

MASTER OF ARTS IN EDUCATION READING K-12

Commitment • Collaboration • Competence



2006 - 2020

University of North Carolina Pembroke

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Message from the Faculty

Dear Graduate Student:

Welcome to the University of North Carolina at Pembroke. The next several years will prove to be exciting and enriching for you.

This handbook is designed for graduate students to augment such publications as the Graduate Student Handbook, UNC P Catalog, and Schedule of Courses. I hope that graduate students will find this handbook helpful and that the graduate experience at the University of North Carolina at Pembroke will be rewarding and educational.

Sincerely,

Heather Kimberly Dial Sellers, Ph.D.
Director of the Reading Program

A handwritten signature in cursive script that reads "Heather Kimberly Dial Sellers, Ph.D." The signature is written in a dark ink and is positioned below the typed name and title.

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

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, caring, and inclusive communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them actively to influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Teacher Education Program Diversity Position Statement

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

1. recruits students from among diverse backgrounds, cultures, and races;
2. recruits faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develops, teaches, and assesses a curriculum that embraces learning and teaching for diverse populations; and,

provides (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework

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

Commitment

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

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

Collaboration

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

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

Competence

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators promote **positive learning outcomes for all students**. Understanding the critical connections among theory, research, and practice, they ground their work in a defensible, well-developed **conceptual framework** grounded in relevant theory, research, and evidence-based practice. A competent professional educator is a reflective professional educator: such educators routinely use **critical, evidence-based self-reflection** to learn from direct experience, and continuously to improve their effectiveness. Specifically, professional educators reflect on their practice, thinking systematically and critically about student learning to determine why learning happens and what can be done to improve student achievement. Toward this end, they collect and analyze student performance data to implement practice-related changes both to improve their teaching effectiveness and to enhance student achievement, and adapt their practice based on classroom-based data and relevant research to meet students' needs. They secure and use **21st-century technologies and skills** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They value the **role of the family in the child's education** and work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators provide **leadership** wherever it is needed; they are always alert for opportunities to use their individual strengths to promote public education and those it serves.

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 Council for the Accreditation of Educator Preparation (CAEP), and the Council for Accreditation of Counseling & Related Educational Programs (CACREP), external accreditation agencies.

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

Graduate Reading Faculty

Heather Kimberly Dial Sellers, Ph.D.
Director Graduate Programs: Reading Education
Associate Professor
School of Education
(910) 521-6636
heather.sellers@uncp.edu

Gretchen Robinson, Ph.D., CCC-SLP
Associate Professor,
Coordinator of Special Education Undergraduate Program
NCSIP/IHE Coordinator
School of Education
910.521.6452
gretchen.robinson@uncp.edu

Laura A. Staal, Ph.D.
School of Education
910.775.4387
laura.staal@uncp.edu

Program Description

The Master of Arts in Education (M.A.Ed.) in Reading Education is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed to teach in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services.

Program Goals

The revised M.A.Ed. in Reading Education is organized around five major standards established by the International Reading Association (IRA) for Master's level literacy specialist. These standards reflect NC Department of Public Instruction guidelines for reading teachers and expectations set forth by NCATE. All Reading courses will reflect the four program standards in content, learning opportunities, and requirements.

The four standards are:

Standard 1: Reading teacher candidates have knowledge of foundations of reading.

Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.

Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.

Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Mission Statement

The M.A.Ed. program is designed to enable career teachers to achieve advanced professional goals in content pedagogy, specialty area knowledge, leadership, and family/community partnerships.

The programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE), the North Carolina State Department of Public Instruction (NCDPI), and the Southern Association of College and Schools (SACS). All of the M.A.Ed. programs at UNCP are revised to meet the Master's Advanced Competencies of the NC Department of Public Instruction and the UNC Board of Governors.

Program Philosophy

The Reading Education Graduate Program is affirmed on the belief that children and adolescents actively seek meaning from what they see, hear, and read and that they intend to send meaning when they express themselves orally and in writing. The rationale of the Reading Education Graduate Program is agreeable with and brings together instruction within the curricula promoted by the North Carolina Department of Public Instruction. All children are language learners and language users. To that end, the Program aims to develop teachers who understand that the reading areas (speaking, listening, writing, reading, viewing, and representing visually)

- ◆ are interrelated and reinforce each other as children learn and use them.
- ◆ constitute multiple behaviors that children develop over time, at different rates and in different ways.
- ◆ are important in all curriculum areas and impact on lifelong learning.
- ◆ consists of literature in all genres and forms, including print, graphic, and electronic.
- ◆ can be a source of enjoyment for all children.
- ◆ respects the diversity of different languages and forms.

