for Select Grade Level
EDN 5170 Teaching and Learning Mathematics	Action Research Project
EDN 5200 Teaching and Learning Science	Content Knowledge Development Project
EDN 5210 Teaching and Learning Social Studies	Social Concept Webquest

Master’s Candidate Leadership Project Evaluation

The master’s candidate develops a leadership project proposal at the beginning of the program in EDN 5650 *Applied Philosophy of Education*. That project proposal is reviewed and approved by the program director. The leadership project proposal is reviewed, evaluated, and approved by the program director using the *Leadership Project Proposal Evaluation Form*, which is presented in Appendix F of this handbook. During the capstone course, EDN 5950 *Professional Development & Leadership Seminar*, candidates construct a project presentation which is submitted to the graduate faculty for formal evaluation. A holistic rubric entitled, *Master’s Candidate Leadership Project Evaluation*, is used to assess the project. A rating of 2.0 or better must be received on every criterion. Candidates who fail to meet the standards as prescribed are invited to revise and resubmit. A copy of the rubric appears in the Appendix G of this handbook.

M. A. Ed. Elementary Education Program Portfolio Evaluation

In addition to the holistic rubric used unit-wide to assess the comprehensive program portfolio, the elementary graduate faculty developed an analytic rubric to assess candidate portfolios. The elementary education rubric allows a more detailed analysis of the product in several ways. First, it addresses each performance indicator in the master's advanced licensure standards, rather than the standard as a whole. Second, it enables the evaluators to identify very specific areas of strength and weakness in the candidate's documentation—relevant evidence, sufficient evidence, and quality of the rationale statement. Third, the rubric also addresses the candidate's mission statement, professional autobiography, and articulated conceptual framework which are required in the elementary education program. Fourth, it allows the graduate faculty to add performance indicators to reflect areas of emphasis in the program. A copy of the rubric appears in the Appendix M of this handbook.

Course-Based Performance Assessments

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





PROGRAM PROGRESS

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



PROGRAM QUALITY

The School of Graduate Studies conducts a comprehensive evaluation of every graduate course every semester. This process yields useful information about students' perceptions of the course experience and its relevance to their professional work. End of course student evaluations are collated and forwarded to the respective program director for use in making program improvements and modifications. The School of Graduate Studies also conducts one-year to five-year follow-up surveys of select graduates.

In addition, the UNCP Teacher Education program conducts cyclical evaluation of all program components and program operations, including policies and support services. The information gleaned from these assessments is also forwarded to program directors for use in making program improvements and modifications.

At the program level, elementary education candidates are asked to evaluate the various aspects of the program at the point of exit. Two formal instruments are administered: 1) *Candidate Evaluation of Master's Program Elementary Education* [see Appendix N]; and 2) *Candidate Evaluation of Master's Program Portfolio Elementary Education* [see Appendix O]. The feedback provided by candidates is used by program faculty to improve support services, the relevance of the curriculum, the quality of instruction, and the effectiveness of evaluation procedures and policies. The program director submits an annual evaluation of the graduate program to the Dean, School of Education.

APPENDICES

APPENDIX A: Planning Your Program of Study

Schedule of Courses

Every course in the Elementary Education graduate program is offered once every year for maximum scheduling flexibility. * Summer course offerings are always tentative depending on availability of funds and faculty. In the event that a course regularly scheduled for a summer session cannot be delivered, that course will be offered the following fall semester.

Course Sequence	Fall	Spring	Summer I	Summer II
<i>Professional Studies</i>	EDN 5500 EDN 5660 EDN 5650	EDN 5500 EDN 5660 EDN 5650	EDN 5500* EDN 5660*	EDN 5500* EDN 5660*
<i>Foundations</i>	EDN 5530	EDN 5190	EDN 5410*	
<i>Pedagogy</i>	EDN 5200	EDN 5170	EDN 5210*	
<i>Electives</i>	Elective	Elective	Elective*	Elective*
<i>Capstone</i>	EDN 5950 by arrangement only			

