

TEACHER EDUCATION PROGRAM

Commitment • Collaboration • Competence



Master of Arts in English
Candidate Handbook
2007-2008

The University of North Carolina at Pembroke

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Department of English, Theatre, and Languages
Graduate English Education
121A Dial Humanities Building
University of North Carolina at Pembroke
One University Drive
Pembroke, North Carolina 28372-1510

Dear new and prospective graduate students,

Welcome to our program. Whether you are here for a Master of Arts in English Education, a Master of Arts in Teaching with English Specialization, or just a few courses to test the waters, we are pleased that you have chosen to join us.

While many students start our program simply for the purpose of improving their job qualifications, students invariably discover that graduate school is about more than a credential (though added credentials are certainly a good thing). Undertaken with the right spirit, graduate work in English is about joining a larger community of professionals, all committed to the understanding of language, literature, culture, and their myriad intersections. Our students can go in many different directions within the larger discipline of English, including linguistics, literacy studies, a wide variety of literatures, writing, and the study of cultures.

You will find your graduate study challenging, and in the process of rising to that challenge you will discover the rewards of scholarly exploration, intellectual growth, and increased expertise in your field. You will earn that M license, but you will also join an intellectual community that we hope you will never leave.

Sincerely,

Roger A. Ladd
Assistant Professor
Director, Graduate Program in English Education

TEACHER EDUCATION PROGRAM OVERVIEW

Preparing professional educators who are committed, collaborative, and competent



Teacher Education Program Vision Statement

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

The Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Teacher Education Program Diversity Position Statement

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

- 1) recruit students from among diverse backgrounds, cultures and races;
- 2) recruit faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
- 3) develop, teach and assess a curriculum that embraces learning and teaching for diverse populations; and,
- 4) provide (field) experiences and clinical settings, which enable students to test, adapt and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework

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

COMMITMENT

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

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

COLLABORATION

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

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

COMPETENCE

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators **promote positive learning outcomes for ALL students**. Understanding the critical connections among theory, research, and practice, their work is grounded in a defensible, well-developed **conceptual framework** based on the tenets of **constructivism**. Competent professional educators **know how to use critical self-reflection** on those connections to learn from direct experience and continuously improve their effectiveness. They **know how to secure and use various technological resources** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They **value the role of the family in the child’s education** and know how to work cooperatively with parents and other caregivers for the child’s benefit. Competent professional educators **provide leadership** wherever it is needed, always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the NC State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the UNC system. NC State licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the National Council for the Accreditation of Teacher Education (NCATE), an external accreditation agency.

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

Graduate Program in English Education Mission Statement

The mission of the Graduate English Education program is to enhance English and Language Arts education within Southeastern North Carolina, and to affirm the richness of language and literature produced by diverse groups. Through rigorous graduate course work, candidates acquire, extend, synthesize, apply, and reflect upon their knowledge, expertise, and experience in language, literacy, literature, and pedagogy.

MAT candidates without prior undergraduate background in English must complete the following English pre-requisites:

1. ENG 3040 (Principles of Literary Study)
2. ENG 2050 OR 2060 (World Literature Before/After 1660)
3. ENG 2230 OR ENG 2240 (American Literature Before/After 1865)
4. ENG 2470 OR ENG 2480 (British Literature Before/After 1790)
5. ENG 3710 (English Grammar)
6. at least one 3000 or 4000 level literature course

The above courses

1. Will be completed before enrolling in EED or graduate ENG classes.
2. May be taken concurrent with enrollment in EDN courses or ENG 5000.

MASTER OF ARTS IN TEACHING
WITH SECONDARY SPECIALIZATIONS

Requirements for Master of Arts in Teaching with English Education (9-12) Specialization

Sem. Hrs.

Professional Core

EDN 5660 Applied Educational Research
EDN 5500 Applied Educational Psychology
EDN 5120 Advanced Study of Exceptionality in Children
EDN 5820 Instructional Development

12

Pedagogical Expertise

EED 5510 The Teaching of Writing: Theory and Practice
EED 5520 The Teaching of Literature: Theories, Issues, and Practices

6

Professional Development*

EED 5810 Internship in Secondary English Education

3

Academic Specialization (Courses must be approved by advisor.)

Select six courses from the following:

ENG 5000, 5030, 5050, 5100, 5200, 5230, 5440, 5450, 5480, 5500, 5610, 5650, 5750, ENGS
5xxx**, or one of the following: ENG 5810 or 5830 or 5850

18

Total: 36-39*

*Required if the student has not provided appropriate documentation of successful 9-12 public school teaching experience in the licensure area.

**ENGS 5xxx: Exact course number and title will vary, since multiple topics are offered in different semesters. Check with program director prior to registering.

**THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE
MASTER OF ARTS IN ENGLISH EDUCATION
CURRICULUM CHECK-SHEET**

A. Core Courses (12 hours required)----- Sem. Hrs. 12

<u> </u> EED 5000—Literacy and Literature Education in Context	(spring even years)
<u> </u> EED 5510—The Teaching of Writing: Theories, Issues, and Practices	(fall odd years)
<u> </u> EED 5520—The Teaching of Literature: Theories, Issues, and Practices	(spring odd years)
<u> </u> EDN 5660—Educational Research (suggested within the first 12 hours of graduate study)	

B. Literacy Emphasis (6 hours required, up to 18 hours accepted)----- 6 - 18

<u> </u> ENG 5100—Rhetorical Grammar	
<u> </u> ENG 5200—Issues in Contemporary American English	
<u> </u> ENG 5230—Advanced Creative Writing	
<u> </u> SPE 5230—Spoken Communication	
<u> </u> ENG 5440, 5450—Process Writing	
<u> </u> ENG 5500—Advanced Nonfiction Writing	
<u> </u> ENG 5810—Phonetics and Phonology	(fall odd years)*
<u> </u> ENG 5830—Second Language Acquisition	(spring even years)*
<u> </u> ENG 5850—Cultural Issues of English as a Second Language	(fall even years)*
<u> </u> ENG 5890—Applied Pedagogy of Teaching English as a Second Language	(spring odd years)*
<u> </u> ENGS 5xxx—Special Topics in Literacy	

* indicates courses leading to Graduate Add-On Licensure in ESL; candidates for this licensure must have taken ENG 346 Aspects of the English Language and ENG 371 English Grammar or their equivalents.

C. Literature Emphasis (6 hours required; up to 18 hours accepted)----- 6-18

<u> </u> ENG 5030—North Carolina Literature	
<u> </u> ENG 5050—Native American Literature	
<u> </u> ENG 5610—Shakespeare Studies	
<u> </u> ENG 5650—Americans in Paris	
<u> </u> ENG 5750—Film Studies	
<u> </u> ENGS 5xxx — Author Seminar	
<u> </u> ENGS 5xxx — Literary Topic Seminar	
<u> </u> ENGS 5xxx — Literary Period Seminar	
<u> </u> ENGS 5xx x— Literary Genre Seminar	
<u> </u> ENGS 5700-5750—Expanding Canon Seminar	

D. Thesis (0 hours required; 6 hours accepted)----- 0 - 6

<u> </u> ENG 6010—Three-Credit Thesis	
<u> </u> ENG 6020— Six-Credit Thesis I	
<u> </u> ENG 6030— Six-Credit Thesis II	

Thesis credit (3 - 6 hours) will be awarded under B. Literacy Emphasis or C. Literature Emphasis, depending on the topic. Students writing a thesis must also take six hours of course work in the Emphasis in which thesis credit is awarded. Thesis credit will be awarded under B (Literacy Emphasis) or C (Literature Emphasis), depending on the topic. Students writing a thesis must also take at least six hours of course work in the Emphasis in which thesis credit is awarded.

E. Capstone Portfolio and Presentation is the culminating experience of the graduate program and takes place during the last semester (fall or spring) of the candidate's course work

Program Total: 36

The degree must be completed within five years of admission to the program. Students should note rotation of core courses and should schedule their Capstone Experience to assure that they can complete all requirements in a timely manner. Each graduate student should obtain the **UNCP Catalog** and the **Graduate Student Handbook** upon admission to the program. For additional information on Program Description, Admissions Requirements, Orientation, Graduate Faculty, and Schedule of Courses consult <www.uncp.edu/maee/>.

RESEARCH AND WRITING AT THE GRADUATE LEVEL

Any program leading to the Master of Arts fosters the student's transition into a profession. Students learn how to discuss ideas in a particular discipline as professionals among professionals. To attain this goal, graduate students routinely engage in research and writing where correct documentation of sources signifies much more than the avoidance of plagiarism. Research and writing about scholarly discoveries signal the graduate student's membership in a professional community.

Thus research papers written for graduate courses will differ from those written for undergraduate courses. The graduate student's research paper will sustain deeper analysis of a topic at greater length and with narrower focus than the undergraduate paper. Graduate research papers will employ a significant scope of sources that are current, authoritative, and recognized within a particular area of study. Additionally, the graduate research paper demonstrates the student's ability to identify appropriate topics related to course material and to exercise independence in both research and writing.