The general goal of the University of North Carolina at Pembroke's Reading Education Graduate Program is to educate individuals who will become competent, collaborative, and committed reading professional. More recently, educational leaders view reflection as a process of inquiry based on prior understanding where difficult and complex problems are resolved for an immediate purpose as well as generalized to principles in order to solve future problems.

Program of Study

Requirements for a Master of Arts in Education: Reading Education	Sem. Hrs.
Orientation, Theory, and Research	13
EDN 5660: Advanced Educational Research	
RDG 5150: Research in Literacy	
RDG 5230: Professional Seminar in Reading Education	
RDG 5220: Literacy & Literature	
RDG 5350: Reading Instructional Strategies	
Expanding Content and Pedagogical Knowledge	13
RDG 5450: Reading Development and Assessment (3)	
RDG 5430: Professional Seminar in Reading Education II (1)	
RDG 5300: Reading & Writing in the Content Areas I (K-5)(3)	
RDG 5301: Reading & Writing in the Content Areas II(6-2)(3)	
Guided Elective (3 hours)	
Influencing Literacy Instruction and Leadership	10
RDG 5320: Diversity and Multicultural Education	
RDG 5610: Diagnosis, Assessment, Instruction and Practicum in Reading	
RDG 5330: Leadership in Reading	
RDG 5630: Professional Seminar in Reading Education III	
	Total: 36

Course Descriptions

EDN 5660 Advanced 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.

RDG 5150 Research in Literacy (3 hours) This course is a study of the theory and research related to literacy and language development in childhood and adolescence, including second language acquisition. The social, psychological, and cultural influences on language and literacy learning in both the home and school are examined. Students use theoretical and research foundations to conduct classroom based-research to improve literacy learning.

RDG 5220 Literacy and Literature (3 hours) A survey of children's/adolescent fiction, non-fiction, and other reading materials, including instructional technology resources. Methods for leveling and choosing appropriate material for diverse cultural and linguistic backgrounds are reviewed. A major focus is the relationship between the reader and the literary text, the reading process, and the implications for reading instruction and comprehension skills.

RDG 5230 Professional Seminar in Reading I (1 hour) The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio.

RDG 5300 Reading and Writing in the Content-Areas I (3 hours) This course is designed to provide teachers with knowledge of established and innovative practices of integrating reading and writing in grades K-6 in a variety of content-areas, such as mathematics, social studies, and health. Strategies to support learning for English Language Learners will be explored. Field experience is required. *Prerequisite: Completion of strand I*

RDG 5301 Reading and Writing in the Content-Areas II (3 hours) This course is designed to provide teachers with knowledge of established and innovative practices of integrating reading and writing in grades 6-12 in a variety of content-areas, such as mathematics, social studies, and health. Strategies to support learning for English Language Learners will be explored. Field experience is required. *Prerequisites: RDG 5300 and completion of strand I*

RDG 5320 Diversity and Multicultural Education (3 hours)

This course is an in-depth study of theory, research, and pedagogy related to the racial, ethnic, gender, and socioeconomic aspects of diversity and how these impact student achievement and teacher expectations. The need for multicultural education and culturally responsive teaching is emphasized; related strategies are explored. Field experience is required. *Prerequisite: Completion of strand I.*

RDG 5330 Leadership in Reading (3 hours) This course is designed to aid the special reading teacher in filling several diverse roles within a school setting. Special emphasis will be given to the roles of lead-teacher and resource-teacher especially in terms of aiding the classroom teacher with developmental and corrective reading classes. The course will include a supervised field-based component whereby the student gains practical experience working in leadership roles with classroom teachers. *Prerequisite: Completion of strand II and permission of the instructor.*

RDG 5350 Reading Instructional Strategies (3 hours) This course is designed to provide teachers with knowledge of established and innovative practices of teaching reading and writing. Strategies to support learning for English Language Learners will be explored. Field experience is required. *Prerequisite: Completion of RDG 5150.*

RDG 5430 Professional Seminar in Reading II (1 hour) The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. *Prerequisite: Completion of Strand I.*

RDG 5610 Diagnosis, Assessment, Instruction and Practicum in Reading (3 hours) This course will assist the literacy specialist in locating causes of reading difficulties, diagnosing, and prescribing corrective procedures. It is designed to give the literacy specialist practical application of methods in solving reading problems. Published case studies are analyzed and original case studies developed which include observations, use of evaluation methods proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Review and critique sessions with colleagues are conducted at spaced intervals during the course. Teachers work one-on-one or in small groups of children in a practicum setting. Field experiences required. *Prerequisite: Completion of Strand II.*

