

North Carolina A&T State University
Greensboro, North Carolina

Revisioning Report for Biology Education



June 30, 2009

Section A: Description of the Proposed Revised Program

The proposed Biology Education program at North Carolina Agricultural and Technical (NC A&T) State University has been revised to reflect the North Carolina Standards for Teachers and the 21st century knowledge, skills, and dispositions embedded in them by revising the University's Professional Education Conceptual Framework, which prompted the need to revision the Professional Education Core courses, the Biology Education core courses, and the transitions candidates make throughout the program. While the basic philosophy for the Professional Education Program at NC A&T State University remains unchanged, the shared vision is enhanced; the core values and the core principles have been reviewed and redesigned to include the North Carolina Standards for Teachers and the 21st century knowledge, skills, and dispositions. Furthermore, candidates will engage in Professional Learning Communities (PLC) or communities of practice where all members work collaboratively to create a shared vision, as they matriculate through the Biology Education program. Finally, the required Professional Education Core and the Specialty Area Core courses have been revised or newly developed to reflect the needs of the 21st Century.

The Shared Vision of the Professional Education Unit at North Carolina A&T State University was developed in collaboration with four academic colleges, PK-12 education partners, and other stakeholders. Consistent with the mission of the University, the Unit strives to prepare 21st Century Professional Educators who understand the complex needs of a pluralistic global society and who respond to these needs by creating interdisciplinary learning environments where critical thinking, collaboration, communication, and commitment to service guide thinking and behavior. As such, the Professional Education Program at North Carolina A&T State University is committed to the development of 21st Century Professional Educators who are aware of diverse populations in their communities, who appropriately use and interpret assessment data to guide future decision making, who engage in the skillful art of reflection to transform thinking and practice, and who use various forms of technology to manage instruction and assessment.

The Professional Education Program has adopted the theme “21st Century Professional Educators: Catalysts for Learning and Leading” as its core belief to produce educators who work with learners of all ages with varying experiences and various approaches to learning. Relying on an inquiry approach to teaching and learning where candidates use critical thinking skills to work collaboratively with stakeholders, the Professional Education Program emphasizes the merging of theoretical and practical knowledge to develop educators who engage, inspire, and encourage learners to explore, discover, and become advocates for lifelong learning and service to humankind. Four core values interwoven throughout the Professional Education Program guide the development of professional educators at North Carolina A & T State University: Diversity, Assessment, Reflection, and Technology. Infused throughout the Professional Education Program are seven key principles necessary for the growth and development of an effective 21st Century Professional Educator. These principles emerge from and align with the Unit's core values: content mastery, professional knowledge, professionalism, leadership, equity, global awareness, and inquiry.

The current undergraduate teacher education programs at North Carolina A&T State University (NC A&T) require candidates take a 22-28 hours professional education core. The programs have annual benchmarks, which include admission to specific programs, meeting and maintaining GPA requirements, and completing field experiences. At the end of each semester, candidates are notified in writing of their progress toward specified benchmarks. However, the current undergraduate teacher education programs do not adhere to a developmental scope and sequence.

In the revised teacher education programs at NC A&T, all candidates will study in Professional Learning Communities (PLCs), completing a developmental scope and sequence of courses collectively called the Professional Education Core (PEC). There will be four PLCs—one associated with each academic year. The PLC associated with the freshman year (PLC 1) will introduce candidates to the

profession. Each candidate will be required to take the course *Ethics of Teaching*, which will have an accompanying two-hour weekly clinical experience. Candidates will also be required to take an additional course that addresses instructional technology for the 21st century classrooms. During the sophomore year candidates will gain necessary skills for planning instruction in PLC 2 by completing two courses— *Culturally Relevant Pedagogy* and *Assessment for 21st Century Classrooms*. A three-hour weekly clinical experience will be required with *Culturally Relevant Pedagogy*. In the PLC planned for the junior year (PLC 3) candidates will learn to implement instructional plans for all students. The two required courses are: *Differentiated Instruction* and *Literacy Diagnostic*. The bi-weekly, 3 hour per day clinical experience in PLC 3 will focus on application of theories in the school. PLC 4 will be completed during the candidate's senior year and will provide candidates with the opportunity to practice the teaching profession. During PLC 4, candidates will complete *Methods of Teaching* and *Internship for Teacher Education*. While completing *Methods of Teaching Science*, the associated full day, bi-weekly clinical experience will focus on pedagogical strategies within the content area. In *Internship for Teacher Education* candidates will be assigned to a school Monday through Friday for the entire school day. At the culmination of each PLC candidates are expected to have completed specific modules, evidences, and other requirements to transition to the next PLC. These transition points will be the basis for monitoring candidates' progress toward program completion. Candidates will receive written status reports at the end of each academic year detailing their progress toward completing each transition point. Additionally, in the revised teacher education program at NC A&T, candidates will begin developing evidences for their final candidate portfolio during PLC 1 and will deposit these into electronic portfolios. Specified evidences will be added to the portfolios during each PLC. The evidences will be assessed using a team composed of university faculty and administrators and public school partners (critical colleagues).

Based on this revisioning, we believe candidates will develop the requisite knowledge, skills, and dispositions to teach effectively diverse learners in the 21st Century. The Teacher Education Program at North Carolina A & T State University is committed to deepening candidate content knowledge and pedagogical skills, expanding candidate knowledge of diverse populations, and enhancing candidate technological capabilities to engage the learner. Furthermore, we believe candidates who graduate from our revised Teacher Education Program will have the ability to demonstrate leadership within the classroom, school, and community, to establish a respectful environment for a diverse population of students, to demonstrate knowledge of their content area, to facilitate student learning, and to reflect on their practice.

The Revised Specialty Area Core

The revised Biology Education curriculum includes the 24 credit hours of content and a sequence of Curriculum and Instruction course that will organize candidates into well-defined cohorts that will create learning communities among candidates in various content areas. The sequence will have candidates beginning Curriculum and Instruction course in the second semester of the freshman year. Each course has been carefully planned to help the candidate develop the knowledge, skills, and dispositions needed to be an effective secondary education teacher. The following courses are included in the revised curriculum: Instructional Technology in 21st Century Classrooms, Ethics of Teaching, Culturally Relevant Pedagogy, Learning and Practice, Assessment for 21st Century Classrooms, Exceptional Children, Differentiated Instruction, Literacy Diagnostics, Methods of Teaching Science, and Internship for Teacher Education (highlighted in the curriculum guide below). The previous curriculum included the following courses: Introduction to Teacher Education, Foundations of Education, Psychology of Education, Evaluation and Assessment, Principles and Curricula, Teaching Reading in the Secondary School, Methods of Teaching Science, and Observation and Student Teaching. The courses differ from the previous curriculum in that candidates in the original program began taking Curriculum and Instruction courses in their junior year with Introduction to Teacher Education. Taking an introduction to teaching course so late in their matriculation is certainly not an ideal situation. The initial education course should be taken in the freshman year. And thus, the introductory courses have not been placed in the first academic year. Additionally, this schedule placed candidates in courses with education majors in other areas that were freshmen or sophomores. The changes that we are proposing will help to create a

community of future educators, and less of a discord between education majors in different areas. By interviewing our current candidates, we have found that very often our candidates feel disconnected from the other majors and the School of Education. By creating the learning communities early in their matriculation, we are eliminating this problem.

The science content courses have not been changed in the curriculum. Based on conversations with our alumni, we concluded that the content courses prepared candidates for classroom content. Our most recent graduate was able to successfully pass the Praxis II content exam and was confident that the required content courses were more than sufficient. However, we did decide to change the mathematics requirements. The previous curriculum required students to take Calculus I and II. The faculty has determined that national trends show that most Biology programs are no longer requiring higher levels of calculus, and it is not a requirement for professional schools. It was also determined that many of our students come to the University without prior courses in Calculus. These students begin the sequence of courses with Pre-Calculus. We are better meeting the needs of our students by requiring that they begin with Pre-Calculus and then take Probability and Statistics. The latter course will be extremely beneficial for data collection and analysis.

Curriculum Guide
Bachelor of Science in Secondary Education (Biology)
Curriculum Guide

Freshman Year

<i>First Semester</i>		<i>Credit</i>	<i>Second Semester</i>		<i>Credit</i>
BIOL 101	Concepts of Biology	4	BIOL 240	General Botany	4
CHEM 106	General Chemistry VI	3	CHEM 107	General Chemistry VII	3
CHEM 116	General Chemistry VI Lab	1	CHEM 117	General Chemistry VII Lab	1
HPED 101 ¹	Physical Fitness	1	UNST 140	The African-American Exp	3
UNST 110	Critical Writing	3	UNST 130	Analytical Reasoning	3
UNST 120	The Contemporary World	3	CUIN 101	Instructional Technology	1
UNST 100	University Experience	<u>1</u>	CUIN 102	Ethics of Teaching	<u>2</u>
		16			17

Sophomore Year

<i>First Semester</i>		<i>Credit</i>	<i>Second Semester</i>		<i>Credit</i>
BIOL 221	General Microbiology	4	BIOL 260	Comp Vertebrate Anatomy	4
CHEM 221	Organic Chemistry I	3	CHEM 222	Organic Chemistry II	3
CHEM 223	Organic Chemistry I Lab	2	CHEM 224	Organic Chemistry II Lab	2
MATH 110	Pre-Calculus	4	MATH 224	Intro to Prob. and Statistics	3
CUIN 2XX	Culturally Relv. Pedagogy	2	CUIN 413	Learning and Practice	3
HPED 200	Personal Health	<u>2</u>	CUIN 3XX	Assessment/21 st Cent.	<u>2</u>
		17			17

Junior Year

<i>First Semester</i>		<i>Credit</i>	<i>Second Semester</i>		<i>Credit</i>
SPED 350	Exceptional Children	3	BIOL 462	Intro to Cell Physiology	4
CUIN 4XX	Differentiated Instruction	2	BIOL 561	Developmental Biology	4
BIOL 466	Principles of Genetics	3	CUIN 4XX	Literacy Diagnostics	2
PHYS 225	College Physics I	3	UNST Cluster Theme Elective ³		3
PHYS 235	College Physics I Lab	1	PHYS 226	College Physics II	3
UNST Cluster Theme Elective ²		<u>3</u>	PHYS 236	College Physics II Lab	<u>1</u>
		15			17

Senior Year

<i>First Semester</i>		<i>Credit</i>	<i>Second Semester</i>		<i>Credit</i>
BIOL 410	Ecology	3	CUIN 560	Internship for Teacher Ed.	9
BIOL Elective ³		3	BIOL 501	Capstone Course	<u>3</u>
CUIN 535	Methods of Teach. Science	2			12
UNST Cluster Theme Elective ³		3			
UNST Cluster Theme Elective ³		<u>3</u>			
		14			

TOTAL CREDIT HOURS: 125

¹ Substitute courses are accepted for HPED 101 upon approval of major advisor.

² Student must choose one cluster and take 12 hours in that cluster.

³ Course taken for Biology elective must be numbered 400 or above.

Section B: Role of Public School Partners in the Revisioning Process

To ensure candidates who complete the Teacher Education Program are proficient in terms of their content knowledge, pedagogical skills and dispositions, leadership and collaboration, and ability to impact student learning, it is imperative the program work collaboratively and continuously with public school partners in the surrounding area (e.g., Guilford, Winston-Salem/Forsyth, Alamance-Burlington public school systems). How we collaborated with our PK-12 partners throughout the revisioning process and how we will collaborate with them during the implementation and evaluation of the program will be of utmost importance as the focus for candidate preparation evolves from awareness of content knowledge and pedagogical content to the conceptualization, implementation, assessment and evaluation of content knowledge and pedagogical skills and dispositions. More exposure to and work with PK-12 students, teachers, and administrators is the aim of the revisioning process, so true partnerships and collaborative relationships are necessary to achieve the new vision of the Teacher Education Program.

Involvement of School Partners during the Revisioning Process

Throughout the revisioning process, we relied on public school partners and other stakeholders in the geographic region to shape the proposed program. On five different occasions, we conducted 1½ hour focus group sessions with PK-12 teachers and PK-12 administrators in the area to engage them in the revisioning process. During the first focus group session on March 7, 2008 with PK-12 teachers from Guilford County, we posed to them the question, “What are the characteristics of an effective teacher?” and asked them to construct circle maps, or conceptual maps used to capture brainstorming ideas. From this activity and subsequent discussion, we asked the PK-12 teachers the follow-up question, “How would you design a Teacher Education Program to produce the type of teacher described?” From this conversation, we conducted follow-up sessions with PK-12 administrators from the Winston Salem/Forsyth County Public School district on April 8, 2008 to elicit their perceptions and thoughts. A follow-up session with PK-12 teachers from the Winston Salem/Forsyth County Public School district occurred on April 15, 2008 to gather their thoughts and ideas. These focus group sessions produced data we used to build a foundation of the proposed revised program. We began the process of aligning the information the PK-12 public school partners shared with us to the North Carolina Professional Teaching Standards. After each of these sessions, we revisited the feedback from the public school partners and aligned it with the North Carolina Professional Teaching Standards to ensure compatibility. Conversations with these individuals continued throughout the fall 2008 semester as we engaged them in discourse about the steps we taken to revision the program. Their suggestions, ideas, insight, and feedback were critical in the revisioning process.

Please note we did not limit the conversation to PK-12 public school partners as we wanted to hear from other stakeholders whose perceptions and thoughts we believed could add value to the revisioning process. Consequently, we conducted a focus group session on April 7, 2008 with representatives of community-based organizations from and related to the Guilford County School system. Noteworthy participants involved in this session were (1) Mr. Mark Jewell, President of the Guilford County Association of Educators, (2) Ms. Toni Jones, President of Guilford County Council of PTAs, (3) Ms. DeAngela Carter, Director of Guilford County Schools Community in Schools, (4) Ms. Linda Mozell, Parents of Color Organizer, (5) Ms. Monica Walker, Diversity Officer for Guilford County Schools, and (5) Ms. Deena Hayes, Guilford County Schools Board of Education. These individuals provided insight in terms of how the program can address issues related to leadership, collaboration, and the impact on student learning inside the classroom and beyond the school within the community.

As a result of the direct ongoing consultation we received from public school partners and other stakeholders since March 2008, we crafted a proposed revised program built on the recommendations, suggestions, and ideas of these individuals. We revisioned the program in response to the feedback provided by these persons while ensuring what we constructed aligned with the North Carolina Professional Teaching Standards.

Role of partners in the implementation of the program

As we now plan to implement the program, we expect full cooperativeness and collaboration from the various public school partners and stakeholders. This collaboration will expand beyond the typical field experience placement where the public school partners have traditionally agreed to allow candidates to conduct observations within their classrooms. Field experiences where the candidates become members of the school community will remain a central part of the proposed revised program; however, the nature of these experiences will change drastically. Rather than sites for simple observation, these experiences will transform into inquiry-based environments where candidates and PK-12 teachers work collaboratively to solve issues related to student learning. Through discourse and planning, the candidates will work alongside PK-12 teachers to pose questions, test hypotheses, and collect, analyze, and interpret data to determine the most effective decision to make based upon these data. Thus, the field experience will transform from an ethnographic site where candidates typically observe and document what they see to action research-oriented sites where candidates actively engage in the conceptualization, implementation, and evaluation of instruction and the active process of reflection to inform future decision making.

Our proposed revised program includes more than collaborative efforts with our K-12 partners through field experiences and clinical internships. We plan to use our K-12 partners more directly and actively at the University classroom level through integrated professional development and other related activities. This intent is in direct response to the numerous focus group sessions with K-12 administrators who desired more interaction with our candidates in the preparation process. Consequently, we plan to use K-12 teachers and administrators to actively assist the three science area programs, (Biology, Chemistry and Physics) by being a part of our Science Education Advisory Board. The members of the Advisory Board will consist of in-service science teachers, retired science teachers, school administrators, and faculty members from the departments of Biology, Chemistry and Physics at North Carolina A&T State University. Advisory Board members will assist the methods class instructor by serving as cooperating teachers and co-teaching during the course

Role of partners in the evaluation of the program

Because we realize the value and importance of our K-12 partners' insight, it is important we provide mechanisms that allow for continuous feedback to improve our program and to evaluate our program. As a result, the program will create a Science Education Advisory Council that will meet twice during the academic year to examine our program's progress, the performance of our candidates, and the role of our University faculty in terms of preparing our candidates and working collaboratively with K-12 partners. We will ask Science Education Advisory Council to examine our curriculum to ensure the course offerings, the sequencing, and the course content are timely and relevant given the current nature of the secondary science student, the current structure of the science curricula, and the current nature of the secondary school environment. For those candidates who graduate from our program, we will ask those with whom we maintain contact to conduct evaluations of our program. We will also ask classroom teachers and school administrators who work alongside these alumni to conduct peer evaluations to assess the effectiveness of our candidates within the school community. These partnerships, collaborative relationships, and evaluative measures will ensure our program is responsive to the changing nature of secondary science learners, education legislation, and the needs of the school community.

Section C: The Electronic Evidences for the Program Area

SECTION I: KEY EVIDENCES

The following table outlines and details the key evidences the Secondary English Education Program will produce as indicators of our candidates' content and pedagogical knowledge, skills, and dispositions. A proposed name and brief description are offered for each evidence. Additionally, each evidence is aligned with the elements of the standards identified in the Teacher Candidate Rubric.

Evidence	Name of Evidence	Briefly Describe the Evidence	Elements of the Standards Addressed by the Evidence
1	Content Knowledge: Evidence that demonstrates breadth of content knowledge in the specialty area 1. Biology: Content Knowledge Praxis II scores	Satisfactory passing scores on the Praxis II assessment (Test 0235) will provide evidence of the candidate's content knowledge as this assessment examines the areas of Biology.	3b.1
2	Content Knowledge: Evidence that demonstrates depth of understanding and application of content knowledge in the specialty area. Literature Review and Oral Presentation	Literature Review (15-20 pages) of a biological sciences topic chosen by the student and their Research Advisor. The Oral Presentation will include the major findings of the Lit. Review and future directions in the research area.	3b.1
3	Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice. Content Area Instructional Unit Work Sample	Comprehensive Unit grounded upon research-verified principles and practices of how students learn that illustrates the candidate's ability to conceptualize, plan, implement, and assess effectively instruction within the content area.	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
4	Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates knowledge, skills, and dispositions in practice. LEA/IHE Certification of Capacity	State-required evaluation of the candidate completed by the institution and the cooperating teacher.	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

Evidence	Name of Evidence	Briefly Describe the Evidence	Elements of the Standards Addressed by the Evidence
<p>5 Positive Impact on Student Learning: Evidence that demonstrates impact on student learning.</p>	<p>Differentiated Instruction Teacher Work Sample</p>	<p>An activity that requires candidates to collect data on student prior knowledge, analyze data, and provide targeted instruction based on the different developmental levels of students in the learning environment. Formative assessment and post-assessment data should illustrate student growth and development.</p>	<p>1a.1, 4b.1, 4h.1, 4h.2, 5a.1</p>
<p>6 Leadership and Collaboration: Evidence that demonstrates leadership and collaboration.</p>	<p>Science Education Grant Proposal</p>	<p>Candidates will review a school improvement plan and identify a “needs” area within the school related to Science (e.g., laboratory experiments, science literary, case studies). Based on this “needs” area, candidates will confer with school administration and science colleagues in the school, parents, and students about potential programs that could be designed to address this particular need. Candidates will construct a program based on this discourse (i.e., a power analysis) and write a grant proposal to fund this idea.</p>	<p>1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1</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. <ol style="list-style-type: none"> 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. 2. Draws on appropriate data to develop classroom and instructional plans. 3. Maintains a safe and orderly classroom that facilitates student learning. 4. 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 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><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>
b. Teachers demonstrate leadership in the school. <ol style="list-style-type: none"> 1. Engages in collaborative and collegial professional learning activities. 2. Identifies the characteristics or critical elements of a school improvement plan. 3. 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>
c. Teachers lead the teaching profession. <ol style="list-style-type: none"> 1. Participates in professional development and growth activities. 2. Begins to develop professional relationships and networks. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input 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. 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 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. 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. 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 checked="" 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 checked="" 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 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. 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. 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 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 <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
b. Teachers plan instruction appropriate for their students. 1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
c. Teachers use a variety of instructional methods. 1. Uses a variety of appropriate methods and materials to meet the needs of all students.	<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
d. Teachers integrate and utilize technology in their instruction. 1. Integrates technology with instruction to maximize students' learning.	<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
e. Teachers help students develop critical-thinking and problem-solving skills. 1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<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
f. Teachers help students to work in teams and develop leadership qualities. 1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<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
g. Teachers communicate effectively. 1. Uses a variety of methods to communicate effectively with all students. 2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<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 <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
h. Teachers use a variety of methods to assess what each student has learned. 1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. 2. Provides evidence that students attain 21 st century knowledge, skills and dispositions.	<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 <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

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

For each of the key evidences identified in Section I provide a detailed description of:

- 1) the name of the evidence;
- 2) the specific directions and/or requirements for the evidence provided to the candidates;
- 3) how the evidence specifically addresses the elements of the standards for which it is cited in Sections I and II; and
- 4) how the evidence is/will be evaluated by the institution.