Graduate-level papers will also demonstrate the student's ability to document all sources accurately and to edit carefully for standard American English. Students should refer to *The MLA Handbook, 6th Edition*, if they have questions about documentation.

To prepare students for the level of research and writing required in graduate courses, professors incorporate into their classes instruction in bibliography and methodology appropriate to course content. Professors will assist students to access and learn how to access and evaluate scholarly materials. Professors may further provide rubrics or specific requirements about the nature and originality of the research and writing expected in fulfillment of a particular assignment.

GOALS AND OBJECTIVES (for M.A. non-licensure candidates)

By the end of the program, successful graduates will be able to demonstrate:

- * Expertise in literature and literacy instruction
- * Knowledge of and planning for diverse learners
- * Expertise in research
- * Application of advanced knowledge and skills to their teaching of diverse learners
- * Reflection on Personal, Intellectual, Pedagogical, and Professional Growth

- I. Expertise in literature and literacy instruction by
 1. gaining advanced knowledge of the expanded canon of American, British, and world literature through the study of special topics, figures, epochs
 2. gaining advanced knowledge of scholars and scholarship on the expanded canon of American, British, and world literature
 3. gaining advanced knowledge of the biographical, cultural, and economic factors which affect the production of literature
 4. understanding various theoretical and critical approaches to literature and literacy instruction and assessment
 5. understanding theories of composition and rhetoric, and research about writers and learning to write
 6. understanding purposes, genres, and conventions of written, spoken, and media texts
 7. understanding various theories of composition instruction and assessment
 8. applying advanced knowledge of texts, scholarship, theory, and approaches to the design of curricula and assessment instruments for students with diverse needs

- II. Knowledge of and planning for diverse learners by
 1. understanding developmental, emotional, and cultural factors which affect adolescent learners
 2. understanding exceptionalities and cultural differences which affect diverse learners
 3. designing curricula and selecting methods which engage diverse learners and afford them opportunities for success
 4. reflecting upon the design of curricula and selection of methods, evaluating their success with diverse learners and adjusting instruction accordingly

- III. Expertise in research by
 1. embracing critical inquiry and intellectual challenge
 2. conducting their own research in the areas of literature, literacy, and composition
 3. using library and electronic resources to retrieve information
 4. designing procedures for collecting data
 5. analyzing, interpreting, and judging their own and others' research
 6. organizing and presenting research in papers and other means

7. employing computer technology to retrieve, organize, and present research
 8. understanding procedures for selecting and administering tests and other measurement tools
 9. monitoring and modifying instruction based upon student assessment
- IV. Application of advanced knowledge and skills to their teaching of diverse learners by
1. planning curricula that reflect intellectual rigor and a superior understanding of NC Standard Course of study
 2. using technology as appropriate to support students' learning
 3. identifying and employing the best pedagogical practice for specific settings and diverse learners
- V. Reflection on Personal, Intellectual, Pedagogical, and Professional Growth by
1. initiating inquiry and research which supports and improves curriculum and methodology in teaching of literature, literacy, and composition
 2. participating in planning and evaluation of curricula and methodology as a constructive group member
 3. mentoring beginning teachers and/or collaborating with colleagues
 4. presenting research and practice at workshops, local, state and/or national professional meetings
 5. improving curricula and practice in response to reflection as well as input from parents, students, and community leaders
 6. reflecting upon personal growth

Master of Arts in English Education
Standards and Indicators for M Licensure Candidates
effective January 2006

Standard 1: Instructional Expertise

The M licensure candidate indicates application of advanced knowledge to improve student learning by

1. seeking, implementing, and evaluating the best practices for literature and literacy within the context of a specific school setting;
2. incorporating findings from expertise in literature and literacy and educational research;
3. linking literature and literacy to students' developmental and diverse needs;
4. using technology to support students' learning;
5. planning, designing, implementing, and evaluating instruction that is rigorous, coherent, and consistent with NC Standard Course of study, well-developed theoretical and philosophical foundations, and best practices emerging from research on literature, literacy, and pedagogy;
6. monitoring instructional actions, selection of materials, and other instructional decision;
7. modifying instruction and learning environments based on assessment of student learning problems and successes.

Standard 2: Knowledge of Learners

The candidate indicates respect for the nature of learners as individuals by

1. Understanding different learning processes, abilities, and styles, and exceptionalities;
2. Understanding the differences among learners resulting from varying backgrounds;
3. Designing both instruction and strategies for evaluation that respond to these differences;
4. Creating and maintaining a classroom environment conducive to learning in which all learners feel welcome and can be successful.

Standard 3: Research

The candidate indicates the habits of mind that embrace critical inquiry and intellectual challenge; the candidate investigates, examines, and improves instructional effectiveness and student achievement by

1. initiating research in the areas of literature, literacy, composition, and pedagogy;
2. designing procedures for collecting data to include the use of performance data, action research, library, electronic resources and other technologies;
3. analyzing, interpreting, and judging data thus collected;
4. organizing and presenting research by various means such as course papers, presentations, web sites, capstone portfolio.

Standard 4: Content Knowledge

The candidate indicates an advanced depth and breadth of clearly analyzed and articulated knowledge of

1. evolving canons of American, British, and world literature through successful completion of courses on varied literary topics, figures, epochs;
2. current scholars and scholarship on the texts and authors of the evolving canon;
3. factors which affect the production of literature, such as biography, culture, race, ethnicity and class;
4. theoretical and critical approaches to the study of literature and literacy;
5. theories of composition and rhetoric;
6. relationships between and among theoretical positions, research findings and philosophies.

Standard 5: Professional Reflection, Development, and Leadership

The candidate indicates continuous professional development and provides leadership at the classroom, school, and community levels, and within the profession by

1. reflecting regularly upon personal growth;
2. initiating professional inquiry through reading, dialogue, reflection, professional development, and action research on teaching literature, literacy, and composition;
3. collaborating with other educators, parents, students, and other members of the community and professional organizations to improve curriculum and students' success in literature, literacy, and writing;
4. providing leadership through mentoring and presenting research at workshops, local, state and/or national professional meetings.

ALIGNMENT OF GOALS AND OBJECTIVES WITH NATIONAL BOARD CERTIFICATION
STANDARDS
Revision pending

Through courses in the UNCP Graduate Program in English Education, especially through the core courses, candidates acquire, extend, apply, and reflect on professional knowledge, expertise, and experience in the competencies below. Candidates prepare to document these competencies in the Capstone Portfolio and Presentation. Program goals and competencies support N.C. Department of Public Instruction standards for M Licensure and National Board Certification standards in English Language Arts.

1. Advanced Knowledge and Expertise in Literacy and Literature Content and Instruction
2. Knowledge of Students and Diverse Populations, and Expertise for Planning and Conducting Instruction
3. Expertise and Skill in Modeling Literacy and in Conducting and Applying Research
4. Application of Advanced Knowledge and Skills in English Classrooms
5. Reflection on Personal, Intellectual, Pedagogical, and Professional Growth

I. Advanced Knowledge and Expertise in Literacy and Literature Content and Instruction

1. literacy and literature learning and teaching, from intersecting historical, global, psychological, socioeconomic, and curricular perspectives, including the North Carolina Standard Course of Study
2. the interrelations of language arts: reading, writing, listening, speaking, viewing, and representing
3. the expanded canon of American, British, world literature: topics, figures, and epochs; young adult lit
4. genres and purposes (expository, persuasive, expressive, literary) of written, spoken and media texts
5. literacy scholars and scholarship, including theories and research findings
6. literature scholars and scholarship, including theoretical and critical approaches
7. composition scholars and scholarship, including modern rhetorical theories and research findings
8. issues affecting the teaching of English, including testing programs, censorship, and public perceptions

II. Knowledge of Students and Diverse Populations, and Expertise for Planning and Conducting Instruction

1. the development of language, reading, writing, cognition and critical thinking from childhood to adulthood
2. the writing process and its variations (invention, drafting, revision, editing, publishing, in recursive cycles)
3. influences on English language arts learning: developmental, cultural, learning styles, exceptionalities
4. curricula, methods, materials, and assessment that constitute "best practices" for teaching literature, reading, and viewing because research links them to student intellectual, social, and personal growth; e.g. reader response, critical approaches, gender/race awareness, cultural literacy, and technology integration
5. curricula, methods, materials, and assessment that constitute "best practices" for teaching

writing, speaking, and representing linked to research on student's intellectual, social, and personal growth

6. curricula, methods, materials, and assessment that engage students with diverse cultures, learning styles, and exceptionalities and are linked by research to intellectual, social, and personal growth

III. Expertise and Skill in Modeling Literacy and in Conducting and Applying Research

1. understand, analyze, and produce written, spoken, and media texts for various purposes and audiences
2. conduct and present library and electronic research on teaching English language arts
3. design and conduct classroom-based research on student learning , using appropriate tools of inquiry and research methods (scientific and ethnographic)
4. organize, interpret, and present research through papers, presentations, and media technology
5. analyze, interpret, and judge one's own and others' research, research findings, and professional scholarship