RDG 5630 Professional Seminar in Reading III (1 hour) The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. *Prerequisites: Completion of Strands I and II and 18 hours of reading courses.*

RDGS 5XXX Special Topics in Reading Education (3 hours) Guided investigation of topics in reading education, such as curriculum revision, course or program design, newly evolved trends in reading education, and implications of research in reading education. This course will be an elective option within the reading education program for reading education candidates/students. *Prerequisites: Completion of Strands I and II and 18 hours of reading courses.*

Graduate Program Policies maybe accessed through the UNC-Pembroke Graduate Student Handbook which may be accessed here: <https://www.uncp.edu/academics/colleges-schools/graduate-school/graduate-student-handbook>

The handbook covers the:

- 1) Overview of Master's Degree Requirements
- 2) Level of Course Work
- 3) Time Limits
- 4) Transfer Credit
- 5) Lapsed Credit (Reinstatement of Graduate Credit)
- 6) Registration and Course Loads
- 7) Grading
- 8) Academic Warning, Probation, and Dismissal
- 9) Repetition of Courses
- 10) Advisement
- 11) Academic Progress
- 12) Withdrawal Policy
- 13) Fair Process for Students

Specific Reading Program Policies

Special Program Admission Requirements:

Applicants who do not have a degree in a reading-related discipline such as elementary education, special education, or English/ language arts are subject to special program admission requirement(s), which may include prerequisite courses, based on the Program Director's evaluation of the applicant's transcript.

Program Orientation Information

Apply through the Graduate Office or apply online at www.uncp.edu/grad.

Program Admission Requirements:

- 1) Current "A"/Standard Professional teacher licensure and one year of teaching experience (active)
- 2) Completed UNC Graduate School application (letters of recommendation, transcripts, fee)
- 3) Successful score on the MAT/GRE

Outline of the Program:

- 1) This is primarily an evening program. Most classes start at 5:30PM and end at 8:30PM
- 2) See the attached three strands of the program checklist. The program is designed for each of the strands to build on the other (i.e. strand 1 is the foundation for strand 2, strands 1 & 2 are the foundations for strand 3).
- 3) Candidates can take up to 2 classes in the spring & fall and possible classes during the summer. It is possible to complete the program within a two and 1/2 year period. Six to 7 hours is the maximum if the candidate is working.
- 4) The beginning coursework in this program focuses on theory to form the foundation of learning, then the course work involves increasingly more application of candidates' knowledge. The coursework and program involves the candidates in leadership roles as pre-service reading specialists.
- 5) There is a leadership project in this program which the candidate will develop throughout strands 1 & 2, and will put into application in strand 3.
- 6) Completion of the program:
 - a. The candidate has the option of completing a master's thesis in lieu of the comprehensive portfolio.
 - b. In order to demonstrate reading competencies, the candidate may take either the 0300 Praxis for graduate candidates (This exam has a cost and it is not offered at UNCP.) or the Written Comprehensive (There is no cost for this assessment and it is provided at UNCP.).

Portfolio Product of Learning

There are two products that candidates may select as the culminating product of the reading education program either a comprehensive portfolio or a thesis.

Portfolio

The portfolios demonstrate, through reflections and artifacts, of the student's growth and learning in relation to the masters and reading standards and the relationship of her/his teaching and impact on candidates and colleagues. Successful completion of a graduate portfolio is holistically evaluated with a Rubric which are structured around the five UNCP Teacher Education Program Master's Candidate Standards. More specific information and development of the portfolio will be provided within the capstone courses RDG 5230, RDG 5430, and RDG 5630. The portfolio evaluation rubrics are found in Appendix D.

Thesis

A thesis or research project may be completed as part of the program of study, and in some cases a thesis is optional. Students completing a thesis are assigned a thesis advisor. The thesis project must be approved by the thesis advisor and a thesis committee. Approval by the Institutional Review Board is required if research for the thesis involves human subjects.

The thesis advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the student's thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination of the student on the thesis, and submit the necessary paperwork to the School of Graduate Studies. The advisor notifies the Dean of the School of Graduate Studies as to the time and date of the graduate student's oral examination (i.e., "Defense of the Thesis"). Following a successful defense, the thesis advisor will complete all clearance procedures required by the School of Graduate Studies. The thesis must be accompanied by a title page that bears the signatures of the student's thesis advisor, members of the thesis committee, and the Dean of the School of Graduate Studies. The final approval of a thesis rests with the Dean of the School of Graduate Studies.

