

**University of North Carolina-Asheville
Blueprint of K-6 Program**

A. Description of the Proposed Program and Rationale for Changes

Comparison of Programs

Old Program		New Program	
EDUC 310 (3 hours) Intro to Education, K-12		EDUC 210 (4 hours) Teaching and Learning in the 21 st Century, K-12	
EDUC 311 (1 hour) Instructional Technology Lab		EDUC 211 (1 hour) Instructional Applications of Information and Communications Technology, K-12	
EDUC 315 (3 hours) Creative Arts, K-6		Content Integrated into EDUC 317	
EDUC 317 (3 hours) Teaching Language K-9		EDUC 317 (4 hours) Integrating the Language Arts and Creative Expression in the Contemporary Classroom, K-9	
EDUC 319 (3 hours) Teaching Health and P.E. in the Elementary School, K-6		Content Integrated into EDUC 322	
EDUC 322 (3 hours) Teaching Science, K-6		EDUC 322 (4 hours) Facilitating Inquiry-Based Learning: Science and Healthful Living, K-6	
EDUC 325 (3 hours) The Resourceful Teacher		EDUC 326 (4 hours) The Learner: Development, Assessment, and Responsive Teaching, K-6	
EDUC 340 (3 hours) Methods of Teaching Mathematics, K-6		EDUC 340 (3 hours) Content and Process in the Teaching of Mathematics, K-6	
EDUC 344 (3 hours) Teaching Social Studies in the Elementary School, K-6		EDUC 344 (3 hours) Producing Knowledgeable Global Citizens: Promoting Critical Thinking in the Social Studies, K-6	
EDUC 388 (4 hours) Reading and Literacy Methods, K-12		EDUC 388 (4 hours) Literacy Processes and Practices Across the Curriculum: Integration, Differentiation, and Management, K-6	
EDUC 455 (6 hours) Student Teaching and Seminar		EDUC 455 (8 hours) Student Teaching and Seminar	
EDUC 396 (1 hour) Research Methods in Education, BK-12		EDUC 456 (4 hours) The Teacher as a 21 st Century Professional, K-12	
EDUC 496 (2 hours) Directed Research in Education, BK-12			
PSYC 101 or 102 (3 hours) General Psychology		Content Integrated into EDUC 210, 326	
PSYC 318 (4 hours) Psychology Applied to Teaching			
MATH 211 (3 hours) Structure of Mathematics I		MATH 211 (3 hours) Structure of Mathematics I	
MATH 215 (3 hours) Structure of Mathematics II		MATH 215 (3 hours) Structure of Mathematics II	
HIST 101 or 102 (3 hours) U.S. History		EDUC 220 (3 hours) Foundations of Global, Civic, and Economic Literacy, K-6	
HIST 151 (3 hours) World Civilization I			
HIST 152 (3 hours) World Civilization II			
HIST 315 (3 hours) N.C. History			
Total Hours: 63	Total Courses: 21	Total Hours: 51	Total Courses: 13

Note: Title changes reflect our commitment to reshape course content to reflect 21st Century Knowledge, Skills, and Dispositions. For the sake of brevity, this document will discuss the most extensive programmatic changes.

UNCA 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 current curricular realities
- To make the program shorter and more nimble while retaining program quality
- To guide candidates to identify their own needs in terms of lifelong learning and professional development

The ideas for the revised program resulted from several sources:

- Data from current and former students (through course evaluations, student teaching exit interviews and surveys, ILT surveys, and in person) and their employers (ILT surveys and in person)
- Input from public school partners, liberal arts colleagues, alumni, and current students regarding what the ideal K-6 program might look like
- Examination of licensure programs at other liberal arts universities

Changes Reflected in the New Program

1. EDUC 210 introduces the realities of 21st century schools and classrooms and enumerates the responsibilities of public school teachers. Covers student diversity (culture, language, gender, academic/cognitive ability, socioeconomic status; developmental levels; learning styles; multiple intelligences). Emphasizes 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. Also covers: school law and accountability, particularly relative to meeting student needs; educational philosophy and self-reflection; school governance and finance; etc. Candidates will be expected to demonstrate effective communication and collaboration skills as well as ICT literacy. 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.