IV. Application of Advanced Knowledge and Skills in English Classrooms

1. design and teach broad, integrated English language arts curricula drawing on knowledge of language arts, research findings, students, the community, and curriculum goals, including NCSCS
2. design and teach integrated, developmental units that foster growth in literacy and writing along with content knowledge, critical thinking and inquiry, problem solving, collaboration, and technology application
3. design and teach varied assignments to support students' intellectual, social, and personal development
4. design and implement formal and informal assessment--formative, summative, portfolios--to evaluate student work and instruction, and to support students' intellectual, social, and personal development
5. adapt assignments, activities, and assessment for diverse students, learning styles, and exceptionalities
6. create and foster a learning environment of fair treatment, high expectations, mutual respect, and active learning, including collaboration and peer response, conferences, and student publication

V. Reflection on Personal, Intellectual, Pedagogical, and Professional Growth

1. express and refine a philosophy and goals of teaching literature, literacy, and writing
2. engage in reflection, inquiry, evaluation, and revision of teaching goals, curricula, methods and issues
3. grow professionally through participation, collaboration, presentation, and publication: workshops meetings, classroom research, mentoring, community resources, dialogue with parents and community

ASSESSMENT OF STANDARDS AND INDICATORS Candidate _____	Admission Date:	Mid-point Date:	Final Date:
Program Director <u>Roger A. Ladd</u>			
<p align="center">3 = excellent, 2 = proficient, 1 = deficient, 0 = no (indicators of meeting Standards) The candidates indicates</p>			
<p><i>Standard 1: Instructional Expertise in application of advanced knowledge to improve student learning by</i></p>			
1. seeking, implementing, and evaluating the best practices for literature and literacy within the context of a specific school setting.			
2. incorporating findings from expertise in literature and literacy and educational research			
3. linking literature and literacy to students' developmental and diverse needs			
4. using technology to support students' learning			
5. planning, designing, implementing, and evaluating instruction that is rigorous, coherent, and consistent with NC Standard Course of study, with well-developed theoretical and philosophical foundations, and with best practices emerging from research on literature, literacy, and pedagogy			
6. monitoring instructional actions, selection of materials, and other instructional decision			
7. modifying instruction and learning environments based on assessment of student learning problems and successes.			
<p><i>Standard 2: Knowledge of Learners and respect for the nature of learners as individuals by</i></p>			
1. understanding different learning processes, abilities, and styles, and exceptionalities,			
2. understanding the differences among learners resulting from varying backgrounds			
3. designing both instruction and strategies for evaluation that respond to these differences			
4. creating and maintaining a classroom environment conducive to learning in which all learners feel welcome and can be successful			
<p><i>Standard 3: Research and the habits of mind that embrace critical inquiry and intellectual challenge; the candidate investigates, examines, and improves instructional effectiveness and student achievement by</i></p>			
1. initiating research in the areas of literature, literacy, composition, and pedagogy			
2. designing procedures for collecting data to include the use of performance data, action research, library, electronic resources and other technologies			
3. analyzing, interpreting, and judging data thus collected			

4 . organizing and presenting research by various means such as course papers, presentations, web sites, capstone portfolio			
<i>Standard 4: Content Knowledge and advanced depth and breadth of clearly analyzed and articulated knowledge of</i>			
1. evolving canons of American, British, and world literatures through successful completion of courses on varied literatures			
2. current scholars and scholarship on the texts and authors of the evolving canon			
3. factors which affect the production of literature, such as biography, culture, race, ethnicity, and class			
4. theoretical and critical approaches to the study of literature and literacy			
5. theories of composition and rhetoric			
6. relationships between and among theoretical positions, research findings, and philosophies			
<i>Standard 5: Continuous Professional Reflection, Development, and Leadership at the classroom, school, and community levels and beyond by</i>			
1. reflecting regularly upon personal growth			
2. initiating professional inquiry through reading, dialogue, reflection, professional development, and action research on teaching literature, literacy, and composition			
3. collaborating with other educators, parents, students, and other members of the community and professional organizations to improve curriculum and students' success in literature, literacy, and writing			
4. providing leadership through mentoring and presenting research at workshops, local, state and/or national professional meetings			

Sequence of assessment:	
School of Education (Unit-wide Assessments)	Department of English (Program-specific Assessments)
At ENTRY: <ul style="list-style-type: none"> • Required QPA • Transcript evaluation • Existing initial licensure in aligned field • Standardized Test (MAT, GRE) • Letters of Recommendation • Professional Dispositions Self-Assessment 	At ENTRY: <ul style="list-style-type: none"> • Self-inventory I: Assessment of Standards and Indicators (MA & MAT)
At MIDPOINT: <ul style="list-style-type: none"> • Required QPA • Candidate Progress Conference • Preliminary Work on Candidate Portfolio 	At MIDPOINT: <ul style="list-style-type: none"> • Self-inventory II: Assessment of Standards and Indicators (MA & MAT) • Leadership Project Proposal (MA & MAT)
At EXIT: <ul style="list-style-type: none"> • Required QPA • Candidate Portfolio • Professional Dispositions Self-Assessment and Written Reflection 	At EXIT <ul style="list-style-type: none"> • Leadership Project documented in Capstone Portfolio (MA & MAT) • Capstone Presentation (MA & MAT)
FOLLOW-UP: <ul style="list-style-type: none"> • NCDPI Survey: Graduate Program Completers & Principals • Annual IHE Performance Reports 	FOLLOW-UP <ul style="list-style-type: none"> • Self-inventory III: Assessment of Standards and Indicators (MA & MAT)

Midpoint Meeting

All students (MA in English Education and MAT) should plan to meet with the Program Director around the time they have completed 18 hours of work. The agenda for that meeting will include:

- Completion of the Assessment of Standards and Indicators survey for the second time
- Discussion of that survey
- Discussion of Midpoint portfolio progress, with potential Capstone Portfolio artifacts
- Discussion of Leadership Project
- Plan of further progress in program

Program of Study:**Master of Arts in English Education:****Program Goals and Objectives**

A candidate recommended for M licensure possesses a clearly articulated, coherent philosophy of teaching literacy and literature. This philosophy, grounded in theory as well as practice, reflects the candidate's growth throughout rigorous Master's level course work in the following five areas:

- 1: Instructional Expertise
- 2: Knowledge of Learners
- 3: Research
- 4: Content Knowledge
- 5: Professional Reflection, Development, and Leadership

Course Requirements

Requirements for a Master of Arts in English Education	Sem. Hrs.
A. Core Courses (12 hours required) ENG 5000: Literacy and Literature in Context: Curricula, Assessment, and Reform EED 5510: The Teaching of Writing: Theory and Practice EED 5520: The Teaching of Literature: Theories, Issues, and Practices EDN 5660: Applied Educational Research	12
B. Literacy Emphasis (6 hours required; up to 18 hours accepted) ENG 5100: Rhetorical Grammar ENG 5200: Issues in Contemporary American English ENG 5230: Advanced Creative Writing SPE 5230: Spoken Communication ENG 5440, 5450: Process Writing ENG 5500: Advanced Nonfiction Writing ENG 5810: Phonetics and Phonology* ENG 5830: Second Language Acquisition* ENG 5850: Cultural Issues of English as a Second Language* ENG 5890: Applied Pedagogy of Teaching English as a Second Language* ENGS 5xxx: Special Topics in Literacy * indicates courses leading to Graduate Add-On Licensure in ESL	6 - 18
C. Literature Emphasis (6 hours required; up to 18 hours accepted) ENG 5030: North Carolina Literature ENG 5050: Native American Literature ENG 5610: Shakespeare Studies ENG 5650: Americans in Paris ENG 5750: Film Studies ENGS 5xxx: Author Seminar ENGS 5xxx: Literary Topic Seminar ENGS 5xxx: Literary Period Seminar ENGS 5xxx: Literary Genre Seminar	6 - 18

ENGS 5700-5750: Expanding Canon Seminar	
<p>D. Thesis (0 hours required; 3-6 hours accepted) Thesis credit (3 or 6 hours) will be awarded under B. Literacy Emphasis or C. Literature Emphasis, depending on the topic. Students writing a thesis must also take six hours of course work in the Emphasis in which thesis credit is awarded. ENG 6010: Three-Credit Thesis ENG 6020: Six-Credit Thesis I ENG 6030: Six-Credit Thesis II</p> <p>E. Capstone Portfolio and Presentation is the culminating experience of the graduate program and takes place during the last semester (fall or spring) of the candidate's course work.</p>	0 - 6
	Program Total: 36

Master of Arts in Teaching with English Specialization

Program Goals

Upon completion of the graduate M.A.T. program, the candidate will be able to:

1. Demonstrate breadth of general knowledge, as well as depth of knowledge, in the selected discipline area necessary for effective instructional decision-making.
2. Demonstrate a well-articulated knowledge of elementary, middle or secondary school communities and issues that impact teaching.
3. Exhibit knowledge of and show respect toward diverse cultural values and exceptionalities;
4. Communicate effectively in Standard oral and written English.
5. Adapt instructional strategies to the developmental and learning needs of individuals, including students with special needs and students from culturally diverse backgrounds.
6. Establish a classroom climate conducive to the learning, social, and emotional needs of students.
7. Choose objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
8. Utilize technology in ways that enhance teaching and learning experiences.
9. Employ and analyze appropriate assessments and evaluative procedures. Establish a pattern of reflective practice and scholarly inquiry culminating in confidence, professionalism, and effectiveness in the role of teacher.
10. Demonstrate knowledge of the history, philosophy and sociology of public education pertaining to the demonstration of best practices in education.
11. Meet departmental requirements for a capstone course, product, and/or examination.

