

Department of Education
 University of North Carolina-Asheville
 Blueprint of Foreign Language Licensure Programs
 K-12 French, German, Spanish
 and 9-12 Latin

A. Description of the Proposed Program and Rationale for Changes

The following tables compare the proposed revisions of the K-12 French, German and Spanish and 9-12 Latin licensure programs to the current programs. Changes are in the Education and Psychology series. Language-specific courses, delivered in the Department of Foreign Languages and the Classics Department, remain the same.

EDUCATION COURSES

Old Program	New Program
EDUC 310 Introduction to Education K-12 (3)	EDUC 210 Teaching and Learning in the 21 st Century, K-12 (4)
EDUC 311 Technology Lab & Field Experience (1)	EDUC 211 Instructional Applications of Information and Communication Technology, K-12 (1)
EDUC 316 Practicum in Teaching Foreign Languages, K-12 (3) French, German and Spanish licensure EDUC 314 Reading and Writing in the Content Area, 6-12 (3) for Latin licensure	EDUC 316 Practicum in Teaching Foreign Languages, K-12 (3) for French, German, Spanish and Latin
EDUC 385 Methods and Management in Teaching Foreign Languages, K-12 (4)	EDUC 385 Methods and Management in Teaching Foreign Languages, K-12 (4)
EDUC 396 Research Methods in Education, K-12 (1)	EDUC 327 Differentiated Assessment and Instruction, 6-12 (3)
EDUC 455 Student Teaching & Seminar, K-12 (6)	EDUC 455 Student Teaching & Seminar, K-12 (8)
EDUC 496 Directed Research in Education, K-12 (2)	EDUC 456 The Teacher as 21 st -Century Professional, K-12 (4)
20 hours, 7 classes	27 hours, 7 classes

Changes Reflected in the New Program and Rationale

1. EDUC 210, 4 credit hours, replaces the 3-credit 300-level introductory course. The new course is designed to introduce the realities of 21st century schools and classrooms and the responsibilities of public school teachers. The course is diversity intensive with focus on culture, language, gender, academic/cognitive ability, socioeconomic status, developmental levels, learning styles and multiple intelligences. Course content includes aspects of civic literacy dealing with decision-making in the school setting: school governance and finance and school law and accountability. Assignments emphasize personal, professional, and social responsibility with regard to diversity considerations and differentiated instruction. Course field experiences will require candidates to apply critical thinking and problem-solving skills to their observations of/interactions with diverse

student populations. Candidates will demonstrate effective communication and collaboration skills as well as instructional and communications technologies.

Rationale for change: To deepen candidates' understandings of the sorts of diversities they will encounter in their schools/classrooms, and to equip them with general practices used to differentiate instruction for learners. This course will provide a framework for the increased emphasis on differentiation in subsequent classes. Candidates will demonstrate leadership abilities, life skills, and ICT competency. To accommodate the amount of content in this course and to allow for a more extensive field placement, a fourth credit hour will be added. The course is being renumbered to allow candidates to take it earlier in their programs.

2. EDUC 211, replacing ED 311, will reflect the latest instructional and communications technologies available to public school teachers. Emphasis will be on ethical/legal issues and practical application of the Computer Skills SCOS in the classroom. In addition to basic technologies (PowerPoint, spreadsheet, database), the course will include use of smart boards, podcasting, Movie Maker, NC Wise, Skype, and other current applications.

Rationale for change: Technology coursework needs to be regularly updated to ensure that it is current. Feedback has shown that candidates are finding technologies in their schools that they have not encountered in this course in its current iteration. The course is being renumbered to allow candidates to take it earlier in their programs.

3. EDUC 316 replaces EDUC 314 for Latin licensure. Already required for French, German and Spanish licensure, EDUC 316 combines a focus on literacy with advocacy, professional leadership and techniques specific to second language teaching and learning. Field placements in 2 school settings require clear communication and collaboration with classroom teachers to plan and teach differentiated whole-group lessons.

Rationale for change: EDUC 316 is specific to foreign language teaching and learning and as such is more relevant for licensure candidates than the general literacy course. Field placement is in foreign language classes rather than general literacy tutoring of EDUC 314.