*The narrative section for **each** evidence is limited to two pages.*

#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 element must address element 3b.

Name of Evidence: Praxis II Exam - Biology: Content Knowledge (0235)

Identification and Purpose of the Evidence

The Praxis II Exam Biology: Content Knowledge (0235) is based on the breadth and depth of knowledge expected of a candidate completing a Bachelor's degree program in Biology. The test assesses the knowledge and competency of a candidate in the areas of knowledge of biological sciences, the basic principles of science, and the issues and applications concerning science, technology, and society.

Specific Directions and/or Requirements for the Evidence

This assessment is 150 multiple-choice questions and timed for 2 hours. The assessment focuses on six areas: (1) basic principles of science, (2) molecular and cellular biology, and (3) classical genetics and evolution, (4) diversity of life, plants and animals, (5) ecology, and (6) science, technology and society. During the two hour period, candidates must demonstrate their knowledge and understanding of concepts and content central to the teaching of Biology. The following synopsis provides an overview of the central concepts assessed in each topic area:

Topic Area 1: Basic Principles of Science

This section assesses the candidate's understanding of the nature of scientific knowledge, inquiry and historical perspectives. The must also demonstrate knowledge of mathematics, measurement, and manipulation. Additionally, candidates should be aware of proper laboratory and safety procedures.

Topic Area 2: Molecular and Cellular Biology

This section assesses the candidate's understanding of the chemical basis of life, cell structure and function, and the molecular basis of heredity.

Topic Area 3: Classical Genetics and Evolution

This section assesses the candidate's understanding classical genetics, including Mendelian and non-Mendelian inheritance and the interaction between heredity and the environment. In addition, candidates should have knowledge of evolution in relation to population genetics, speciation, phylogeny, and the origin of life and species extinction.

Topic Area 4: Diversity of Life, Plants, and Animals

This section assesses the candidate's understanding of the five kingdom system, classification schemes, and characteristics and representatives of kingdoms. Also, candidate's should have knowledge of plants, including evolution, anatomy, physiology, photoperiods, reproduction, and alternation of generation. Lastly, candidate's should have knowledge of animals, including phylogeny, life functions, reproduction and development, and behavior and communication.

Topic Area 5: Ecology

This section assesses the candidate's understanding of populations, communities and ecosystems. In relation to population the focus will be on intraspecific competition, density factors, population growths, dispersion patters, and life-history patterns. In terms of communities, candidates should have knowledge of niche, interspecific relationships, species diversity, and succession. Lastly, knowledge of ecosystems should include terrestrial ecosystems, aquatic ecosystems, biomes, energy flow and human impact.

Topic Area 6: Science, Technology and Society

This section assesses the candidate's understanding of the impact of science and technology on the environment and human affairs. Additionally, candidates should have knowledge of human and nature-induced hazards, and the issues and applications regarding consumer products, energy and natural resources. Finally, candidates must have a grasp of the social, political, ethical, and economic issues in biology, and the societal issues with health and medical advances.

Elements of the Standards Addressed by the Evidence

The Praxis II Exam in assessment in Biology: Content Knowledge (0235) assesses the knowledge and competency of a candidate in the areas of knowledge of biological sciences, the basic principles of science, and the issues and applications concerning science, technology, and society. The assessment is comprehensive and covers a wide range of content knowledge and tools necessary for any candidate aspiring to teach secondary Biology in today's public schools. The content of the exam addresses five of the North Carolina Standards for Science candidates.

North Carolina Standards for Science Teacher Candidates	Praxis Exam Topic Areas that Addresses the Standard
Standard 1. Science teacher candidates understand safety and liability concerns in science and advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.	▪ Topic Area 1: Basic Principles of Science
Standard 2. Science teacher candidates understand and are able to use the unifying concepts of science in their instruction.	▪ Topic Area 1: Basic Principles of Science ▪ Topic Area 2: Molecular and Cellular Biology ▪ Topic Area 3: Classical Genetics and Evolution ▪ Topic Area 4: Diversity of Life, Plants, and Animals ▪ Topic Area 5: Ecology
Standard 3. Science teacher candidates demonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.	▪ Topic Area 1: Basic Principles of Science ▪ Topic Area 6: Science, Technology and Society
Standard 4. Science teacher candidates understand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.	▪ Topic Area 1: Basic Principles of Science
Standard 5. Science teacher candidates plan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.	▪ Topic Area 6: Science, Technology and Society

Institutional Evaluation of the Evidence

According to Educational Testing Services, the Praxis II content knowledge assessment in Biology has pre-established validity and reliability rates attained through a validation process that is consistent with the technical guidelines in the *Standards for Educational and Psychological Testing*. Central to the process is the connection between the content of a test and the knowledge and/or skills judged important for entry-level practice. Committees of educators work with subject experts at ETS to conduct reviews for the appropriateness and fairness of test content. The process ends with passing-score or standard-setting studies conducted by each state or licensing agency, during which the job relatedness of the test content for that state's entry-level teachers is evaluated.

Before passing scores are set, each state that uses a Praxis test undertakes a validation process and sets standards. Panels of teachers and teacher educators, appointed by each state, review the tests to confirm

they are aligned with state licensing requirements. The panel members also make judgments regarding the difficulty of the questions for beginning teachers. Each state uses those judgments in setting its respective passing scores. Current Biology classroom teachers, Biology professors from institutions of higher education, and Biology teacher educators are responsible for objectively assessing candidates' Praxis II work. After undergoing extensive training, these reviewers examine and analyze candidate work using appropriate rubrics. Once scores are established for each candidate, our program uses the scores established by the state of North Carolina to determine the pedagogical and professional knowledge skills and dispositions of our candidates.

At North Carolina A & T State University, we will continue to utilize the Praxis II examination as a valid and reliable measure to determine the readiness of our candidates to teach English at the secondary level in the state of North Carolina. The current minimum composite score to pass this Praxis II examination in the state of North Carolina is 321; however, there is no minimum score for this particular session of the assessment. A target score of at least 150 is encouraged for all candidates.

#2 Required

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

This evidence must address element 3b.

Name of Evidence: Literature Review and Oral Presentation

Identification and Purpose of the Evidence

The candidate will complete a Literature Review (15-20 pages) of a topic chosen by the student and their Research Advisor. The Oral Presentation will include the major findings of the Literature Review and future directions in the research area. Candidates who have not conducted prior research will work with a faculty member to conduct a small research project (determined by the Research Advisor and student) that will allow the student to gain a strong understanding of the scientific method. The project will be the basis of the capstone Literature Review and presentation. Students with no research experience will be advised to register for Independent Study and/or Undergraduate Research as determined by the faculty research advisor. The candidate will then be required to publically defend their finding in an Oral Presentation of the Literature Review. By completing the Literature Review, candidates are able to take scientific terminology, processes, and phenomenon and understand how this knowledge is applied in the current scientific laboratories. Candidates will be able to make a concrete connection between what they are learning in the classroom and how it is applied to make new scientific discoveries, and possibly find cures for diseases and disorders. The Literature Review also enhances their understanding of the scientific method, and how this basic process is used to conduct highly technical research.

Specific Directions and/or Requirements for the Evidence

Literature Review and Presentation

Directions: Write a 15-20 page Literature Review examining a biological research area to be determined by you and your Research advisor. The purpose of a Literature Review is to succinctly review *recent* progress in a particular topic. Overall, the Literature Review summarizes the current state of knowledge of the topic. It creates an understanding of the topic for the reader by discussing the findings presented in recent research papers. During the semester, we will cover the process of writing a Literature Review, as well as read several examples of Literature Reviews.

The Literature Review will contain the following sections:

Section of the paper	What it should contain
Introduction	<ul style="list-style-type: none">• Make it brief (~1/5 of the paper's total length).• Grab the reader's interest while introducing the topic.• Explain the "big picture" relevance.• Provide the necessary background information, including definitions of unfamiliar terms.
Body of the Paper	<ul style="list-style-type: none">• Experimental Evidence: Describe important results from recent primary literature articles and

	<ul style="list-style-type: none"> • Explain how those results shape our current understanding of the topic. • Mention the types of experiments done and their corresponding data, but do not repeat the experimental procedure step for step. • Point out and address any controversies in the field. • Use figures and/or tables to present your own synthesis of the original data or to show key data taken directly from the original papers.
Conclusion	<ul style="list-style-type: none"> • Succinctly summarize your major points. • Point out the significance of these results. • Discuss the questions that remain in the area. • Keep it brief.
Literature Cited	<ul style="list-style-type: none"> • Your instructor will give you a minimum number of references that you must use and cite in your paper. At least 8-10 references are required. • MLA Format

- The Literature Review must be typed and double-spaced with the exception of indented block quotations which will be *single-spaced*.
- Use topic headings. Do not use a topic heading that reads, "Body of the paper." Instead the topic headings should refer to the actual concepts or ideas covered in that section.
- MLA format must be accurately maintained throughout the paper.
- Use Times New Roman, 12-pt. font with 1" margins on all sides.
- Be sure to proofread for spelling, punctuation, and basic grammatical errors, as well as for clarity (clearly stated thesis; logical development of argument; adequate and relevant textual support; solid conclusion).

Oral Presentation

Create a PowerPoint Presentation to present the findings from your Literature Review. The format of the presentation should follow the sections of your paper. The presentation should include a minimum of 15 slides and last between 15-20 minutes. At the end of the presentation, five minutes will be allowed for questions. Your presentation will be assessed using the provided rubric.

Literature Review Assessment

The following rubric will be used to assess your literature review.

Criteria and Qualities	Poor	Good	Excellent	Point Value
Introducing the idea:	Neither implicit nor explicit reference is made to the topic that is to be examined.	Readers are aware of the overall problem, challenge, or topic that is to be examined.	The topic is introduced, and groundwork is laid as to the direction of the report.	_____ out of 10 points

Body: Flow of the report	The report appears to have no direction, with subtopics appearing disjointed.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.	____ out of 20 points
Coverage of Content	Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the educational/training field.	All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to educational/training field is evident.	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable.	____ out of 40 points
Clarity of Writing	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.	____ out of 10 points
Conclusion:	There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No hypothesis or research question is provided.	The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The hypothesis or research question is stated.	The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the report.	____ out of 10 points
Citations/References: Proper MLA format	Citations for statements included in the report were not present, or references which were included were not found in the text.	Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing.	All needed citations were included in the report. References matched the citations, and all were encoded in MLA format.	____ out of 10 points
TOTAL				____ out of 100

Oral Presentation Assessment

The Oral Presentation should be prepared in PowerPoint, and will be assessed based on the following criteria.

- Language Use and Delivery (up to 10 points)
 - Effectively uses eye contact.
 - Speaks clearly, effectively and confidently using suitable volume and pace.
 - Fully engages the audience.
 - Dresses appropriately.
 - Selects rich and varied words for context and uses correct grammar.

- Organization and Preparation (up to 10 points)
 - Introduces the topic clearly and creatively.
 - Maintains clear focus on the topic.
 - Effectively includes smooth transitions to connect key points
 - Ends with logical, effective and relevant conclusion.

- Content (up to 25 points)
 - Clearly defines the topic and its significance.
 - Describes the research and key findings with an analysis of relevant and accurate evidence. Includes research question, hypothesis, methods, results, and discussion.
 - Provides evidence of extensive and valid research with multiple and varied sources.

- Visuals (up to 5 points)
 - At least 6 appropriate, relevant visuals.

Total possible points = 50.

Elements of the Standards Addressed by the Evidence

The Literature Review and Oral Presentation address Standards 2, 3, and 4 of the North Carolina Standards for Science candidates. Candidates are able to demonstrate a strong grasp of a particular biological concept. Candidates will show evidence of their understanding of the development of scientific thought by investigating the methodology and instrumentation of current scientific research. Candidates are able to demonstrate the ability to apply scientific skills and mathematical concepts by their ability to interpret scientific data found in current scientific research. This evidence also addresses Standard 3b. Teachers know the content appropriate to their teaching specialty.

Institutional Evaluation of the Evidence

The University course instructor will work with two other instructors within the Biology Department to assess this particular capstone experience document. All parties involved in the assessment of the candidate's work will undergo a training session on the scoring plan used. Using an appropriate scoring plan (e.g., holistic rubric, analytic rubric), these scorers will objectively assess the work sample based on the quality of work presented. Please note the candidate's name will be removed from the work sample for anonymity purposes, and each candidate will be assigned a number (i.e., 10001, 20002, 30003). This process will ensure a level of objectivity is achieved. After each scorer assesses the work sample, their scores will be averaged and their qualitative feedback will be compiled. From this process, the candidate will receive numerical and qualitative feedback on the work with recognition of strengths throughout the process and suggestions for improvement.

Evidence: _____

#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: _____

Name of Evidence: Content Area Instructional Unit Work Sample

Identification and Purpose of the Evidence

The purpose of the Content Area Instructional Unit Work Sample is to illustrate the Candidate's ability to conceptualize, plan, implement, and assess effectively instruction within the content area. This particular Unit centered on a specific theme within your content area will be grounded upon research-verified principles of how students learn and pedagogical best practice. The intent of the work sample is to demonstrate the Candidate's ability to manipulate the learning environment, to design instruction that spans a period of time based on the needs of learners, and to collect and analyze student work.

Specific Directions and/or Requirements for the Evidence

Effective teachers have the ability to manipulate the learning environment, plan meaningful instruction based on their knowledge of learners, and situate their content in the lives of students. With this assignment, you will exhibit the traits of an effective educator by designing, implementing, and assessing a unit plan within your content area. To complete the Content Area Instructional Unit Work Sample (CAIUWS), you are to design instruction that spans three to four weeks (i.e., 15 to 20 days), and you must teach the lessons articulated within this unit plan. The goals of the Unit and each lesson plan within the Unit must align with the North Carolina Standard Course of Study for the appropriate grade level of the content area. The document you submit must be word-processed and double-spaced in 12-point font. The CAIUWS should include any necessary charts, graphs, or attachments that illustrate student performance throughout the Unit.

The CAIUWS should adhere to the following format and must abide by the page requirements provided:

- **Section 1: Philosophy of Instruction (2 pages maximum)**
 - Articulates the Candidate's belief about how instruction should be provided to a diverse population of students
 - Philosophy grounded in knowledge of specific learning theories and articulates research-verified pedagogical strategies implemented in the classroom
- **Section 2: Contextual Analysis (6 pages maximum)**
 - **Part A: Nature of the Learner** (1 page): A description of the learners within the specified classroom, identifying the total number of students, demographic information (e.g., gender, ages), learning styles, academic ability, physical/emotional/academic needs or strengths, types of exceptionalities
 - **Part B: Physical Space Diagram and Rationale** (1 – 2 pages): Attach an electronic drawing or sketch of the classroom and how it will be structured to provide instruction to students. Provide an explanation as to why the classroom is structured in the chosen manner and explain how this structure optimizes student engagement based on principles of how students learn
 - **Part C: Classroom Expectations, Policies, Procedures** (1 – 2 pages): Articulates 5 classroom expectations, 5 classroom policies, 5 classroom procedures, and a detailed, consistent —Consequences Plan” should any student not adhere to any policy or procedure
 - **Part D: Strategies to Promote Classroom Community** (1 page): Articulates concrete strategies the Candidate will use to promote community within the classroom to ensure all learners have a “voice” and feel comfortable interacting with the learning environment
- **Section 3: Unit Plan with Appropriately Designed Lesson Plans**
 - **Part A: Unit Preassessment:** The Unit Plan identifies a pre-assessment tool or instrument to assess students' prior knowledge of the topic or theme

- **Part B: Lesson Plans:** An appropriate number of lesson plans included within the Unit that spans 15- to 20-days of instruction with each plan aligned with the NC Standard Course of Study for the content area. Lesson plans must:
 - Identify measurable or observable goals,
 - Articulate an Essential Question,
 - Provide Teacher Input on what will be taught during each lesson and integrate content information with other discipline areas when appropriate,
 - Provide Guided Practice where the skill(s) or knowledge set to be learned is modeled,
 - Articulate Independent Practice where the learner practices the skill independently or differentiates instruction using specialists and other resources when appropriate,
 - Identify how learning will be assessed (formally or informally) during each lesson,
 - Articulate how instruction will be modified to meet the needs of students with exceptionalities and utilize technological supplements
- **Part C: Culminating Activity:** Plan must have a performance-based culminating activity
- **Part D: Post-Assessment:** The Unit Plan must have a post-assessment tool or instrument to assess what students have learned about this topic or theme
- **Section 4: Analysis of Student Work (2 pages)**
 - Articulates how student performance relates to lesson goals
 - Explains how student performance meets or does not meet expectations
 - Depict results of all assessments in table format and attach as an appendix
- **Section 5: Reflection of the CAIUWS (1 -2 pages)**
 - An explanation of what went well with the Instructional Unit Work Sample
 - An explanation of what areas could be improved with the Instructional Unit Work Sample
 - An explanation of how instruction could be performed differently in the future
 - An explanation of how this activity transformed thinking, practice about teaching and learning.

Elements of the Standards Addressed by the Evidence

This authentic assessment addresses several of the descriptors cited in Sections C.1 and C.2. With the contextual analysis component, candidates are required to draw upon appropriate assessment data to construct responsive classroom and instructional plans (1a.2, 2b.3) as a means to develop and design lessons based on the *North Carolina Standard Course of Study* (3a.1). Prior to instructional planning, candidates must use preassessments and preassessment data (4a.1, 4a.2) to drive their pedagogical decision making. From these data, candidates will utilize appropriate research-verified strategies (2d.1) within their instructional plans to meet the needs of learners, and they must integrate their specific subject matter content with other disciplines (3c.1) where appropriate as well as approach their subject matter from multiple perspectives (3c.2) to engage diverse learners. The lessons candidates construct must reflect their knowledge and understanding of diverse student populations (2b.3) and the needs of individual learners (4c.1). Additionally, lessons should promote critical thinking and problem solving skills (4e.1). Candidates must also illustrate their ability to make appropriate modifications and accommodations within their instructional plans by collaborating with specialists or using various resources to design instruction that meets the needs of all learners (2d.1, 4b.1). By collecting, analyzing, and interpreting assessment data (4a.1, 4a.2, 4h.1), Candidates must plan instruction based on what they know about their students (4a.1, 5a.1, 5c.1). Throughout the Instructional Work Sample, Candidates must integrate instructional strategies to engage learners, including technological applications and communicative skills (e.g., group work, presentations, critical thinking) to make instruction relevant, meaningful, and appropriately rigorous (4c.1, 4d.1, 4e.1, 4f.1, 4h.2).