The original and one copy of the approved thesis, the abstract, and the completed Final Oral Examination form must be on file in the School of Graduate Studies at least two weeks prior to the end of the semester in which the student expects to complete program requirements. A copy of the thesis will be bound and retained by the University library. Binding is arranged by the library and the student is charged for binding at cost. Forms and directions regarding thesis submission are located on the Graduate School website.

Portfolio Evaluation

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 –Appendix D)*. If a rating of "follow-up required" is received on any element(s) of the rubric, a follow-up meeting is scheduled to re-evaluate the candidate's progress on the portfolio.

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

Leadership Project

A required product of learning for all M.A.Ed. and M.A. programs is a professional leadership project. The purpose of the leadership project is to encourage the master's degree candidates to assume leadership roles in her/his school, school system, community, or professional organization(s). Professional leadership is a characteristic of the master teacher. Graduate programs should prepare mature, career teachers to extend their sphere of influence in professional education.

The completed project will become a part of the graduate portfolio at program completion. Specifically the leadership project is especially appropriate for helping candidates to develop and demonstrate professional leadership abilities as expressed in Standard 1: which states, "Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership."

Leadership implies guiding or directing the activities of others, the thinking of others, the development or reconstruction of an initiative, the identification of a problem, the solution

to a problem, and/or the delivery of a service. The leadership project must enable the candidate to demonstrate her/his ability to take on a leadership role with other educators and must relate to the improvement of student learning in direct or indirect ways. The leadership project should be a long-term, on-going initiative that the candidate can complete according to the timeline for her/his particular program. Ideally this project will be conceived in EDN 5660 and further developed in RDG 5230, RDG 5430, and RDG 5330 with the culminating project completion in RDG 5630.

Unit-Wide Assessments

The Master of Arts in Education (M.A.Ed.) in Reading Education Program participates in the unit-wide graduate assessment system shared by all advanced-licensure programs. It includes the following as listed below that will live in TaskStream:

MA Ed Reading Education

Dr. Heather Kimberly Dial Sellers, Director Graduate Reading Education

This checklist will serve as a guide to TaskStream

1. Create a TaskStream account at www.taskstream.com for your ENTIRE UNCP program length of time

Subscription Rate: (8/9/17)	1 Semester - 5 Months (\$29.99) -- Today to 1/15/2018
	1 yr. account (\$49.99) -- Today to 8/15/2018
	2 yr. account (\$79.99) -- Today to 8/15/2019
	3 yr. account (\$102.99) -- Today to 8/15/2020
	4 yr. account (\$109.99) -- Today to 8/15/2021
	5 yr. account (\$124.99) -- Today to 8/15/2022
	6 yr. account (\$134.99) -- Today to 8/15/2023

1. Enroll in our portfolio with the code **UWgrad2016**
2. You will need to follow this checklist during your program. All work will be submitted to the Program Director. Many of these items we will complete during RDG 5230, 5430, & RDG 5630.

Contact Dr. Sellers with any questions: 910-521-6636.

	Item	Directions	check
Entry <i>Beginning of the program</i>	MAT Dispositions Assessment - must be completed by MAT candidates	DO NOT complete.	
	MA Dispositions Assessment - Must be completed by MA, MSA, or MAEd candidates	Complete the form during 1st semester and submit to Dr. Heather Sellers, I will also complete a form.	

Midpoint After and/or during completing 18 hours ALSO COMPLETE Action Research Project Proposal and Leadership Project Proposal after 18 hours or as soon as RDG 5320/RDG 5430 is completed	MAT Dispositions Assessment - must be completed by MAT candidates	DO NOT complete.	
	MA Dispositions Assessment - must be completed by all candidates, MAT, MA, MSA, and MAEd	Complete the form after/during 18 hours and submit to Dr. Heather Sellers, I will also complete a form.	
	Midpoint Progress Checksheet	YOU DO NOT complete, I will complete the form.	
	Follow-up Conference, if required	YOU DO NOT complete, I will complete the form if needed.	
Unit Wide Graduate Assessment Requirements Can be completed during your program, but no later than RDG 5320	Technology Assignment(s)	Choose one or more assignments from your EDN or RDG courses that meets the Technology rubric. You will write a reflection for this standard that meets the rubric indicator and points to the evidence in your assignment (use examples) submit to Dr. Heather Sellers (technology will be addressed throughout your program).	
	Diversity Assignment(s)	Submit your two diversity assignments from RDG 5320 the Minority Experience and Ethnographic Study (which is also the Action Research Project). You will write a reflection for this standard that meets the rubric indicator and points to the evidence in your assignment (use examples) submit to Dr. Heather Sellers.	
	Depth of Content Pedagogical Knowledge Assignment(s)	The Comprehensive Reflective Portfolio (Capstone) in another Taskstream DRF, the RDG 5630/RDG 5330 Leadership Project, the RDG 5320 Ethnographic Study, and the RDG 5610 Diagnostic Case Study all meet the rubric indicator for this standard submit to Dr. Heather Sellers.	
	Depth of Content Knowledge Assignment(s)	This is addressed during RDG 5450 and RDG 5610 has two Assessment/Diagnostic Case Studies that meet this requirement. Please submit these here and submit to Dr. Heather Sellers.	