4. EDUC 327 (3) Differentiated Assessment and Instruction, 6-12 (parallel to EDUC 326 for K-6 licensure candidates) covering adolescent development, curricular assessment, and differentiated instruction and replaces EDUC 396. Particular emphasis is given to informal and standardized, formative and summative assessment. Candidates will conduct research into best instructional practices and plan differentiated instruction of essential curricular content based on assessment and responsive to the School Improvement Plan and school- or district-wide initiatives. The course is taken concurrently with EDUC 385, the capstone methods course. Field placement for EDUC 327 and 385 continues for the student teaching semester.

Rationale for Change: To provide a more cohesive and authentic approach to assessment of student learning; to provide candidates with an opportunity to think critically about multiple aspects of student learning and to use data from assessments to drive instruction focusing on the needs of all students.

5. EDUC 456: The Teacher as a 21st Century Professional (4), replaces EDUC 496 (2). The new course is based on the premise that to continue to grow as teacher-leader, teachers must (a) know their own strengths and weaknesses, and develop habits as lifelong professional learners, (b) know their students and the communities served by their schools, and (c) know their colleagues and other members of the profession. Candidates will create/implement their own professional development plan, engage with their students’ families and communities, and interact with peers and colleagues around current educational topics. To synthesize their learning, they will do extensive reflective writing about the activities in which they engage, the impact of their experiences on their own professional growth, and their plans for continued learning.

The course is taken concurrently with EDUC 455 during the student-teaching semester.

Rationale for Change: To emphasize the need for candidates to be proactive about and demonstrate leadership in their professional development and in their interactions with colleagues, students’ families, and the educational community as a whole.

6. EDUC 455 has been increased to 8 credit hours.

Rationale for Change: Candidates will extend their twelve-week clinical experience to 15 weeks through pre-clinical and post clinical observation, professional development activities, and reflection. Changing the student teaching semester (EDUC 455 and 456) to 12 credits will not only reflect the work they do as full-time students, but will also facilitate access to insurance and financial aid.

PSYCHOLOGY COURSES

PSYC 101 General Psychology: Brain & Behavioral Processes (3) OR PSYC 102 General Psychology: Personality & Social Processes (3)	Content included in EDUC 210 and 327
PSYCH 318 Psychology Applied to Teaching (3)	Content included in EDUC 210 and 327
PSYCH 328 Psychology of Language (3) 9 hours, 3 classes	PSYCH 328 Psychology of Language (3) 3 hours, 1 class

PSYC 101/102 and 318 have been eliminated from licensure programs. The content from PSYC 101/102 and 318 has been redistributed across EDUC 210 and EDUC 327.

Rationale for Change: To eliminate redundancy and reduce program length.

B. Public School Partner Involvement in the Re-Envisioning Process

Licensure programs were re-designed in two phases. In the first phase, all faculty in the UNCA Department of Education worked with public school partners, arts and sciences liaisons, program alumni, and current students to identify district-level initiatives, review the new standards and program accreditation criteria, and discuss ideas for unit-wide changes. USTEP, the University-School Teacher Education Partnership and USTEC, its steering committee, provided the forum for discussion of unit-wide changes.

Phase One: Focus on Unit-Wide Changes

- Teacher Focus Group (September 23, 2008): Cooperating teachers for all subjects/grade levels were oriented to the new program expectations and then discussed ideas for unit-wide and program changes.
- USTEC/USTEP Retreat (October 28, 2008): Teachers and administrators from partner districts identified shared goals and brainstormed ideas for unit-wide program revision.
- Arts and Sciences Liaisons (October 30, 2008): Education faculty met with A&S faculty to explain implications of the re-envisioning process for major departments. A&S faculty input was solicited.
- USTEP Initial Preparation Subcommittee (December 1, 2008): Public school teachers and administrators met with department faculty and current and former students to discuss possible changes to the core requirements.
- Teacher Focus Group (December 4, 2008): Cooperating teachers for all subjects/grade levels discussed ideas for electronic evidences and program design.
- USTEP Initial Preparation Subcommittee (February 2, 2009): Committee members met to discuss the newly-designed core courses and the associated new evidences. After extensive discussion, all committee members agreed that the new core courses effectively reflect the new standards.
- Education and clinical faculty met in two learning circles on differentiated instruction, February 10 and 18, 2009. Discussion further supported planning of new course on assessment and differentiated instruction. Participants began consideration of course design.
- Using feedback from public school partners, department faculty voted to accept the recommendations for the new core (February 3, 2009)
- Teacher Focus Group (May 5, 2009): Discussion of Evidences Five and Six with clinical faculty and current candidates.