The M.A.T. program includes a minimum of 18 semester hours of graduate work in the teaching pedagogy and professional education coursework plus 18 hours in advanced coursework in a content-specific area, for a total of 36 hours. If documentation of one year of successful K-12 teaching experience is not submitted, a 3-hour internship is required for a total of 39 semester hours.

Course Requirements

Requirements for a Master of Arts in Teaching with English Specialization	Sem. Hrs.
<p>A. Professional Core (12 hours required) EDN 5660: Applied Educational Research EDN 5500: Applied Educational Psychology EDN 5120: Advanced Study of Exceptionality in Children EDN 5820: Instructional Development</p>	12
<p>B. Pedagogical Expertise (6 hours required) EED 5510: The Teaching of Writing EED 5520: The Teaching of Literature</p>	6
<p>C. Professional Development EED 5810: Internship in Secondary English Education Required if the candidate has not provided appropriate documentation of successful 9-12 public school teaching experience in the licensure area.</p>	3
<p>D. Academic Specialization (18 hours required) ENG 5030: North Carolina Literature ENG 5050: Native American Literature ENG 5610: Shakespeare Studies ENG 5650: Americans in Paris ENG 5750: Film Studies ENGS 5xxx: Author Seminar** ENGS 5xxx: Literary Topic Seminar** ENGS 5xxx: Literary Period Seminar** ENGS 5xxx: Literary Genre Seminar** ENGS 5700-5750: Expanding Canon Seminar** ENG 5100: Rhetorical Grammar ENG 5200: Issues in Contemporary American English ENG 5230: Advanced Creative Writing SPE 5230: Spoken Communication ENG 5440, 5450: Process Writing ENG 5500: Advanced Nonfiction Writing ENG 5810: Phonetics and Phonology* ENG 5830: Second Language Acquisition* ENG 5850: Cultural Issues of English as a Second Language* ENG 5890: Applied Pedagogy of Teaching English as a Second Language* ENGS 5xxx: Special Topics in Literacy** * indicates courses leading to Graduate Add-On Licensure in ESL ** ENGS 5xxx: Exact course number and title will vary, since multiple topics are offered in different semesters. Check with program director prior to registering.</p>	18
<p>E. Capstone Portfolio and Presentation is the culminating experience of the graduate program and takes place during the last semester (fall or spring) of the candidate's course work.</p>	<p>Program Total: 36/39</p>

COURSES

These courses are grouped into five areas (see above for M.A. in English Education and M.A.T. with English Specialization program requirements). Some courses fulfill requirements for students in other graduate programs.

A. CORE COURSES

EDN 5120. Advanced Study of Exceptionality in Children

An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders; multiple severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the inservice educator are explored. Field experience required. [M.A.T. core]

EDN 5500. Applied Educational Psychology

Emphasis is on using principles of learning, development, motivation, management, and assessment to validate and/or modify teacher decisions about the diverse needs of learners in socially responsible learning environments. Students design improvement plans based on areas such as multiple intelligence theory, cognitive processing, brain research, cooperative learning, inclusion, multiculturalism, and discipline. Field experience required. [M.A.T. core]

EDN 5660. Applied Educational Research

Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community. [M.A. and M.A.T core]

EDN 5820. Instructional Development

This course provides students with the knowledge and skills required for designing and evaluating instructional plans, units, and educational programs. Topics will include types of learning, learning hierarchies, task analysis, educational goal and objective formation, assessing learner entry skills, and evaluation. The course will include a variety of activities with a strong emphasis on group problem solving and individual projects. Field experience required. [M.A.T. core]

ENG 5000. Literacy and Literature in Context: Curricula, Assessment, and Reform

Literacy and literature from intersecting historical, global, psychological, socioeconomic, and curricular perspectives; the role of technology; diagnostic, formative, and summative assessment; theory, philosophy, and research into pedagogy addressing students' exceptionalities and multiple intelligences; literacy and literature demands of the N. C. Standard Course of Study and National Board Standard; and findings that delineate how literacy and literature professionals can provide leadership in the twenty-first century. Credit, 3 semester hours. [M.A. core]

EED 5510. The Teaching of Writing: Theory and Practice

Study and classroom application of composition theories (current-traditional, expressive, cognitive, social epistemic) and scholarship on writing. Study and application of types of writing, writing assignments, writing curricula and units, and strategies for teaching and assessing writing in English and Language Arts classes (6-12) and college composition courses. Specific topics may include process writing, writing across the curriculum, integrated language arts, adapting to diverse learners, technology applications, and alignment with the N.C. Standard Course of Study. Credit, 3 semester hours. [M.A. and M.A.T core]

EED 5520. The Teaching of Literature: Theories, Issues, and Practices

Theories of literary interpretation and their application to curricula and pedagogy for students with diverse learning styles, cultural backgrounds, and developmental needs; assessment of reading and literature; applications of technology, multidisciplinary approaches, and scholarly research through clinical experiences in literature classes; understanding purposes, genres, and conventions of written, spoken, media texts. Credit, 3 semester hours. [M.A. and M.A.T core]

B. LITERACY EMPHASIS

ENG 5100. Rhetorical Grammar

Thorough study of advanced elements of English grammar, with emphasis on grammar knowledge as a rhetorical tool, to help writers understand grammatical choices available to them and the effects those choices have on readers. Grammatical principles are applied to students' own writing. Credit, 3 semester hours.

ENG 5200. Issues in Contemporary American English

Study of the characteristic features of contemporary American English in print and non-print media, dynamic factors in linguistic change, and concerns about the state of American English today. Credit, 3 semester hours.

ENG 5230. Advanced Creative Writing

Study and extensive practice in a variety of literary genres such as fiction, poetry, script and/or play writing, children's literature, and others. Workshop format. Credit, 3 semester hours.

SPE 5230. Spoken Communication

Study of the communication behaviors which influence our casual and business relationships. Review of intrapersonal, interpersonal, interview, group discussion, and public communication. Credit, 3 semester hours.

ENG 5440 Process Writing: Theory

Studies of the theoretical bases of process writing, especially those identified with The National Writing Project and The North Carolina Writing Project. Special attention to sequence in writing, writing to learn, and rhetoric; and to current research related to process writing, responding to and evaluating student writing. Summer Only. PREREQ: (1) Acceptance into North Carolina Writing Project at UNCP, (2) To be taken simultaneously with ENG 5450. Credit, 3 semester hours.

ENG 5450 Process Writing: Practicum

Applications of process writing, especially those identified with the National Writing Project and The North Carolina Writing Project. Special attention to heuristics, conferencing, and to current best practices, including collaborative learning/writing strategies and Writing Across the Curriculum. Summer only. PREREQ: (1) Acceptance into the North Carolina Writing Project at UNCP, (2) To be taken simultaneously with ENG 5440. Credit, 3 semester hours.

ENG 5500. Advanced Nonfiction Writing

Study and extensive practice in expository, persuasive writing, narrative, autobiographical and biographical forms. Topics may include creative non-fiction and modern literary journalism. Credit, 3 semester hours.

***ENG 5810. Phonetics and Phonology**

A study of the speech sounds that occur in the languages of the world will cover physiological properties of the speech producing apparatus, phonetic transcription using the international phonetic alphabet, and both theoretical and applied study of phonological patterns. Fall of odd-numbered years. Credit, 3 semester hours.

***ENG 5830. Second Language Acquisition**

An in-depth study of both theoretical issues in second language acquisition and the practical application of theory in the ESL classroom, including learning styles and strategies; the importance of affective factors and socio-cultural factors in language learning; contrastive analysis, interlanguage, and error analysis; and communicative competence. Spring of even-numbered years. Credit, 3 semester hours.

***ENG 5850. Cultural Issues of English as a Second Language**

A study of important cultural issues relevant to the teaching and learning of English as a second language, including bilingualism, differences in cultural patterns of perception and thinking, differences in what is considered appropriate student behavior and appropriate teacher behavior in a variety of cultures, and cultural differences expressed in verbal and non-verbal behavior. The importance of understanding and

taking into account the cultural backgrounds of students in the teaching of ESL and the importance of teaching American culture as a part of ESL will also be considered. Fall of even-numbered years. Credit, 3 semester hours.

***TESL 5890. Applied Pedagogy of Teaching English as a Second Language**

Following a review of the pedagogical fundamentals grounded in cognitive, affective, and linguistic principles of second language acquisition, this course will focus on the practical realities of the language classroom, including curriculum development, lesson planning, evaluation of students and programs, and classroom management. Spring of odd-numbered years. Credit, 3 semester hours. PREREQ: ENG 3460, 3710, 5810, 5830, 5850.