Exit Assessments for all Candidates	Action Research Project Proposal	Upload during the beginning of RDG 5320 and submit to Dr. Heather Sellers.	
	Leadership Project Proposal	Upload during RDG 5430 and submit to Dr. Heather Sellers.	
	Dispositions Assessment	Complete at the beginning of RDG 5630 and submit to Dr. Heather Sellers.	
	Exit Progress Checksheet	YOU DO NOT complete, I will complete the form.	
	Exit Survey 1	Complete at the END of RDG 5630 and submit to Dr. Heather Sellers.	
	Exit Survey 2	Complete at the END of RDG 5630 and submit to Dr. Heather Sellers.	
	Exit Survey 3	Complete at the END of RDG 5630 and submit to Dr. Heather Sellers.	
Research and Leadership Assignments using New Rubrics (beginning Fall 2016)	Leadership Project (using new rubric)	Complete the Leadership Project at the beginning of RDG 5630. Use your proposal as a beginning and complete project in RDG 5330 and submit this Leadership Project Assignment to Dr. Heather Sellers.	
	Action Research Project (using new rubric)	You will complete the Action Research Project during 5320. Upload during the completion of RDG 5320 and submit to Dr. Heather Sellers.	

Capstone Courses

The capstone courses represents one of several means for candidates to fulfill expectations for advanced master's degrees set forth by the North Carolina Department of Public Instruction; that is, attention to research, the use of technology, building on current knowledge and competencies, professional development and self-reflection, and developing peer leadership and mentoring skills. The National Council for the Accreditation of Teacher Educators (NCATE) closely aligns these expectations with the themes and competencies identified by the International Reading Association (IRA) in 2009 and. The course objectives are organized according to program standards, which are directly drawn from the 2009 standards of the International Reading Association as well as linked to Master's Advanced Competencies listed by the North Carolina Department of Public Instruction and DPI standards set in 2009.

RDG 5230 introduces candidates to the program, with the goal of planning their

program, especially identifying the probability of undertaking either a comprehensive portfolio or a master's research project. Candidates will establish a timeline for program progression and fulfillment of the capstone experience.

RDG 5430 focuses on moving the student ahead with the development of either (1) a formal, approved proposal for their master's project or (2) approximately half the entries in the comprehensive portfolio. Candidates will provide some mentoring to colleagues in RDG 5230.

RDG 5630 focuses on bringing closure to the program through the completion and formal presentation of (1) a comprehensive portfolio or (2) a master's research project. Candidates will provide some mentoring to colleagues in **RDG 5230 and RDG 5430**.

Program Evaluation

Candidates for the master's degree in Reading Education have a choice to take either the Written Comprehensive exam or take the Praxis Exam Reading Specialist (0301/5301). The passing score is 164 in North Carolina. 0301 is the paper test and 5301 is the computer test. (<http://www.ets.org/praxis/prepare/materials/5301>).

Written Comprehensive Examinations

Candidates for the master's degree in Reading Education who choose to take the Written Comprehensive exam must pass written or oral comprehensive examinations (as determined by the Program Director). In addition to the regular examinations in courses taken for graduate credit, candidates for some master's degrees must pass written comprehensive examinations. The comprehensive examinations are administered in the fall and spring semesters and in the summer within the program coursework. In the Reading Education program the comprehensive exam is scheduled during RDG 5630.

A student who fails any section(s) of the comprehensive examinations must wait until the next regularly scheduled administration of the examination to retake the entire exam or portion(s) of the failed exam, depending on program policies. Exams may be attempted a maximum of three times. Students who register to take the comprehensive exams and do not notify the School of Graduate Studies by the specified date that they have decided not to take the exams in a given semester are credited with an attempt of the exams.

Students in some programs must have completed, or be enrolled in their final semester of, course work to be eligible to sit for the comprehensive examinations. Information on the specific timeframes and formats of the comprehensive examinations for individual program areas is available from the program directors for the individual graduate degrees.