Phase Two: Focus on Foreign Language Programs-Specific Changes

- Sept. 23, 2008-Coordinator of foreign language licensure programs met with area foreign language teachers (French and Spanish). Discussed the re-envisioning process and 21st century standards.

- Sept 29, 2008-Coordinator of foreign language licensure programs sent, via email, new specialty standards and outline of re-envisioning process to 50 area K-12 foreign language teachers, to UNCA licensure candidates and to UNCA Department of Foreign Languages and Classics Department faculty requesting feedback.
- December 4, 2008-Met with area foreign language teachers and foreign language licensure candidates (French and Spanish). Discussed re-envisioning.
- February 16, 2009- Discussed the new design for the professional semester and a new course focused on assessment and differentiation. (Latin)
- March 26, 2009-Met with foreign language teachers (recent UNCA program completers) and current licensure candidates to discuss re-envisioning (French and Spanish).
- May 5, 2009-Met with German teacher to discuss re-envisioning.

Phase Three: Delivery and Evaluation

Public school partners will be involved in delivery of the program by serving as cooperating teachers for each course's field components and for student teaching and as guest lecturers or team-teachers for courses. Public school personnel will be invited to lead and/or participate in professional development discussions and seminars occurring during EDUC 456.

The program coordinator will continue to request input from area foreign language teachers on specific course changes and evaluation of the changes via focus group meetings, email and during supervision of student teachers. Program completers employed in North Carolina and their employers will give input in annual surveys conducted by the UNCA Department of Education.

C. Electronic Evidences and Standards

Evidence		<i>Required and Recommended Alignment of the Descriptors of the Elements of each Standard with the Evidence</i>
1	Content Knowledge: Evidence that demonstrates breadth of content knowledge in the specialty area ¹ .	Required: 3b.1
2	Content Knowledge: Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.	Required: 3b.1 Covered: 3b.1
3	Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.	Covered: 2b.3, 2d.1., 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1
4	Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates knowledge, skills, and dispositions in practice. ²	Required: 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4h.2, 5a.1
5	Positive Impact on Student Learning: Evidence that demonstrates impact on student learning.	Covered: 1a.1, 1a.2, 4h.1, 4h.2, 5a.1
6	Leadership and Collaboration: Evidence that demonstrates leadership and collaboration.	Covered: 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1

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SECTION I: KEY EVIDENCES

In this section, list the 6-8 evidences that will be submitted as documentation of meeting the standards. All programs must provide a minimum of 6 evidences. A program may choose to include 2 additional evidences. The evidences must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as reflected in the program standards. Briefly describe each evidence and identify the descriptors of the elements of the standards each addresses. The recommended alignment of the descriptors with the evidences is reflected in the template. The institution may choose to align the descriptors and evidences differently. **The template submitted is to reflect the alignment used by the institution.**

Evidence		Name of Evidence	Briefly Describe the Evidence	Descriptors of the Elements of the Standards Addressed by the Evidence
1	Content Knowledge: Evidence that demonstrates breadth of content knowledge in the specialty area.	Transcript or Praxis II scores	Copy of transcript with at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C (2.0) or better in each of the 24 hours OR satisfactory Praxis II score.	3b.1. Demonstrates an appropriate level of content knowledge in the teaching specialty.
2	Content Knowledge: Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.	Content-area Capstone Research Project or Equivalent (for post-baccalaureate candidates)		3b.1. Demonstrates an appropriate level of content knowledge in the teaching specialty.
3	Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.	Unit Plan	In consultation with their cooperating teacher, candidates create a thematic teaching unit including a rationale for the unit, the situational context, lesson plans with objectives, procedures, differentiation strategies, technology and assessments. Candidates reflect on each lesson taught.	2b.3. Understands the influence of diversity and plans instruction accordingly. 2d.1. Cooperates with specialists and uses resources to support the special learning needs of all students. 3a.1. Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i> . 3c.1. Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines. 3c.2. Relates global awareness to the subject. 3c.2. Relates global awareness to the subject. 3d.1. Integrates 21 st century skills and content in instruction. 4a.1. Identifies developmental levels of individual students and plans instruction accordingly. 4a.2. Assesses and uses resources needed to address strengths and weaknesses of students. 4b.1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs. 4c.1. Uses a variety of appropriate methods and materials to meet the needs of all students. 4d.1. Integrates technology with instruction to maximize students' learning. 4e.1. Integrates specific instruction that helps students develop the ability to apply processes and