*Indicates courses leading to Graduate Add-On Licensure in ESL

ENGS 5xxx (Numbers will vary). Special Topics in Literacy

Study of significant contemporary figures such as Freire, Kozol, Ong, Villanueva, Bahktin, Heath; topics such as rhetorical theory, adult, and/or family literacy. PREREQ: ENG 5000 recommended. Credit, 3 semester hours.

C. LITERATURE EMPHASIS

ENG 5030. North Carolina Literature

Study of critically acclaimed fiction, drama, and poetry by North Carolina writers whose works are representative of contemporary Southern literature. Writers may include Paul Green, Doris Betts, Clyde Edgerton, Kaye Gibbons, Lee Smith, Jill McCorkle, Tim McLaurin, A. R. Ammons. Credit, 3 semester hours.

ENG 5050. Native American Literature

Study of the historical and continuing contributions of Native American authors to literary studies, especially within the United States. Particular attention will be paid to the intersections of Euroamerican and Native American traditions. Topics covered may include, contemporary issues, oral and written traditions, identity, place, colonization, displacement, and differing world views. Credit, 3 semester hours.

ENG 5300. Theories and Methods of Literary Research

Study of the major theoretical approaches to interpreting literature; application of research methodology to study of texts, periods, genres. Credit, 3 semester hours.

ENG 5610. Shakespeare Studies

An intensive study of Shakespeare and his work considering both Early Modern stage practice and Shakespeare's later cultural impact. Course emphasis may vary to include such issues as gender, genre, race, adaptation, and performance. The course may also provide an opportunity for a trip to Shakespeare's England. Credit, 3 semester hours.

ENG 5650. Americans in Paris

Study of works by American writers living and writing in Paris during the 1920's through 1950's and the ways in which the expatriate experience influenced American literature and literary modernism. Writers may include Stein, Hemingway, Fitzgerald, Wright, Baldwin, Miller, and the Beat poets. Students may have the opportunity for travel to Paris for seven to ten days to visit the sites studied during the course. Credit, 3 semester hours.

ENG 5750. Film Studies

An investigation of film in its cultural, social, and historical contexts; the film text in its various configurations, including a discussion of film narrative, film techniques, film history, the development of the medium and the industry, as well as a study of theory, criticism, and analysis. Topics may vary to include studies of critical methods, genre, directors, national cinema, and movements in film history. Credit, 3 semester hours.

ENGS 5xxx (Numbers will vary). Author Seminar

A seminar approach to the study of a literary figure whose substantial literary corpus may be investigated

through primary texts, major scholarship, theoretical approaches, and bibliographical and textual study that situate the author within a particular literary, historical, or cultural framework. Credit, 3 semester hours.

ENGS 5xxx (Numbers will vary). Literary Topic Seminar

A seminar approach to the study of a particular, possibly interdisciplinary, topic in literary study. Topics may include literary theory, literature and the arts, Biblical literature, literature and myth. Credit, 3 semester hours.

ENGS 5xxx (Numbers will vary). Literary Period Seminar

A seminar approach to the study of a significant period of American, British, or world literature; texts are examined for the characteristics that define the period and as evidence of literary, historical, and cultural contexts. Possible periods for study are Medieval British Literature, English Romanticism, Literature of the English Renaissance, American Transcendentalism, American Literary Realism, Eighteenth Century Studies, and the Victorian Age. Credit, 3 semester hours.

ENGS 5xxx (Numbers will vary). Literary Genre Seminar

A seminar approach to the study of a particular literary genre or sub-genre seen in its genesis, maturation, and subsequent influence; possible topics include Courtly Literature, Romantic Poetry, Modern Poetry, The Bildungsroman, The Short Story, Modern World Drama, The Epic. Credit, 3 semester hours.

ENGS 5700-5750. Expanding Canon Seminar

A seminar approach to the study of a significant author, topic, period, or genre related to the expanding canon. The focus of this course might include Native American, African-American, Asian American, Women's, Latino/a, Post Colonial, regional, working-class, or other literatures. Credit, 3 semester hours.

D. THESIS

ENG 6010. Three-Credit Thesis

A research paper produced during one semester, of at least 25-30 pages, that substantially develops through extensive revision a research paper that earned an A in a course taken during the student's first 21 hours in the Master of Arts in English Education; expanded research and writing under the direction of a faculty advisor (in whose course the original paper was submitted) and second reader who schedule meetings and submission of work throughout the semester. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. PREREQ: Completion of 21 hours of graduate work. Credit, 3 semester hours.

ENG 6020. Six-Credit Thesis I

The first of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic the student has not yet explored in a research paper previously submitted in a course taken during the student's first 21 hours in the Master of Arts in English Education; extensive, focused research and writing under the direction of a faculty advisor and two other graduate faculty members who schedule the student's meetings and submission of work. ENG 602 earns a grade of Satisfactory (Pass) upon the student's successful review of relevant primary and secondary sources culminating in an acceptable annotated bibliography and prospectus. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Credit, 3 semester hours. PREREQ: Completion of 21 hours of graduate work.

ENG 6030. Six-Credit Thesis II

The second of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic the student has not yet explored in a research paper previously submitted in a course taken during the student's first 21 hours in the Master of Arts in English Education; extensive, focused research and writing under the direction of a faculty advisor and two other graduate faculty members who schedule the student's meetings and submission of work. ENG 603 consists of the student's drafting, revising, and submitting the completed, successful thesis to earn a grade of Satisfactory (Pass). Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Credit, 3 semester hours. PREREQ: Completion of 21 hours of graduate work.

E. INTERNSHIP****EED 5810. Internship in Secondary English Education**

Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 English licensure. Credit, 3 semester hours. PREREQ: Approval of the English Education Program Director.

M LICENSURE CANDIDATES'
 CAPSTONE PORTFOLIO AND PRESENTATION
 THE MASTER OF ARTS IN ENGLISH EDUCATION
 UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

The candidate recommended for M licensure possesses and demonstrates a clearly articulated, coherent philosophy of teaching literacy and literature. This philosophy, grounded in theory as well as practice, reflects the candidate's growth through rigorous, Master's level course work.

The candidate's Philosophy of Teaching Literature and Literacy and various supporting Artifacts comprise the Capstone Portfolio and Presentation which is evaluated by a panel of graduate faculty and a public school professional. The panel examines this final product of learning in the program for indicators that the candidate meets the following five DPI Standards for Master teachers:

1. Instructional Expertise
2. Knowledge of Learners
3. Research
4. Content Knowledge
5. Professional Reflection, Development, and Leadership

A "P" (proficient) Capstone Portfolio and Presentation earns the candidate's recommendation for licensure while it also meets the final requirement for the degree.

Candidates should consult the Assessment of Standards and Indicators for specific guidance; persons also aspiring to National Board Certification should note the alignment of Standards and Indicators with National Board Certification Standards.

THE PORTFOLIO

Although the Philosophy of Teaching Literature and Literacy is submitted when the candidate completes the degree, composition of this statement is reflective and recursive, a process that begins upon admission to the program in conference with the program director when the candidate candidly assesses indicators of the five standards. While taking course work to become proficient in advanced knowledge and skills in literature and literacy, the candidate recognizes growth in expertise, which is applied to classroom practice for the benefit of diverse learners. At mid-point in progress toward the degree, the candidate confers again with the program director to identify newly acquired indicators of proficiency and an evolving philosophy. The result of this program-long process is the final product, the Philosophy of Teaching Literature and Literacy, an argumentative essay of at least ten pages (exclusive of its separate Works Cited page that conforms to MLA style) in which the candidate

- * synthesizes learning and advanced knowledge in the discipline;
- * situates his/her position among those of major scholars whose work is referenced in primary sources;
- * introduces artifacts that indicate and support the theoretical positions expressed;
- * demonstrates advanced skills as a writer through depth of thought; coherent development and organization; meticulous editing, proofreading, and adherence to the conventions of documentation.

The Artifacts, between five and seven in number, are judiciously selected from among the candidate's

1. course products (such as various drafts of papers; graded tests; PowerPoint presentations;

annotated bibliographies; action, literary, or theoretical research; unit plans, etc.). Among the artifacts selected from course products there must be

- * a graded research paper, solely authored by the candidate.
- * an assignment demonstrating knowledge of diverse learners, such as, for example, the Core Course Assignment on Students with Exceptionalities (CASE) Annotated Bibliography. The candidate will distinguish between items found and annotated independently versus found and annotated collaboratively. At least half the items should be the product of independent work.
- * Leadership Project showing documentation of a successfully completed Leadership Project, including documentation of the Project's execution, evaluation, and dissemination. If the project was begun as part of one of the Core Courses, the candidate should also include the research paper written to support the Project Proposal.

2. classroom practice (such as video or audio tapes, lesson or unit plans, student products, etc.) that has been directly and demonstrably impacted by course work throughout the program.

Quality and purpose of artifacts that clearly indicate standards and illustrate the candidate's philosophy are far more compelling than mere quantity of artifacts. Therefore, a Caption (approximately 500 words in length) precedes each artifact explaining how it both illustrates the candidate's philosophy and indicates a M licensure standards.

The Portfolio's contents will be assembled in the following order:

- o Table of Contents listing each artifact
- o Standards and Indicators as found on the MAEE website
- o The Philosophy of Teaching Literature and Literacy
- o Five to Seven Artifacts, each preceded by its own Caption
- o A Curriculum Vitae providing the candidate's credentials and work history.