Institutional Evaluation of the Evidence

The University instructor will work with a public school classroom teacher within the content area and one University Teacher Educators within the content area to assess the Candidate's work sample. All parties involved in the assessment of the Candidate's work will undergo a training session on the analytic scoring rubric to ensure interrater reliability. Using an analytic rubric will allow evaluators the opportunity to examine each component part of the Instructional Work Sample and provide feedback and suggestions on each section, which will serve as a formative assessment to help the Candidate grow and develop in each area. No finalized version of this particular rubric exists at this moment, but the rubric will resemble the following:

Dimension	Target (X points)	Acceptable (X points)	Unsatisfactory (X points)
Philosophy of Instruction (X points awarded based on appropriate level)	The philosophy clearly articulates the Candidate's beliefs about how instruction should be provided to a diverse population of students, is grounded in specific learning theories, and is supported by research-verified pedagogical strategies	The philosophy implicitly alludes to the Candidate's beliefs about how instruction should be provided to a diverse population of students, is implicitly grounded in learning theories, and is implicitly supported by research-verified pedagogical strategies	The philosophy does not articulate the Candidate's beliefs about how instruction should be provided to a diverse population of students, does not ground the philosophy in learning theories, or does not support the philosophy with research-verified pedagogical strategies, or the section is missing
Contextual Analysis (X points awarded based on appropriate level)	The Candidate addresses all components of the nature of the learner, includes all parts of the physical space diagram with an explicitly stated rationale, articulates all classroom expectations, policies, and procedures, and identifies specific strategies to promote classroom community	The Candidate addresses some of the components of the nature of the learner, includes some parts of the physical space diagram and rationale, articulates some classroom expectations, policies, and procedures, and identifies some strategies to promote classroom community	The Candidate does not address any component of the nature of the learner, does not include any part of the physical space diagram with a rationale, does not articulate any classroom expectations, policies, and procedures, or does not identify any strategies to promote classroom community
Unit Plan (X points awarded based on appropriate level)	The Candidate constructs a three-week Thematic Unit Plan that includes all necessary components (i.e., a pre-assessment, appropriately constructed lesson plans using A&T's lesson model, a culminating activity, and a post-assessment)	The Candidate constructs a three-week Thematic Unit Plan that is missing only 1 part of the required components (i.e., a pre-assessment, appropriately constructed lesson plans using A&T's model, a culminating activity, and a post-assessment)	The Candidate constructs a Thematic Unit Plan that does not cover three weeks or fails to include 2 or more required components (i.e., a pre-assessment, appropriately constructed lesson plans using A&T's lesson model, a culminating activity, post assessment), or section is missing
Analysis of Student Work (X points awarded based on appropriate level)	The Candidate provides specific formative assessment data on student performance, depicts all results in a table format, and articulates how student performance met or did not meet expectations	The Candidate provides specific formative assessment data on student performance, depicts all results in a table, and expresses implicitly how student performance met or did not meet expectations.	The Candidate does not provide specific formative assessment data or does not depict all results in a table or does not explain how student performance met or did not meet expectations, or the section is missing.
Reflection (X points awarded based on appropriate level)	The Candidate addresses explicitly all four areas of the reflective cycle within the 2 page limit	The Candidate addresses explicitly three areas of the reflective cycle within the 2 page limit	The Candidate addresses 2 or fewer areas of the reflective cycle or this section is missing
Total points:			

Each desired outcome level (i.e., Target, Acceptable, Unacceptable) will be worth a yet to be determined total. For example, a “Target” submission might be worth 200 points, an “Acceptable” submission might be worth 170 points, and an “Unacceptable” submission might be worth 140 points. Given these levels, each dimension would be examined separately to determine its point value and a range of points would be established to determine if the Candidate’s work sample is presented well enough to constitute a “Target” submission, an “Acceptable” submission, or an “Unacceptable” submission. To evaluate the quality of the work sample, we will add the point values awarded for each dimension area to calculate the total points (i.e., philosophy points + contextual analysis points + unit plan points + analysis of student work points + reflection points). We will determine a range of total points for a “Target” submission, an “Acceptable” submission, and an “Unacceptable” submission. The following structure provides an example of a sample evaluation scale:

- Target Submission: 850 – 1000 total points earned
- Acceptable Submission: 700 – 849 total points earned
- Unacceptable Submission: 699 total points and below

Using this rubric and evaluation scale, the aforementioned evaluators, whom we will refer to as “critical colleagues,” will objectively assess the work sample based on the quality of work presented and based on the Candidate’s ability to address each dimension appropriately. After each critical colleague assesses the work sample, their scores will be averaged and a final “total points” amount will determine if their submission is “Target,” “Acceptable,” or “Unacceptable.” We will also compile qualitative feedback from the critical colleagues to provide additional information for Candidates to assist with their growth and development in each of the dimensions. Please note the Candidate’s name will be removed from the work sample for anonymity purposes. As such, each Candidate will be assigned a number (i.e., 10001, 20002, 30003) to ensure a level of objectivity.

#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, 4b.2, 5a.1

Name of Evidence: LEA/IHE Certification of Teaching Capacity

Identification and Purpose of the Evidence

The LEA/IHE Certification of Capacity document captures the proficiency level of each Candidate who engages in student teaching. The purpose of the certification is to verify the Candidate illustrates proficiently key traits of an effective educator. This document is required to recommend the Candidate for licensure.

Specific Directions and/or Requirements for the Evidence

The Site Supervisor and a University supervisor will observe and assess regularly the Candidate's professional, content, and pedagogical knowledge, skills, and dispositions during the student teaching experience. Using the Teacher Candidate Evaluation Rubric, the observers will rate the Candidate's ability to meet various standards and elements at a level of "Proficiency" during the course of the experience. At the conclusion of the experience, the Site Supervisor, University Supervisor, and the Superintendent of the school district (or a designee) must sign the LEA/IHE Certification of Capacity which rates the Candidate in the following areas: (1) Professionalism, (2) the Classroom Climate/Culture, (3) Instruction, (4) Assessment/Evaluation, and (5) the Impact on Student Learning. Using these indicators, the raters must conclude whether or not the Candidate met each standard or element at a "Proficient" level as defined within the North Carolina Professional Teaching Standards document. Those Candidates who meet successfully all elements or standards at a proficient level will be recommended for licensure assuming all other degree and Program Area requirements have been satisfied satisfactorily (i.e., appropriate grade point average, appropriate courses passed with a "C" or better, appropriate transition points met). Those Candidates who do not successfully meet all elements or standards at a proficient level must still have the Cooperating Teacher, Principal (or designee), and University Supervisor sign the form; however, these particular Candidates will not be recommended for licensure until the Candidate demonstrates his/her ability to operate at a level of proficiency in all categories.

Elements of the Standards Addressed by the Evidence

The LEA/IHE Certification of Capacity document ensures pre-service teachers evaluates the progress of students towards high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study (1a.1.) while simultaneously upholding ethical standards and moral obligations at all times (1e.1) while in public schools and beyond. The certification of capacity document requires the institution to assess the pre-service teacher candidate's ability to create a safe, nurturing environment where students feel empowered to participate and share their thoughts without fear of judgment or persecution (1a.3, 1a.4, 2a.1). As such, the candidate should implement positive management strategies (1a.4) that adhere to policies and practices that positively affect student learning (1d.1). To engage students from diverse backgrounds, Candidates must illustrate they have the ability to plan relevant, meaningful, and challenging instruction that challenges traditionally-held ethnocentric monoculturalist views (2b.1) while incorporating various perspectives without imposing their own belief and values on students (2b.2). This means the Candidate must have the ability to present content information using multiple perspectives rather than relying on a potentially-biased single text or source; additionally, the Candidate must demonstrate they have the knowledge and ability to collaborate with specialists or to utilize various support resources to meet the special learning needs of students with exceptionalities (2d.1, 2d.2). Not only does the Certification of Capacity form require the candidate to infuse into his or her instruction various 21st Century skills (3d.1), technological applications (4d.1), inquiry-based approaches (4c.1, 4e.1), and collaborative activities (4f.1) that engage the learner's interests and curiosities

(3b.2) but also it requires the candidate to illustrate his or her use of assessment data and interpretation of data (4h.1, 5a.1) to provide responsive instruction (4c.1) to diverse learners.

Institutional Evaluation of the Evidence

PK-12 public school faculty will work collaboratively with University supervisors throughout the student teaching experience to observe periodically the Candidate's progress toward achieving proficiency as outlined in the Teacher Education Evaluation Rubric. A mandatory training session on the North Carolina Professional Teaching Standards and how to use the Teacher Candidate Evaluation Rubric will occur with all site supervisors and University supervisors before the internship experience commences. Once the experience begins, Site Supervisors and University supervisors will conduct frequent observations of each Candidate. These periodic observations will lead to frequent conversation and discourse between the Candidate, the Site Supervisor, and the University supervisor prior to the completion of the LEA/IHE Certification of Capacity form. Once the internship experience concludes, the Site Supervisor, University Supervisor, and Candidate will complete the Certification of Capacity Form and determine if the Candidate operates at "Proficiency" in all categories. If the Candidate does not function at the proficient level in all categories, then the Candidate will not be recommended for licensure and further teaching at a specified internship site must occur.

#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: _____

Name of Evidence: Differentiated Instruction Teacher Work Sample (DITWS)

Identification and Purpose of the Evidence

The purpose of the Differentiated Instruction Teacher Work Sample is to determine how effectively Candidates address the cognitive levels of learners within their classrooms through thoughtful and strategic instructional planning. Candidates must provide credible evidence of their ability to facilitate learning by developing significant, challenging, varied, and appropriate learning goals consistent with North Carolina Standard Course of Study and Content Area Standards. Candidates must identify desired student results and use multiple assessment modes and approaches to assess student learning before, during, and after instruction. The Candidate must also use assessment data to profile student learning and communicate information about student progress and achievement. Once complete with instruction, the Candidate must reflect on his or her instruction and student learning in order to improve teaching practice and learning outcomes.

Specific Directions and/or Requirements for the Evidence

Candidates will design and teach a comprehensive two-week unit of instruction. The goals and essential questions for the unit must be based on the North Carolina Standard Course of Study and the Content Area Standards. Candidates must create an assessment plan by identifying the desirable results from students, determining how they will measure these results (acceptable evidence), and then planning teaching and learning activities for students. The assessment plan articulates how Candidates will pre-assess students prior to implementing instruction, how Candidates will use formative assessment during the instructional period, and how Candidates will assess students after instruction has concluded. Candidates must also analyze and reflect upon the instructional design, the educational context in which they taught, and the learning gains demonstrated by students.

To complete the Differentiated Instruction Teacher Work Sample (DITWS), you are to design and teach a comprehensive two-week interdisciplinary unit of instruction centered on a specific theme within your content area. The goals of the Unit and each lesson plan within the Unit must align with the North Carolina Standard Course of Study for the appropriate grade level of secondary English. The document you submit must be word-processed and double-spaced in 12-point font. The DITWS should be approximately 20 pages which does not include any required charts, graphs, or attachments.

The DITWS should adhere to the following format and must abide by the page requirements provided.

- Section 1: Contextual Factors (1 page)
 - Identification of community, district, and school factors including geographic location, community and school population, socio-economic profile, and race/ ethnicity.
 - Identification of classroom factors including physical features, availability of equipment and resources, and the extent of parental involvement.
 - Identification of student characteristics including age, gender, race/ethnicity, special needs, achievement/ developmental levels, and students' skills
 - Identification of instructional implications including how contextual characteristics of the community, classroom, and students impact instructional planning and assessment.
- Section 2: Learning Goals, Understandings, and Essential Questions (1-2 pages)
- Section 3: Assessment Plan (2-3 pages)
 - Identification and description of pre- and post-assessments and how they align with the learning goals of the Unit
 - Explanation of why assessments are appropriate to measure learning goals
 - Articulate explicit criteria used to determine student performance

- Copies of assessments attached as an appendix
- Section 4: Instructional Knowledge and Planning (5-10 pages)
 - Appropriately written and sufficiently detailed lesson plans covering two weeks of instruction
 - Each lesson plan must be aligned with the NC Standard Course of Study
 - Identification of Essential Question, Teacher input, Guided Practice, Independent Practice, Assessment of Learning in each lesson
 - At least ½ of the lessons written must differentiate instruction using a method of differentiation discussed
- Section 5: Analysis of Student Learning (2 pages)
 - Depict results of all assessments in table format and attach as an appendix

Student Name	Pre-Assessment	Formative Assessment 1	Formative Assessment 2	Post-Assessment
Student 1				
Student 2				
Student 3				
....				

NOTE: In order to ensure the anonymity of students in your class, include pseudonyms for your students' names. You should NOT identify your students by real name in any part of this performance assessment.

- A one-page reflection must accompany the document explaining instructional decisions made as a result of assessment data collected throughout the unit.
- Section 6: Reflection and Self Evaluation
 - An explanation of what went well with the Differentiated Work Sample
 - An explanation of what areas could be improved with the Differentiated Work Sample
 - An explanation of how instruction could be performed differently in the future
 - An explanation of how this activity transformed thinking, practice about teaching and learning.

Elements of the Standards Addressed by the Evidence

This authentic assessment addresses several of the descriptors cited in Sections C.1 and C.2. Candidates are required to use their content knowledge (3d.1) to develop and design lessons based on the North Carolina Standard Course of Study (3a.1) and evaluate how instruction in this area will move students toward graduation requirements (1a.1). Throughout the instructional process, candidates will utilize various assessment measures (5h.1) that align with the Standard Course of Study to ensure students are learning, growing, and developing within the subject area (1a.1). By collaborating with colleagues to create an interdisciplinary Unit (4b.1), candidates must use research-verified strategies (2d.1) consistent with differentiated instruction and backwards design planning (2b.3) to meet the needs of individual learners. By collecting, analyzing, and interpreting pre-assessment data (4a.2, 4h.1), candidates must plan instruction based on the cognitive developmental levels of their students (4a.1, 5a.1). Throughout the Unit, Candidates must integrate a variety of instructional strategies to engage learners including technological applications, communicative skills (e.g., group work, presentations, critical thinking) and other available resources (3d.1, 4f.1, 4h.2) to make instruction relevant, meaningful, and appropriately rigorous.

Institutional Evaluation of the Evidence

The University instructor will work with a public school classroom teacher within the content area and one University Teacher Educators within the content area to assess the Candidate's work sample. All parties involved in the assessment of the Candidate's work will undergo training on the analytic scoring rubric to ensure interrater reliability. Using an analytic rubric will allow evaluators the opportunity to examine each component part of the Differentiated Work Sample and provide feedback and suggestions on each section, which will serve as a formative assessment to help the Candidate grow and develop in each area. No finalized version of the rubric currently exists, but it will resemble the following:

Dimension	Target (X points)	Acceptable (X points)	Unacceptable (X points)
Contextual Factors (X points awarded from appropriate level)	The Candidate identifies explicitly all required factors (i.e., community factors, school factors, classroom factors, and student characteristics) within the context that may affect student learning	The Candidate identifies explicitly at least three of the required factors (i.e., community factors, school factors, classroom factors, and student characteristics) within the context that may affect student learning	The Candidate identifies 2 or fewer required factors (i.e., community factors, school factors, classroom factors, and student characteristics) within the context that may affect student learning or the Candidate fails to include this section
Learning Goals, Understandings, Essential Questions (X points awarded from appropriate level)	The Candidate articulates explicitly and writes appropriately all three of the required dimensions (i.e., learning goals, understandings, and essential questions) for the two-week instructional period	The Candidate articulates explicitly and writes appropriately 2 of the 3 required dimensions (i.e., learning goals, understandings, essential questions) for the two-week instructional period	The Candidate does not write appropriate learning goals, understandings, and essential questions or the Candidate provides only 1 of the 3 required dimensions (i.e., learning goals, understandings, essential questions), or the Candidate fails to include this section
Assessment Plan (X points awarded from appropriate level)	The Candidate articulates a concrete assessment plan for the two-week instructional period with all required dimensions addressed (i.e., pre- and post assessments, explicit criteria to determine student performance, copies of assessments attached as appendices, and an explanation of how the assessments meet learning goals)	The Candidate articulates a concrete assessment plan for the two-week instructional period but is missing 1 of the required dimensions (i.e., pre- and post assessments, explicit criteria to determine student performance, copies of assessments attached as appendices, and an explanation of how the assessments meet learning goals)	The Candidate articulates a concrete assessment plan for the two-week instructional period but is missing 2 or more of the required dimensions (i.e., pre- and post assessments, explicit criteria to determine student performance, copies of assessments attached as appendices, and an explanation of how the assessments meet the learning goals) or section is missing
Instructional Knowledge and Planning (X points awarded from appropriate level)	The Candidate provides lesson plans that span two weeks of instruction with half using differentiation strategies and all lessons align with the required components of the NC A&T Lesson Plan Format (i.e., Articulation of NC Standard Course of Study Goal(s), Essential Question(s), Teacher Input, Guided Practice, Independent Practice,	The Candidate provides lesson plans that span two weeks of instruction with half using differentiation strategies and most lessons aligning with the required components of the NC A&T Lesson Plan Format (i.e., Articulation of NC Standard Course of Study Goal(s), Essential Question(s), Teacher Input, Guided Practice, Independent Practice,	The Candidate provides lesson plans that does not span two weeks of instruction or the Candidate does not use differentiation strategies with half of the lessons or none of the lessons align with the required components of the NC A&T Lesson Plan Format (i.e., Articulation of NC Standard Course of Study Goal(s), Essential

	Assessment of Learning)	Assessment of Learning)	Question(s), Teacher Input, Guided Practice, Independent Practice, Assessment of Learning), or section is missing
Analysis of Student Work (X points awarded from appropriate level)	The Candidate provides specific formative assessment data on student performance, depicts all results in a table format, and articulates how student performance met or did not meet expectations	The Candidate provides specific formative assessment data on student performance, depicts all results in a table, and expresses implicitly how student performance met or did not meet expectations.	The Candidate does not provide specific formative assessment data or does not depict all results in a table or does not explain how student performance met or did not meet expectations, or section is missing.
Reflection and Self Evaluation (X points awarded from appropriate level)	The Candidate addresses explicitly all four areas of the reflective cycle within the 2 page limit	The Candidate addresses explicitly three areas of the reflective cycle within the 2 page limit	The Candidate addresses 2 or fewer areas of the reflective cycle or this section is missing
Total points:			

Each desired outcome level (i.e., Target, Acceptable, Unacceptable) will be worth a yet to be determined total. For example, a –Target” submission might be worth 200 points, an –Acceptable” submission might be worth 170 points, and an –Unacceptable” submission might be worth 140 points. Given these levels, each dimension would be examined separately to determine its point value and a range of points would be established to determine if the Candidate’s work sample is presented well enough to constitute a –Target” submission, an –Acceptable” submission, or an –Unacceptable” submission. To evaluate the quality of the work sample, we will add the point values awarded for each dimension area to calculate the total points (i.e., philosophy points + contextual analysis points + unit plan points + analysis of student work points + reflection points). We will determine a range of total points for a –Target” submission, an –Acceptable” submission, and an –Unacceptable” submission. The following structure provides an example of a sample evaluation scale:

- Target Submission: 850 – 1000 total points earned
- Acceptable Submission: 700 – 849 total points earned
- Unacceptable Submission: 699 total points and below

Using this rubric and evaluation scale, the aforementioned evaluators, whom we will refer to as –critical colleagues,” will objectively assess the work sample based on the quality of work presented and based on the Candidate’s ability to address each dimension appropriately. After each critical colleague assesses the work sample, their scores will be averaged and a final –total points” amount will determine if their submission is –Target,” “Acceptable,” or –Unacceptable.” We will also compile qualitative feedback from the critical colleagues to provide additional information for Candidates to assist with their growth and development in each of the dimensions. Please note the Candidate’s name will be removed from the work sample for anonymity purposes. As such, each Candidate will be assigned a number (i.e., 10001, 20002, 30003) to ensure a level of objectivity.

