

Department of Education
University of North Carolina-Asheville
Blueprint of K-12 Health and Physical Education

A. Description of and Rationale for the Proposed Program

The following table outlines the proposal for the K-12 Health and Physical Education licensure program.

Education Courses – 29 Hours
EDUC 210 Teaching and Learning in the 21 st Century, K-12 (3) EDUC 211 Instructional Technology in Educational Settings, K-12 (1) EDUC 314 Teaching Reading and Writing in the Content Area, 6-12 (3) EDUC 319 Teaching of Health and Physical Education in the Elementary School, K-6 (3) EDUC 373 Principles and Practices for Diverse Learners (3) EDUC 380 Methods & Management in Teaching, 6-12 (4) EDUC 455 Student Teaching & Seminar (8) EDUC 456 The Teacher as a 21 st Century Professional, K-12 (4)
Health and Wellness Promotion Major – 38 Hours
HWP 190 Introduction to Health Promotion (3) HWP 310 Community Outreach and Health Promotion (3) HWP 335 Health Communication (3) HWP 455 Pathophysiology of Chronic Conditions and Illnesses (3) HWP 459 Senior Seminar in Health and Wellness Promotion (3) HWP 350 Service Learning in Health Promotion (3) HWP 380 Internship in Health and Wellness Promotion (3) One Course From the Following: HWP 290 Introduction to Biofeedback (3) HWP 315 Stress Management and Optimal Performance (3) HWP 343 Brain, Health, and Aging(3)* Two courses From the Following: HWP 225 Nutrition and Lifestyle (3) HWP 253 Health and Sexuality (3)* HWP 365 Addiction, Drugs, and Health (3)* HWP 284 Functional Anatomy (4) HWP 294 Human Physiology (4)
*Suggested Course Choice
Required Courses Outside the Major – 10 Hours
STAT 185 Introductory Statistics (4) PSYC 319 Educational Psychology (3) EDUC 320 Middle School Principles, Practices, and Materials (3)

The UNC-Asheville Department of Education program faculty began the revisioning process with the following goals:

- To address the 21st century standards thoroughly, emphasizing core subjects, 21st century content, ICT Literacy, life and leadership skills, differentiation, assessment, globalism, and family/community involvement
- To prepare candidates to work successfully with diverse groups of students and to effectively use formative and summative assessment (including multiple forms of data) to guide instruction and re-teaching
- To eliminate redundancy among courses and program activities
- To emphasize curricular integration and relevance and to reflect the current curricular realities
- To guide candidates to identify their own needs in terms of lifelong learning and professional development

The ideas for the new licensure program originated from several sources. This blueprint reflects a submission soliciting approval of a new program. That being said, there is a call from many of our department's partners for creation of this license at UNC-Asheville.

NCATE is one of our foremost partners. This partnership is important because it does set the standard for our engagement in continuous improvement. As such, one of the main standards of focus for our institution is Standard 4: Diversity. UNC-Asheville as an institution, and our individual department, have as a major goal and area of focus the attainment of a more diverse student population. Our department struggles to make adequate progress in relation to this standard. As a result, we have done an extensive analysis of the diverse students attending UNC-Asheville and have found that the majority of these students participate in athletics. Therefore, we believe that being able to focus on recruiting student athletes through the offering of a licensure area that is parallel to their interests and strengths will prove an advantage for use in relation to NCATE Standard 4, and the attainment of our university and department goals.

Another important collaborator for our department is Asheville Buncombe Technical Community College. (AB Tech). In recent meetings with the Dean of Social Sciences and Humanities for that institution, a discussion was held concerning how UNC-Asheville can best meet the needs of AB Tech students who will transfer to our department to complete teacher licensure. One of the foremost suggestions was for us to begin offering a Health and PE licensure program, per student requests. Education Department faculty and the department chair have held numerous meetings with the UNC-Asheville Health and Wellness Promotion department chair. During these conversations, ideas for the ideal Health and Physical Education licensure program were discussed. Department of Education faculty examined Health and Physical Education licensure programs at other universities, communicated these findings with the chair of the Health and Wellness department, and the final plan for the ideal licensure program was created. Concurrence on the part of the Health and Wellness Promotion department has been secured.