Program Quality

There is an ongoing evaluation of program quality formally through annual reviews. The Reading Education Program director and full time faculty meet annually to review the information and suggestions from the Advisory Committee, changes from NC Department of Public Instruction, and changes, if any, with the University requirements. If any changes are to occur in the Reading Education Program, a plan is established to determine what areas are to be covered and how to move forward to implement these changes.

In addition there are informal ongoing program quality evaluations informed by feedback from informal surveys completed by reading education program completers.

Advisory Council for the Master of Arts in Reading Education Program Annually the advisory committee meets to formally examine overall data and make adjustments/changes as needed. These discussions are led by the Program Director, Dr. Sellers, and become part of the program/advisory committee meeting minutes. Committee members discuss possible program or course changes and reach consensus on major program changes. At times, as a result of either collected data or faculty feedback, additional discussions occur as needed, with appropriate follow-up. The Advisory Council is comprised of: the program director; an ex-officio member of the community; a minimum of 2 current graduate students; and a minimum of 2 graduates of the program.

Appendix

Appendix A: Plan of Study- Reading Education Checklist

Program Requirements: 36 Semester Hours

Program Director: Dr. Heather Kimberly Dial Sellers

heather.sellers@uncp.edu

Strand I: Orientation, Theory, and Research (NOTE: Strand I must be completed prior to Strand II) Course Requirement: 13 Semester Hours	Plan to Take?	Date Completed	Grade
EDN 5660: Applied Educational Research (3)			
RDG 5150: Research in Literacy (3)			
RDG 5230: Professional Seminar in Reading Education (1)			
RDG 5220: Literacy & Literature (3) <i>(may delay until Strand II)</i>			
RDG 5350: Reading Instructional Strategies (3) <i>(field Experience)</i>			
Strand I Completed			
Advisor's Signature			
Strand II: Expanding Content and Pedagogical Knowledge (NOTE: Strand II must be completed prior to Strand III) Course Requirement: 13 Semester Hours	Plan to Take?	Date Completed	Grade
RDG 5450: Reading Development and Assessment (3)			
RDG 5430: Professional Seminar in Reading Education II (1)			
RDG 5300: Reading & Writing in the Content Areas I (K-5) (3) <i>(Field Experience)</i>			
RDG 5301: Reading & Writing in the Content Areas II (6-12) (3) <i>(Field Experience)</i>			
Guided Elective course (3): With approval of the Program Director, candidates may enroll in one graduate course in another program at UNCP (assuming that they meet its prerequisites); the candidate must complete an Elective Transfer Form laying out the rationale for the elective course furthering the candidate's professional and educational goals. Candidates are particularly encouraged to use one of these courses: from other education areas pertinent to developing the leadership project. Additional options for guided electives may include core courses that are offered to all master's level candidates: EDN 5470 Advanced Classroom Management, EDN 5480 Advanced Foundations of American Education, and EDN 5490 Effective Educational Leadership.			
Strand II Completed			
Advisor's Signature			
Strand III: Influencing Literacy Instruction and Leadership Course Requirements: 10 Semester Hours	Plan to Take?	Date Completed	Grade
RDG 5320: Diversity and Multicultural Education (3) <i>(Field Experience)</i>			
RDG 5610: Diagnosis, Assessment, Instruction and Practicum in Reading (3)			
RDG 5330: Leadership in Reading (3) <i>(take with EDN 5630)</i>			
RDG 5630: Professional Seminar in Reading Education III (1)			
Strand III Completed			
Advisor's Signature			

Appendix B: Standards

UNCP Teacher Education Program Standards for the Master's Degree Teaching License

Standard 1: Teacher Leadership

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

Standard 2: Respectful Educational Environments

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

Standard 3: Content and Curriculum Expertise

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

Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

Standard 5: Reflection

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support

ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

UNCP Reading Education Program's five standards set by the NC Department of Public Instruction

Standard 1: Reading teacher candidates have knowledge of foundations of reading.

Reading teacher candidates know and are able to understand and apply foundations of psychological, sociological, and linguistic foundations of the reading and writing processes and their underlying theories. They use knowledge of reading research and histories of reading to inform classroom practice. Teacher candidates understand knowledge of language, reading, and writing development and apply this knowledge to further cultivate student development in reading. They possess knowledge of cultural and linguistic diversity as related to the development of oral language, reading, and writing and use this knowledge to meet learners' needs. Teacher candidates understand the integrated nature of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and writing within reading instruction and develop strategies and practices encompassing these components to drive their instruction.

Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.

Reading teacher candidates know and are able to use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teacher candidates compare, contrast, and/or analyze assessment data to determine learners' placements along a developmental continuum. Teacher candidates use reading assessment information to plan, evaluate, and revise effective instruction, as well as to initiate referrals. Additionally, teacher candidates collaborate with school professionals and families to determine appropriate instruction and services for students.

Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.

Reading teacher candidates know and are able to use a variety of tools to help diverse K-12 learners develop reading strategies and skills that promote content comprehension. It is necessary for educators to know a variety of instructional approaches to reading and appropriately employ instructional grouping options. Teacher candidates utilize a wide range of instructional materials to optimize student proficiency as readers. Overall, reading teacher candidates are able to provide a strong evidence-based rationale in responding to a diverse group of

learners, learner needs, and learning situations with a variety of instructional practices and techniques.

Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Reading teacher candidates know and are able to use multimodal literacies, such as technology based information and non-print materials, for reading instructional planning. They match materials and instructional plans to student interests, abilities and diverse backgrounds. Materials will represent multiple levels, broad interests, and reflect global connections. The teacher candidates' relationships will develop and enhance a culture of reading and writing that motivates, empowers, and prepares students to be life long readers and writers.

Appendix C: Directory**Graduate Reading Faculty**

Dr. Heather Kimberly Dial Sellers
Director Graduate Programs: Reading Education
Associate Professor
School of Education
(910) 521-6636
heather.sellers@uncp.edu

Gretchen Robinson, Ph.D., CCC-SLP
Associate Professor,
Coordinator of Special Education Undergraduate Program
NCSIP/IHE Coordinator
School of Education
910.521.6452
gretchen.robinson@uncp.edu

**Appendix D: REVISED Portfolio Evaluation Rubric - Holistic
UNCP Master's Degree Programs Leading to Teacher Licensure**

Candidate: _____

Program Director: _____

Date of Evaluation: _____ Degree Seeking: _____

Expected Date of Completion: _____

Rating Scale: **3 = Standard Exceeded, 2 = Standard Met, 1 = Standard Not Met**

Standards and Indicators			Rating at Program Completion
Standard 1: Teacher Leadership- Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.			
Standard not met 1	Standard Met 2	Standard Exceeded 3	
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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research	Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning.	Product satisfies all expectations for “2” rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his own thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development.	
Point Total for Standard 1			

Standards and Indicators			Rating at Program Completion
Standard 2: Respectful Educational Environments- Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.			
Standard not met 1	Standard Met 2	Standard Exceeded 3	
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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research	Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning.	Product satisfies all expectations for “2” rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his own thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development.	
Point Total for Standard 2			
Standards and Indicators			Rating at Program Completion
Standard 3: Content and Curriculum Expertise- Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.			
Standard not met 1	Standard Met 2	Standard Exceeded 3	
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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research	Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning.	Product satisfies all expectations for “2” rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his own thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development.	
Point Total for Standard 3			

Standards and Indicators			Rating at Program Completion
Standard 4: Student Learning- Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.			
Standard not met 1	Standard Met 2	Standard Exceeded 3	
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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research	Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning.	Product satisfies all expectations for “2” rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his own thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development.	
Point Total for Standard 4			
Standards and Indicators			Rating at Program Completion
Standard 5: Reflection- Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.			
Standard met 1	Standard Met 2	Standard Exceeded 3	
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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research	Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning.	Product satisfies all expectations for “2” rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his own thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development.	
Point Total for Standard 5			

Summary Page
Portfolio Evaluation Rubric – Holistic
UNCP Master’s Degree Programs Leading to Teacher Licensure

Candidate: _____

Program Director: _____

Date of Evaluation: _____ Degree Seeking: _____

Expected Date of Completion: _____

Rating Scale: **3** = *Standard Exceeded*, **2** = *Standard Met*, **1** = *Standard Not Met*

Rating Summary

Standard	1	2	3	4	5
Mean at Program Completion					

Overall Mean at Program Completion (Mean Total / 5): _____ Score for overall presentation: _____

Evaluated by: _____

Date: _____

Evaluated by: _____

Date: _____

Candidate Signature: _____ **Date:** _____

REVISED Portfolio Evaluation Rubric - Holistic UNCP Reading Master's Degree Programs Leading to Teacher Licensure