#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: _____

Name of Evidence: Science Education Grant Proposal

Identification and Purpose of the Evidence

The purpose of this assignment is to have candidates examine a school improvement plan and then respond to the needs of the school by addressing sociopolitical or sociocultural issues within the school via fiscal and physical resources. More specifically, candidates must review a school improvement plan and identify a “needs” area within the school related to Science Education. For example, the school improvement plan may indicate that African American students are not knowledgeable in the area of Science and Technology. Based on this “needs” area, candidates must confer with school administrators, colleagues within the school (and not solely science teachers), parents of some students affected by this writing test, and several students affected by this assessment to discuss what an intervention may look like for these students. By collecting data in this nature, candidates can design a program that is responsive to the needs of the students for which it is intended to serve (i.e., best day or time of day for this type of program, the length of the program). Based on these data, candidates will construct a program in consultation with critical colleagues (i.e., University faculty, K-12 colleagues) and write a grant proposal to fund it. The amount of funding sought should not exceed \$5,000.00.

Specific Directions and/or Requirements for the Evidence

What you are to do for this assignment is construct a grant proposal based on the Science content area that responds to your school’s needs. More specifically, you must review the school’s improvement plan and identify a “needs” area within the school related to Science. For example, the school improvement plan may indicate that African American students are not knowledgeable in the area of Science and Technology. Based on this “needs” area, you must confer with the school’s administrators, at least three colleagues within the school (and not solely science teachers), at least three parents of some students affected by this need, and at least three students affected by this need to discuss what an intervention may look like for these students. Based on what you find, you must design a program that is responsive to the needs of the students for which it is intended to serve (i.e., best day or time of day for this type of program, the length of the program). You must work with 1 critical colleague from the University (i.e., me or another “trusted” professor on campus who is familiar with writing grants) and 1 critical colleague at your school (i.e., your cooperating teacher) to complete this assignment. The amount of funding sought for this assignment should not exceed \$5,000.00.

Assignment Criteria:

The finished grant proposal will adhere to the following criteria:

1. Proposal length: 5 – 7 pages single spaced
2. Margins: One inch (top, bottom, left, right)
3. Proposal Structure:
 - a. Introduction and Rationale (What is the topic or focus? Why is it a problem at this time? Why is your proposed program necessary? Why is it needed at this time in your school, community?)
 - b. The Proposed Project
 - i. Identify the population or intended audience
 1. How many participants targeted?
 2. Intended demographic data? (i.e., age, gender, racial/ethnic data)

- ii. Measurable or Observable Goals of the Project (at least 2 but no more than 4)
- iii. Objectives required to meet the goals (at least 2 objectives for each goal)
- c. Expected Outcomes and Assessment Procedures
- d. Proposed Timeline of Activities and Events
- e. Proposed Detailed Budget
- f. References

Grant Proposal Rubric

Category	Possible Points	Points Awarded
A. Introduction and Rationale	10	
B. Identify the population or intended audience <ul style="list-style-type: none"> ▪ Number of Participants ▪ Demographic data 	5	
C. Measurable or Observable Goals of the Project <ul style="list-style-type: none"> ▪ at least 2 but no more than 4 	25	
D. Objectives required to meet the goals <ul style="list-style-type: none"> ▪ at least 2 objectives for each goal 	25	
E. Expected Outcomes and Assessment Procedures	10	
F. Proposed Timeline of Activities and Events	10	
G. Proposed Detailed Budget	10	
H. References	5	
TOTAL	100	

Elements of the Standards Addressed by the Evidence

This authentic assessment addresses several of the descriptors cited in Sections C.1 and C.2. The Science Education Grant Proposal addresses all of the Standards for Science Teachers candidates because it requires that they have to ability to incorporate their biological knowledge base, scientific pedagogy, and leadership disposition to create a plan that can be used by the school to enhance the instruction of science. Candidates are required to construct a ‘power analysis’ grant proposal that explicitly responds to a school’s improvement plan (1b.2, 1b.3). This assignment requires the candidate to think about ‘school’ from a school leader’s perspective, which transcends the classroom. Once the candidate identifies a “needs” area that aligns with the content area, he or she must confer with the school’s administrators, at least three colleagues within the school (and not solely Biology teachers), at least three parents of some students affected by this need, and at least three students affected by this need to discuss what an intervention may look like for these students (2e.1). These steps are critical to this assignment as it ‘empowers’ the demographic group of interest (i.e., ‘power analysis’) rather than allowing the candidate to prescribe a solution based on his or her preconceived notions. Based on what the candidate learns from this assessment process, he or she will design a program that is responsive to the needs of

the students for which the program is intended to serve (i.e., best day or time of day for this type of program, the length of the program). By working with 1 critical colleague from the University and 1 critical colleague at the school, the candidate begins to develop his or her professional relationships and networks (1c.2). These professional networks are responsible for working collaboratively with the candidate to identify professional development or growth activities (1c.1) that he or she can participate (1b.1, 5b.1) to strengthen his or her knowledge and awareness so that the final proposed program is meaningful, relevant, and impactful.

Institutional Evaluation of the Evidence

The University course instructor will ask K-12 teachers and appropriate University Teacher Educators within the content areas to assist with the assessment of this work sample. All parties involved in the assessment of the candidate's work will undergo a training session on the scoring plan used. Using an appropriate scoring plan (e.g., holistic rubric, analytic rubric), these "critical colleagues" will objectively assess the work sample based on the quality of work presented. Please note the candidate's name will be removed from the work sample for anonymity purposes, and each candidate will be assigned a number (i.e., 10001, 20002, 30003). This process will ensure a level of objectivity is achieved. After each critical colleague assesses the work sample, their scores will be averaged and their qualitative feedback will be compiled. From this process, the candidate will receive numerical and qualitative feedback on the work with recognition of strengths throughout the process and suggestions for improvement.

Section D: Timeline for Implementation

This section provides a proposed tentative timeline of how we anticipate preparing for the implementation of our new program and the actual implementation of this program. Please note these are projected dates and are subject to change:

July 1, 2009

Program Area Report submitted for approval to representatives of the NC Professional Teaching Standards Commission, the State Evaluation Committee on Teacher Education, specialty area standards committee, and DPI staff. The Program Area representative will await feedback and face-to-face meeting with these representatives before engaging in the curriculum revisioning process on campus.

End of September 2009

The Program Area will update and revise the Program Area report to respond to feedback, suggestions, and critiques offered by the representatives of the NC Professional Teaching Standards Commission, the State Evaluation Committee on Teacher Education, specialty area standards committee, and DPI staff. Based on this information, the Program Area will proceed with revising the current curriculum to update it to the newly revisioned program curriculum. Documents required by the University to make changes to the curriculum will be completed during this time period.

Mid-October 2009

All proposed changes and documents necessary for curriculum revisions will be completed. All necessary Curriculum Changes will be proposed at the various levels before proceeding to the Faculty Senate for approval and necessary votes.

End of October 2009

A new University Studies Cluster Theme Elective entitled “Leadership, Pluralism, and Society” will be proposed to the University Studies Curriculum Committee. Since no particular cluster theme elective can be required of any sophomore-level student, this new cluster theme elective will be strongly recommended for all Education majors as it addresses various 21st Century skills needed for educators in today’s public schools.

Spring 2010

Once approval is granted for the new Program Area curriculum and the UNST Cluster Theme Elective has been approved, the Program Area will print and distribute new documents reflective of the approved changes. Faculty responsible for teaching these new courses will be identified, new syllabi will be created, and courses required for online delivery will be developed.

August 2010

The first cohort of students will enroll into the newly Revisioned Program.

August 2010 – June 2014

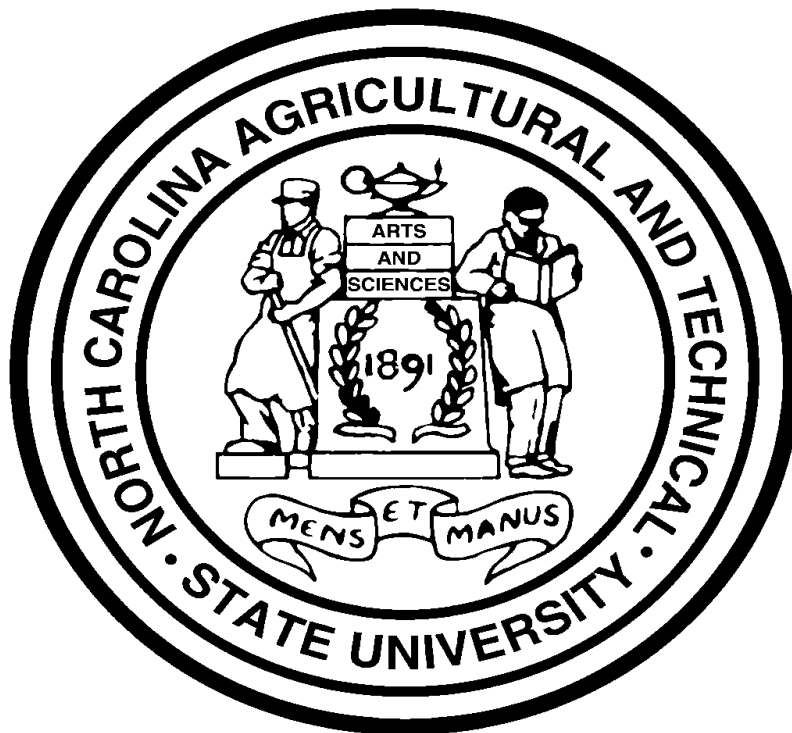
The first cohort of students matriculates through the program. Given that the curriculum is new, adjustments will be made as needed to improve the instructional environment.

June 2014

The first cohort of students will graduate from the revisioned program.

North Carolina A&T State University
Greensboro, North Carolina

Revisioning Report for History Secondary Education Program



June 30, 2009

Section A: Description of the Proposed Revised Program

The proposed history secondary education program at North Carolina Agricultural and Technical (NC A&T) State University has been revised to reflect the North Carolina Standards for Teachers and the 21st century knowledge, skills, and dispositions embedded in them by revising the University's Professional Education Conceptual Framework, which prompted the need to revision the Professional Education Core courses, the history secondary education program core courses, and the transitions candidates make throughout the program.

While the basic philosophy for the Professional Education Program at NC A&T State University remains unchanged, the shared vision is enhanced; the core values and the core principles have been reviewed and redesigned to include the North Carolina Standards for Teachers and the 21st century knowledge, skills, and dispositions. Furthermore, candidates will engage in Professional Learning Communities as they matriculate through the history secondary education program. Finally, the required Professional Education Core and the Specialty Area Core courses have been revised or newly developed to reflect the needs of the 21st Century.

The Shared Vision of the Professional Education Unit at North Carolina A&T State University was developed in collaboration with four academic colleges, PK-12 education partners, and other stakeholders. Consistent with the mission of the University, the Unit strives to prepare 21st Century Professional Educators who understand the complex needs of a pluralistic global society and who respond to these needs by creating interdisciplinary learning environments where critical thinking, collaboration, communication, and commitment to service guide thinking and behavior. As such, the Professional Education Program at North Carolina A&T State University is committed to the development of 21st Century Professional Educators who are aware of diverse populations in their communities, who appropriately use and interpret assessment data to guide future decision making, who engage in the skillful art of reflection to transform thinking and practice, and who use various forms of technology to manage instruction and assessment.

The Professional Education Program has adopted the theme “21st Century Professional Educators: Catalysts for Learning and Leading” as its core belief to produce educators who work with learners of all ages with varying experiences and various approaches to learning. Relying on an inquiry approach to teaching and learning where candidates use critical thinking skills to work collaboratively with stakeholders, the Professional Education Program emphasizes the merging of theoretical and practical knowledge to develop educators who engage, inspire, and encourage learners to explore, discover, and become advocates for lifelong learning and service to humankind. Four core values interwoven throughout the Professional Education Program guide the development of professional educators at North Carolina A & T State University: Diversity, Assessment, Reflection, and Technology.

Infused throughout the Professional Education Program are seven key principles necessary for the growth and development of an effective 21st Century Professional Educator. These principles emerge from and align with the Unit's core values: content mastery, professional knowledge, professionalism, leadership, equity, global awareness, and inquiry.

The current undergraduate teacher education programs at North Carolina A&T State University (NC A&T) require candidates take a 22-28 hours professional education core. The programs have annual benchmarks, which include admission to specific programs, meeting and maintaining GPA requirements, and completing field experiences. At the end of each semester, candidates are notified in writing of their progress toward specified benchmarks. However, the current undergraduate teacher education programs do not adhere to a developmental scope and sequence.

In the revised teacher education programs at NC A&T, all candidates will study in Professional Learning Communities (PLCs), completing a developmental scope and sequence of courses collectively called the Professional Education Core (PEC). There will be four PLCs—one associated with each academic year. The PLC associated with the freshman year (PLC 1) will introduce candidates to the profession. Each candidate will be required to take the course *Ethics of Teaching*, which will have an accompanying two-hour weekly clinical experience. Candidates will also be required to take an additional course that addresses instructional technology for

the 21st century classrooms. During the sophomore year candidates will gain necessary skills for planning instruction in PLC 2 by completing two courses— *Culturally Relevant Pedagogy* and *Assessment for 21st Century Classrooms*. A three-hour weekly clinical experience will be required with *Culturally Relevant Pedagogy*. In the PLC planned for the junior year (PLC 3) candidates will learn to implement instructional plans for all students. The two required courses are: *Differentiated Instruction* and *Literacy Diagnostic*. The bi-weekly, 3 hour per day clinical experience in PLC 3 will focus on application of theories in the school. PLC 4 will be completed during the candidate’s senior year and will provide candidates with the opportunity to practice the teaching profession. During PLC 4, candidates will complete *Methods of Teaching* and *Internship for Teacher Education*. While completing *Methods of Teaching*, the associated full day, bi-weekly clinical experience will focus on pedagogical strategies within the content area. In *Internship for Teacher Education* candidates will be assigned to a school Monday through Friday for the entire school day. At the culmination of each PLC candidates are expected to have completed specific modules, evidences, and other requirements to transition to the next PLC. These transition points will be the basis for monitoring candidates’ progress toward program completion. Candidates will receive written status reports at the end of each academic year detailing their progress toward completing each transition point. Additionally, in the revised teacher education program at NC A&T, candidates will begin developing evidences for their final candidate portfolio during PLC 1 and will deposit these into electronic portfolios. Specified evidences will be added to the portfolios during each PLC. The evidences will be assessed using a team composed of university faculty and administrators and public school partners (critical colleagues).

The Revised Specialty Area Core

The following is the restructured history secondary education program curriculum that represents the North Carolina Teacher Standards for the 21st Century. The enhancement of the format and course curriculum of the history secondary education program promotes 21st century teachers that are better prepared to meet the needs of 21st century learners in the classroom. The program curriculum is as follows:

(NEW)
Curriculum Guide for Secondary Education with a Concentration in History
Freshman Year

<i>First Semester</i>	<i>Credit</i>		<i>Second Semester</i>	<i>Credit</i>
UNST 100 (Freshman Seminar)	1		BIOL 100, CHEM 100/110, EASC 201, or PHYS 101	3-4
UNST 110 (Critical Writing)	3		CUIN 102 Ethics of Teaching	2
UNST 120 (The Contemporary World)	3		HIST 207 Modern World History	3
HIST 206 Pre-Modern World History	3		UNST 130 (Analytical Reasoning)	3
HPED 200 Personal Health	2		UNST 140 (The African American Experience)	3
xxxx 101 Instructional Tech. for 21st	1		POLI 200 American Government ²	3
MATH 101 Fundamentals of Algebra	3			
TOTAL	16			17-18

Sophomore Year

<i>First Semester</i>	<i>Credit</i>		<i>Second Semester</i>	<i>Credit</i>
HIST 204 U.S. History -1877	3		HIST 205 HIST 205 U.S. History Since 1877	3
CUIN 2xx Culturally Relevant Pedagogy	2		HIST 250 Nature, Study & Writing of History	3
UNST Theme Cluster Electives¹	3		UNST Theme Cluster Electives¹	3
UNST Theme Cluster Electives¹	3		UNST Theme Cluster Electives¹	3

PHIL 265 World Religion	3		HIST 202 African-American History to 1877	3
HIST 201 African-American - 1877	3		CUIN 3xx Assessment for 21 st Century Classrooms	2
TOTAL	17		TOTAL	17

Junior Year

<i>First Semester</i>	<i>Credit</i>		<i>Second Semester</i>	<i>Credit</i>
HIST 408 Early Modern Renaissance	3		HIST 409 Modern European Since 1815	3
ECON 201 Microeconomic	3		ECON 202 Macroeconomics	3
CUIN 4XX Diff Instruction	2		PSYC 320 General Psychology	3
HIST 400 Computers in the Study of History	3		HIST 425 Topics in African-American History	3
SOCI 200 Intro Anthropology ²	3		CUIN 4xx Literacy Diagnostic	2
GEOG 210 World Geography ²	3		CUIN 413 Learning and Practice	2
TOTAL	17			16

Senior Year

<i>First Semester</i>	<i>Credit</i>		<i>Second Semester</i>	<i>Credit</i>
HIST 599 (UNST Capstone)	3		CUIN 5xx Internship for Teaching	6
HIST 435 Global History Since 1945	3		HIST Elective (non-Western 400 or above) ⁴	3
CUIN 5xx Social Studies Methods	3		CUIN 5xx Capstone Experience	3
SPED 350 Introduction to Excep. Children	2		TOTAL	12
HIST Elective ³	3			
TOTAL	14		TOTAL CREDITS	126-127

¹ UNST Thematic Cluster Elective: Students must choose 1 cluster and take 12 hours in that cluster

² 9 credit hours. – Students may take any Geography, Political Science, Psychology, Sociology, or Anthropology courses for which they meet the prerequisites.

³ 3 credit hours– Choose from HIST 215, 216, 320, 332, 412, 417, 418, 430, 431, or 444. Seniors may also choose from 616, 617, 618, 619, 620, or 621.

⁴ 9 credit hours. of which 3 hrs. Must be at the 400 level or above. Include all Philosophy courses, except Logic, in the list along with all but the required history courses in the catalog

The revised curriculum for the history secondary education program students provides a smooth, continuous, and constructive professional development transition for candidates. The new curriculum structure builds on the candidates' development as an educator from their freshman year to their senior year. The previous curriculum only focused on how much students had developed into educators at the end of their program. The new program curriculum for history secondary education ensures that 21st century educators are leaders, reflective practitioners, content specialist, and learning specialist. This new program implements important transition stages for pre-service teachers from the time they enter their program, as freshman, to the time of graduation. As a result of the aforementioned changes to the program the history secondary education program is enhanced as a result of the structured alignment of the candidates' educational experiences that will promote pre-service teachers' into experts in the field and ensure their ability to establish a respectful environment for diverse student populations for the 21st century public school student population.