THE PRESENTATION

The Presentation gives the candidate an opportunity to present him/herself as a professional to other professionals in the discipline of English Education. In a twenty-minute presentation, the candidate will select, focus, and elaborate upon a particular indicator of growth and learning in the program as presented in the Philosophy of Teaching Literature and Literacy, thus demonstrating particular strengths, expertise, and mastery of content. This Presentation takes place before the panel of three graduate faculty and a public school professional. Other members of the graduate faculty and guests invited by the candidate may also attend.

The candidate's presentation will

- o adhere to the twenty-minute time frame;
- o use technology such as PowerPoint, transparencies, a web-site, and/or handouts to enhance the delivery of information (not merely to outline the points being made).

The candidate will then, for about twenty additional minutes, respond to questions posed by the panel and elaborate upon points brought up in the presentation and the portfolio. A candidate will be asked, for example, to provide additional support for points, clarify information about a position or theorist, indicate plans for growth beyond the MA degree, etc.

Scheduling the Capstone Portfolio and Presentation

- o The Capstone experience takes place during the fall or spring semester when the candidate plans

to graduate.

- o During the first week of that semester, the candidate attends a required meeting with the program director to schedule submission of the Portfolio as well as four additional copies of the philosophy statement and the table of contents and to schedule the presentation.

- o Should, after this meeting, the candidate foresee that he/she must reschedule the Capstone, the program director must be so informed in writing at least one week before deadline for submitting the portfolio and additional documents. Failure to make such timely request for rescheduling will be calculated as a failed attempt at the Capstone (as consistent with School of Graduate Studies policies).

- o The candidate will submit, on or before the deadline, the Portfolio and additional documents to the Program Director who will distribute them among other members of the panel.

Evaluation of the Capstone Portfolio and Presentation

The panel will evaluate the Portfolio (comprised of the Philosophy of Teaching Literature and Literacy and the Artifacts) and the Presentation (comprised of the presentation and response to questions) to determine whether this final course product indicates

- o Proficiency = P (2), thus completing degree requirements and earning the candidate's recommendation for M licensure.

- o Deficiency (1), failing to indicate attainment of one or more Standard. Consistent with School of Graduate Studies policies, candidates have the right to attempt the Capstone experience up to two more times during subsequent semesters. If scheduling permits, the grade for the Capstone may be withheld if only one area of the Portfolio or Presentation is lacking and if revision of that area would enable the entire Capstone Portfolio and Presentation to earn a P before the end of the semester.

- o Excellence (3) in all indicators of Standards.

Rubric

Panel members will use the Assessment of Standards and Indicators to judge the Capstone Portfolio and Presentation. Additionally, panel members may provide narrative comments to supplement their judgments of the candidate's

- o indicators of standards;
- o synthesis of program course work;
- o application of course work to teaching practice;
- o advanced, effective communication skills, specifically in the area of Standard Written and Spoken English, research, and technology;
- o professional demeanor, as evidenced through eye contact, appropriate gestures, adequate volume, neatness, etc.

Further suggestions for preparing for the Capstone

Do not hesitate to ask questions of your professors and the program director. Discuss the capstone with other candidates. Practice giving the presentation before an audience. Dr. Kay McClanahan kay.mcclanahan@uncp.edu can help you polish your presentation, and Dr. Roger Ladd roger.ladd@uncp.edu can review your portfolio and philosophy statement. If you wish to solicit help from these graduate faculty members, contact them sufficiently in advance of the deadline for submitting the portfolio.

Your Capstone Portfolio and Presentation is your moment to shine!

MA (non-licensure) CANDIDATES' CAPSTONE PORTFOLIO AND PRESENTATION

MASTER OF ARTS IN ENGLISH EDUCATION

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

The candidate for the Master of Arts in English Education affirms the richness of language and literature produced by diverse groups; as a result of core courses and electives within a chosen emphasis--literature or literacy, the candidate has expanded personal, intellectual, and professional horizons. The culminating product of this learning in the program is the candidate's CAPSTONE PORTFOLIO AND PRESENTATION.

THE PORTFOLIO is comprised of two related parts:

The Statement of Philosophy synthesizes and demonstrates the candidate's growth in a chosen area of emphasis—literature or literacy—and her/his attainment of program Goals and Objectives in

1. Research,
2. Content Knowledge,
3. Professional Reflection, Development or Leadership, and, as applicable,
4. Instructional Expertise, and 5. Knowledge of Learners and Learning

Although the Statement of Philosophy is submitted when the candidate completes the degree, composition of this statement is reflective and recursive, a process that begins upon admission to the program in conference with the program director when the candidate candidly assesses his/her knowledge and skills. While taking course work, the candidate identifies growth in the area of his/her chosen emphasis; the candidate recognizes how language and literature are the products of diversity in race, gender, ethnicity, geographical, chronological, and/or historical periods. At mid-point in progress toward the degree, the candidate confers again with the program director to identify newly acquired indicators of proficiency and an evolving philosophy. The result of this program-long process is the final product, the Statement of Philosophy, an argumentative essay of at least ten pages (exclusive of its separate Works Cited page that conforms to MLA style) in which the candidate

- synthesizes learning and advanced knowledge in his/her chosen emphasis;
- situates this position on literature or literacy among those of major scholars whose work is referenced in primary sources;
- introduces artifacts that indicate and support the theoretical positions expressed;
- demonstrates advanced skills as a writer through depth of thought; coherent development and organization; meticulous editing, proofreading, and adherence to the conventions of documentation.

The Artifacts demonstrate the application of the candidate's philosophy, acquisition of learning, and attainment of program Goals and Objectives. Between five and seven artifacts are submitted as a result of judicious selection from among the candidate's course products (such as various drafts of papers; graded tests; PowerPoint presentations; annotated bibliographies; action, literary, or theoretical research; materials developed in fulfillment of core course requirements, etc.). The artifacts selected must include at least one graded research paper, solely authored by the candidate. Candidates whose professional aspirations include teaching will submit, as another artifact, one assignment demonstrating knowledge of diverse learners, such as, for example, the Core Course Assignment on Students with Exceptionalities (CASE) Annotated Bibliography. The candidate will distinguish between items found and annotated independently versus found and annotated collaboratively. At least half the items of bibliography should be the product of independent work.

Quality and purpose of artifacts that clearly indicate attainment of program goals and illustrate the candidate's philosophy are far more compelling than mere quantity of artifacts. Therefore, a Caption (approximately 500 words in length) precedes each artifact explaining how it illustrates the candidate's philosophy within the chosen emphasis and the attainment of Master's program goals.

The Portfolio's contents will be assembled in the following order:

- ↪ Table of Contents listing each artifact
- ↪ Program Goals and Objectives
- ↪ The Statement of Philosophy
- ↪ Five to Seven Artifacts, each preceded by its own Caption
- ↪ A Curriculum Vitae providing the candidate's credentials and work history.

THE PRESENTATION

The Presentation gives the candidate an opportunity to present him/herself as a professional to other professionals in the discipline of literacy or literature. In a twenty-minute presentation, the candidate will select, focus, and elaborate upon a particular facet of the Statement of Philosophy, thus demonstrating particular strengths, expertise, and mastery of content. This Presentation takes place before the panel of three graduate faculty members. Other members of the graduate faculty and guests invited by the candidate may also attend.

The candidate's presentation will

- ↪ adhere to the twenty-minute time frame;
- ↪ use visual aids such as PowerPoint, transparencies, a web-site, and/or handouts to enhance the delivery of information (not merely to outline the points being made).

The candidate will then, for about twenty additional minutes, respond to questions posed by the panel and elaborate upon points brought up in the presentation and the portfolio. A candidate will be asked, for example, to provide additional support for points, clarify information about a position or theorist, indicate plans for growth beyond the MA degree, etc.

Scheduling the Capstone Portfolio and Presentation

- ↪ The Capstone experience takes place during the fall or spring semester when the candidate plans to graduate.
- ↪ During the first week of that semester, the candidate attends a required meeting with the program director to schedule submission of the Portfolio as well as four additional copies of the philosophy statement and the table of contents and to schedule the presentation.
- ↪ Should, after this meeting, the candidate foresee that he/she must reschedule the Capstone, the program director must be so informed in writing at least one week in advance of the deadline for submitting the portfolio and additional documents. Failure to make such timely request for rescheduling will be calculated as a failed attempt at the Capstone (as consistent with School of Graduate Studies policies).
- ↪ The candidate will submit, on or before the deadline, the Portfolio and additional documents to the Program Director who will distribute them among other members of the panel.
- ↪ The presentation will occur on the scheduled date, one week after the submission of the Portfolio.

Evaluation of the Capstone Portfolio and Presentation

The panel will evaluate the Portfolio (the Statement of Philosophy and the Artifacts) and the Presentation (and response to questions) to determine whether this final course product indicates

- ↪ Proficiency = P (2), thus completing degree requirements.
- ↪ Deficiency (1), failing to indicate attainment of one or more Standard. Consistent with School of Graduate Studies policies, candidates have the right to attempt the Capstone experience a second time during a subsequent semester. If scheduling permits, the grade for the Capstone may be withheld if only one area of the Portfolio or Presentation is lacking and if revision of that area would enable the entire Capstone Portfolio and Presentation to earn a P before the end of the semester.
- ↪ Excellence (3), superior attainment of all program Goals and Objectives.