Required Course Sequence

<i>The professional studies core courses are completed first; the knowledge, skills, and dispositions acquired in these three courses scaffold learning in the rest of the program. These courses may be taken in any order.</i>	Professional Studies Phase 1	EDN 5660	EDN 5500	EDN 5650
<i>Principles of development, culture, literacy, and curriculum add in-depth specificity to the conceptual framework informing all teacher decisions. These courses may be taken in any order.</i>	Theoretical Foundations Phase 2	EDN 5530	EDN 5190	EDN 5410
<i>The third level of professional development in the graduate program is the application of theoretical and research foundations to integrated curriculum, instruction, and assessment.</i>	Content Pedagogy Phase 3	EDN 5200	EDN 5170	EDN 5210
<i>Teachers are encouraged to select electives which will strengthen his or her knowledge or skills and enhance teaching effectiveness. Electives can be taken any time during the program of study.</i>	Electives n	Elective 1	Elective 2	
<i>The final phase of professional development is the capstone course which is designed to enable the teacher to synthesize the total program experience through reflection and portfolio development. The capstone course is offered by permission only to cohorts.</i>	Capstone Final Phase	EDN 5950		

APPENDIX B:

National Board for Professional Teaching Standards Five Core Propositions

Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships. Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students. Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice. They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure. Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation. Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed. Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

APPENDIX C:

NBPTS Early Childhood Generalist Standards

I. Understanding Young Children (p.15)

Teachers use their knowledge of child development and their relationships with children and families to understand children as individuals and to plan in response to their unique needs and potentials.

II. Promoting Child Development and Learning

Teachers promote children's physical, emotional, linguistic, creative, intellectual, social, and cognitive development by organizing the environment in ways that best facilitate the development and learning of young children.

III. Knowledge of Integrated Curriculum

On the basis of their knowledge of academic subjects and how young children learn, teachers design and implement developmentally appropriate learning experiences within and across the disciplines.

IV. Multiple Teaching Strategies for Meaningful Learning

Teachers use a variety of methods and materials to promote individual development, meaningful learning, and social cooperation.

V. Assessment (p. 41)

Teachers know the strengths and weaknesses of various assessment methodologies, continually monitor children's activities and behavior, and analyze this information to improve their work with children and parents.

VI. Reflective Practice

Teachers regularly analyze, evaluate, and strengthen the quality and effectiveness of their work.

VII. Family Partnerships

Teachers work with and through parents and families to support children's learning and development.

VIII. Professional Partnerships

Teachers work with colleagues to improve programs and practices for young children and their families.

APPENDIX D:

NBPTS Middle Childhood Generalist Standards

I. Knowledge of Students

Accomplished teachers draw on their knowledge of child development and their relationships with students to understand their students' abilities, interests, aspirations and values.

II. Knowledge of Content and Curriculum

Accomplished teachers draw on their knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas that comprise the middle childhood curriculum.

III. Learning Environment

Accomplished teachers establish a caring, inclusive, stimulating and safe school community where students can take intellectual risks, practice democracy, and work both collaboratively and independently.

IV. Respect for Diversity

Accomplished teachers help students learn to respect individual and group differences.

V. Instructional Resources

Accomplished teachers create, assess, select and adapt a rich and varied collection of materials and draw on other resources such as staff, community members and students to support learning.

VI. Meaningful Applications of Knowledge

Accomplished teachers engage students in learning within and across the disciplines, and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

VII. Multiple Paths to Knowledge

Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build knowledge and understanding.

VIII. Assessment

Accomplished teachers understand the strengths and weaknesses of different assessment methods, base their instruction on ongoing assessment, and encourage students to monitor their own learning.

IX. Family Involvement

Accomplished teachers work to create positive relationships with families as they participate in the education of their children.

X. Reflection

Accomplished teachers regularly analyze, evaluate and strengthen the effectiveness and quality of their practice

XI. Contributions to the Profession

Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.

APPENDIX E:

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) Standards for Beginning Teachers

Principle #1

The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students

Principle #2

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle #6

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7

The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**APPENDIX F:
Leadership Project Proposal Evaluation Form
M.A. Ed. Elementary Education Program**

Candidate: _____
Program Director: _____
Degree _____
Licensure Area: _____
Project Title: _____
Semester & Year: _____

Directions for Program Director:

Carefully review the candidate's leadership project proposal and provide constructive feedback and guidance. Complete the information below, provide a copy of this form to the candidate, and retain the original for your files. After you evaluate the proposal, or after the follow-up conference (if required), you should continue to provide guidance and advice to the candidate as he/she implements the project.