Additionally, the re-structured program allows pre-service teachers to build and participate in professional learning communities, which further assist in their developing their knowledge in their content and professional areas of practice. By having our candidates involved in such learning communities they get they have an opportunity gain experience in facilitating learning for students at each stage of their teacher preparation program.

The key changes for the new curriculum guide for the history secondary education program consist of the placement of the curriculum and instruction courses in the program. The curriculum and instruction courses are linked together in a manner that provides a consistent building of professionalism for the teacher candidate. Another specific change that differs from the previous curriculum is the inclusion of an option for candidates to enroll in the CUI 413 or SPED 350. Both of these courses will allow students more opportunity to learn about teaching strategies for diverse learning. This is important because many of our graduates have expressed that they lack confidence in their skill to develop teaching strategies that meet the learning needs of all the different students they may come into contact with during their clinical experience. This issue was also demonstrated as a barrier on their internship observations, in which many candidates did not meet at or above standard on their initial observation evaluations. Lastly, the new curriculum, unlike the previous curriculum ensures that candidates will have completed all of their education courses prior to doing their clinical experience. Our graduate interns have expressed concern on their end of the course evaluation about having to take education courses while they did their student teaching. The new curriculum requires our candidates to only do their student teaching and complete their content area capstone coursework.

Section B: Role of Public School Partners in the Revisioning Process

To ensure candidates who complete our Teacher Education Program are proficient in terms of their content knowledge, pedagogical skills and dispositions, leadership and collaboration, and ability to impact student learning, it is imperative our program work collaboratively and continuously with our public school partners in the surrounding area (e.g., Guilford, Winston-Salem/Forsyth, Alamance-Burlington public school systems). How our partners have been used throughout the revisioning process and how they will be used during the implementation and evaluation of the program will be of utmost importance as our focus for Candidate preparation evolves from awareness of content knowledge and pedagogical content to the conceptualization, implementation, assessment and evaluation of content knowledge and pedagogical skills and dispositions. More exposure to and work with K-12 students, teachers, and administrators is the aim of our revisioning process, so true partnerships and collaborative relationships are necessary to achieve the new vision of our Teacher Education Program.

Involvement of School Partners during the Revisioning Process

Throughout the revisioning process, we relied a great deal on our public school partners and other stakeholders in the geographic region to shape our proposed program. On five different occasions, we conducted 1½ hour focus group sessions with K-12 teachers and K-12 administrators in the area to engage them in the revisioning process. During the first focus group session on March 7, 2008 with K-12 teachers from Guilford County, we posed to them the question, —“What are the characteristics of an effective teacher?” and asked them to construct circle maps to capture their ideas. From this activity and subsequent discussion, we asked the K-12 teachers the follow-up question, —“How would you design a Teacher Education Program to produce the type of teacher described?” From this conversation, we conducted follow-up sessions with K-12 administrators from the Winston Salem/Forsyth County Public School district on April 8, 2008 to elicit their perceptions and thoughts. A follow-up session with K-12 teachers from the Winston Salem/Forsyth County Public School district occurred on April 15, 2008 to gather their thoughts and ideas. These focus group sessions produced a plethora of data we used to build a foundation of our proposed revisioned program. We began the process of aligning the information the K-12 public school partners shared with us to the North Carolina Professional Teaching Standards. After each of these sessions, we revisited the feedback from our public school partners and aligned it with the North Carolina Professional Teaching Standards to ensure compatibility. Conversations with these individuals have continued throughout the fall 2008 semester as we have continuously engaged K-12 administrators and teachers in discourse about the steps we have taken to revision our program. Their suggestions, ideas, insight, and feedback have been critical in our revisioning process and we anticipate further discourse with them as we continue to revision.

Please note we have not limited our conversation to our K-12 public school partners as we wanted to hear from other stakeholders whose perceptions and thoughts we believed could add value to our revisioning process. Consequently, we conducted a focus group session on April 7, 2008 with representatives of community-based organizations from and related to the Guilford County School system. Noteworthy participants involved in this session were (1) Mr. Mark Jewell, President of the Guilford County Association of Educators, (2) Ms. Toni Jones, President of Guilford County Council of PTAs, (3) Ms. DeAngela Carter, Director of Guilford County Schools Community in Schools, (4) Ms. Linda Mozell, Parents of Color Organizer, (5) Ms. Monica Walker, Diversity Officer for Guilford County Schools, and (5) Ms. Deena Hayes, Guilford County Schools Board of Education. These individuals provided excellent insight especially in terms of how our program can address issues related to leadership, collaboration, and the impact on student learning inside the classroom and beyond the school within the community.

As a result of the direct ongoing consultation we have received from public school partners and other stakeholders since March 2008, we have crafted a proposed revisioned program that is built primarily on

the recommendations, suggestions, and ideas of these individuals. We have revised our program in response to the excellent feedback provided by these persons, but we have taken great care to ensure what we have constructed is aligned with the North Carolina Professional Teaching Standards.

Role of partners in the implementation of the program

As we now plan to implement the program, we expect full cooperativeness and collaboration from our various public school partners and stakeholders. This collaboration will expand beyond the typical field experience placement where our public school partners have traditionally agreed to allow candidates to conduct observations within their classrooms. Field experiences where our candidates become members of the school community will remain a central part of our proposed revised program; however, the nature of these experiences will change drastically. Rather than sites for simple observation, these experiences will transform into inquiry-based environments where candidates and K-12 teachers work collaboratively to solve issues related to student learning. Through discourse and planning, our candidates will work alongside K-12 teachers to pose questions, test hypotheses, and collect, analyze, and interpret data to determine the most effective decision to make based upon these data. Thus, the field experience will transform from an ethnographic site where candidates typically observe and document what they see research-oriented sites where candidates actively engage in the conceptualization, implementation, and evaluation of instruction and the active process of reflection to inform future decision making.

Our proposed revised program includes more than collaborative efforts with our K-12 partners through field experiences and clinical internships. We plan to use our K-12 partners more directly and actively at the University classroom level. This intent is in direct response to the numerous focus group sessions with K-12 administrators who desired more interaction with our candidates in the preparation process. Consequently, we plan to use K-12 teachers and administrators to serve as “critical colleagues” in terms of assessing Candidate work samples to provide feedback to the candidates, which we believe will assist their developmental process of becoming a “proficient” Candidate. We will also work with our partners to provide our candidates knowledge and information as they come in and provide seminars and be guest speakers in key education courses in the history secondary education program. We will also collaborate with our partners to assist with developing our candidates’ professionalism by having our partners allow our students to come in and implement programs that will assist in promoting leadership skills for our students in the surrounding communities and schools.

Role of partners in the evaluation of the program

Because we realize the value and importance of our K-12 partners’ insight, it is important we provide mechanisms that allow for continuous feedback to improve our program and to evaluate our program. As a result, our program will create a history secondary education consulting board that will meet two to three times during the academic year to examine our program’s progress, the performance of our candidates, and the role of our University faculty in terms of preparing our candidates and working collaboratively with our history secondary education partners. We will ask our history secondary education partners to examine our curriculum to ensure the course offerings, the sequencing, and the course content are timely and relevant for 21st century history secondary education teachers. The consultants will assist in developing rubrics that will be utilized in evaluating presentation portfolios of candidates. Additionally, these partners serving as consultants to our program will be asked to have input in evaluating the presentation and technology portfolios of candidates.

Section C: The Electronic Evidences for the Program Area

SECTION I: KEY EVIDENCES

The following table outlines and details the key evidences the Secondary English Education Program will produce as indicators of our candidates' content and pedagogical knowledge, skills, and dispositions. A proposed name and brief description are offered for each evidence. Additionally, each evidence is aligned with the elements of the standards identified in the Teacher Candidate Rubric.

Evidence	Name of Evidence	Briefly Describe the Evidence	Elements of the Standards Addressed by the Evidence	
1	Content Knowledge: Evidence that demonstrates breadth of content knowledge in the specialty area ² .	Praxis II Score (Content Knowledge)	Satisfactory passing scores on Praxis II assessment (Test 00085) will provide evidence of the candidate's content knowledge as this assessment examines the area of content knowledge and content Pedagogy.	3b.1
2	Content Knowledge: Evidence that demonstrates depth of understanding and application of content knowledge in the specialty area.	Senior Seminar Historiography (Research Paper and Presentation)	A research project in history where the author identifies a history topic and develops research through the use of historiography methods and techniques and presents the results of the research to a faculty panel in writing for feedback. The author(s) will then present their research to a panel of faculty and peers in the history department.	3b.1
3	Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.	Content Area Instructional Unit Work Sample	Comprehensive Unit grounded upon research-verified principles and practices of how students learn that illustrates the Candidate's ability to conceptualize, plan, implement, and assess effectively instruction within the content area.	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

Evidence	Name of Evidence	Briefly Describe the Evidence	Elements of the Standards Addressed by the Evidence
4 Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates knowledge, skills, and dispositions in practice.	LEA/IHE Certification of Capacity	State-required evaluation of the candidate completed by the institution and the cooperating teacher.	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.	Differentiated Instruction Teacher Work Sample	An activity that requires candidates to collect data on student prior knowledge, analyze data, and provide targeted instruction based on the different developmental levels of students in the learning environment. Formative assessment and post-assessment data should illustrate student growth and development.	1a.1, 4b.1, 4h.1, 4h.2, 5a.1
6 Leadership and Collaboration: Evidence that demonstrates leadership and collaboration.	Head, Hand, and Heart Community Service Project	Candidates will work with a school's history faculty to develop a project in which secondary students can implement history or social studies principles they have learned into their communities. Candidates will work with the history faculty and school administration, and community leaders regarding how to design the project that will implement recognition of history and social science in the community.	1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1
7 Additional evidence that addresses NCPTS standards (optional)			
8 Additional evidence that addresses NCPTS standards (optional)			

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. <ol style="list-style-type: none"> 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. 2. Draws on appropriate data to develop classroom and instructional plans. 3. Maintains a safe and orderly classroom that facilitates student learning. 4. 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 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><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>
b. Teachers demonstrate leadership in the school. <ol style="list-style-type: none"> 1. Engages in collaborative and collegial professional learning activities. 2. Identifies the characteristics or critical elements of a school improvement plan. 3. 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>
c. Teachers lead the teaching profession. <ol style="list-style-type: none"> 1. Participates in professional development and growth activities. 2. Begins to develop professional relationships and networks. 	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input 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
d. Teachers advocate for schools and students. 1. Implements and adheres to policies and practices positively affecting students' learning.	<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
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> .	<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
2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS	
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.	<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
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.	<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 <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 <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
c. Teachers treat students as individuals. 1. Maintains a learning environment that conveys high expectations of every student.	<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
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 special needs.	<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 <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

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
b. Teachers plan instruction appropriate for their students. 1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
c. Teachers use a variety of instructional methods. 1. Uses a variety of appropriate methods and materials to meet the needs of all students.	<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
d. Teachers integrate and utilize technology in their instruction. 1. Integrates technology with instruction to maximize students' learning.	<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
e. Teachers help students develop critical-thinking and problem-solving skills. 1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<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
f. Teachers help students to work in teams and develop leadership qualities. 1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<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
g. Teachers communicate effectively. 1. Uses a variety of methods to communicate effectively with all students. 2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<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 <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
h. Teachers use a variety of methods to assess what each student has learned. 1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. 2. Provides evidence that students attain 21 st century knowledge, skills and dispositions.	<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 <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

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

For each of the key evidences identified in Section I provide a detailed description of:

- 1) the name of the evidence;
- 2) the specific directions and/or requirements for the evidence provided to the candidates;
- 3) how the evidence specifically addresses the elements of the standards for which it is cited in Sections I and II; and
- 4) how the evidence is/will be evaluated by the institution.

*The narrative section for **each** evidence is limited to two pages.*

#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.

Name of Evidence: **Praxis II Scores from Social Studies Content Knowledge (Test 10081)**

Identification and Purpose of the Evidence

The Praxis II Content Knowledge Test (10081) is based on the breadth and depth of knowledge expected of a Candidate completing a Bachelor's degree program in history secondary education. The test assesses the knowledge and competency of a Candidate in the areas of U.S. history, World History, political science, geography, economics, and behavioral sciences.

Specific Directions and/or Requirements for the Evidence

This assessment is 130 multiple-choice questions and is timed for 2 hours. The assessment focuses on examining the knowledge and skills necessary for beginning teachers in social studies in secondary schools. The questions are interdisciplinary that reflect complex relationships among social studies fields. Some questions are based on interpreting material such as maps, graphs, cartoons, written passages, diagrams, and photos. 10 to 15 % of the questions contain content reflecting the diverse experiences of people in U.S. as they relate to gender, culture, and /or race.

Elements of the Standards Addressed by the Evidence

The Praxis II assessment in history/social studies education (Test 10081) is designed specifically to examining the knowledge and skills necessary for beginning teachers in social studies in secondary schools and how well a candidate understands history and social studies (3b.1). Overall, the assessment is comprehensive and covers a wide range of content knowledge and assesses comprehensive competence of interdisciplinary relationships by the candidate aspiring to teach secondary history/social studies in today's public schools. This includes social science disciplines such as political science, economics, and behavioral sciences. This assessment provides valid and reliable evidence of how well candidates grasp essential concepts and content to teach history/social studies effectively at the secondary level.

Institutional Evaluation of the Evidence

According to Educational Testing Services, the Praxis II content knowledge assessment in Social Studies has pre-established validity and reliability rates attained through a validation process that is consistent with the technical guidelines in the *Standards for Educational and Psychological Testing*. Central to the process is the connection between the content of a test and the knowledge and/or skills judged important for entry-level practice. Committees of educators work with subject experts at ETS to conduct reviews for the appropriateness and fairness of test content. The process ends with passing-score or standard-setting studies conducted by each state or licensing agency, during which the job relatedness of the test content for that state's entry-level teachers is evaluated.

Before passing scores are set, each state that uses a Praxis test undertakes a validation process and sets standards. Panels of teachers and teacher educators, appointed by each state, review the tests to confirm they are aligned with state licensing requirements. The panel members also make judgments regarding the difficulty of the questions for beginning teachers. Each state uses those judgments in setting its respective passing scores. Current Social Studies and history classroom teachers, history professors from institutions of higher education, and history teacher educators are responsible for objectively assessing candidates' Praxis II work. After undergoing extensive training, these reviewers examine and analyze Candidate work using appropriate rubrics. Once scores are established for each Candidate, our program uses the scores established by the state of North Carolina to determine the pedagogical and professional knowledge skills and dispositions of our candidates.

At North Carolina A & T State University, we will continue to utilize the Praxis II examination as a valid and reliable measure to determine the readiness of our candidates to teach history/social studies at the secondary level in the state of North Carolina. The current minimum composite score to pass this Praxis II examination in the state of North Carolina is 320; however, there is no minimum score for this particular session of the assessment. As such a target combined score of 320 is appropriate for all candidates.

#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.

Name of Evidence: Senior Seminar Historiography (Research Paper and Presentation)

Identification and Purpose of the Evidence

Historiography is the aspect of semiotics that is the study of how knowledge of the past, recent or distant, is obtained and transmitted. The candidate's historiography research project will examine and explore the writing of history regarding a specific topic and use historical methods of research, drawing upon such elements such as authorship, sourcing, interpretation, style, bias, and audience. By using the tools of historical investigation candidates will illustrate how their topic has changed over time and space.

Specific Directions and/or Requirements for the Evidence

Candidates will focus on a specific theme that the instructor has chosen for the course for that semester, for example the theme might be U.S. Foreign Policy since 1975. Candidates will begin by reading three recent works that discuss, in various ways, the major concepts, facts, research, interests, needs, and motives regarding the course theme. After candidates complete the readings they will be required to write a brief description of the proposed research topic. Candidate and instructor will have one on one session to discuss and obtain a clear understanding of the Candidate's topic. Upon completing this step in the process candidates will write a 5-6 page report including selection of a topic, preliminary title and thesis statement, initial bibliography, a skeletal outline of the project, and a brief explanation of your intended procedure. Type, double spaced, 12 point type. After the candidates' topics are approved by the instructor they will schedule individual weekly meetings with the instructor to discuss their progress on their papers and to have early drafts of their papers evaluated. First draft will have to be a minimum of 10 pages. When the final draft is completed the candidates will write a five-page distillation of their research paper to be presented at a symposium held for the History Department and other invited guests. The final research paper will be evaluated by the instructor. The final product of the course will be a seminar paper composed of a double-spaced 20-25 page research paper (not including endnotes, bibliography, and title page) examining and explicating a historical topic of interest utilizing historical investigation techniques. Candidates will be required to adhere to Turabian formatting.

Candidates will be assessed based on their ability clearly reflect in their writing important historical connections, concepts, facts, needs and motives as it relates to the candidates' topics. The ability for students to meet all the guidelines for the assignment is a major factor in the assessment of their project. The quality of the candidates' presentation will also be factored in the assessment of the students completed product.

Elements of the Standards Addressed by the Evidence

The historiography research and presentation activity encourages candidates to think more deeply about a topic in history and how to engage in history investigative techniques and methods. By candidates demonstrating their investigative knowledge and skills they are better prepared to meet the needs of learners or present multiple perspectives of topics because they demonstrate they know how to gather deeper knowledge about historical and social science issues (3b.1). This particular activity engages students in the inquiry process and models to candidates a way in which they can use history and scientific methodology engage their future students in the research process while simultaneously improving critical thinking skills for the 21st century student of history and social science.

Institutional Evaluation of the Evidence

The University course instructor will assess this particular capstone experience document and presentation. The faculty panel will have input by use of a holistic rubric developed by the university instructor. Parties involved in the assessment of the Candidate's work will undergo a training session on the scoring plan used. Using a rubric these scorers will objectively assess the work sample based on the quality of work presented. After each scorer assesses the work sample, their scores will be reviewed and taken into account with the university's supervisor's assessment. The panel will also provide some qualitative feedback to represent how they determined their assessment of the candidate. From this process, the candidate will receive numerical and qualitative feedback on the work with recognition of strengths throughout the process and suggestions for improvement.

NORTH CAROLINA A&T STATE UNIVERSITY
HIST 599 – Senior Seminar
Presentation Grading Rubric

<i>Components</i>	3-Sophisticated	2-Competent	1-Not yet Competent
Organization	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
Style	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
Use of Communication Aids	Communication aids enhance presentation. <ul style="list-style-type: none"> • The font on the visuals is readable. • Information is represented and organized to maximize audience comprehension. • Details are minimized so that main points stand out. 	Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> • Font size is mostly readable. • Appropriate information is included. • Some material is not supported by visual aids. 	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> • Font size is too small to read. • Too much information is included. • Details or some unimportant information is highlighted, and may confuse the audience.
Content			
<i>Depth of Content</i>	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.
<i>Accuracy of Content</i>	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable.

<i>Use of Language</i>			
Grammar and Word Choice	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.
Freedom from Bias (e.g., sexism, racism, heterosexism, ageism, etc.)	Both oral language and body language are free from bias.	Oral language and body language are free from bias with one or two minor exceptions.	Oral language and/or body language includes some identifiable bias. Some listeners will be offended.
<i>Responsiveness to Audience</i>			
Verbal Interaction	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience questions and needs. Misses some opportunities for interaction.	Responds to questions inadequately.
Body Language	Body language reflects comfort interacting with audience	Body language reflects some discomfort interacting with audience.	Body language reveals a reluctance to interact with audience.

#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:

Name of Evidence: Content Area Instructional Unit Work Sample

Identification and Purpose of the Evidence

The purpose of the Content Area Instructional Unit Work Sample is to illustrate the Candidate's ability to conceptualize, plan, implement, and assess effectively instruction within the content area. This particular Unit centered on a specific theme within your content area will be grounded upon research-verified principles of how students learn and pedagogical best practice. The intent of the work sample is to demonstrate the Candidate's ability to manipulate the learning environment, to design instruction that spans a period of time based on the needs of learners, and to collect and analyze student work.