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 students. This course will provide a framework for the increased emphasis on differentiation in subsequent classes. Candidates will demonstrate their leadership abilities, life skills, and ICT competency throughout course activities.

2. The stand-alone courses in teaching the Creative Arts and Health/P.E. are being removed from program requirements, with course content integrated into methods courses. New courses: (a) EDUC 317: Integrating the Language Arts and Creative Expression in the Contemporary Classroom and (b) EDUC 322: Facilitating Inquiry-Based Learning: Science and Healthful Living.

Rationale for Change: To emphasize cross-curricular integration, thus reflecting the reality of public schools/classrooms.

3. EDUC 326: The Learner: Development, Assessment, and Responsive Teaching is a new course (parallel to EDUC 327 for 6-12 licensure candidates) covering student development, curricular assessment (formative and summative), and diagnostic teaching. The course gives particular emphasis to literacy assessment. Candidates will think critically and at length about student learning and assessment; they will conduct research into best instructional practices, develop plans for deep teaching of higher-order skills, implement lesson plans, and use the results for diagnostic re-teaching. The main course project will be responsive to the School Improvement Plan and school- or district-wide initiatives. Mastery of this course's content should enable candidates to pass the PRAXIS II in Reading, thus allowing them to add Reading Licensure to their K-6 license.

Rationale for Change: To provide a more cohesive approach to assessment of student learning and address the emphasis on 21st Century Assessment in the public schools; to provide candidates with an opportunity to think critically about multiple aspects of student learning and to use data from assessments to drive instruction.

4. EDUC 325 (The Resourceful Teacher) has been eliminated, its content re-distributed across other courses, particularly EDUC 210 and EDUC 388.

Rationale for Change: To integrate course content into logical places in the program and bring EDUC 388 into alignment with other 380-level capstone courses across the unit.

5. EDUC 396 and 496 have been replaced by EDUC 456: The Teacher as a 21st Century Professional. 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 in EDUC 456 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. Taken concurrently with EDUC 455.

Rationale for Change: To emphasize the need for candidates to be proactive 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 so candidates will be considered full-time students.

Rationale for Change: Candidates are expected to participate for the entire semester. Changing student teaching to full time will reflect the work they do and will facilitate insurance and financial aid for them.

7. HIST 101/102, 151, 152, and 315 have been eliminated, to be replaced by EDUC 220, Foundations of Global, Civic, and Economic Literacy, K-6, which covers 21st century content and core subjects related to Social Studies.

Rationale for Change: This change will better reflect the realities of the public school classroom; the existing 12 hours of HIST content either over- or under-emphasize the topics that elementary teachers are required to teach. The addition of EDUC 225 will ensure that candidates have a working knowledge of the areas of science addressed in the K-6 course of study.

8. PSYC 101/102 and 318 have been eliminated from the program. The content from PSYC 318 has been redistributed across EDUC 210 and EDUC 326..

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

B. Public School Partner Involvement in the K-6 Re-Envisioning Process

Public school partners, arts and sciences faculty members, program alumni, and current students have played an integral role in the re-envisioning of the K-6 licensure program at UNCA.

The program was re-designed in two phases. In the first phase, all faculty in the UNCA Education Department 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.

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 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.
- Teacher Focus Group (May 5, 2009): Discussion of Evidences Five and Six with clinical faculty and current candidates.

On February 3, 2009, using the feedback from public school partners, the departmental faculty voted to accept the recommendations for the new core.

Phase Two: Focus on Program-Specific Changes

- K-6 Focus Group (February 9, 2009): Public school partners were oriented to the new core and discussed the merits of each of three different scenarios for re-envisioning the K-6 program. Of particular focus was the issue of how methods courses might best be integrated to reflect current public school realities. After extensive discussion, the group recommended that program faculty further develop Scenario 1.
- K-6 Focus Group (February 16, 2009): Cooperating teachers were oriented to the new program and provided with the opportunity to give feedback about it. Discussion was positive, with the teachers agreeing that the proposed changes seem to do a good job of reflecting practice in current public school classrooms.
- K-6 Focus Group (April 6, 2009): Participants reviewed recent program data (student teaching exit surveys and ILT/Employer Surveys) which support the proposed changes. The blueprint draft was distributed for review, and specific discussion focused on the content of the new assessment course.