Proposal meets the following two requirements:

- ♦ allows candidate to demonstrate the ability to take on a leadership role with other educators **Met** **Not Met**
- ♦ relates to the improvement of student learning in direct or indirect ways **Met** **Not Met**

	Satisfactory	Needs Revision	Missing
Purpose/Goals:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rationale:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Description:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timeline:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

In the purpose statement, reference is made to providing each student with a free book, but that initiative is not mentioned again. Will you be ordering books? Who will pay for them? How will they be selected? Before the final project is submitted for review, consider adding an addendum to your proposal describing the "free books" procedure. Don't forget to save all of your project materials and take lots of pictures on literacy night. Hope it is a huge success!

approved *conference requested* *revision required*

Signed _____ Date _____
Program Director

Signed _____ Date _____
Candidate

 If *conference requested* or *revision required*, final approval was given on _____ (date)

Signed _____
Program Director

APPENDIX G
Leadership Project Evaluation Rubric
M.A. Ed. Elementary Education Program

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

subtotal _____/6

score _____

LEADERSHIP PROJECT EVALUATION RUBRIC (continued)

Candidate Name: _____

Semester & Year: _____

	Action Required *
Description	<input type="checkbox"/>
Implementation	<input type="checkbox"/>
Documentation	<input type="checkbox"/>
Impact	<input type="checkbox"/>
Reflection	<input type="checkbox"/>
Presentation	<input type="checkbox"/>

Comments:

** If action required, attach action plan to rubric.*

Signatures

1.

_____ (position)

2.

_____ (position)

3.

_____ (position)

4.

_____ (position)

5.

_____ (position)

Retain a copy for candidate files, give a copy to the graduate candidate, collate data from all cohort members, attach summary copy to Program Area Annual Report, and distribute to Advisory Council.

**APPENDIX H:
Standards Planning Matrix**

STANDARDS FOR THE MASTER’S DEGREE LICENSE

Standard 1: 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	Possible Evidence
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.	

Standard 2: 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	Possible Evidence
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.	

Standard 3: Research

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

Indicators	Possible Evidence
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.	

Standard 4: Content Knowledge

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

Indicators	Possible Evidence
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.	

Standard 5: 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	Possible Evidence
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 I:

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 J:

**Summary Form
Graduate Candidate Progress Conference at Midpoint
for M.A. Ed. and M.A. Advanced Teacher Licensure Programs**

Name of Candidate: _____
Program Director: _____
Degree & Licensure Area _____
Semester & Year: _____

Directions for Program Director:

Complete the information below to summarize the areas discussed with the candidate during the midpoint portfolio evaluation conference. Provide a copy of this form to the candidate and retain the original for your files. After the conference or after the follow-up conference (if required), forward a copy to the Director of Teacher Education.

AREAS DISCUSSED	Satisfactory	Needs Follow-up	Not Discussed <i>(Explain in comments below.)</i>
Online Survey - Graduate Candidate Dispositions <i>Self-Assessment and Goal Setting</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Project Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidate's planned sequence of courses in program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent to which candidate's expectations of program are being met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Summary of Conference: *Making satisfactory progress* *Follow-up conference required*

Signed _____ Date _____
Program Director

Signed _____ Date _____
Candidate

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

Signed _____ Date _____
Program Director

Signed _____ Date _____
Candidate

APPENDIX K:

**GRADUATE PORTFOLIO EVALUATION at MIDPOINT
for M.A. Ed. and M.A. ADVANCED TEACHER LICENSURE PROGRAMS - Holistic Rubric**

Semester and Year: _____

Directions for Program Director:

After candidates have completed 15-21 semester hours of coursework in their graduate licensure program, contact them in order to (1) discuss the current status of their portfolio, (2) provide advice on how to prepare for their midpoint portfolio evaluation conference, and (3) schedule an appointment for the midpoint 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: _____

STANDARDS for the MASTER'S DEGREE TEACHING LICENSE	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p>Standard 1: 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.</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>Standard 2: 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.</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>

GRADUATE PORTFOLIO EVALUATION at MIDPOINT for M.A. Ed. & M.A. TEACHER LICENSURE PROGRAMS – Holistic Rubric

STANDARDS for the MASTER'S DEGREE TEACHING LICENSE	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p>Standard 3: Research 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>Standard 4: Content Knowledge 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>Standard 5: 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.</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
GRADUATE PORTFOLIO EVALUATION at MIDPOINT for M.A. Ed. and M.A. ADVANCED TEACHER LICENSURE PROGRAMS
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).