				<p>strategies for critical thinking and problem solving.</p> <p>4f.1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p> <p>5c.1. Uses a variety of research-verified approaches to improve teaching and learning.</p>
4	<p>Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates knowledge, skills, and dispositions in practice.</p>	LEA/IHE Certification of Teaching Capacity	State-required evaluation of the candidate completed by the institution and the cooperating teacher.	<p>1a.1. Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>.</p> <p>1a.3. Maintains a safe and orderly classroom that facilitates student learning.</p> <p>1a.4. Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p> <p>1d.1. Implements and adheres to policies and practices positively affecting students' learning.</p> <p>1e.1. Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</p> <p>2a.1. Maintains a positive and nurturing learning environment.</p> <p>2b.1. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p> <p>2b.2. Incorporates different points of view in instruction.</p> <p>2c.1. Maintains a learning environment that conveys high expectations of every student.</p> <p>2d.1. Cooperates with specialists and uses resources to support the special learning needs of all students.</p> <p>2d.2. Uses research-verified strategies to provide effective learning activities for students with special needs.</p> <p>3a.2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</p> <p>3b.2. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p> <p>3d.1. Integrates 21st century skills and content in instruction.</p> <p>4c.1. Uses a variety of appropriate methods and materials to meet the needs of all students.</p> <p>4d.1. Integrates technology with instruction to maximize students' learning.</p> <p>4e.1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</p> <p>4f.1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p> <p>4g.1. Uses a variety of methods to communicate effectively with all students.</p> <p>4g.2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p> <p>4h.1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</p> <p>4h.2. Provides evidence that students attain 21st century knowledge, skills and dispositions.</p> <p>5a.1. Uses data to provide ideas about what can be done to improve students' learning.</p>

Evidence		Name of Evidence	Briefly Describe the Evidence	Descriptors of the Elements of the Standards Addressed by the Evidence
5	Positive Impact on Student Learning: Evidence that demonstrates impact on student learning.	Assessment Research Project	Candidates complete a pre-teaching assessment of students' knowledge/skills in some aspect of the course content. They plan and implement instruction, use technology-based formative assessment, reteach as necessary and complete summative assessments.	<p>1a.1. Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>.</p> <p>1a.2 Draws on appropriate data to develop classroom and instructional plans.</p> <p>4h.1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</p> <p>4h.2. Provides evidence that students attain 21st century knowledge, skills and dispositions.</p> <p>5a.1. Uses data to provide ideas about what can be done to improve students' learning.</p>
6	Leadership and Collaboration: Evidence that demonstrates leadership and collaboration.	Professional Development (Self, Learner, Community) Project	Candidates create a professional development plan and develop and choose among recommended activities designed to (a) strengthen their understanding of their own professional strengths and weaknesses and allow them to further develop particular areas; (b) become more deeply acquainted with their students' interests, families and living situations and work toward positive family/community contacts; and (c) consider educational issues/topics with their peers at UNCA, in their assigned schools, and at other universities. Reflection on their development is the culminating activity.	<p>1b.1. Engages in collaborative and collegial professional learning activities.</p> <p>1b.2. Identifies the characteristics or critical elements of a school improvement plan.</p> <p>1b.3. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.</p> <p>1c.1. Participates in professional development and growth activities.</p> <p>1c.2. Begins to develop professional relationships and networks.</p> <p>2e.1. Communicates and collaborates with the home and community for the benefit of students.</p> <p>5b.1. Participates in recommended activities for professional learning and development.</p>

SECTION II: RELATIONSHIP OF THE EVIDENCE TO THE STANDARDS

In the chart that follows identify where each proficient descriptor of each element of each standard is addressed in the evidence(s) described in Section I . Each proficient descriptor must be addressed. The template has been pre-populated with the recommended alignments. However, the template submitted MUST reflect the alignment used by the institution.