Phase Three: Delivery and Evaluation

Once the program has been implemented, public school partners will be involved in its delivery and evaluation in several ways. Clinical teachers will serve as consultants in the development and delivery of the new classes, attending as guest lecturers and/or team teachers with university faculty. Further, public school personnel will be invited to lead and/or participate in the professional development discussions and seminars occurring during EDUC 456.

The USTEP Initial Preparation Subcommittee and the K-6 Focus Group will continue to meet periodically to evaluate the effectiveness of the program. Others involved with evaluation will include cooperating teachers, ILTs, employers, program completers, arts/sciences faculty, and current students. Regular focus groups (generally held at cooperating teacher training sessions every semester) will give us up-to-date input from cooperating teachers who work with our students as we are transitioning to the new program.

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, 3c.2
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.
- 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.

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 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 or Equivalent		3b.1. Demonstrates an appropriate level of content knowledge in the teaching specialty. 3c.2. Relates global awareness to the subject.
3	Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.	Integrated Thematic Unit	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 technology and one that uses student learning teams.	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. 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 strategies for critical thinking and problem solving.

			<p>Candidates will reflect on each lesson.</p>	<p>4f.1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. 5c.1. Uses a variety of research-verified approaches to improve teaching and learning.</p>
<p>4</p>	<p>Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates knowledge, skills, and dispositions in practice.</p>	<p>LEA/IHE Certification of Teaching Capacity</p>	<p>State-required evaluation of the candidate completed by the institution and the cooperating teacher.</p>	<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>. 1a.3. Maintains a safe and orderly classroom that facilitates student learning. 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. 1d.1. Implements and adheres to policies and practices positively affecting students' learning. 1e.1. Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>. 2a.1. Maintains a positive and nurturing learning environment. 2b.1. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. 2b.2. Incorporates different points of view in instruction. 2c.1. Maintains a learning environment that conveys high expectations of every student. 2d.1. Cooperates with specialists and uses resources to support the special learning needs of all students. 2d.2. Uses research-verified strategies to provide effective learning activities for students with special needs. 3a.2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning. 3b.2. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity. 3d.1. Integrates 21st century skills and content in instruction. 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 strategies for critical thinking and problem solving. 4f.1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. 4g.1. Uses a variety of methods to communicate effectively with all students. 4g.2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. 4h.1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. 4h.2. Provides evidence that students attain 21st century knowledge, skills and dispositions. 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.	Instructional Unit Project: Assessment Focus	Candidates will complete an instructional unit to include pre-teaching assessment, planning, implementation, post-teaching assessment, and remediation.	<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 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	
a. Teachers lead in their classrooms.	
1. 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.	<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
2. Draws on appropriate data to develop classroom and instructional plans.	<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
3. Maintains a safe and orderly classroom that facilitates student 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
4. Uses positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<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 demonstrate leadership in the school.	
1. Engages in collaborative and collegial professional learning activities.	<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
2. Identifies the characteristics or critical elements of a school improvement plan.	<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
3. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.	<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 lead the teaching profession.	
1. Participates in professional development and growth activities.	<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
2. Begins to develop professional relationships and networks.	<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

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<p>d. Teachers advocate for schools and students. 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 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 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 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. 1. Maintains a positive and nurturing learning environment.</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 embrace diversity in the school community and in the world. 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>	<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 <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 <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 treat students as individuals. 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. 1. Cooperates with specialists and uses resources to support the special learning needs of all students. 2. Uses research-verified strategies to provide effective learning activities for students with</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
special needs.	<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>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>	<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
3. TEACHERS KNOW THE CONTENT THEY TEACH	
<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>
<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 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 make instruction relevant to students.</p> <p>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
4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS	

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<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 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> <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 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 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> <p>1. Integrates technology with instruction to maximize 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>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>