A “P” (proficient) Capstone Portfolio and Presentation meets the final requirement for the degree.

Rubric

Panel members will use the Goals and Objectives to judge the Capstone Portfolio and Presentation. Additionally, panel members may provide narrative comments to supplement their judgments of the candidate’s

- ↪ indicators that Goals and Objectives have been met;
- ↪ synthesis of program course work;
- ↪ attainment of expertise within his/her chosen emphasis;
- ↪ advanced, effective communication skills, specifically in the area of Standard Written and Spoken English, research, and technology;
- ↪ professional demeanor, as evidenced through eye contact, appropriate gestures, adequate volume, neatness, etc.

Further suggestions for preparing for the Capstone

Do not hesitate to ask questions of your professors and the program director. Discuss the capstone with other candidates. Practice giving the presentation before an audience. Dr. Kay McClanahan (kay.mcclanahan@uncp.edu) can help you polish your presentation, and Dr. Roger Ladd (roger.ladd@uncp.edu) can review your portfolio and philosophy statement. If you wish to solicit help from these graduate faculty members, contact them sufficiently in advance of submitting the portfolio.

Your Capstone Portfolio and Presentation is your moment to shine!

Licensure	Non-Licensure
<p>Teaching philosophy</p> <ul style="list-style-type: none"> ▭ applies philosophy of teaching literacy and literature to classroom practice ▭ 10-page argument with MLA citation of <i>original sources</i> ▭ synthesize learning in discipline ▭ situation position among major scholars ▭ introduce artifacts ▭ demonstrate advanced writing skill 	<p>Teaching philosophy</p> <ul style="list-style-type: none"> ▭ area of emphasis (literature or literacy) ▭ 10-page argument with MLA citation of <i>original sources</i> ▭ synthesize learning in discipline ▭ situation position among major scholars ▭ introduce artifacts supporting theoretical position ▭ demonstrate advanced writing skill
<p>5-7 Artifacts must include</p> <ul style="list-style-type: none"> ▭ course products ▭ graded research paper ▭ <i>CASE annotated bibliographies</i> ▭ <i>Leadership Project</i> ▭ classroom practice ▭ captions (500 wds) tying artifact to Standards <p>Standards and Indicators</p> <ul style="list-style-type: none"> ▭ Instructional Expertise ▭ Knowledge of Learners ▭ Research ▭ Content Knowledge ▭ Professional Reflection, Development, & Leadership 	<p>5-7 Artifacts must include</p> <ul style="list-style-type: none"> ▭ course products ▭ graded research paper ▭ diverse learners (<i>CASE Bib</i> or otherwise) ▭ <i>Leadership Project</i> ▭ classroom practice ▭ captions (500 wds) tying artifact to Standards <p>Goals and Objectives</p> <ul style="list-style-type: none"> ▭ Research ▭ Content Knowledge ▭ Professional Reflection, Development, or Leadership ▭ Instructional Expertise ▭ Knowledge of Learners and Learning
<p>20-minute presentation + 20-min Q&A</p> <ul style="list-style-type: none"> ▭ expands on some issue in Philosophy ▭ Graded by three graduate faculty <i>and one school professional</i> ▭ Must use visual aids effectively in presentation <p>Rubric:</p> <ul style="list-style-type: none"> ▭ Indicators of Standards & Indicators ▭ Synthesis of program course work ▭ Application of course work to teaching practice ▭ Advanced communication skills ▭ Professional demeanor 	<p>20-minute presentation + 20-min Q&A</p> <ul style="list-style-type: none"> ▭ expands on some issue in Philosophy ▭ Graded by three graduate faculty ▭ Must use visual aids effectively in presentation <p>Rubric:</p> <ul style="list-style-type: none"> ▭ Indicators of Goals & Objectives ▭ Synthesis of program course work ▭ Expertise within chosen emphasis ▭ Application of course work to teaching practice ▭ Advanced communication skills ▭ Professional demeanor
Get help – edit – proofread	Get help – edit – proofread

**GRADING RUBRIC
CAPSTONE PORTFOLIO AND PRESENTATION**

**M.A. in English Education, UNCP
M.A.T. with English Specialization, UNCP**

CANDIDATE'S NAME:

Members of the Graduate Committee in English Education will evaluate the Capstone Experience holistically, bearing in mind separate areas of the Portfolio (comprised of the Philosophy of Teaching Literature and Literacy and the Artifacts) and the Presentation (comprised of the PowerPoint or other software presentation and response to the committee's questions).

I The evaluator will *check to affirm* that the Contents of the Portfolio are complete and organized as follows:

_____ *Table of Contents* listing each artifact

_____ *Goals and Objectives* (print from website Program Goals and Objectives **or** Alignment of Program Goals and Objectives with NBCS)

_____ *Philosophy of Teaching Literature and Literacy* which demonstrates the candidate's growth in areas of program goals and his/her synthesis of graduate course work and experience. This essay of approximately ten pages (exclusive of its separate Works Cited page that conforms to MLA style) introduces the portfolio by providing contexts for the artifacts contained in it.

_____ *Six to Ten Artifacts* selected to illustrate the candidate's philosophy, growth in and mastery of areas identified by program goals, and synthesis program course work and experience. Artifacts must be materials the candidate produced for graduate courses at UNCP or that grew out of the candidate's graduate work at UNCP. Practicing teachers seeking the M license must include artifact(s) which demonstrate application of program course work and experiences to their classroom teaching. Specific artifacts to be included by all candidates are:

_____ *At least one copy of a graded research paper* written for a course in the Graduate Program in English Education at UNCP.

_____ *Core Course Assignment on Students with Exceptionalities (CASE) Annotated Bibliography* of eight to ten items. The candidate will make clear which items he/she found and annotated and which items were found and annotated collaboratively. At least half the items should be the product of independent work.

_____ *Leadership Project*. The candidate will include documentation of a successfully completed Leadership Project, including documentation of the Project's execution, evaluation, and dissemination. If the project was begun as part of one of the Core Courses, the candidate should also include the research paper written to support the Project Proposal.

_____ *Captions preceding each artifact*. Each caption should be approximately a page in length and explain the relationship between the artifact and the candidate's philosophy, and/or the area of growth illustrated by the artifact, and/or the synthesis of course work and program goals achieved by the artifact.

_____ *Curriculum Vitae* providing an overview of the candidate's credentials and work history.

II The evaluator will *assess* the contents of the Portfolio and Presentation, making notes as needed below and on the reverse side, to determine the candidate's demonstration of

A) Growth in and mastery of the areas identified in Program Standards and Indicators

1. Instructional Expertise
2. Knowledge of Learners
3. Research
4. Content Knowledge (in Literature and Literacy)
5. Professional Reflection, Development, and Leadership

B) Advanced, effective communication skills, specifically in the area of Standard Written and Spoken English, and skills in research, and skills in technology

C) Professional demeanor: ability to respond to questions and elaborate upon points brought up in the Presentation and Portfolio; eye contact, appropriate posture and use of gestures, adequate volume, neatness

The candidate earns the grade of (evaluator will circle one):

P (Pass) The Portfolio and Presentation demonstrate growth in and mastery of areas identified by program goals and synthesis program course work and experience

F (Fail) The Portfolio and Presentation fails to demonstrate growth in or mastery of areas identified by program goals or synthesis program course work and experience

H (Honors) Portfolio and Presentation demonstrates superior achievement and excellence in all areas

In very rare occasions, and only if scheduling permits, the grade for the Capstone Experience may be withheld if *only one area* of the Portfolio or Presentation is lacking and if revision of that area would enable the entire Capstone Portfolio and Presentation to earn a P before the end of the semester.

EVALUATOR'S NAME:

DATE:

MA CANDIDATE'S CAPSTONE PORTFOLIO AND PRESENTATION

CANDIDATE:

EVALUATOR:

DATE:

The Portfolio's contents will be assembled in the following order:

- ☞ **Table of Contents** listing each artifact
- ☞ **Program Goals and Objectives**
- ☞ **The Statement of Philosophy**
- ☞ **Five to Seven Artifacts, each preceded by its own Caption**
- ☞ **A Curriculum Vitae providing the candidate's credentials and work history.**

I. The Statement of Philosophy synthesizes and demonstrates the candidate's growth in a chosen area of emphasis—literature or literacy--and her/his attainment of program Goals and Objectives by

synthesizing learning and advanced knowledge in the his/her chosen emphasis

situating this position on literature or literacy among those of major scholars whose work is referenced in primary sources;

introducing artifacts that indicate and support the theoretical positions expressed

demonstrating advanced skills as a writer through

1. depth of thought
2. coherent development and organization
3. meticulous editing, proofreading, and
4. conventions of documentation.