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
1. TEACHERS DEMONSTRATE LEADERSHIP	
<p>a. Teachers lead in their classrooms.</p> <ol style="list-style-type: none"> Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study. Draws on appropriate data to develop classroom and instructional plans. Maintains a safe and orderly classroom that facilitates student learning. Uses positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>b. Teachers demonstrate leadership in the school.</p> <ol style="list-style-type: none"> Engages in collaborative and collegial professional learning activities. Identifies the characteristics or critical elements of a school improvement plan. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<p>c. Teachers lead the teaching profession.</p> <ol style="list-style-type: none"> 1. Participates in professional development and growth activities. 2. Begins to develop professional relationships and networks. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>d. Teachers advocate for schools and students.</p> <ol style="list-style-type: none"> 1. Implements and adheres to policies and practices positively affecting students' learning. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>e. Teachers demonstrate high ethical standards</p> <ol style="list-style-type: none"> 1. Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS</p>	
<p>a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</p> <ol style="list-style-type: none"> 1. Maintains a positive and nurturing learning environment. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>b. Teachers embrace diversity in the school community and in the world.</p> <ol style="list-style-type: none"> 1. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. 2. Incorporates different points of view in instruction. 3. Understands the influence of diversity and plans instruction accordingly. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<p>c. Teachers treat students as individuals.</p> <p>1. Maintains a learning environment that conveys high expectations of every student.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>d. Teachers adapt their teaching for the benefit of students with special needs.</p> <p>1. Cooperates with specialists and uses resources to support the special learning needs of all students.</p> <p>2. Uses research-verified strategies to provide effective learning activities for students with special needs.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>e. Teachers work collaboratively with the families and significant adults in the lives of their students.</p> <p>1. Communicates and collaborates with the home and community for the benefit of students.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>3. TEACHERS KNOW THE CONTENT THEY TEACH</p>	
<p>a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>.</p> <p>1. Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i>.</p> <p>2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>b. Teachers know the content appropriate to their teaching specialty.</p> <p>1. Demonstrates and appropriate level of content knowledge in the teaching specialty.</p> <p>2. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<p>c. Teachers recognize the interconnectedness of content areas/discipline.</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines. 2. Relates global awareness to the subject. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 #2 <input type="checkbox"/>#3x <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>d. Teachers make instruction relevant to students.</p> <ol style="list-style-type: none"> 1. Integrates 21st century skills and content in instruction. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS	
<p>a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</p> <ol style="list-style-type: none"> 1. Identifies developmental levels of individual students and plans instruction accordingly. 2. Assess and uses resources needed to address strengths and weaknesses of students. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>b. Teachers plan instruction appropriate for their students.</p> <ol style="list-style-type: none"> 1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>c. Teachers use a variety of instructional methods.</p> <ol style="list-style-type: none"> 1. Uses a variety of appropriate methods and materials to meet the needs of all students. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>d. Teachers integrate and utilize technology in their instruction.</p> <ol style="list-style-type: none"> 1. Integrates technology with instruction to maximize students' learning. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<p>e. Teachers help students develop critical-thinking and problem-solving skills.</p> <p>1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>f. Teachers help students to work in teams and develop leadership qualities.</p> <p>1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>g. Teachers communicate effectively.</p> <p>1. Uses a variety of methods to communicate effectively with all students.</p> <p>2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>h. Teachers use a variety of methods to assess what each student has learned.</p> <p>1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</p> <p>2. Provides evidence that students attain 21st century knowledge, skills and dispositions.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p> <p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
5. TEACHERS REFLECT ON THEIR PRACTICE	
a. Teachers analyze student learning. 1. Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
b. Teachers link professional growth to their professional goals. 1. Participates in recommended activities for professional learning and development.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
c. Teachers function effectively in a complex, dynamic environment. 1. Uses a variety of research-verified approaches to improve teaching and learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

SECTION III: DETAILED DESCRIPTION OF THE EVIDENCES

#1 Required (State prescribed)

Content Knowledge: Evidence that demonstrates breadth of content knowledge in the specialty area.

A transcript OR passing scores on the appropriate Praxis II test(s) must be submitted. This evidence must address descriptor 3b.1.

I. Name of Evidence: Transcript

II. Specific Requirements: Candidates complete a major or its equivalent in the appropriate language: French, German or Spanish or in Classics. The required sequence of courses for each major represents a balanced program of language, culture and literature and is designed for broad content knowledge.

III. How the Evidence Addresses the Descriptors: Candidates must maintain an average of C or better in their major and have grades of C or better on 24 hours of the required coursework.