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS
<p>h. Teachers use a variety of methods to assess what each student has learned.</p> <ol style="list-style-type: none"> 1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. 2. Provides evidence that students attain 21st century knowledge, skills and dispositions. 	<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	
<p>a. Teachers analyze student learning.</p> <ol style="list-style-type: none"> 1. Uses data to provide ideas about what can be done to improve 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>b. Teachers link professional growth to their professional goals.</p> <ol style="list-style-type: none"> 1. Participates in recommended activities for professional learning and development. 	<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 function effectively in a complex, dynamic environment.</p> <ol style="list-style-type: none"> 1. Uses a variety of research-verified approaches to improve teaching and 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>

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/Praxis II Scores

II. Specific Requirements: Complete a bachelor's degree in one of the liberal arts disciplines offered by UNCA; complete all courses leading to licensure according to departmental requirements. All candidates are required to pass PRAXIS II, which is accepted by the state as evidence of Breadth of Content Knowledge.

The K-6 program of study has been carefully reviewed to ensure that all specialty standards are being addressed, either by particular courses or through competency-based activities within courses. Because K-6 licensure candidates at UNCA can major in any one of the liberal arts disciplines offered on campus, providing a list of courses required for the major is unrealistic for this report. Instead, for K-6 licensure candidates, *in addition to assessing their PRAXIS II scores*, we will assess their transcripts to make sure they have grades of C or better on 24 hours of the following relevant coursework:

Nature of the Learner, School Governance and Culture, Theories of Learning, Technology

EDUC 210 (4 hours) Teaching and Learning in the 21st Century, K-12

EDUC 211 (1 hour) Instructional Applications of Information and Communications Technology, K-12

Assessment and Instruction, English/Language Arts/The Arts, Classroom, Environment, Instructional Mgmt.

EDUC 317 (4 hours) Integrating the Language Arts and Creative Expression in the Contemporary Classroom, K-9

EDUC 388 (4 hours) Literacy Processes and Practices Across the Curriculum: Integration, Differentiation, and Management K-6

Nature of the Learner, Assessment and Instruction

EDUC 326 (4 hours) The Learner: Development, Assessment, and Responsive Teaching, K-6

Assessment and Instruction, Mathematics

MATH 211 (3 hours) Structure of Mathematics I

MATH 215 (3 hours) Structure of Mathematics II

EDUC 340 (3 hours) Content and Process in the Teaching of Mathematics, K-6

Assessment and Instruction, Social Studies

EDUC 220 (3 hours) Foundations of Global, Civic, and Economic Literacy, K-6

EDUC 344 (3 hours) Producing Knowledgeable Global Citizens: Promoting Critical Thinking in the Social Studies, K-6

Assessment and Instruction, Sciences, Healthful Living

EDUC 322 (4 hours) Facilitating Inquiry-Based Learning: Science and Healthful Living, K-6

III. How the Evidence Addresses the Descriptors: Required by the state, which accepts PRAXIS II scores as evidence of breadth of content knowledge.

IV. How the Evidence Is Evaluated: Candidates must pass Praxis II. Candidates must meet university and departmental grade and hour requirements. Candidates must have a C or better of 24 hours of the above-listed coursework. Data are gathered by Institutional Research and evaluated by K-6 program faculty.

#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.

Also addressed: 3c.2.

I. Name of Evidence: Dossier and Dissemination Project: A Comparison Between "Our World" and "Their World"

II: Specific Requirements: Evidence 2 will be created in EDUC 220, Foundations of Global, Civic, and Economic Literacy, K-6, which covers 21st century content and core subjects related to Social Studies. Following is an outline of what candidates will complete, which also speaks to each section of the final written project. The elements of the standards addressed by the evidence are 3b.1. (Demonstrates an appropriate level of content knowledge in the teaching specialty) and 3c.2. (Relates global awareness to the subject).