B. Public School Partner Involvement in the K-12 Health and Physical Education License Creation Process

Perhaps the most important partnership in which the Department of Education is engaged is with North Carolina P-12 schools. New state legislation regarding Health and physical activity calls for certified teachers who are educated about the new legislation and trained in current methodologies and curricula. School systems in our service area are actively seeking these qualified personnel. For example, just last year Transylvania County hired four new Health/Physical Education teachers, which is significant for a nine-school system. In addition to responding to the need for qualified Health and Physical Education teachers, our provision of this license will enable us to strengthen our existing Health and Physical Education methods course for candidates who are being licensed in other areas but are required to incorporate physical activity into their instructional day. The key Department of Education faculty member serving as the point person for creation of the UNC-Asheville Health and Physical Education licensure program is a member of the Transylvania County School Health Advisory Council. By establishing this important public school partnership, the Department of Education has been made aware

and kept abreast of the aforementioned pertinent legislation and curricula. Additionally, the key faculty member mentioned above has attended joint meetings of the Buncombe County and Asheville City Schools School Health Advisory Council to discuss the needs of these school system partners. Faculty of the Education Department at UNC-Asheville will develop a partnership and continue to work with public schools as students in the Health and Physical Education licensure program are placed in schools for field and clinical work. Our faculty will also look to the public schools for guidance as we set goals each year and work on continuous improvement of the program. Faculty will also continue to work with community partners on pertinent projects and boards. Additionally, it is our desire to expand our focus to possibilities for impacting community wellness as we look toward opportunities for candidate involvement in the community, grant funding collaborations, and other relevant activities.

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

Institutions may choose to include two additional evidences and, except as noted in the table as *required*, may choose to align the descriptors differently. However, each element and all the *proficient-level* descriptors included in it **MUST** be addressed in the evidences.

The template for providing the required information follows. It includes the following three sections:

Section I: A brief description of the evidence and the descriptors of the elements of the standards it addresses.

Section II: A matrix showing where each descriptor of the elements of each standard is included in the key evidences.

¹ This evidence **MUST** be a transcript or passing scores on the appropriate Praxis II test(s).

² This evidence **MUST** be the state-adopted LEA/IHE Certification of Teaching Capacity.

Section III: A detailed description of the evidence, how it specifically addresses the descriptors for which it is cited, and how it is evaluated by the institution.

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 Exploration Project	Discipline-specific research project to be conducted in the Reading and Writing in the Content Area course.	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 will create a 5-day integrated thematic teaching unit. They will create a rationale for the unit, provide the situational context, and provide lesson plans to include objectives, procedures, differentiation strategies, and assessment. The unit will include at least one lesson utilizing	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. 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.