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: _____

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 L:



**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
M.A. Ed. and M.A. Advanced Teacher Licensure Programs - Holistic Rubric**

Candidate: _____ Semester and Year: _____

Student ID #: _____ Degree: _____ 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>1. 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.</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>2. 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.</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>

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>3. Research: 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>	<div style="text-align: center;"> <input type="checkbox"/> Action required YES <input type="checkbox"/> NO <input type="checkbox"/> </div>
<p>4. Content Knowledge: 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>	<div style="text-align: center;"> <input type="checkbox"/> Action required YES <input type="checkbox"/> NO <input type="checkbox"/> </div>

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>5. 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.</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;">  </div> <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>* Overall Presentation of Portfolio</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;">  </div> <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 style="text-align: center;">(2.0 or better = Pass)</p>

Candidate Summary Sheet
PORTFOLIO EVALUATION at PROGRAM COMPLETION
M.A. Ed. and M.A. ADVANCED TEACHER LICENSURE PROGRAMS - Holistic Rubric

Candidate: _____ Semester and Year: _____

Student ID #: _____ Degree: _____ 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:

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

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:

	(position)	(date)
--	------------	--------

Candidate Signature: _____ Date: _____

APPENDIX M:

M.A.Ed. Elementary Education Program Portfolio Evaluation
Standards for the Master’s Degree License * NC Department of Public Instruction

Candidate: _____

Standard A: Professional Development Contextualized

The candidate’s mission, professional history, and conceptual framework are clearly articulated and function as the touchstone for all professional judgments, inquiries, actions, and future goals.

Performance Indicators	Relevant Evidence	Sufficient Evidence	Rationale Quality	3 exceeded	2 met	1 not met	0 missing
1. The candidate’s mission statement reflects conceptual understanding and professional commitment to teaching and learning in the public school context.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The candidate’s professional autobiography reflects conceptual understanding of professional development as an increasingly complex cognitive, moral,/ethical process over time.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The candidate’s conceptual framework is clearly articulated and based on well-defined, consistent philosophical/theoretical principles.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
subtotal				_____ /3 = _____			

Standard 1: 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.

Performance Indicators	Relevant Evidence	Sufficient Evidence	Rationale Quality	3 exceeded	2 met	1 not met	0 missing
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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.	[See Standard 2.]						
6. The candidate uses technology to create learning environments that support students' learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Indicators	Relevant Evidence	Sufficient Evidence	Rationale Quality	3 exceeded	2 met	1 not met	0 missing
7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The candidate demonstrates the ability to integrate literacy across the curriculum.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The candidate's instructional expertise is evidenced in positive learning outcomes for diverse learners.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* CRITICAL REFLECTION ON STANDARD 1				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
subtotal				_____ /8 = _____			

Standard 2: 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.

Performance Indicators	Relevant Evidence	Sufficient Evidence	Rationale Quality	3 exceeded	2 met	1 not met	0 missing
1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities. 4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* CRITICAL REFLECTION ON STANDARD 2				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
subtotal				_____/4 = _____			

Standard 3: Research

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

Performance Indicators	Relevant Evidence	Sufficient Evidence	Rationale Quality	3 exceeded	2 met	1 not met	0 missing
1. The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The candidate investigates educational problems through action research.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* CRITICAL REFLECTION ON STANDARD 3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
subtotal				_____ /4 = _____			

Standard 4: Content Knowledge

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

Performance Indicators	Relevant Evidence	Sufficient Evidence	Rationale Quality	3 exceeded	2 met	1 not met	0 missing
1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The candidate demonstrates theoretical and applied advanced content knowledge.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The candidate understands current knowledge and trends in education.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* CRITICAL REFLECTION ON STANDARD 4				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
subtotal				_____ /4 = _____			

Standard 5: 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.

Performance Indicators		Relevant Evidence	Sufficient Evidence	Rationale Quality	3 exceeded	2 met	1 not met	0 missing
1.	The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The candidate participates, formally and informally, in appropriate professional communities.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The candidate participates in collaborative leadership to address educational problems.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The candidate provides leadership in working with parents and strengthening the home-school partnership.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Replace	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Add	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*	CRITICAL REFLECTION ON STANDARD 5				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
subtotal					_____ /4 = _____			

M.A.Ed. Elementary Education Program Portfolio Evaluation
Standards for the Master's Degree License * NC Department of Public Instruction

Summary:

	Mean Score	Action Required *
Standard A		<input type="checkbox"/>
Standard 1		<input type="checkbox"/>
Standard 2		<input type="checkbox"/>
Standard 3		<input type="checkbox"/>
Standard 4		<input type="checkbox"/>
Standard 5		<input type="checkbox"/>
OVERALL		

* See attachment and/or holistic rubric for description and resolution

Signatures:

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

Retain a copy for candidate files, give a copy to the graduate candidate, collate data from all cohort members, attach summary copy to Program Area Annual Report, and distribute to Advisory Council.