- Candidates will be assigned one country from Europe, Central America, North America, or South America on which to conduct research. Research topics will address the points in NC Professional Teaching Standard III: Teachers Know the Content They Teach in the NC Professional Teaching Standards, and will center on essential questions to create a conceptual framework and research focus, as follows:
 - Point 1 in the Standard: Teachers know the content appropriate to their teaching specialty
 - Essential Questions: What is the country's place in the world and related geographical characteristics? What is the country's place in history?
 - Related research to be conducted: Examples: topics that come about as a result of candidates' wonderings concerning the essential questions, global location [continent, latitude/longitude, etc.], elevation, typical weather patterns, terrain, population, surrounding bodies of water, indigenous wildlife, religious groups represented, racial groups represented, tourist points of interest, history of war involvement, genocide, ports and infrastructure, natural disasters, etc.
 - Point 2 in the Standard: Teachers recognize the interconnectedness of content areas/disciplines – which includes "Promote global awareness and its relevance"
 - Essential Questions: What scientific, mathematical, and literacy-related issues impacted the country's historical status? What scientific, mathematical, and literacy-related issues impact the country's current status?
 - Related research to be conducted: Examples: Candidates will explore topics that come about as a result of their wonderings concerning the essential questions. Candidates will explore scientific issues related to the availability of health care in the country. Candidates will determine the details regarding water and sanitation in the country. Candidates will explore the environmental issues facing the country (climate change, etc.). Candidates will discuss the literacy rate of the citizens of the country.
 - Point 3 in the Standard: Teachers make instruction relevant to students – which includes "Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness"
 - Essential Questions: What is the relationship between the financial, economic, business and entrepreneurial literacy; civil literacy; and health and wellness characteristics of the country when considering just the country itself? What is the relationship between the financial, economic, business and entrepreneurial literacy; civil literacy; and health and wellness characteristics of the country when considering the world as a whole?
 - Related research to be conducted: Examples: Candidates will explore topics that come about as a result of their wonderings concerning the essential questions. Candidates will identify the current leader of the country and explain the process by which that president came into power. Candidates will also determine key financial, economic, and business-related current events related to the country. Candidates will explore the impact of laws, traditions, customs, etc. as they relate to the health and wellness of citizens of

the country. Candidates will determine the fair trade and other statuses of the country to determine the country's relationship with the rest of the world. Candidates will explore the economic system present in the country and how that relates to the financial status of the business owners as well as the population at large. Candidates will determine the key languages spoken in the country and how this impacts business and international relations. Candidates will explore educational opportunities available in the country and how this relates to the financial situation in the country and global competitiveness.

- Candidates will participate in simulations related to the country (<http://www.educationalsimulations.com/>) and discuss issues related to this during class.
- Candidates will create a dossier to express and bring to full circle their knowledge of the country gained through conducting research and participating in the simulations. Examples of required elements of the dossier include the following: graphic organizers to express the different facets of the country researched and the relationship of these facets to each other both within the country and with regard to the world; a detailed timeline to present key events related to the country; a piece of expository writing related to the content (using the graphic organizer and timeline as a guide); a piece of creative writing written from the point of view of a citizen of the country that stems from the learnings gained by completing the simulation; and a thorough listing of the reference material used during the research to include at least Google Earth, related web sites, atlases, and magazine and newspaper sources for current events.
- Candidates will use their research to determine how the studied country impacts them as a United States citizen, and then, more specifically, as a North Carolina, citizen. In other words, candidates will express how this country contributes to their global citizenry. Candidates will create a presentation on their country using Movie Maker/PowerPoint/ Podcasting, etc. for the class in which they will express pertinent information regarding this global citizenry revelation.

III. How the Evidence Addresses the Descriptors:

- 3b.1: Candidates must use a variety of resources, including technology, to investigate all aspects of their assigned country. After researching their topic and participating in a relevant simulation, they will compile a dossier of information about their country AND exhibit critical thinking skills by comparing the assigned country to the United States. They will reflect on their global, national, and state citizenship as part of the activity. They will demonstrate their knowledge to others by disseminating the information through the use of instructional technology.
- 3c.3: The entire project is designed to increase candidates' global awareness and to have them think critically about how their place of residence is impacted by the country about which they are doing research.

IV. How the Evidence Is Evaluated: A detailed rubric will be developed for each part of the assignment and for the presentation. Candidates will be required to score at least 70% on all parts of the assignment and on the presentation in order to fulfill the requirements for Evidence 2.

#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:

1. Situational Context (5%):

(a) Who are students at this grade level? Describe them in terms of developmental theory (Piaget, *Yardsticks*, developmental stage information from our textbook – see p. 85 and p. 531).

(b) Who are the children in your school? How will what you know about the school inform your planning and teaching?