			technology and one that uses student learning teams. Candidates will reflect on each lesson.	<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>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.	Impact on Student Learning Project	Candidates will complete an in-depth project to impact student learning, to include conducting pre-teaching assessment, analyzing and reflecting on pre-assessment data, planning in conjunction with formative assessment, implementation of plans, post-teaching assessment, analyzing and reflecting on post-assessment data, and reflecting on teaching.	<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 Project: Self, Learner, Community	Candidates will create a professional development plan and undertake activities designed to (a) strengthen their understandings 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, 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.	<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 checked="" type="checkbox"/>#4 <input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>c. Teachers lead the teaching profession.</p> <ol style="list-style-type: none"> Participates in professional development and growth activities. 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 checked="" 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 checked="" 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>d. Teachers advocate for schools and students.</p> <p>1. Implements and adheres to policies and practices positively affecting students' learning.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" 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> <p>1. Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" 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> <p>1. Maintains a positive and nurturing learning environment.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" 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> <p>1. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p> <p>2. Incorporates different points of view in instruction.</p> <p>3. Understands the influence of diversity and plans instruction accordingly.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" 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 checked="" 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 checked="" 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 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 checked="" 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 checked="" type="checkbox"/>#3 <input checked="" 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 checked="" 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 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>#1 <input checked="" 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 checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>c. Teachers recognize the interconnectedness of content areas/discipline.</p> <p>1. Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines.</p> <p>2. Relates global awareness to the subject.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" 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 checked="" 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 make instruction relevant to students.</p> <p>1. Integrates 21st century skills and content in instruction.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS</p>	
<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> <p>1. Identifies developmental levels of individual students and plans instruction accordingly.</p> <p>2. Assess and uses resources needed to address strengths and weaknesses of students.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" 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 checked="" 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>b. Teachers plan instruction appropriate for their students.</p> <p>1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" 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> <p>1. Uses a variety of appropriate methods and materials to meet the needs of all students.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" 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> <p>1. Integrates technology with instruction to maximize students' learning.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<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 checked="" type="checkbox"/>#3 <input checked="" 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 checked="" type="checkbox"/>#3 <input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>#4 <input checked="" 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 checked="" type="checkbox"/>#4 <input checked="" 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 checked="" type="checkbox"/> #4 <input checked="" 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 checked="" 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 checked="" 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: Complete a major in Health and Wellness Promotion and licensure course work which covers the full range of competencies required for K-12 Health and Physical Education Licensure, including mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and weight management, substance abuse prevention, movement forms, fitness and sports literacy, healthful lifestyles, personal fitness, and appreciation for diversity.

III. How the Evidence Addresses the Descriptors:

3b.1: Candidates must demonstrate breadth of content knowledge in the specialty area by achieving a cumulative GPA of 2.0 or better in their major course work. The K-12 Health and Physical Education licensure program of study has been carefully reviewed to ensure that all standards are being addressed, either by particular courses or through competency-based activities within courses. Candidates' transcripts will be evaluated to ensure they have a cumulative GPA of 2.0 or better on the relevant major coursework which is listed in the table at the beginning of this document.

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 coursework listed in the table at the beginning of this document. Data are gathered by Institutional Research and evaluated by the K-12 Health and Physical Education 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 Exploration Project

II. Specific Requirements: Candidates will complete a comprehensive project in the Reading and Writing in the Content Area course, according to the following guidelines.

- Choose an area of interest that can be found in the NCSCOS (North Carolina Standard Course of Study). You must locate ten different types of sources that relate to the topic you are studying in-depth. Your references must be annotated with specific information regarding the content. From the tools you will create an interdisciplinary unit that uses literacy tools to engage learners. It must include:
 - Four Reference books (these can be textbook or other library resources)
 - Three Annotated Web resources (these must be from either a national organization related to your topic or associated with a university)
 - Two Journal articles summarized
 - An article that students can use to learn about your topic. If you cannot find a specific article that is on students' level you may rewrite one of your articles in "kid-friendly" terms.
 - Two research documents summarized.
 - Two pieces of Children/Adolescent Literature. Give a summary of each and how you could use it in your classroom.
 - An interview with someone who is knowledgeable of the topic. Come up with four questions. Ask them and give the responses. Summarize the findings.
 - Ten annotated images that relate to your topic (be sure and ask for permission to use these images). Include the source for each of the pictures.
 - One YouTube video. Summarize the video and share how you can use it in your classroom.

III. How the Evidence Addresses the Descriptors:

3b.1: This project is part of a course entitled Reading and Writing in Content Areas. At our institution courses can be designated as "intensives" that follow strict guidelines and oversight. This course has been designated as an Information Literacy Intensive meaning that candidates must meet specific requirements related to research and investigation skills. We have taken these requirements and differentiated the context to which students demonstrate their understanding of information literacy to focus on an area of content that is specific to the NCSCOS and their specific majors. Candidates research their work in ten specific research categories. Once they have researched their topic in-depth they use the information to apply their content knowledge into the development of unit planning. The resources that meet this evidence are the summaries of the content they have located.