Specific Directions and/or Requirements for the Evidence

Effective teachers have the ability to manipulate the learning environment, plan meaningful instruction based on their knowledge of learners, and situate their content in the lives of students. With this assignment, you will exhibit the traits of an effective educator by designing, implementing, and assessing a unit plan within your content area. To complete the Content Area Instructional Unit Work Sample (CAIUWS), you are to design instruction that spans three to four weeks (i.e., 15 to 20 days), and you must teach the lessons articulated within this unit plan. The goals of the Unit and each lesson plan within the Unit must align with the North Carolina Standard Course of Study for the appropriate grade level of the content area. The document you submit must be word-processed and double-spaced in 12-point font. The CAIUWS should include any necessary charts, graphs, or attachments that illustrate student performance throughout the Unit.

The CAIUWS should adhere to the following format and must abide by the page requirements provided:

- **Section 1: Philosophy of Instruction (2 pages maximum)**
 - Articulates the Candidate's belief about how instruction should be provided to a diverse population of students
 - Philosophy grounded in knowledge of specific learning theories and articulates research-verified pedagogical strategies implemented in the classroom
- **Section 2: Contextual Analysis (6 pages maximum)**
 - **Part A: Nature of the Learner** (1 page): A description of the learners within the specified classroom, identifying the total number of students, demographic information (e.g., gender, ages), learning styles, academic ability, physical/emotional/academic needs or strengths, types of exceptionalities
 - **Part B: Physical Space Diagram and Rationale** (1 – 2 pages): Attach an electronic drawing or sketch of the classroom and how it will be structured to provide instruction to students. Provide an explanation as to why the classroom is structured in the chosen manner and explain how this structure optimizes student engagement based on principles of how students learn
 - **Part C: Classroom Expectations, Policies, Procedures** (1 – 2 pages): Articulates 5 classroom expectations, 5 classroom policies, 5 classroom procedures, and a detailed, consistent —Consequences Plan” should any student not adhere to any policy or procedure
 - **Part D: Strategies to Promote Classroom Community** (1 page): Articulates concrete strategies the Candidate will use to promote community within the classroom to ensure all learners have a —voice” and feel comfortable interacting with the learning environment
- **Section 3: Unit Plan with Appropriately Designed Lesson Plans**

- **Part A: Unit Preassessment:** The Unit Plan identifies a pre-assessment tool or instrument to assess students' prior knowledge of the topic or theme
- **Part B: Lesson Plans:** An appropriate number of lesson plans included within the Unit that spans 15- to 20-days of instruction with each plan aligned with the NC Standard Course of Study for the content area. Lesson plans must:
 - Identify measurable or observable goals,
 - Articulate an Essential Question,
 - Provide Teacher Input on what will be taught during each lesson and integrate content information with other discipline areas when appropriate,
 - Provide Guided Practice where the skill(s) or knowledge set to be learned is modeled,
 - Articulate Independent Practice where the learner practices the skill independently or differentiates instruction using specialists and other resources when appropriate,
 - Identify how learning will be assessed (formally or informally) during each lesson,
 - Articulate how instruction will be modified to meet the needs of students with exceptionalities and utilize technological supplements
- **Part C: Culminating Activity:** Plan must have a performance-based culminating activity
- **Part D: Post-Assessment:** The Unit Plan must have a post-assessment tool or instrument to assess what students have learned about this topic or theme
- **Section 4: Analysis of Student Work (2 pages)**
 - Articulates how student performance relates to lesson goals
 - Explains how student performance meets or does not meet expectations
 - Depict results of all assessments in table format and attach as an appendix
- **Section 5: Reflection of the CAIUWS (1 -2 pages)**
 - An explanation of what went well with the Instructional Unit Work Sample
 - An explanation of what areas could be improved with the Instructional Unit Work Sample
 - An explanation of how instruction could be performed differently in the future
 - An explanation of how this activity transformed thinking, practice about teaching and learning.

Elements of the Standards Addressed by the Evidence

This authentic assessment addresses several of the descriptors cited in Sections C.1 and C.2. With the contextual analysis component, candidates are required to draw upon appropriate assessment data to construct responsive classroom and instructional plans (1a.2, 2b.3) as a means to develop and design lessons based on the *North Carolina Standard Course of Study* (3a.1). Prior to instructional planning, candidates must use preassessments and preassessment data (4a.1, 4a.2) to drive their pedagogical decision making. From these data, candidates will utilize appropriate research-verified strategies (2d.1) within their instructional plans to meet the needs of learners, and they must integrate their specific subject matter content with other disciplines (3c.1) where appropriate as well as approach their subject matter from multiple perspectives (3c.2) to engage diverse learners. The lessons candidates construct must reflect their knowledge and understanding of diverse student populations (2b.3) and the needs of individual learners (4c.1). Additionally, lessons should promote critical thinking and problem solving skills (4e.1). Candidates must also illustrate their ability to make appropriate modifications and accommodations within their instructional plans by collaborating with specialists or using various resources to design instruction that meets the needs of all learners (2d.1, 4b.1). By collecting, analyzing, and interpreting assessment data (4a.1, 4a.2, 4h.1), Candidates must plan instruction based on what they know about their students (4a.1, 5a.1, 5c.1). Throughout the Instructional Work Sample, Candidates must integrate instructional strategies to engage learners, including technological applications and communicative skills (e.g., group work, presentations, critical thinking) to make instruction relevant, meaningful, and appropriately rigorous (4c.1, 4d.1, 4e.1, 4f.1, 4h.2).

Institutional Evaluation of the Evidence

The University instructor will work with a public school classroom teacher within the content area and one University Teacher Educators within the content area to assess the Candidate's work sample. All parties involved in the assessment of the Candidate's work will undergo a training session on the analytic scoring rubric to ensure interrater reliability. Using an analytic rubric will allow evaluators the opportunity to examine each component part of the Instructional Work Sample and provide feedback and suggestions on each section, which will serve as a formative assessment to help the Candidate grow and develop in each area. No finalized version of this particular rubric exists at this moment, but the rubric will resemble the following:

Dimension	Target (X points)	Acceptable (X points)	Unsatisfactory (X points)
Philosophy of Instruction (X points awarded based on appropriate level)	The philosophy clearly articulates the Candidate’s beliefs about how instruction should be provided to a diverse population of students, is grounded in specific learning theories, and is supported by research-verified pedagogical strategies	The philosophy implicitly alludes to the Candidate’s beliefs about how instruction should be provided to a diverse population of students, is implicitly grounded in learning theories, and is implicitly supported by research-verified pedagogical strategies	The philosophy does not articulate the Candidate’s beliefs about how instruction should be provided to a diverse population of students, does not ground the philosophy in learning theories, or does not support the philosophy with research-verified pedagogical strategies, or the section is missing
Contextual Analysis (X points awarded based on appropriate level)	The Candidate addresses all components of the nature of the learner, includes all parts of the physical space diagram with an explicitly stated rationale, articulates all classroom expectations, policies, and procedures, and identifies specific strategies to promote classroom community	The Candidate addresses some of the components of the nature of the learner, includes some parts of the physical space diagram and rationale, articulates some classroom expectations, policies, and procedures, and identifies some strategies to promote classroom community	The Candidate does not address any component of the nature of the learner, does not include any part of the physical space diagram with a rationale, does not articulate any classroom expectations, policies, and procedures, or does not identify any strategies to promote classroom community
Unit Plan (X points awarded based on appropriate level)	The Candidate constructs a three-week Thematic Unit Plan that includes all necessary components (i.e., a pre-assessment, appropriately constructed lesson plans using A&T’s lesson model, a culminating activity, and a post-assessment)	The Candidate constructs a three-week Thematic Unit Plan that is missing only 1 part of the required components (i.e., a pre-assessment, appropriately constructed lesson plans using A&T’s model, a culminating activity, and a post-assessment)	The Candidate constructs a Thematic Unit Plan that does not cover three weeks or fails to include 2 or more required components (i.e., a pre-assessment, appropriately constructed lesson plans using A&T’s lesson model, a culminating activity, post assessment), or section is missing
Analysis of Student Work (X points awarded based on appropriate level)	The Candidate provides specific formative assessment data on student performance, depicts all results in a table format, and articulates how student performance met or did not meet expectations	The Candidate provides specific formative assessment data on student performance, depicts all results in a table, and expresses implicitly how student performance met or did not meet expectations.	The Candidate does not provide specific formative assessment data or does not depict all results in a table or does not explain how student performance met or did not meet expectations, or the section is missing.
Reflection (X points awarded based on appropriate level)	The Candidate addresses explicitly all four areas of the reflective cycle within the 2 page limit	The Candidate addresses explicitly three areas of the reflective cycle within the 2 page limit	The Candidate addresses 2 or fewer areas of the reflective cycle or this section is missing
Total points:			

Each desired outcome level (i.e., Target, Acceptable, Unacceptable) will be worth a yet to be determined total. For example, a “Target” submission might be worth 200 points, an “Acceptable” submission might be worth 170 points, and an “Unacceptable” submission might be worth 140 points. Given these levels, each dimension would be examined separately to determine its point value and a range of points would be established to determine if

the Candidate's work sample is presented well enough to constitute a "Target" submission, an "Acceptable" submission, or an "Unacceptable" submission. To evaluate the quality of the work sample, we will add the point values awarded for each dimension area to calculate the total points (i.e., philosophy points + contextual analysis points + unit plan points + analysis of student work points + reflection points). We will determine a range of total points for a "Target" submission, an "Acceptable" submission, and an "Unacceptable" submission. The following structure provides an example of a sample evaluation scale:

- Target Submission: 850 – 1000 total points earned
- Acceptable Submission: 700 – 849 total points earned
- Unacceptable Submission: 699 total points and below

Using this rubric and evaluation scale, the aforementioned evaluators, whom we will refer to as "critical colleagues," will objectively assess the work sample based on the quality of work presented and based on the Candidate's ability to address each dimension appropriately. After each critical colleague assesses the work sample, their scores will be averaged and a final "total points" amount will determine if their submission is "Target," "Acceptable," or "Unacceptable." We will also compile qualitative feedback from the critical colleagues to provide additional information for Candidates to assist with their growth and development in each of the dimensions. Please note the Candidate's name will be removed from the work sample for anonymity purposes. As such, each Candidate will be assigned a number (i.e., 10001, 20002, 30003) to ensure a level of objectivity.

#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, 4b.2, 5a.1

Name of Evidence: LEA/IHE Certification of Teaching Capacity

Identification and Purpose of the Evidence

The LEA/IHE Certification of Capacity document captures the proficiency level of each Candidate who engages in student teaching. The purpose of the certification is to verify the Candidate illustrates proficiently key traits of an effective educator. This document is required to recommend the Candidate for licensure.

Specific Directions and/or Requirements for the Evidence

The Site Supervisor and a University supervisor will observe and assess regularly the Candidate's professional, content, and pedagogical knowledge, skills, and dispositions during the student teaching experience. Using the Teacher Candidate Evaluation Rubric, the observers will rate the Candidate's ability to meet various standards and elements at a level of "Proficiency" during the course of the experience. At the conclusion of the experience, the Site Supervisor, University Supervisor, and the Superintendent of the school district (or a designee) must sign the LEA/IHE Certification of Capacity which rates the Candidate in the following areas: (1) Professionalism, (2) the Classroom Climate/Culture, (3) Instruction, (4) Assessment/Evaluation, and (5) the Impact on Student Learning. Using these indicators, the raters must conclude whether or not the Candidate met each standard or element at a "Proficient" level as defined within the North Carolina Professional Teaching Standards document. Those Candidates who meet successfully all elements or standards at a proficient level will be recommended for licensure assuming all other degree and Program Area requirements have been satisfied satisfactorily (i.e., appropriate grade point average, appropriate courses passed with a "C" or better, appropriate transition points met). Those Candidates who do not successfully meet all elements or standards at a proficient level must still have the Cooperating Teacher, Principal (or designee), and University Supervisor sign the form; however, these particular Candidates will not be recommended for licensure until the Candidate demonstrates his/her ability to operate at a level of proficiency in all categories.

Elements of the Standards Addressed by the Evidence

The LEA/IHE Certification of Capacity document ensures pre-service teachers evaluates the progress of students towards high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study (1a.1.) while simultaneously upholding ethical standards and moral obligations at all times (1e.1) while in public schools and beyond. The certification of capacity document requires the institution to assess the pre-service teacher candidate's ability to create a safe, nurturing environment where students feel empowered to participate and share their thoughts without fear of judgment or persecution (1a.3, 1a.4, 2a.1). As such, the candidate should implement positive management strategies (1a.4) that adhere to policies and practices that positively affect student learning (1d.1). To engage students from diverse backgrounds, Candidates must illustrate they have the ability to plan relevant, meaningful, and challenging instruction that challenges traditionally-held ethnocentric monoculturalist views (2b.1) while incorporating various perspectives without imposing their own belief and values on students (2b.2). This means the Candidate must have the ability to present content information using multiple perspectives rather than relying on a potentially-biased single text or source; additionally, the Candidate must demonstrate they have the knowledge and ability to collaborate with specialists or to utilize various support resources to meet the special learning needs of students with exceptionalities (2d.1, 2d.2). Not only does the Certification of Capacity form require the candidate to infuse into his or her instruction various 21st Century skills (3d.1), technological applications (4d.1), inquiry-based approaches (4c.1, 4e.1), and collaborative activities (4f.1) that engage the learner's interests and curiosities

(3b.2) but also it requires the candidate to illustrate his or her use of assessment data and interpretation of data (4h.1, 5a.1) to provide responsive instruction (4c.1) to diverse learners.

Institutional Evaluation of the Evidence

PK-12 public school faculty will work collaboratively with University supervisors throughout the student teaching experience to observe periodically the Candidate's progress toward achieving proficiency as outlined in the Teacher Education Evaluation Rubric. A mandatory training session on the North Carolina Professional Teaching Standards and how to use the Teacher Candidate Evaluation Rubric will occur with all site supervisors and University supervisors before the internship experience commences. Once the experience begins, Site Supervisors and University supervisors will conduct frequent observations of each Candidate. These periodic observations will lead to frequent conversation and discourse between the Candidate, the Site Supervisor, and the University supervisor prior to the completion of the LEA/IHE Certification of Capacity form. Once the internship experience concludes, the Site Supervisor, University Supervisor, and Candidate will complete the Certification of Capacity Form and determine if the Candidate operates at "Proficiency" in all categories. If the Candidate does not function at the proficient level in all categories, then the Candidate will not be recommended for licensure and further teaching at a specified internship site must occur.

#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:

Name of Evidence: Differentiated Instruction Teacher Work Sample (DITWS)

Identification and Purpose of the Evidence

The purpose of the Differentiated Instruction Teacher Work Sample is to determine how effectively Candidates address the cognitive levels of learners within their classrooms through thoughtful and strategic instructional planning. Candidates must provide credible evidence of their ability to facilitate learning by developing significant, challenging, varied, and appropriate learning goals consistent with North Carolina Standard Course of Study and Content Area Standards. Candidates must identify desired student results and use multiple assessment modes and approaches to assess student learning before, during, and after instruction. The Candidate must also use assessment data to profile student learning and communicate information about student progress and achievement. Once complete with instruction, the Candidate must reflect on his or her instruction and student learning in order to improve teaching practice and learning outcomes.

Specific Directions and/or Requirements for the Evidence

Candidates will design and teach a comprehensive two-week unit of instruction. The goals and essential questions for the unit must be based on the North Carolina Standard Course of Study and the Content Area Standards. Candidates must create an assessment plan by identifying the desirable results from students, determining how they will measure these results (acceptable evidence), and then planning teaching and learning activities for students. The assessment plan articulates how Candidates will pre-assess students prior to implementing instruction, how Candidates will use formative assessment during the instructional period, and how Candidates will assess students after instruction has concluded. Candidates must also analyze and reflect upon the instructional design, the educational context in which they taught, and the learning gains demonstrated by students.

To complete the Differentiated Instruction Teacher Work Sample (DITWS), you are to design and teach a comprehensive two-week interdisciplinary unit of instruction centered on a specific theme within your content area. The goals of the Unit and each lesson plan within the Unit must align with the North Carolina Standard Course of Study for the appropriate grade level of secondary English. The document you submit must be word-processed and double-spaced in 12-point font. The DITWS should be approximately 20 pages which does not include any required charts, graphs, or attachments.

The DITWS should adhere to the following format and must abide by the page requirements provided.

- Section 1: Contextual Factors (1 page)
 - Identification of community, district, and school factors including geographic location, community and school population, socio-economic profile, and race/ ethnicity.
 - Identification of classroom factors including physical features, availability of equipment and resources, and the extent of parental involvement.
 - Identification of student characteristics including age, gender, race/ethnicity, special needs, achievement/ developmental levels, and students' skills
 - Identification of instructional implications including how contextual characteristics of the community, classroom, and students impact instructional planning and assessment.
- Section 2: Learning Goals, Understandings, and Essential Questions (1-2 pages)
- Section 3: Assessment Plan (2-3 pages)
 - Identification and description of pre- and post-assessments and how they align with the learning goals of the Unit
 - Explanation of why assessments are appropriate to measure learning goals

- Articulate explicit criteria used to determine student performance
 - Copies of assessments attached as an appendix
- Section 4: Instructional Knowledge and Planning (5-10 pages)
 - Appropriately written and sufficiently detailed lesson plans covering two weeks of instruction
 - Each lesson plan must be aligned with the NC Standard Course of Study
 - Identification of Essential Question, Teacher input, Guided Practice, Independent Practice, Assessment of Learning in each lesson
 - At least ½ of the lessons written must differentiate instruction using a method of differentiation discussed
- Section 5: Analysis of Student Learning (2 pages)
 - Depict results of all assessments in table format and attach as an appendix

Student Name	Pre-Assessment	Formative Assessment 1	Formative Assessment 2	Post-Assessment
Student 1				
Student 2				
Student 3				
....				

NOTE: In order to ensure the anonymity of students in your class, include pseudonyms for your students' names. You should NOT identify your students by real name in any part of this performance assessment.

- A one-page reflection must accompany the document explaining instructional decisions made as a result of assessment data collected throughout the unit.
- Section 6: Reflection and Self Evaluation
 - An explanation of what went well with the Differentiated Work Sample
 - An explanation of what areas could be improved with the Differentiated Work Sample
 - An explanation of how instruction could be performed differently in the future
 - An explanation of how this activity transformed thinking, practice about teaching and learning.

Elements of the Standards Addressed by the Evidence

This authentic assessment addresses several of the descriptors cited in Sections C.1 and C.2. Candidates are required to use their content knowledge (3d.1) to develop and design lessons based on the North Carolina Standard Course of Study (3a.1) and evaluate how instruction in this area will move students toward graduation requirements (1a.1). Throughout the instructional process, candidates will utilize various assessment measures (5h.1) that align with the Standard Course of Study to ensure students are learning, growing, and developing within the subject area (1a.1). By collaborating with colleagues to create an interdisciplinary Unit (4b.1), candidates must use research-verified strategies (2d.1) consistent with differentiated instruction and backwards design planning (2b.3) to meet the needs of individual learners. By collecting, analyzing, and interpreting pre-assessment data (4a.2, 4h.1), candidates must plan instruction based on the cognitive developmental levels of their students (4a.1, 5a.1). Throughout the Unit, Candidates must integrate a variety of instructional strategies to engage learners including technological applications, communicative skills (e.g., group work, presentations, critical thinking) and other available resources (3d.1, 4f.1, 4h.2) to make instruction relevant, meaningful, and appropriately rigorous.