APPENDIX N:

Candidate Evaluation of Master's Program ELEMENTARY EDUCATION

PART I: Circle the number representing the degree to which you agree or disagree with each of the statements below. Please feel free to write comments and suggestions in the space provided. If you need more room, use the back of the page.

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

<i>The DPI Master's Standards</i>	SD	D	NS	A	SA
1. My program of study prepared me to meet Standard I on <i>Instructional Expertise</i> .	1	2	3	4	5
2. My program of study prepared me to meet Standard II on <i>Knowledge of Learners</i> .	1	2	3	4	5
3. My program of study prepared me to meet Standard III on <i>Research Expertise</i> .	1	2	3	4	5
4. My program of study prepared me to meet Standard IV on <i>Content Knowledge</i> .	1	2	3	4	5
5. My program of study prepared me to meet Standard V on <i>Professional Leadership</i> .	1	2	3	4	5

Comments and/ or Clarification:

<i>The Program of Study</i>	SD	D	NS	A	SA
6. EDN 5500, <i>Advanced Educational Psychology</i> , influenced my professional development in significant, positive ways.	1	2	3	4	5
7. EDN 5650, <i>Advanced Educational Philosophy</i> , contributed to my professional development in significant, positive ways.	1	2	3	4	5
8. EDN 5660, <i>Advanced Educational Research</i> , contributed to my professional development in significant, positive ways.	1	2	3	4	5
9. EDN 5530, <i>Development, Culture, & Learning</i> , contributed to my professional development in significant, positive ways.	1	2	3	4	5
10. EDN 5410, <i>Curricular Contexts & Choices</i> , contributed to my professional development.	1	2	3	4	5
11. EDN 5190, <i>Literacy & Diversity</i> , contributed to my professional development in significant, positive ways.	1	2	3	4	5
12. EDN 5200, <i>Teaching & Learning Science</i> , contributed to my professional development in significant, positive ways.	1	2	3	4	5
13. EDN 5170, <i>Teaching & Learning Mathematics</i> , contributed to my professional development in significant, positive ways.	1	2	3	4	5
14. EDN 5220, <i>Teaching & Learning Social Studies</i> , contributed to my professional development in significant, positive ways.	1	2	3	4	5
15. EDN 5950, <i>Professional Development & Leadership Seminar</i> , contributed to my professional development in significant, positive ways.	1	2	3	4	5

Comments and/ or Clarification:

Candidate Evaluation of Master's Program (continued)
ELEMENTARY EDUCATION

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

Comments and/ or Clarification:

Part II. Please respond to the following questions.

23. Is there an area of professional knowledge/development that is not addressed in the program and probably should be?

24. In your opinion, should the leadership project be retained as a program requirement? Please explain your answer.

25. Were you able to progress through the program in a timely manner?

26. Would you recommend the elementary education graduate program to your colleagues?

27. Do you have specific suggestions for ways to improve the program?

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

APPENDIX O:

CANDIDATE EVALUATION OF MASTER'S PROGRAM PORTFOLIO ELEMENTARY EDUCATION

Directions: All questions below relate to the program portfolio product and process. Your input and suggestions are greatly appreciated. The only concern you *don't* need to mention here is the fact that knowing about the portfolio at the onset of the program would have been extremely helpful! We are all well aware of that disadvantage.

1. In retrospect, what was most *valuable* about the process of constructing a program portfolio?
2. In retrospect, what aspect of the portfolio process was least valuable?
3. Which standard was the most challenging for you to document? Explain why. Is there anything we could do to help?
4. What percentage (guesstimate) of the artifacts presented in your portfolio were generated in each of the following?

Graduate courses	Classroom practice	Workshops or other training
%	%	%

5. In your opinion, is it possible to address all of the standards with course generated artifacts? Why or why not?
6. Was the process of writing critical reflections on each standard as a whole worthwhile? Please elaborate.
7. Overall, is your portfolio an adequate representation of your professional development during the program? If not, what seems to be missing or overlooked or shortsighted?
8. Based on your experience, does the process of constructing the portfolio warrant a 3-hour graduate course? Should we delete the course? Reduce it to 1 or 2 hours credit?
9. What additional suggestions do you have for improving this culminating product and experience?
10. Would you be interested in serving on a graduate portfolio review panel in the future?