IV. How the Evidence Is Evaluated: While candidates are graded by multiple means and given feedback along the way, the only piece of evidence we will use for the electronic database is evaluated based on a common rubric that has been developed based on the template for this assignment. However, the following are also being used to assess candidates' depth of content:

- A gallery of annotated resources on your webpage

- A research design that uses three different tools to assess students' knowledge of the topic
- A technology project related to the content that uses the information collected.
- A depth of content rubric has been revised to illustrate candidates' depth of content

#3 Required

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

It is recommended this evidence address descriptors 1a.2, 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.

Descriptors addressed IF different from those recommended: 2b.3, 2d.1, 3a.1, 3c.1, 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: Candidates will design and implement a five-day integrated thematic teaching unit. In consultation with their cooperating teacher, they will select a unit topic and undertake the following tasks:

Requirements:

1. **Situational Context** : The situational context should provide information about the school and the classroom to which you have been assigned. Ask your cooperating teacher for information about the school: size; ethnic diversity (in general); language diversity; percentage of students on free and reduced lunch, other descriptors for this school.

You will also describe your class of students. Be sure to include: gender breakdown; ethnic diversity; language diversity; special services/needs (specific information here may be confidential; if this is the case, ask your teacher simply to give you a number of students receiving special services); learning styles (if known), behavioral and motivational challenges. Describe class rules, rewards and consequences.

Explain how your situational context will affect your planning and teaching. Describe special considerations you'll need to make.

2. **Objectives**: What NC SCS goals and objectives are you addressing in the unit? What cognitive levels (Bloom's Taxonomy) are you addressing? What learning outcomes are you addressing?

3. **Pre-Teaching Assessment**: Utilize your learning from PSYC 319 to design an appropriate pre-teaching assessment that measures instructional and SCS goals and taps into a variety of levels of thinking. (The assessment does not have to be paper and pencil but must be measurable and provide results that can be analyzed as to number/percent correct, etc.) The assessment must include: goals/objectives; assessment items; directions for administration; scoring guide; and materials (describe or include).

Administer the assessment to your students prior to teaching your lesson plans. Analyze the data. Consider the performance of your students as a whole, and as members of NCLB subgroups. Note patterns, misconceptions, areas with which your students are already familiar, etc. Write up your analysis,

including considerations you'll need to make when writing your lesson plans. How will what you learned impact the methods and materials you use and the way you assess your students' progress on the unit? Submit student work samples representing various levels of performance.

4. Study of School Services: Make appointments with the specialists and resource people listed on the Study of School Services for. This activity is designed to allow you to talk to the various people who can support you as you plan and deliver your unit. Upon completion of the survey, write a summary that details how you will use what you learned in your lesson planning, implementation, and reflection.

5. Writing the Plans and Teaching the Unit: Using the information you gathered during the pre-teaching assessment, you will write five lesson plans following the given format. Be sure to include 3 levels of differentiation for instruction. Within your five lessons, you must include each of the following stipulations at least once: (a) use instructional technology effectively; (b) develop critical thinking and problem-solving; (c) organize student learning teams to encourage cooperation, collaboration, and leadership; (d) make cross curricular connections which are effective

6. Assessment: Describe the various ways you will assess student learning. Make sure you use formative and summative assessments. Make sure assessments address a variety of cognitive levels and multiple intelligences. I will need to know how assignments figure into an overall grade. Include rubrics and scoring keys as appropriate

7. Reflection: This component will be specific to the three days you taught in your field placement. Make sure to reflect on the content and pedagogy. Make sure to analyze both cause and effect and include suggestions for improvement