Institutional Evaluation of the Evidence

The University instructor will work with a public school classroom teacher within the content area and one University Teacher Educators within the content area to assess the Candidate's work sample. All parties involved in the assessment of the Candidate's work will undergo training on the analytic scoring rubric to ensure interrater reliability. Using an analytic rubric will allow evaluators the opportunity to examine each component part of the Differentiated Work Sample and provide feedback and suggestions on each section, which will serve as a formative assessment to help the Candidate grow and develop in each area. No finalized version of the rubric currently exists, but it will resemble the following:

Dimension	Target (X points)	Acceptable (X points)	Unacceptable (X points)
Contextual Factors (X points awarded from appropriate level)	The Candidate identifies explicitly all required factors (i.e., community factors, school factors, classroom factors, and student characteristics) within the context that may affect student learning	The Candidate identifies explicitly at least three of the required factors (i.e., community factors, school factors, classroom factors, and student characteristics) within the context that may affect student learning	The Candidate identifies 2 or fewer required factors (i.e., community factors, school factors, classroom factors, and student characteristics) within the context that may affect student learning or the Candidate fails to include this section
Learning Goals, Understandings, Essential Questions (X points awarded from appropriate level)	The Candidate articulates explicitly and writes appropriately all three of the required dimensions (i.e., learning goals, understandings, and essential questions) for the two-week instructional period	The Candidate articulates explicitly and writes appropriately 2 of the 3 required dimensions (i.e., learning goals, understandings, essential questions) for the two-week instructional period	The Candidate does not write appropriate learning goals, understandings, and essential questions or the Candidate provides only 1 of the 3 required dimensions (i.e., learning goals, understandings, essential questions), or the Candidate fails to include this section
Assessment Plan (X points awarded from appropriate level)	The Candidate articulates a concrete assessment plan for the two-week instructional period with all required dimensions addressed (i.e., pre- and post assessments, explicit criteria to determine student performance, copies of assessments attached as appendices, and an explanation of how the assessments meet learning goals)	The Candidate articulates a concrete assessment plan for the two-week instructional period but is missing 1 of the required dimensions (i.e., pre- and post assessments, explicit criteria to determine student performance, copies of assessments attached as appendices, and an explanation of how the assessments meet learning goals)	The Candidate articulates a concrete assessment plan for the two-week instructional period but is missing 2 or more of the required dimensions (i.e., pre- and post assessments, explicit criteria to determine student performance, copies of assessments attached as appendices, and an explanation of how the assessments meet the learning goals) or section is missing
Instructional Knowledge and Planning (X points awarded from appropriate level)	The Candidate provides lesson plans that span two weeks of instruction with half using differentiation strategies and all lessons align with the required components of the NC A&T Lesson Plan Format (i.e., Articulation of NC Standard Course of Study Goal(s), Essential Question(s), Teacher Input, Guided Practice, Independent Practice, Assessment of Learning)	The Candidate provides lesson plans that span two weeks of instruction with half using differentiation strategies and most lessons aligning with the required components of the NC A&T Lesson Plan Format (i.e., Articulation of NC Standard Course of Study Goal(s), Essential Question(s), Teacher Input, Guided Practice, Independent Practice, Assessment of Learning)	The Candidate provides lesson plans that does not span two weeks of instruction or the Candidate does not use differentiation strategies with half of the lessons or none of the lessons align with the required components of the NC A&T Lesson Plan Format (i.e., Articulation of NC Standard Course of Study Goal(s), Essential Question(s), Teacher Input, Guided Practice, Independent Practice, Assessment of Learning), or section is missing
	The Candidate provides specific formative	The Candidate provides specific formative	The Candidate does not provide specific formative

Analysis of Student Work (X points awarded from appropriate level)	assessment data on student performance, depicts all results in a table format, and articulates how student performance met or did not meet expectations	assessment data on student performance, depicts all results in a table, and expresses implicitly how student performance met or did not meet expectations.	assessment data or does not depict all results in a table or does not explain how student performance met or did not meet expectations, or section is missing.
Reflection and Self Evaluation (X points awarded from appropriate level)	The Candidate addresses explicitly all four areas of the reflective cycle within the 2 page limit	The Candidate addresses explicitly three areas of the reflective cycle within the 2 page limit	The Candidate addresses 2 or fewer areas of the reflective cycle or this section is missing
Total points:			

Each desired outcome level (i.e., Target, Acceptable, Unacceptable) will be worth a yet to be determined total. For example, a “Target” submission might be worth 200 points, an “Acceptable” submission might be worth 170 points, and an “Unacceptable” submission might be worth 140 points. Given these levels, each dimension would be examined separately to determine its point value and a range of points would be established to determine if the Candidate’s work sample is presented well enough to constitute a “Target” submission, an “Acceptable” submission, or an “Unacceptable” submission. To evaluate the quality of the work sample, we will add the point values awarded for each dimension area to calculate the total points (i.e., philosophy points + contextual analysis points + unit plan points + analysis of student work points + reflection points). We will determine a range of total points for a “Target” submission, an “Acceptable” submission, and an “Unacceptable” submission. The following structure provides an example of a sample evaluation scale:

- Target Submission: 850 – 1000 total points earned
- Acceptable Submission: 700 – 849 total points earned
- Unacceptable Submission: 699 total points and below

Using this rubric and evaluation scale, the aforementioned evaluators, whom we will refer to as “critical colleagues,” will objectively assess the work sample based on the quality of work presented and based on the Candidate’s ability to address each dimension appropriately. After each critical colleague assesses the work sample, their scores will be averaged and a final “total points” amount will determine if their submission is “Target,” “Acceptable,” or “Unacceptable.” We will also compile qualitative feedback from the critical colleagues to provide additional information for Candidates to assist with their growth and development in each of the dimensions. Please note the Candidate’s name will be removed from the work sample for anonymity purposes. As such, each Candidate will be assigned a number (i.e., 10001, 20002, 30003) to ensure a level of objectivity

#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: _____

Name of Evidence: Head, Hand, and Heart Community Service Project

Identification and Purpose of the Evidence

Social Studies/history programs seek to develop three dimensions of the reflective, competent, and concerned citizen by way of the metaphor the head, the hand, and the heart. The purpose of this assignment is to have candidates determine a local, national, or global social issue and take the lead in responding to the need(s) with the school's administrators, faculty, and students. It may be necessary for candidates to recruit other important people after the service learning topic has been determined, such as business or community leaders. Candidates must take the lead with students and faculty in determining what issue they want to address and what community locale they will provide with their service (local, national, or global). For example, school may choose to organize a multicultural rally within their school/neighborhood community. Based on the issue to be addressed candidates will collaborate with school administrators, faculty within the school, especially in the history department, and students to determine what service project they want to get involved in during the semester. The Candidate will write up the proposal for the service project by including the purpose/rationale for the project, what or who will be the intended recipient of the service, detail description of what the service will entail, and the duration for the service project (the duration may be from a minimum of two-weeks to a maximum of a school year). Candidates will design the service project proposal, but will not be required to fully implement it due to the fact that they are under time and resource restrictions during their internship.

Specific Directions and/or Requirements for the Evidence

What you are to do for this assignment is design a service project proposal based on the historical area that responds to a "community need or concern". Candidates must collaborate with the aforementioned parties in assisting you in the theme or topic that they plan to engage in as their service project. The Candidate should have a representative from each of the aforementioned group and develop a service project committee to assist the Candidate with the decision-making. Candidates should write up the proposal for the service project, which should include, the purpose/rationale, goals, duration of the project, what service they want to provide, who or what will be the intended recipient(s). If the service project is able to be implemented a follow-up reflective report should accompany the proposal to explain the outcomes/results of the service learning project.

Assignment Criteria:

The Community Service Project:

1. Proposal length: 4 – 7 pages single spaced
2. Margins: One inch (top, bottom, left, right)
3. Proposal Structure:
 - a. Introduction and Rationale (What is the topic or focus? Why was this issue chosen? Why is your proposed program important for learning civic responsibility? Who did you collaborate with in developing the project's design)
 - b. The Proposed Project
 - i. Identify who or what will benefit from intended service
 1. How many participants targeted? (If applicable)
 2. What is the community locale? (i.e., local, national, or global)
 - ii. Observable Goals of the Project

- iii. Objectives required to meet the goals
- iv. Resources needed
- c. Expected Outcomes /Results Procedures
- d. Proposed Timeline of Activities and Events

Elements of the Standards Addressed by the Evidence

This authentic assessment addresses several of the descriptors cited in Sections C.1 and C.2. Candidates demonstrate leadership in the school by addressing critical elements in the school improvement plan (1b.1) and using data to enhance the plan (1b.3). This project gives candidates the opportunity to embrace diversity in the school community and in the world. By designing a history-related service project proposal based on the school improvement plan and one that responds to a “community need or concern,” Candidates learn to view their profession in a much more global manner than simply seeing their singular classroom. Candidates must collaborate with university, school, and community stakeholders to identify a theme or topic that they plan to engage in as their service project (2e.1) as well as to identify appropriate professional development activities to enhance their idea (1c.1, 5b.1) so that it is meaningful, relevant, and impactful. If the service project is able to be implemented a follow-up reflective report should accompany the proposal to explain the outcomes/results of the service learning project.

Elements of the Specialty Area Standards by the Evidence

The authentic assessment addresses several of the Specialty Area Standards. This project allows candidates to demonstrate that they know and facilitate learning about how culture and culture systems function. They ensure that students understand specific cultural responses to persistent human issues (Standard 1). Candidates facilitate students’ learning about the extent to which groups and institutions meet individual needs and promote the common good (Standard 4). Lastly, the rights, roles, and status of individuals in relation to the general welfare are elements that are addressed in this assignment which substantiates that candidates know and facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order (Standard 5).

Institutional Evaluation of the Evidence

The University course instructor will ask K-12 teachers and appropriate University Teacher Educators within the content areas to assist with the assessment of this work sample. All parties involved in the assessment of the Candidate’s work will undergo a training session on the scoring plan used. Using an appropriate scoring plan (e.g., holistic rubric, analytic rubric), these “critical colleagues” will objectively assess the work sample based on the quality of work presented. Please note the Candidate’s name will be removed from the work sample for anonymity purposes, and each Candidate will be assigned a number (i.e., 10001, 20002, 30003). This process will ensure a level of objectivity is achieved. After each critical colleague assesses the work sample, their scores will be averaged and their qualitative feedback will be compiled. From this process, the Candidate will receive numerical and qualitative feedback on the work with recognition of strengths throughout the process and suggestions for improvement.

Part I	4 Strong Impact	3 Good Impact	2 Some Impact	1 Minimal Impact	Score
Meets an actual community needs	Determined by current research conducted or discovered by student(s) with teacher assistance where appropriate	Determined by past research discovered by student(s) with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what teacher wants to do OR considers only student(s) needs	_____
Coordinated in collaboration with community/school	Active, direct collaboration with community by student(s) and teacher	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not at all knowledgeable	_____
Integrated in social studies curriculum content	Service learning as instructional strategy with content and service components integrated	Service learning as a teaching technique with content and service components concurrent	Service learning part of curriculum but connections not clearly defined, with emphasis on service	Service learning supplemental to curriculum, in essence just a service project or good deed	_____
Improve quality of life for person(s) or community served	Facilitate change or insight; Help alleviate suffering; Solve a problem; Meet a need or Address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in community	Changes mainly decorative, of limited benefit, or are not new and unique	_____
Part 1 score					

Part II	4 Strong Impact	3 Good Impact	2 Some Impact	1 Minimal Impact	Score
Facilitate active student reflection	Student thinks, shares, and produces reflective products individually and as group member	Student thinks, shares, and produces individual OR group-generated reflective products, but not both	Student reflects orally but produces no reflective products	Student ran out of time for true reflection; Just provided a summary of events	_____
Use new academic skill/ knowledge in real world settings to extend beyond the classroom	Student has direct application of new skill or knowledge (academic and technical) in service to community	Student has some active application of new skill or knowledge (academic and technical)	Student less involved than other group members OR Student provides little service to community	Skill and knowledge used mostly in the organization; No active community service experience	_____
Help develop sense of caring for and about others	Reflections show affective growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of service	Reflections restricted to pros and cons of particular service project regarding the community	Reflections limited to self-centered pros and cons of the service project	_____
Student ownership of project	Student involved in all aspects of project planning and decision making	Student involved in most (more than 50%) of project planning and decision making	Student involved in some (less than 50%) of project planning and decision making	Student does not plan or make decisions about the project	_____
Score, Part II					

Part I Score

Part II Score

Total Score

Comments:

Section D: Timeline for Implementation

This section provides a proposed tentative timeline of how we anticipate preparing for the implementation of our new program and the actual implementation of this program. Please note these are projected dates and are subject to change:

July 1, 2009

Program Area Report submitted for approval to representatives of the NC Professional Teaching Standards Commission, the State Evaluation Committee on Teacher Education, specialty area standards committee, and DPI staff. The Program Area representative will await feedback and face-to-face meeting with these representatives before engaging in the curriculum revisioning process on campus.

End of September 2009

The Program Area will update and revise the Program Area report to respond to feedback, suggestions, and critiques offered by the representatives of the NC Professional Teaching Standards Commission, the State Evaluation Committee on Teacher Education, specialty area standards committee, and DPI staff. Based on this information, the Program Area will proceed with revising the current curriculum to update it to the newly revisioned program curriculum. Documents required by the University to make changes to the curriculum will be completed during this time period.

Mid-October 2009

All proposed changes and documents necessary for curriculum revisions will be completed. All necessary Curriculum Changes will be proposed at the various levels before proceeding to the Faculty Senate for approval and necessary votes.

End of October 2009

A new University Studies Cluster Theme Elective entitled “Leadership, Pluralism, and Society” will be proposed to the University Studies Curriculum Committee. Since no particular cluster theme elective can be required of any sophomore-level student, this new cluster theme elective will be strongly recommended for all Education majors as it addresses various 21st Century skills needed for educators in today’s public schools.

Spring 2010

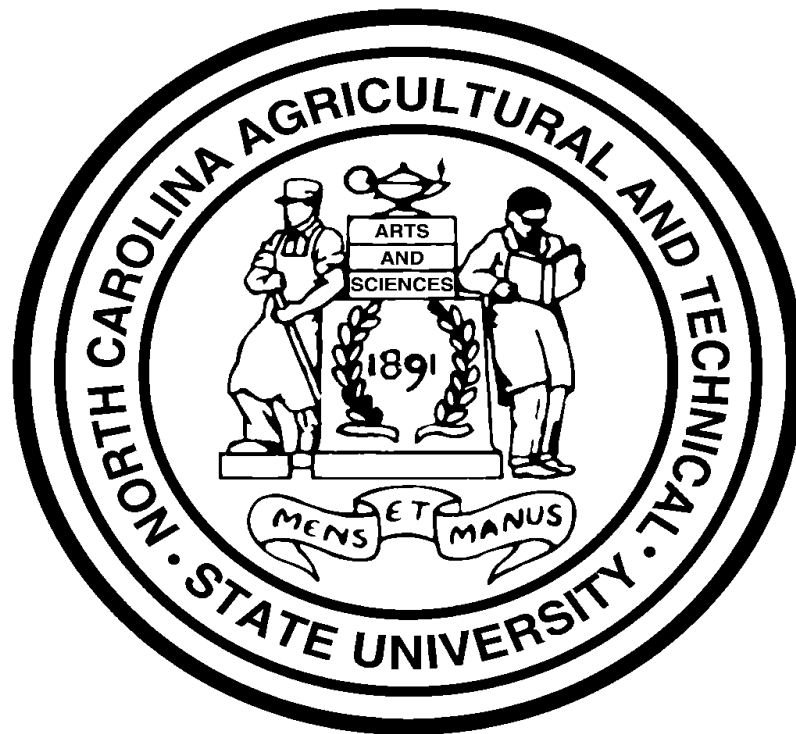
Once approval is granted for the new Program Area curriculum and the UNST Cluster Theme Elective has been approved, the Program Area will print and distribute new documents reflective of the approved changes. Faculty responsible for teaching these new courses will be identified, new syllabi will be created, and courses required for online delivery will be developed.

August 2010

The first cohort of students will enroll into the newly Revisioned Program.

North Carolina A&T State University
Greensboro, North Carolina

Graduate Revisioning Blueprint
for
Instructional Technology Education



October 1, 2010

SECTION A

Provide a description of how the proposed program has been revised to reflect the Standards for Graduate Teacher Candidates and the 21st century knowledge, skills, and dispositions embedded in them **and** the rationale for the changes. Institutions may provide this description in a narrative **or** use Tables A1 and A2 provided on pages 12-14. If the tables are used, please insert them here.

Table A1. Specific Changes in the Program (add or delete rows as necessary)

Specific Change	Rationale for the Change
A specific course in Leadership and Management was developed to assist candidates in meeting Standard 1 of the Standards for Graduate Teacher Candidates and to meet the managerial knowledge, skills, and dispositions needed by Instructional Technology Directors.	Prior to the revisioning that lead to this course, candidates took a course that addressed management. Leadership was addressed primarily through activities in a few courses. This course allows us to add emphasis to leadership while showing how it connects to the management requirements of instructional technology directors. Other parts of the curriculum still use activities which meet leadership standards; however, having this revisioned course assists in guiding candidates in the development of their leadership knowledge, skills, and disposition.
The development of a General Methods and Assessment course incorporates many aspects of Standards 2, 4, and 5. In this course candidates will learn how to integrate the assessment of student work in order to design and adjust instruction.	In the previous curriculum, candidates took a methods course but did not have extensive exposure to assessment techniques that can assist in designing activities based upon assessment data. The exposure to the use of assessment techniques was not emphasized in the previous curriculum. The curriculum continues to include an instructional design course which also addresses Standards 2, 4, and 5 through the activities in the course.
A course in diversity and assistive technology is now required. This course will assist in helping candidates meet requirements of Standards 1, 2, 3, and 4.	Candidates previously participated in a diversity course but we believe the inclusion of assistive technology in the broad sense will help provide candidates with additional tools to address the needs of diverse students. The new course addresses specific needs of diverse learners, specific barriers to the curriculum for diverse learners, and principles, strategies and methods to address barriers to the curriculum using universal design as a learning foundation.

Table A2. Narrative Description of How the Revised Program Addresses the Standards and 21st Century Knowledge, Skills, and Dispositions

Content	How Addressed in the Revised Program
Standard 1: Teacher Leadership	A specific course in Leadership and Management was developed to assist candidates in meeting Standard 1 of the Standards for Graduate Teacher Candidates and to meet the managerial knowledge, skills, and dispositions needed by Instructional Technology Directors. In addition, activities in courses such as Multimedia Development and Instructional Design include activities which address leadership related standards.
Standard 2: Respectful Educational Environments	The development of a General Methods and Assessment course incorporates the use of assessment to gain insight into the performance of students and use that information to tailor learning experiences to individual learners in a respectful manner. The Assistive Technology and Diversity course was developed in order to more clearly address candidates' understanding of and approach to helping develop learning environments that assist all students in meeting educational goals and objectives. The Instructional Design project that is required has been revised to have candidates' specifically develop respectful environments and reflect upon the needs of all learners.
Standard 3: Content and Curriculum Expertise	Instructional Technology Directors (077) are now required to take an Online Course Development and Delivery course, in addition to other technology related courses. While candidates were previously required to take courses in Multimedia Development and Design and Advanced Internet Uses in Education, the inclusion of the Online Course Development and Delivery enhances that knowledge and skills in a different capacity.
Standard 4: Student Learning	The revised program requires candidates to demonstrate their ability to reach all students in several ways. New courses that add to this requirement include the General Methods and Assessment course and the Assistive Technology and Diversity course. The Instructional Design course continues to contribute to the requirements that candidates use a variety of tools and methods to design and deliver instruction that addresses the needs of all students. In addition, candidates are required to enhance their ability to incorporate technology into creating appropriate learning environments for all students within the newly required Multimedia and Advanced Internet courses.
Standard 5: Reflection	The new Leadership and Management course requires that candidates reflect upon their professional practice. Instructional Design requires that the candidates reflect upon all areas of their learning environment design and delivery. The new General Methods and Assessment course requires candidates to practice data based decision-making with regard to student performance and select appropriate learning activities based upon the data. As part of this endeavor, candidates are required to analyze their own teaching practice and implement changes based upon assessment of their students' learning.
21st Century Knowledge, Skills, and Dispositions	Instructional Technology Director candidates must take courses that address Web 2.0 and technology uses and impacts are used as part of the development of 21 st century knowledge and skills. In addition, assignments in other existing courses address globalism and the need for life-long learning.