To complete this part of the assignment, gather information about the school to which you have been assigned. Ask your cooperating teacher or the school principal for information about the school:

- How many students are in the school?
- What is the school's racial/ethnic diversity (in general)?
- What sorts of language diversity exist in the school?
- Is the school a Title I school? What sorts of neighborhoods does it serve?
- How many Exceptional Children's teachers does the school employ?

If you cannot obtain demographic information about your school, see me. Be aware that some of this information is of a sensitive nature and that you may not be able to get specific data.

(c) Who are the children in your class? What needs does the group in general have? What specific needs do individuals in the class have? How does what you know about the school and about your particular group of students inform your teaching?

When describing your class of students, be sure to address the following questions.

- How many boys/girls are in your class?
- What is the class's racial/ethnic diversity?
- Is there linguistic diversity in the class? If so, what languages are represented? How proficient are your English Language Learners? What sorts of services do they receive?
- What types of exceptionalities are represented in your class? What sort of support do the children get from EC teachers? (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.)
- How many children are on some sort of special plan (green folder, 504 plan, etc.)?

2. Pre-Teaching Assessment: Creation (5%). Once you have a general idea of your unit topic, you need to know what the children already know and what they need to learn about the subject. To that end, you will design and administer an appropriate pre-teaching assessment which reflects SCS goals and objectives, is developmentally appropriate, taps multiple levels of thinking, and meets the needs of the particular class of students. (Although the assessment may be qualitative, you 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/rubric; and materials. Submit your pre-teaching assessment for instructor approval prior to administering it.

Pre-Teaching Assessment: Administration and Analysis (5%). You will administer the assessment to your students prior to planning the unit of instruction. You will analyze the data, considering the performance of your students as a whole, and as members of NCLB subgroups. (Data may be presented in a table, accompanied by a narrative.) Be sure to note patterns, misconceptions, content with which students are already familiar, and areas which will require the development of background knowledge. 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?

3. Unit Rationale and Objectives (10%) The rationale should explain what you will teach and why, and should include arguments to explain what content and process objectives you will teach (and to whom). In other words, you should clearly explain the assertion that the topic, objectives, and activities are important, appropriate, aligned, and worthwhile for this particular group of students.
 - (a) In one bulleted list, include the NCSCOS objectives you will cover; in another bulleted list, delineate the class objectives you have for your lessons if these are different. Identify the levels of thinking (i.e., Bloom) required by your objectives.
 - (b) Once you have delineated your objectives and given a rationale for their inclusion in the unit, you should discuss the unit in general, describing, for instance, activities/methodology you will utilize (only general terms are necessary). You must explain which NCTE/IRA Standards for the English Language Arts you are addressing (be specific!), as well as which NC 21st Century Standards you're including. Additionally, you should cite one professional journal article supporting your plans to incorporate one or more aspects of reading instruction AND one professional journal article supporting your plans to teach children to use some sort of technology as part of the unit. Include a bibliography with your submission.
4. Management Plan and Considerations (5%): Speak to your plans for managing the classroom during your teaching. Specifically, address rules, common procedures, plans for dealing with inappropriate behavior, and plans for acknowledging appropriate behavior. Address issues related to safety and supervision. Describe how you will go about establishing a safe emotional environment that respects and appreciates diversity. Write this paper not just to describe what your cooperating teacher currently does, but what YOU will do when you are teaching your unit.
5. Study of School Services: Make appointments with the specialists and resource people listed on the Study of School Services form. 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.
6. 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; further, be sure to match your assessments (both formative and summative) with your objectives. Note: Within your five lessons, you must include each of the following stipulations at least once: (a) teach students to use instructional technology effectively; (b) develop critical thinking and problem-solving; and (c) organize student learning teams to encourage cooperation, collaboration, and leadership.
7. Post-Teaching Assessment: After teaching the unit, administer a post-teaching assessment. (This may or may not be the unit assessment you developed for pre-assessment, but must measure the same goals). Write a detailed analysis of your 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.) Consider NCLB subgroups' performances as part of your analysis, and speak to the success (or lack thereof) of your differentiation strategies. Be sure to answer these questions: Were your goals/objectives appropriate for this group of students? If not, what should you have done differently? What would have made the unit more successful? Time? Different methods? Different materials? What did the student learn from your unit? What did YOU learn?