III. How the Evidence Addresses the Descriptors:

- 2b.3: Students must first analyze the diversity in their schools and classrooms for instructional implications. They will then administer the pre-assessment, which will provide them information about specific student knowledge on the unit topic. They are required to specify differentiated instructional strategies as part of the plan, implement these strategies, and reflect on their effectiveness.
- 2d.1: Candidates will conduct a Study of School Services which requires them to interview various specialists and resource people in the school. They will then write a summary of the experience, reflecting on how they will use what they have learned to assist them as they design and implement the unit.
- 3a.1: All lessons must be aligned with the *North Carolina Standard Course of Study*. Objectives are specified.
- 3c.1: The unit must involve cross curricular integration by relating content to other disciplines. Candidates must teach language arts skills within the context of other curricular areas. They are observed by their course instructor and cooperating teacher to see that this integration is accomplished successfully in practice. This integration is also reflected in the field placement assessment.
- 3c.2: Candidates must define the links between the curricular areas covered in the unit.
- 3d.1: Candidates are required to indicate in the objectives for their lesson plans which 21st Century skills and content the lesson/unit address.
- 4a.1: Candidates must discuss the developmental levels of their students in their plans for differentiated instruction.

- 4a.2 As part of their analysis of the pre-assessment results, candidates must give an explanation of the relationship between their assessment data and the unit resources they will use.
- 4b.1: Cooperating teachers and candidates will work together to assess monitoring, culturally relevant teaching, and differentiation. These topics will be covered in the candidate's daily reflections and will be evaluated on the clinical placement assessment form to be completed by the cooperating teacher. Further, in conducting the Study of School Services, candidates will collaborate with school personnel who can advise them on making their lessons responsive to individual student needs.
- 4c.1: Lesson plans must demonstrate a variety of methods and materials as evidenced by the unit rubric.
- 4d.1: Every candidate must include instructional technology as an aspect of their unit.
- 4e.1: Lesson plan objectives and procedures are evaluated for higher-order thinking skills and levels of questioning. This indicator is further assessed as part of the final field placement assessment.
- 4f.1: Candidates must include the use of student learning teams as an aspect of their unit.
- 5c.1: In their reflections on instruction, candidates must use scholarly literature to defend their use of particular teaching practices. This element will be assessed in the rubric for the unit.

IV. How the Evidence Is Evaluated: Units are evaluated by means of a comprehensive unit rubric. All candidates must score at a Level 3 or above on each element of the unit rubric in order to successfully complete the unit plan. This is a requirement for candidates to meet for the Decision Point which is assessed before they are allowed to continue to 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.

It is recommended this evidence address descriptors 1a.1, 4b.1, 4h.1, 4h.2, 5a.1.

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

I. Name of Evidence: Impact on Student Learning Project

II. Specific Requirements: As part of a unit of instruction to be implemented during EDUC 456 (the course taken concurrently with student teaching), candidates will design and administer an appropriate pre-teaching assessment. 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. The candidate may look at several sources of data about students' knowledge and interests. Although the assessment may be qualitative, the candidate must be able to report the results in terms of number/percentage correct. The assessment must include: goals/objectives; assessment items; directions for administration; scoring guide; and materials.

Candidates will administer the assessment to their students prior to planning the unit of instruction. They will analyze the data, considering the performance of their students as a whole, and as members of NCLB subgroups. (Data may be presented in a table, accompanied by a narrative.) The candidate is to note patterns, misconceptions, content with which students are already familiar, and areas which will require the development of background knowledge. They will use this information to plan their unit of instruction and also in order to prepare a final report on the impact of differentiated instruction on student learning. Candidates will be encouraged to consider the following questions: How will what you learned impact the methods and materials you use and the way you assess your students' progress on the unit? What sort of specific differentiation do you intend to make based on these data?

Candidates will plan and teach the unit of study, which must include formative assessment of the students' progress on the unit goals and objectives. They are to use the formative assessment to guide their teaching and are to speak to its effects in their lesson reflections each day.

After teaching the unit, the candidate will administer an appropriate post-teaching assessment. (This may or may not be the same assessment used prior to planning and teaching, but must address the same goals/objectives.) They will follow up with students who have not demonstrated mastery, applying appropriate teaching strategies.