IV. How the Evidence Is Evaluated: Candidates must meet university and departmental grade and hour requirements. Candidates must have a C or better on 24 hours of the above-listed coursework. Data are gathered by Institutional Research and evaluated by the program coordinator.

#2 Required

Content Knowledge: Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.

This evidence must address descriptor 3b.1.

I. Name of Evidence: **Content-area Capstone Research Project**

II. Specific Requirements: Both the Department of Foreign Languages and the Classics Department require an in-depth capstone research project of all majors. The project, completed in the context of a capstone course, consists of analytical research plus oral and written presentations on a topic of language, literature or civilization, and is the culminating assignment in the major program. Post-baccalaureate candidates may submit for evaluation a project from previous coursework or complete the language course in which the capstone project is completed.

III. How the Evidence Addresses the Descriptors: The capstone research project requires candidates to demonstrate depth of understanding and critical analysis of a topic, original thought, and the ability to draw conclusions based on extensive research, as well as the ability to communicate their ideas successfully in a substantial written product. In the case of French, German and Spanish, the paper and oral presentations are done in the second language. Papers and presentations of Latin candidates are done in English.

IV. How the Evidence Is Evaluated: The written project is evaluated by the course instructor/thesis director based on depth and accuracy of information, interpretation and evidences; comprehensibility; cohesiveness; accuracy of language and correct format. The oral presentation is required.

#3 Required

Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.

Descriptors addressed IF different from those recommended: 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1

I. Name of Evidence: Integrated Thematic Unit Plan

II. Specific Requirements: In the capstone methods course, candidates develop an extensive thematic unit and teach at least 3 full days from the unit. The final unit plan includes a situational context: extensive information about the school, the classroom where they will teach segments of the plan and the students in the class; rationale; NCSCS objectives and specific content objectives aligned with activities and assessments; daily plans with technology components and accommodations for individual student needs; assessments; materials and reflections on each of the 3 lessons actually taught in the class.

III. How the Evidence Addresses the Descriptors:

- 2b.3: Students analyze the diversity in their schools and classrooms for instructional implications. They plan instruction, specifying differentiated strategies, implement the strategies, and reflect on their effectiveness.
- 2d.1: Candidates conduct a Study of School Services which requires them to interview various specialists and resource people in the school, write a summary of the experience, and reflect on what they have learned as they design and implement the unit.
- 3a.1: Activities and assessments are aligned with the *North Carolina Standard Course of Study* objectives.

- 3c.1: Candidates reflect on how they would integrate other content areas in their unit.
- 3c.2: The required cultural context of the unit reflects the products, practices and perspectives of the culture.
- 3d.1: Candidates identify the 21st Century skills and content addressed in the lesson/unit.
- 4a.1: Candidates outline developmental levels of students in their plans for differentiated instruction.
- 4a.2: Candidates identify and assess resources for the unit, including textbook used in the class.
- 4b.1: Candidates work with cooperating teacher to plan, monitor student performance and adapt plans as necessary to meet the needs of all learners.
- 4c.1: Lesson plans and reflections of teaching segments demonstrate a variety of methods and materials.
- 4d.1: Unit plan includes instructional technology.
- 4e.1: Unit plan includes questions/activities specifically designed to develop higher order thinking and problem solving.
- 4f.1: The unit plan includes a collaborative, inquiry-based student project.
- 5c.1: Candidates include and reference methodologies/techniques examined in the capstone methods course.

IV. How the Evidence Is Evaluated: Units are evaluated by means of a comprehensive unit rubric. Candidates must score at standard or above on each element of the unit rubric in order to successfully complete the unit plan, to pass the course and to continue for student teaching. Candidates’ teaching is observed and evaluated by their cooperating teacher and by the course instructor using a common rubric.

#4 Required (State-prescribed)

Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates knowledge, skills, and dispositions in practice.

This evidence must be the state-approved LEA/IHE Certification of Teaching Capacity.

Descriptors addressed: 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4h.2, 5a.1

I. Name of Evidence: LEA/IHE Certification of Teaching Capacity

II. Specific Requirements: The cooperating teacher, the university supervisor, and the candidate will work together to complete the Student Teaching Exit Criteria, which will include the LEA/IHE Certification of Teaching Capacity.