Candidates will then, as appropriate, plan and implement remediation activities (in consultation with the cooperating teacher and university supervisor), moving all students toward mastery of the objectives. Write a final report reflecting on the experience of pre-assessing, teaching, post-assessing, and remediating.

8. Observation/Evaluation: I will observe and evaluate one lesson; the cooperating teacher will complete a comprehensive evaluation of your performance in the classroom. My evaluation is Pass/Fail. In the event that fail the first observation, I will make arrangements to have a second evaluator observe you; if you fail the second observation, you have failed the field experience and must repeat the course. In addition, if your cooperating teacher asks that you be removed from the classroom and/or gives you a grade of less than a C on your final evaluation, you have failed the field experience and must repeat the course.
9. Videotaping: You will videotape a lesson, watch the tape, and complete a written reflection of your performance, identifying strengths and weaknesses in the lesson plan and delivery. You will identify ten minutes of the video (by counter number; can be more than one segment) that you want me to watch; within those ten minutes, you should identify something you did well, and something you might do differently. Bring your video in when you come to debrief from the lesson observation.
10. Reflection: Use the reflection cycle to structure your reflections. These should be considered and thoughtful; reflections will be assessed for depth. REFLECTIONS ARE DUE THE CLAS PERIOD FOLLOWING EACH LESSON YOU TEACH. I will accept them via email. Remember that you have a total of five reflections due: 4 for lessons taught but not videotaped and 1 from the videotaped lesson (write this after you've watched the video).

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 the integration of literacy content and process skills. Students must teach language arts skills within the context of other curricular areas; they must define the links between these 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 for EDUC 388.
- 3d.1: Candidates are required to indicate in their rationale and 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 rationale and differentiate instruction in their plans.
- 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 teach 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 rationales, candidates must use scholarly literature to defend their use of particular teaching practices.

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 section of Part A of the unit rubric; further, they must score at least 70% or better on the unit as determined by the criteria in Part B of the unit Rubric. 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: Assessing, Teaching, Remediating: Unit-Based Instruction

As part of a unit of study to be implemented during student teaching, candidates will design and administer an appropriate pre-teaching assessment. The assessment, which is to reflect unit goals and objectives, is to be developmentally appropriate and tap multiple levels of thinking. The assessment need not require paper and pencil but must yield results that can be reported in terms of number/percentage correct. The assessment must include: goals/objectives; assessment items; directions for administration; scoring guide; and materials (describe or include).

Candidates will administer the assessment to their students prior to writing their unit plans. 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, areas with which students are already familiar, etc. They will write up their analysis, including considerations they'll need to make when writing the unit plan. They will answer these 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 discuss/submit student work samples representing various levels of performance as a means of validating their assertions in the narrative.

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.) Candidates are to 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? 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?

Candidates will then, as appropriate, plan and implement remediation activities (in consultation with the cooperating teacher and university supervisor), moving all students toward mastery of the objectives. Candidates will write a final report reflecting on the experience of pre-assessing, teaching, post-assessing, and remediating, couching their reflection in terms of how a teacher of this grade/subject contributes to students' progress toward high school graduation.

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 remediation 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 remediation plans.

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.

#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 388 (taken the semester prior to student teaching) and 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 in response.

Who are your students? Consider gender, development, home situation, ability/disability, linguistic diversity, cultural diversity, etc. 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 from which they can choose (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?
 - 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.

D. Timeline for Implementation

- 2008-2009 School Year: Devise new program
- April, 2009: Senate document removing HIST and PSYC requirements from K-6 program passed, instituting changes for Fall 2009
- Summer, 2009: Devise new curriculum for EDUC 211
- April-October, 2009: Prepare documents required to institute changes at UNCA
- August-December, 2009: Pilot the new Assessment course (to be numbered EDUC 326) as a Special Topics Course (EDUC 373)
- 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
- Spring 2010: Pilot new courses for EDUC 317, EDUC 220, and EDUC 322. Continue to offer EDUC 326 (Assessment) while seeking university permission to add EDUC 326 to catalog
- Spring 2010: Begin contracting for new program as appropriate.
- Fall 2010: Full implementation of new program, including EDUC 456.