SECTION B

Describe how public school partners were involved in the revisioning of the program and how they will be involved in the delivery and evaluation of the program. (1-2 pages maximum)

To ensure Candidates who complete the graduate programs are deeply proficient in terms of their content knowledge, pedagogical skills and dispositions, leadership and collaboration, and ability to impact student learning, it is imperative the program work collaboratively and continuously with public school partners in the surrounding area (e.g., Guilford, Randolph, Winston-Salem/Forsyth, Alamance-Burlington public school systems). How we collaborated with our PK-12 partners throughout the revisioning process and how we will collaborate with them during the implementation and evaluation of the program will be of utmost importance as the focus for Advanced Candidate preparation evolves toward deepened and specialized awareness and implementation, assessment and evaluation of content knowledge and pedagogical skills and dispositions. Critical exposure to and work with pluralistic PK-12 students, teachers, and administrators is the aim of the revisioning process, so true partnerships and collaborative relationships are necessary to achieve the new vision of the Graduate Teacher Education Program.

Involvement of School Partners during the Revisioning Process

Throughout the revisioning process as a whole, we relied on public school partners and other stakeholders in the geographic region to shape the proposed program. On five different occasions, we conducted 1½ hour focus group sessions with PK-12 teachers and PK-12 administrators in the area to engage them in the revisioning process. During the first focus group session on March 7, 2008 with PK-12 teachers from Guilford County, we posed to them the question, “What are the characteristics of an effective teacher?” and asked them to construct circle maps, or conceptual maps used to capture brainstorming ideas. From this activity and subsequent discussion, we asked the PK-12 teachers the follow-up question, “How would you design a Teacher Education Program to produce the type of teacher described?” From this conversation, we conducted follow-up sessions with PK-12 administrators from the Winston Salem/Forsyth County Public School district on April 8, 2008 to elicit their perceptions and thoughts. A follow-up session with PK-12 teachers from the Winston Salem/Forsyth County Public School district occurred on April 15, 2008 to gather their thoughts and ideas. These focus group sessions produced data we used to build a foundation of the proposed revised program. We began the process of aligning the information the PK-12 public school partners shared with us to the North Carolina Professional Teaching Standards. After each of these sessions, we revisited the feedback from the public school partners and aligned it with the North Carolina Professional Teaching Standards to ensure compatibility. Conversations with these individuals continued throughout the fall 2008 semester as we engaged them in discourse about the steps we taken to revision the program. Their suggestions, ideas, insight, and feedback were critical in the revisioning process.

Please note we did not limit the conversation to PK-12 public school partners as we wanted to hear from other stakeholders whose perceptions and thoughts we believed could add value to the revisioning process. Consequently, we conducted a focus group session on April 7, 2008 with representatives of community-based organizations from and related to the Guilford County School system. Noteworthy participants involved in this session were (1) Mr. Mark Jewell, President of the Guilford County Association of Educators, (2) Ms. Toni Jones, President of Guilford County Council of PTAs, (3) Ms. DeAngela Carter, Director of Guilford County Schools Community in Schools, (4) Ms. Linda Mozell, Parents of Color Organizer, (5) Ms. Monica Walker, Diversity Officer for Guilford County Schools, and (5) Ms. Deena Hayes, Guilford County Schools Board of Education. These individuals provided insight in terms of how the program can address issues related to leadership, collaboration, and the impact on student learning inside the classroom and beyond the school within the community.

As a result of the direct ongoing consultation we received from public school partners and other stakeholders since March 2008, we crafted a proposed revised program built on the recommendations, suggestions, and ideas of these individuals. We revised the program in response to the feedback provided by these persons while ensuring what we constructed aligned with the North Carolina Professional Teaching Standards.

Plan of Study for Instructional Technology (077)

INST XXX	General Teaching and Assessment Methods (new course)(3 hours)
INST XXX	Leadership and Management (new course) (3 hours)
INST XXX	Assistive Technology and Diverse Learners (new course) (3 hours)
INST XXX	Media and Technology in Schools (new course)(3 hours)
CUIN 711	Research Methods (3 hours)
CUIN 619	Learning Theories (3 hours)
INST 700	Instructional Design (3 hours)
INST 721	Multimedia Development and Design (3 hours)
INST 722	Advanced Internet Uses in Education (3 hours)
INST 752	Designing Courses for Online Delivery (3 hours)
INST 788	Comprehensive Examination (0 hours)
INST 790	Internship in Instructional Technology (3 hours)
INST 791	Thesis/Special Project Research and Development(3 hours)
Elective	(3 hours)

Total 39 hours

SECTION C

SECTION C-I: Key Evidence(s)

Institutions must use at least one and may use up to four electronic evidences to demonstrate standards.

	Name of Evidence	Brief Description of Evidence	Standards Addressed
1	Instructional Design Project	<p>One of the major assignments in this course is to design and develop a small unit of instruction (a working prototype) for a client (principal, curriculum coordinator). You will be expected to:</p> <ul style="list-style-type: none"> a) Create a project proposal, present to client, and get sign-off (Chapter 8: "Define Phase"). b) Prepare design documents, present to client, and get sign-off (Chapter 9: "Design Phase"). c) Prepare production documents and prototype instructional materials. Conduct formative evaluation of prototype, collect data on its effectiveness, and develop a report of the results of the prototype and suggested revisions. Review the prototype report and revisions with your client (Chapter 10: "Demonstrate Phase"). d) Record the time and money spent throughout the project and calculate the instructional cost index for the project. (Chapter 11: "Develop and Deliver Phases"). e) Submit written reflections on each phase of the design and development process. 	2, 3, 4, 5

	Name of Evidence	Brief Description of Evidence	Standards Addressed
2	Leadership Demonstration Project	<p>The candidate will develop an interactive blog, wiki, or other collaborative environment that is used by colleagues to explore problems or needs at their school and develop an initiative or initiatives that address the needs of both experienced and novice peers. This project should demonstrate the following characteristics:</p> <ul style="list-style-type: none"> • Ongoing communication among peers • Demonstrates a sense of community building • Includes a place for particularly novice peers to seek assistance • Demonstrates the implementation of at least one initiative that allows collaboration and addresses the school's needs and population <p>Along with this project a reflection is required in which the candidate describes:</p> <ul style="list-style-type: none"> • How they individually mentored a peer who identified a need for assistance or how he/she sought out individual who needed assistance and mentored that person • How they would encourage increased participation • How they would improve the implementation and collaboration on the initiative 	1, 5

SECTION C-2: Relationship of the Evidence to the Standards

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE FROM SECTION C-1 DEMONSTRATING THE STANDARDS
<p>NOTE: ONLY 1 EVIDENCE SHOULD BE MARKED FOR EACH STANDARD. IT SHOULD BE <i>THE</i> EVIDENCE WHICH PRIMARILY DEMONSTRATES THE STANDARD IS MET.</p>	
<p>1. TEACHERS LEADERSHIP</p>	
<p>Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:</p> <ul style="list-style-type: none"> • Demonstrate effective ongoing communication, collaboration, and team-building among colleagues. • Facilitate mentoring and coaching with novice teachers. • Set goals and establish priorities while promoting educational initiatives that positively affect student learning. • Participate in professional learning communities. 	<p><input type="checkbox"/> #1 X #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4</p>
<p>2. RESPECTFUL EDUCATIONAL ENVIRONMENT</p>	
<p>Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:</p> <ul style="list-style-type: none"> • Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities. • Create collaborative partnerships with families, schools, and communities to promote a positive school culture. • Facilitate and model caring and respectful treatment of individuals within the learning community. • Demonstrate knowledge and understanding of diverse world cultures and global issues. • Encourage high expectations for all students. • Collaboratively design and implement curriculum and instruction that is responsive to learner differences. 	<p>X #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4</p>

NORTH CAROLINA TEACHER STANDARD	KEY EVIDENCE FROM SECTION C-1 DEMONSTRATING THE STANDARDS
NOTE: ONLY 1 EVIDENCE SHOULD BE MARKED FOR EACH STANDARD. IT SHOULD BE <i>THE</i> EVIDENCE WHICH PRIMARILY DEMONSTRATES THE STANDARD IS MET.	
3. CONTENT AND CURRICULUM EXPERTISE	
<p>Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of curriculum, instruction, and assessment. • Model the integration of 21st century content and skills into educational practices. • Develop relevant, rigorous curriculum. 	<p>X#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p>
4. STUDENT LEARNING	
<p>Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:</p> <ul style="list-style-type: none"> • Seek out and use existing research to inform school practices. • Design action research to investigate and improve student learning and school policies and practices. • Model technology integration that supports student learning. • Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base. 	<p>X#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p>
5. REFLECTION	
<p>Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:</p> <ul style="list-style-type: none"> • Promote an educational culture that values reflective practice. • Model the development of meaningful professional goals. • Model personal and professional reflection to extend student learning and school improvement 	<p>X#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p>

SECTION C-3: Detailed Description of Key Evidence(s)

For each of the key evidences identified in Section C-1 provide a detailed description of:

- a. the specific artifact(s) that will be submitted by the candidates;
- b. the specific directions and/or requirements for the evidence provided to the candidates;
- c. how/why the evidence specifically addresses the standards; and
- d. how the evidence will be evaluated by the institution.

*The narrative section for **each** evidence is limited to 2-5 pages (1" margins, 10 pt. font, single-spaced). No attachments are to be included.*

Evidence #1 (Required)

Name: Instructional Design Project

Specific Artifact(s): Instructional Design Project

Standard(s) Addressed by the Evidence: 2, 3, 4, 5

Specific Artifact:

Candidates will use Instructional Design Principles to create an instructional unit that is developed over time and in stages. The artifact is a detailed Instructional Design Unit with reflections on practice.

Directions to the Candidates

One of the major assignments in this course is to design and develop a small unit of instruction (a working prototype) for a client (principal, curriculum coordinator). You will be expected to

- a) Create a project proposal, present to client, and get sign-off (Chapter 8: “Define Phase”).
- b) Prepare design documents, present to client, and get sign-off (Chapter 9: “Design Phase”).
- c) Prepare production documents and prototype instructional materials. Conduct formative evaluation of prototype, collect data on its effectiveness, and develop a report of the results of the prototype and suggested revisions. Review the prototype report and revisions with your client (Chapter 10: “Demonstrate Phase”).
- d) Record the time and money spent throughout the project and calculate the instructional cost index for the project. (Chapter 11: “Develop and Deliver Phases”).
- e) Submit written reflections on each phase of the design and development process.

Students consistently report that the project is the most useful part of the course. The following tips will help you have a productive and enjoyable experience.

<i>Selecting a client</i>	Begin thinking about a client for whom to design instruction. You may want to consider a peer in the class. A peer will understand your time constraints and should be willing to provide you with the information you need when you need it. In most cases, your client will also serve as the Subject Matter Expert for the project.
<i>Selecting a topic</i>	Use the NCSCOS and identify a curricular objective in your subject area. The topics for your curricular design project must emerge out of these objectives. It is also recommended that you have prospective learners available to help in the evaluation and revision of your materials.
<i>Creativity</i>	Creativity is important in this course. Experiment with your project, enjoy it, and make the instruction fun for your prospective students, too.
<i>Reflection</i>	As you work through your project, your project reflection should explain why you selected specific actions. Look at your work from the point of view of an “informed critic”, noting what is characteristic of a particular phase in developing the project, how your ideas or products have changed over time, and what still remains to be done.
<i>Time Management</i>	Keep a record of the time you spend on the project and any costs incurred. You will need this data later in the project. Create and maintain a log with the following information <i>Date</i> <i>Time Spent (min./hrs.)</i> <i>Task</i> <i>Costs</i>
<i>Stay on schedule</i>	Time management is essential in this course. Each project builds on the preceding projects. Being late with one project will delay your work on subsequent projects. There are deadlines for each project. Late projects will be subject to a 10% penalty. There are two basic reasons for this: <ul style="list-style-type: none"> • to help you eliminate the tendency to procrastinate and relieve the end of the semester crush • to provide practice in the professional skill of meeting deadlines

	Talk with your instructor about any problems with your project, especially trouble staying on schedule.
<i>Submitting projects for grading</i>	<p>Each project is a form of communication and the quality, as well as content, of your communication is important. Make sure your projects are clear and well organized. Points will be deducted if they aren't.</p> <p>All projects/assignments relating to your project are to be submitted in the defined format and place (in Blackboard). Include all preceding parts with each new part submitted.</p> <p>Any time you turn in a project, keep a copy. This will allow you to continue working on the project and give you some insurance against the admittedly rare possibility that a project gets lost.</p>
<i>Submitting Projects for Regrading</i>	<p>Project resubmissions must respond to instructor's concerns indicated in the previous submission. This can be done either through making the changes suggested or through justification as to why changes were not made. The instructor retains the right to decide whether changes are necessary to obtain full point value. When you submit a project for regrading, include:</p> <ul style="list-style-type: none"> • a note, prominently placed, explaining exactly which projects you want regraded • the old project, so the instructor can compare it with the revisions you've made • justification for the changes you have made, or have chosen not to make.

How the Evidence specifically addresses the standards

Standard 2. The instructional design project requires candidates to explicitly design the learning environment that addresses the curriculum standards and creates a learning environment that addresses the needs of all learners within the learning environment. During the project, candidates are expected to collaborate with others to create the project.

Standard 3. The instructional design project requires candidates to apply the curriculum standards to define the content and objectives for instruction. In addition, candidates must incorporate 21st century skills into their practice and through the clear defining of activities demonstrate how they are addressing the standards to make them relevant and rigorous for their students.

Standard 4. During this project, candidates will demonstrate how data will be collected to inform their design and delivery. The design must describe how data was analyzed and how data may be analyzed to create the instruction.

Standard 5. Throughout this project candidates are required to reflect upon the process and how that reflection has influenced the project.

How the evidence will be evaluated

A rubric will be developed to assess whether candidates have met the standards.

Evidence #2 (Optional)

Name: Leadership Project

Specific Artifact(s): Interactive Web 2.0 artifact (discussion board; wiki; blog; or other) and Personal Reflection

Standard(s) Addressed by the Evidence: 1

Specific Artifact:

Candidates will create an interactive web-based artifact that will be used to foster communication among colleagues and as a planning tool for the development of an initiative within their schools.

Directions to the Candidates

Project Overview

This project involves two distinct areas: the creation of a collaborative environment which is used to develop an initiative and to assist colleagues with concerns and a reflection which addresses how to improve the collaboration.

You will develop an interactive environment that fosters collaboration and the exchange of ideas and concerns. The interaction should allow individuals to initiate ideas and comment on existing ideas. You will research Web and Web 2.0 tools, such as free discussion boards, wikis, blogs, and other tools and select one that is appropriate for colleagues at your institution.

The design of the environment needs to be such that individuals can easily participate. An area where colleagues, especially novices can enter concerns and receive advice from others, especially more experienced colleagues needs to be available. The environment needs to be clearly organized and include areas where problems or needs at your institution can be explored. Based upon the needs described, an initiative will be developed through collaboration of participants within the environment.

The reflection portion will address improvements that could be made to the project and the steps that can be taken to improve collaborative efforts in the future. In addition, one novice problem found in the collaborative environment or if none were in the environment, a situation in which you assisted a novice colleague needs to be described and discussed. The discussion of the mentee situation needs to be clear: how you mentored and the end result for the mentee.

Project Goals

- To create an interactive environment that enables discussion among colleagues
- To explore and assess the needs of your institution
- To develop an initiative that addresses a specific need as identified in your assessment of needs

Project Characteristics

This project should demonstrate the following characteristics:

- Ongoing communication among peers
- Demonstrates a sense of community building
- Includes a place for particularly novice peers to seek assistance
- Demonstrates the implementation of at least one initiative that allows collaboration and addresses the school's needs and population

Along with this project a reflection is required in which the candidate describes:

- How they individually mentored a peer who identified a need for assistance or how he/she sought out individual who needed assistance and mentored that person
- How they would encourage increased participation
- How they would improve the implementation and collaboration on the initiative

How the Evidence specifically addresses the standards

This project requires that candidates design an interactive Web 2.0 communication tool and demonstrate leadership by having colleagues participate in the discussion and the development of an initiative that would impact student

learning. In addition, the resource would create an environment in which the candidate could demonstrate assistance to novice teachers in a concrete way.

How the evidence will be evaluated

Leadership Project Rubric

Area evaluated	Unacceptable	Acceptable	Outstanding
<i>Interactive Environment Portion of Assignment</i>			
Environment is interactive	Environment is NOT interactive	Minimal Interactivity	Allows interaction with all areas of the environment
Environment encourages participation	No participation by others	Demonstrates participation of at least 2 other individuals	Three or more colleagues participate on the site in some way
Has area for discussion of problems in the classroom (novice teachers helpline)	No area created	Area present	Area that encourages peers to discuss and solve classroom concerns
Initiative development area	No initiative is started	Candidate creates an initiative	An initiative develops from the discussion of at least two other colleagues
Site is copied into TaskStream	Only Link to site is present	The site is copied but there are confusing areas or part of the site was left out and a link to the site is present	The copy in TaskStream appears complete and is easy to navigate and a link to the site is present
<i>Reflection Portion of Assignment (must be in TaskStream)</i>			
Reflection	None found	Reflection found but writing is not at graduate level	Reflection demonstrates excellent writing
Improving participation plan	Not found	A plan that contains little clarity and substance	A plan that demonstrates careful thought
Improving collaboration on future initiatives	Not found	A plan that contains little clarity and substance	A plan that demonstrates careful thought
Addresses mentoring	Not found	An inadequate job of mentoring is described	The mentoring described addresses the needs of the mentee as described

Section D. Timeline for Implementation

This section provides a proposed tentative timeline of how we anticipate preparing for the implementation of our new program and the actual implementation of this program. Please note these are projected dates and are subject to change:

October 2010

The program report is submitted to the School of Education for review. Additionally, the Program Report is submitted for approval to representatives of the NC Professional Teaching Standards Commission, the State Evaluation Committee on Teacher Education, Specialty Area Standards Committee, and DPI staff. The Unit will await feedback and possible meeting(s) with these representatives while simultaneously continuing the curriculum revisioning process on campus.

November 2010

The revised curriculum will be submitted to the Faculty Senate for approval.

March - April 2011

Once approval is granted for implementing the new Program, new curriculum guides reflective of the approved changes will be printed and distributed. The University Bulletin will be revised to reflect these changes at the first available opportunity. Faculty responsible for teaching revised courses will be identified and current syllabi will be revamped as needed.

May - August 2011

The new graduate teacher education candidates will enroll into the newly revisioned program; current candidates will be transitioned into the new program that were admitted Spring 2011. Other graduate students will complete the existing program.

*****Students that have completed more than 50% of the current program will finish within that established curriculum*****