Candidates will write a detailed analysis of students' learning from pre-test to post-test. What objectives did all students master? Who had gains/losses? Which students did not meet one or more objectives? (This can be reflected in a table.) Candidates will consider NCLB subgroups' performances as part of this analysis, and speak to the success (or lack thereof) of their differentiation strategies. Candidates will discuss specific 21st century knowledge, skills, and dispositions. Candidate responses will answer these questions: Were your goals/objectives appropriate for this group of students? How did students' learning contribute to their progress in the course and towards high school graduation? If not, what should you have done differently? What would have made the unit more successful? Time? Different methods? Different materials? What did the students learn from your unit? What did YOU learn?

III. How the Evidence Addresses the Descriptors

1a.1: Candidates' final report requires them to reflect upon the notion that all teachers are responsible for moving students toward high school graduation. Candidates will have to relate their experiences with assessment, teaching, and differentiation at this grade level/subject to students' eventual progress through high school.

1a.2: Candidates will utilize the results of their pre-teaching assessments to plan their unit and the results of their post-teaching assessments to develop their plans for differentiation.

4h.1: Candidates will utilize the results of the pre-teaching assessment and of formative assessment during the unit to plan and deliver the lessons. They must explain their data-driven decisions in their discussion of their pre-teaching assessment, in their lesson reflections, and in their post-assessment write-ups.

4h.2: Candidates must speak to their students' progress toward 21st century knowledge, skills, and dispositions in their pre- and post-assessment write-ups and in their lesson reflections.

5a.1: In their discussions for this project, candidates must make a direct link between their data and their ideas for improving their teaching and their students' learning.

IV. How the Evidence Is Evaluated

The evidence will be assessed by the EDUC 456 instructor using a rubric which matches the template for this assignment.

#6 Required

Leadership and Collaboration: Evidence that demonstrates leadership and collaboration.

It is recommended this assessment address descriptors 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1.

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 will complete this assignment as part of the requirements for EDUC 456 (taken concurrently with student teaching). The initial task will be a thoughtful written response to the following prompt:

What is a lifelong learner? You've undoubtedly heard the phrase bandied about, and probably even think it sounds like a "no-brainer" for a future teacher...you're going to be a lifelong teacher, so of course you'll be a lifelong learner, right? But what does it really MEAN to be a lifelong learner? In this course, we're operating on the premise that teacher professionals are lifelong learners who have to "know" many things beyond their content and how to teach it.

As a 21st-Century professional, you must know your:

- students, their families, and the community served by the school.
- colleagues.
- own strengths and weaknesses, both personally and professionally.

Consider the questions below and write a thoughtful narrative response: Who are your students? Consider gender, development, home situation, ability/disability, linguistic diversity, cultural diversity. What are their lives like? What are their interests? How is the makeup of your school and classroom going to affect your teaching?

What neighborhoods are served by your school? What sort of family involvement is in evidence there? How does your cooperating teacher facilitate relationships with parents? What sorts of support services are available to families when need arises? In what ways will you "grow" your relationships with students' families and with the local community?

Who are your colleagues in the school, in the UNCA licensure program, and in licensure programs at other universities? In what ways are your experiences similar? In what ways are they different? What can your colleagues teach you? What do you have to offer them?

In what areas do you feel you've "got it together" and in which areas do you know you will need to pursue new learning and support? What do you need to learn this semester? How will you go about learning it?

Candidates will complete the initial writing in class and develop a professional development plan that addresses each of the "strands" for the class. As part of that exercise, candidates will be given a list of activities that they must complete (and about which they should take field notes/write informal reflections) during the semester. (Some activities may be completed during the EDUC 380-level course.) Activities for each of the three course strands are:

- Knowledge of the students, their families, and the community served by the school:
 - Administer, by interview or survey, an interest inventory to students. How does knowing more about your students' interests facilitate your relationships with them? Your planning? Your teaching?
 - Participate in one or more parent conferences and IEP meetings as feasible. How did you prepare for the meeting? In what ways did you participate? What concerns arose? How were these handled? How did this experience benefit you?
 - Maintain records of all family contacts, and give evidence of ways in which you have communicated with your students' families.
 - Ride the school bus in the afternoon. Survey the neighborhood(s) through which the bus passes. How does what you see jibe with what you anticipated? What new information have you discerned as a result of this activity?
 - Attend/participate in an event relevant to the community outside of school hours (PTO meeting, Fall Festival, district school board meeting, etc.). What did you learn from this experience?
 - Complete a modified version of the School Services Study. Include conversations with
 - Exceptional Children's Program personnel
 - Guidance counselor
 - ELL coordinator/teacher if applicable
 - Other applicable specialists (Title I reading, etc.)