III. How the Evidence Addresses the Descriptors: As set out by NCDPI

IV. How the Evidence Is Evaluated: All candidates will be required to score at the “Proficient” level on all indicators on the LEA/IHE Certification of Teaching Capacity.

#5 Required

Positive Impact on Student Learning: Evidence that demonstrates impact on student learning.

Descriptors addressed IF different from those recommended: 1a.1, 1a.2, 4h.1, 4h.2, 5a.1

I. Name of Evidence: Assessment Research Project

II. Specific Requirements: During the student teaching semester prior to beginning instruction, candidates design and administer an appropriate technology-based pre-teaching assessment on some aspect of course content. The assessment reflects SCS goals and objectives, is developmentally appropriate, taps multiple levels of thinking, and meets the needs of the particular class of students. Candidates analyze the results, considering the performance of their students as a whole, and as members of NCLB subgroups, and use the information to plan instruction to meet the needs of all learners. During the instruction period, formative assessments are administered and re-teaching with alternate methods is implemented. Summative assessment shows the impact of differentiated instruction on student learning. Candidates reflect on the process, the variety of assessments and the results.

III. How the Evidence Addresses the Descriptors

1a.1: Candidates’ final report requires them to reflect on the connection between the knowledge and skills outlined in the NCSCS in their content area and the knowledge and skills necessary for high school graduation.

1a.2: Candidates utilize the results of their pre-teaching assessments and data about diverse learners in the class to plan instruction. The results of mid-instruction formative assessments inform the development of re-teaching plans.

4h.1: Candidates utilize the results of the pre-teaching assessment and of formative assessments to plan, adapt and deliver instruction. They explain data-driven decisions and analyze data in the final reflection.

4h.2: Candidates identify 21st century knowledge, skills, and dispositions in their objectives, plans, assessments and reflection.

5a.1: Formative assessment data are linked to plan adaptations.

IV. How the Evidence Is Evaluated

The evidence will be assessed using a rubric which matches the template for this assignment.

#6 Required

Leadership and Collaboration: Evidence that demonstrates leadership and collaboration.

Descriptors addressed IF different from those recommended: 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1

I. Name of Evidence: Professional Development Project: Self, Learner, Community

II. Specific Requirements:

Candidates assess their knowledge of themselves, their colleagues and the greater community in which they teach, including the global community of which the language and cultures they teach are a part. They create a plan for professional development to extend their knowledge in each area. Some activities will be required, while others will be chosen by the individual candidate. They implement the plan during the student teaching semester, reflect on their overall development at the end of the semester, and plan for the next phase of professional development.

III. How the Evidence Addresses the Descriptors

1b.1: Several activities in which the candidates participate require them to engage collegially and collaboratively with other members of the educational community. They discuss professional literature with peers at UNCA and at other institutions, attend school-based or system-wide training with their cooperating teachers, and discuss educational issues and topics in weekly seminars.

1b.2: Candidates examine the school improvement plan, identify its critical elements, and compare it to the plans from their peers' schools, identifying commonalities and differences.

1b.3: Candidates must consider data from students' performance and recommend areas that might need to be addressed in a school improvement plan.

1c.1: Candidates identify areas in which they need professional development and choose and participate in relevant activities.

1c.2: Candidates interact with peers at UNCA in weekly seminars and with peers at other universities through technology to discuss relevant aspects of the profession.

2e.1: Candidates engage with students' families and communities such as in parent-teacher conferences and IEP meetings as appropriate, by riding the school bus and attending school functions in which students participate.

5b.1: Each candidate will create an individual professional development plan and participate in appropriate activities. They will then give evidence of applying their new learning in their student teaching situation and reflect on its effectiveness; further, they will identify areas in which they need further study.

IV. How the Evidence is Evaluated: The project will be evaluated using a common rubric that includes each of the required elements..

D. Timeline for Implementation

- 2008-2009 School Year: Devise new programs
- Summer, 2009: Devise new curriculum for EDUC 211
- April-September, 2009: Prepare documents required to institute changes at UNCA
- August-December, 2009: Revise and pilot changes in EDUC 385
- August/September, 2009: Receive feedback from NCDPI
- September – December, 2009: Submit APC documents seeking university approval of changes; revise blueprint according to DPI feedback; develop rubrics for Evidences 2, 3, 5, & 6