Candidate: _____

Program Director: _____

Date of Evaluation: _____ Degree Seeking: _____

Expected Date of Completion: _____

Rating Scale: **3 = Standard Exceeded, 2 = Standard Met, 1 = Standard Not Met**

Standards and Indicators			Rating at Program Completion
Standard 1: Reading teacher candidates have knowledge of foundations of reading.			
Standard not met 1	Standard Met 2	Standard Exceeded 3	
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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research	Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning.	Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his own thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development.	
Point Total for Standard 1			

Standards and Indicators			Rating at Program Completion
Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.			
Standard not met 1	Standard Met 2	Standard Exceeded 3	
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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research	Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning.	Product satisfies all expectations for “2” rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his own thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development.	
Point Total for Standard 2			
Standards and Indicators			Rating at Program Completion
Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.			
Standard not met 1	Standard Met 2	Standard Exceeded 3	
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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research	Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning.	Product satisfies all expectations for “2” rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his own thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development.	
Point Total for Standard 3			

Standards and Indicators			Rating at Program Completion
Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.			
Standard not met 1	Standard Met 2	Standard Exceeded 3	
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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research	Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning.	Product satisfies all expectations for “2” rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his own thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development.	
Point Total for Standard 4			

Summary Page
Portfolio Evaluation Rubric – Holistic
UNCP Reading Master’s Degree Programs Leading to Teacher Licensure

Candidate: _____

Program Director: _____

Date of Evaluation: _____ Degree Seeking: _____

Expected Date of Completion: _____

Rating Scale: **3** = *Standard Exceeded*, **2** = *Standard Met*, **1** = *Standard Not Met*

Rating Summary

Standard	1	2	3	4
Mean at Program Completion				

Overall Mean at Program Completion (Mean Total / 5): _____ Score for overall presentation: _____

Evaluated by: _____

Date: _____

Evaluated by: _____

Date: _____

Candidate Signature: _____ *Date:* _____

Appendix E: REVISED Graduate Portfolio Evaluation at Midpoint For M.A. Ed. and M.A. Advanced Teacher Licensure Programs

**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		
Standard 1: Teacher Leadership- Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.	a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards are being met. The artifacts selected are directly related to the standards/performance indicators.	b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.	c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

Standard 2: Respectful Educational Environments- Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.	a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards are being met. The artifacts selected are directly related to the standards/performance indicators.	b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.	c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

STANDARDS for the MASTER'S DEGREE TEACHING LICENSE	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p>Standard 3: Content and Curriculum Expertise- Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards 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: Student Learning- Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards 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: Reflection- Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards 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 Dean of the School of 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: _____

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 Reading Education Program	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p>Standard 1: Reading teacher candidates have knowledge of foundations of reading. Reading teacher candidates know and are able to understand and apply foundations of psychological, sociological, and linguistic foundations of the reading and writing processes and their underlying theories. They use knowledge of reading research and histories of reading to inform classroom practice. Teacher candidates understand knowledge of language, reading, and writing development and apply this knowledge to further cultivate student development in reading. They possess knowledge of cultural and linguistic diversity as related to the development of oral language, reading, and writing and use this knowledge to meet learners' needs. Teacher candidates understand the integrated nature of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and writing within reading instruction and develop strategies and practices encompassing these components to drive their instruction.</p>	<p>d. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>e. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>f. 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 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction. Reading teacher candidates know and are able to use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teacher candidates compare, contrast, and/or analyze assessment data to determine learners' placements along a developmental continuum. Teacher candidates use reading assessment information to plan, evaluate, and revise effective instruction, as well as to initiate referrals. Additionally, teacher candidates collaborate with school professionals and families to determine appropriate instruction and services for students.</p>	<p>d. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>e. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>f. 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>

STANDARDS for the Reading Education Program	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p>Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners. Reading teacher candidates know and are able to use a variety of tools to help diverse K-12 learners develop reading strategies and skills that promote content comprehension. It is necessary for educators to know a variety of instructional approaches to reading and appropriately employ instructional grouping options. Teacher candidates utilize a wide range of instructional materials to optimize student proficiency as readers. Overall, reading teacher candidates are able to provide a strong evidence-based rationale in responding to a diverse group of learners, learner needs, and learning situations with a variety of instructional practices and techniques.</p>	<p>b. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>c. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>d. 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: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology. Reading teacher candidates know and are able to use multimodal literacies, such as technology based information and non-print materials, for reading instructional planning. They match materials and instructional plans to student interests, abilities and diverse backgrounds. Materials will represent multiple levels, broad interests, and reflect global connections. The teacher candidates' relationships will develop and enhance a culture of reading and writing that motivates, empowers, and prepares students to be lifelong readers and writers.</p>	<p>b. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>d. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>e. 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 Dean of the School of 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: _____