What advice or information did you receive that will help you serve your students? What other questions arose as you met with this group of professionals?

- Knowledge of colleagues and the school
 - Select and participate in a professional reading group with UNCA peers and with preservice teachers from other institutions. You will serve as moderator for at least one group session. What points made by the book were of interest to your group? On what points did you and your colleagues agree? Disagree? How are your experiences similar to/different from those of your colleagues?
 - Examine the school improvement plan. Bring it to seminar to discuss with peers. What are the critical elements? What does YOUR school's plan have in common with your peers' plans? How do they differ? Based on your teaching and on your students' performance results, what areas, if any, do you believe should be addressed in subsequent school improvement plans? What sort of professional development activities do you think would help teachers enhance their knowledge in this area?
- Knowledge of own strengths and weaknesses – personal professional development
 - Participate in the book discussion group as outlined above.
 - Attend at least one professional development activity related to your school improvement plan. Implement, to the degree possible, your new learning. Be prepared to reflect on this experience.

For a final reflection, candidates will answer these questions, making specific references to their field notes, their professional development plan, and the response they gave to the initial prompt.

Reflect on your professional development plan in light of your experiences this semester. Describe what you learned about your students, their families, the community, your colleagues, and yourself over the course of this semester. Provide specific examples of new ideas that you've explored (whether you embraced them or ultimately decided against them). Explain how your teaching and your thinking changed as a result of the activities you undertook. What questions have arisen for you as a result of this semester's activities? Utilize your experiences to discuss plans for continued growth as a lifelong learner in each of these areas.

III. How the Evidence Addresses the Descriptors

1b.1: Several activities in which the candidates engage require them to engage collegially and collaboratively with other members of the educational community. They will participate in the discussion of professional literature with peers at UNCA and at other institutions; they will attend school-based professional development activities; they will attend regular seminars with peers to discuss educational issues and topics.

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

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

1c.1: Candidates will identify areas in which they need additional professional development and then participate in several professional relevant growth activities.

1c.2: Candidates will interact with peers at UNCA and at other universities to discuss relevant aspects of professional development. Our current partnership with Winston-Salem State gives candidates the opportunity to get to know peers whose backgrounds and experiences vary from their own. Candidates will engage in professional conversations using technology (wikis, blogs, teleconferencing).

2e.1: Candidates will complete activities that engage them with students' families and communities. They will participate in parent-teacher conferences and IEP meetings as appropriate, ride the school bus to become familiar with the neighborhoods served by their school, maintain records of contact with families, and give evidence of ways in which they have communicated with family and community members.

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: Candidate responses will be evaluated using a common rubric which matches the template for this assignment.

D. Timeline for Implementation

- September, 2010 – April, 2011: Devise new program
- April 2011: Submit blueprint to DPI
- August, 2011: If blueprint is approved, prepare APC document creating the new program including seeking all necessary departmental concurrences
- Summer, 2011: Develop articulation agreement with AB Tech Community College for ease of community college student transfer into the Health and Physical Education licensure program at UNC Asheville
- September, 2011: Submit APC document creating the program in the UNC-Asheville course catalogue
- October, 2011: If passed, APC document is passed to Senate for first reading
- November, 2011: If accepted, APC document goes to Senate for second reading
- December, 2011 - March, 2012: Faculty meet with Senate to revise document as requested; Senate moves on passing document
- April, 2012: If Senate document passes, new program is included in 2012-2013 catalogue
- April, 2012: Articulation agreement signed by UNC Asheville and AB Tech
- April, 2012 – August, 2012: New program is advertised and candidates are recruited
- September, 2012: Begin implementation of new program