II. The Artifacts, between five and seven judiciously selected, to include:

- ☞ **At least one graded research paper,** solely authored by the candidate.
- ☞ **One assignment demonstrating knowledge of diverse learners** (at least half of CASE items are the product of independent work) if the candidate's professional aspirations include teaching
- ☞ **Captions** (approximately a page in length) precede each artifact, explaining how it illustrates the candidate's philosophy within the chosen emphasis and the attainment of Master's program goals.

THE PRESENTATION:

The candidate selects, focuses, and elaborates upon a particular facet of the Statement of Philosophy,

- ☞ *adheres* to the twenty-minute time frame;
- ☞ *uses* visual aids such as PowerPoint, transparencies, a web-site, and/or handouts to enhance the delivery of information (not merely to outline the points being made).
- ☞ *responds* to questions posed by the panel

The Portfolio and Presentation demonstrates the candidate's

- ☞ Attainment of Goals and Objectives have been met;
- ☞ Synthesis of program course work;
- ☞ Expertise within his/her chosen emphasis;
- ☞ Advanced, effective communication skills, specifically in the area of Standard Written and Spoken English, research, and technology;
- ☞ Professional demeanor, as evidenced through eye contact, appropriate gestures, adequate volume, neatness, etc.

The Capstone Portfolio and Presentation demonstrates

_____ *Proficiency = P (2)*, thus completing degree requirements

_____ *Deficiency (1)*, by failing to indicate attainment of one or more program objective or Capstone requirement. Consistent with School of Graduate Studies' policies, candidates have the right to attempt the Capstone experience a second time during a subsequent semester. In rare occasions, and if scheduling permits, the grade for the Capstone may be withheld if *only one* area of the Portfolio *or* Presentation is lacking and if revision of that area would enable the entire Capstone Portfolio and Presentation to earn a P before the end of the semester.

_____ *Excellence (3)* superior demonstrate of attainment of all program Goals and Objectives.

A "P" (proficient) Capstone Portfolio and Presentation meets the final requirement for the degree.

LEADERSHIP PROJECT OVERVIEW

MAEE or MAT English Candidates

Italicized portions align the English Education Leadership Project with those produced by other M licensure candidates at UNCP. In EED552, your Leadership Project must relate directly to teaching literature.

All candidates must produce a leadership project in order to be recommended for M licensure in accordance with *Standard 5: Professional Development and Leadership*: “*The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.*”

Many of you already undertake leadership roles in your department, school, system, and/or community. For the purposes of this project, the definition of leadership and the expectations for the leadership project are as follows:

Leadership implies guiding or directing the activities of others, the thinking of others, the development or reconstruction of an initiative, the identification of a problem, the solution to a problem, and/or the delivery of a service. Your leadership project must enable you to demonstrate your ability to take on a leadership role with other educators and must relate to the improvement of student learning in direct or indirect ways. For example, a curriculum improvement project has direct impact on student learning, while a professional development project may have an indirect impact on student learning via nurturing teacher effectiveness.

You will begin this project in EED5520 through the submission of 1) **a prospectus with annotated bibliography** (NLT 8 March), 2) drafts (NLT 3 April) to include the final draft of a **research paper** (8 or 17 April), and 3) the **presentation** of your project to classmates and invited students and faculty (8 or 17 April). You will implement and assess this project throughout the duration of your program: You will **report on implementation** during your mid-point evaluation, and you will present a final evaluation of the impact of this project in your Capstone Portfolio.

I. Development of Leadership Project during EED5520:

- 1. Identify and clearly state a *problem, issue, omission, need for enrichment in the teaching of literature that you perceive among your students, in your school, school system, or community.*** You recognize, however, that your situation is not unique. Research reveals that others English/Language Arts teachers also identify the same or similar problem, issue, omission or need for enrichment. [Example: You have a group of at-risk students who lack empathy and social skills. These students might benefit from “bibliotherapy,” a concept discussed in this course. You have an annotated bibliography of at least five highly reliable, scholarly sources to support your supposition.] This phase of your Leadership Project concludes with a **Prospectus** that includes *a) clearly stated problem, issue, omission, or enrichment; b) rationale and purpose; c) annotated bibliography; d) Goal(s).*

- 2. Articulate Plan of Action that leads to a Goal** for remedying this problem, addressing the issue, including an omitted area, or adding enrichment in the teaching of literature. You must now determine how you will undertake this Plan of Action in order to attain the Goal. [Example: Studies reveal that at-risk middle grades males demonstrated improved classroom behavior and social skills after reading YA fiction identified as appropriate “bibliotherapy.” Your Goal is to improve social skills and behavior of these students. Your Plan of Action would include developing Pre/Post Affective Assessment Instruments as well as creating a Unit Plan—with DPI LA objectives, daily lesson plans, cognitive assessment, etc.] The scope of this project implies that it cannot be fully implemented during this course. Rather, during the course you will develop the **Prospectus** and **Plan of Action** needed to implement this project and arrive at the Goal. Whatever the Plan of Action, it will be explained and supported in an argumentative **research paper** format of at least 8-10 pages with at least 8-10 sources. Other materials submitted with the Plan of Action might be the Unit Plan materials, suggested above, grant materials, etc. The Plan of Action (research essay and materials) will receive formal response from classmates and a wider audience of other students and invited faculty and guest when you present it at the end of the semester.

II Implementation of Leadership Project during the remainder of your licensure

Program and report in Mid-Program evaluation.

1. Execute the Plan of Action. This may be easier said than done. We anticipate that once your Goal and Plan of Action are honed during EED552, steps taken to execute the plan will occur while you conclude the M licensure program. Perhaps your plan might require resources not immediately or readily available. You might need to submit a request—which then must be approved—to your chair, principal, or School Board. You may decide to seek funding through a local, state, or national funding agency. You might need to obtain the collaboration of a colleague. [Example: This books you wish to use in your bibliotherapy unit are not among your school’s resources, on the list of adoptions, etc. You must persuade your (____) to purchase these OR you could seek grant. You may need to convince your (____) to allow you to teach this unit, or you may wish to enlist the help of the school guidance counselor as a collaborator in the project.] You will need to identify, sequence, and document all steps taken to implement this Plan of Action and *describe in detail how the success of the project will be evaluated.*

2. Evaluate and Disseminate the impact of your Leadership Project upon your target audience, connecting this impact with students’ learning and their meeting DPI objectives in English/Language Arts. This evaluation will appear in Capstone Portfolio.

A. Evaluate the Leadership Project to determine if the Plan of Action resulted in the intended Goal. Consider such factors as any obstacles to implementation; changes in future implementation; methods for assessing impact on student learning (either directly or indirectly); foreseen and unforeseen benefits and disadvantages; other?

B. Disseminate the results in through an appropriate vehicle, such as staff development workshop or professional presentation; or publication in NCETA or English Journal, or professional newsletter, local newspaper, local television station, school faculty meeting, monthly school board meeting, other?

Leadership Project Proposal Format, Components, and Examples

Name: _____ *Date:* _____

Title of the Project: _____

- **TO BE COMPLETED DURING EED552, spring 2007**

PROSPECTUS

1. Identify and clearly state a problem, issue, omission, or need which the Leadership Project will address; explain how the target population will benefit from the project.

2. State the Purpose and Goals of the Leadership Project

RESEARCH PAPER

3 Describe your Leadership Project; explain what you are going to do, how you are going to do it, and why the research supports your approach .

- **TO BE COMPLETED BY MID-PROGRAM EVALUATION**

4. Describe Resources Needed and how they will be acquired

- **TO BE COMPLETED FOR SUBMISSION IN THE CAPSTONE PORTFOLIO**

5. Evaluation and Dissemination of results of Leadership Project

Projected Timeline for Completion of the Project:

Date	Person(s) Responsible	Action Required
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Signature of Approval by Program Director

Candidate's Signature

GRADUATE PORTFOLIO EVALUATION at MIDPOINT
for M.A. Ed. and M.A. ADVANCED TEACHER LICENSURE PROGRAMS
Holistic Rubric

Semester and Year: _____

Directions for Program Director:

After candidates have completed 15-21 semester hours of coursework in their graduate licensure program, contact them in order to (1) discuss the current status of their portfolio, (2) provide advice on how to prepare for their midpoint portfolio evaluation conference, and (3) schedule an appointment for the midpoint conference. If a rating of *follow-up required* is received on any element(s) of the rubric, schedule a follow-up meeting to re-evaluate the candidate's progress on the portfolio.

Candidate: _____

Student ID #: _____

Program Director: _____ Degree: _____ Licensure Area: _____

STANDARDS for the MASTER'S DEGREE TEACHING LICENSE	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p>Standard 1: Instructional Expertise</p> <p>The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>
<p>Standard 2: Knowledge of Learners</p> <p>The candidate incorporates knowledge of the nature of</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress</p>	<p><input type="checkbox"/> making satisfactory progress</p>	<p><input type="checkbox"/> making satisfactory progress</p>

<p>the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</p>	<input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required
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<p>Standard 3: Research</p> <p>The candidate uses research to examine and improve instructional effectiveness and student achievement.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

<p>Standard 4: Content Knowledge</p> <p>The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

<p>Standard 5: Professional Development and Leadership</p> <p>The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>

Candidate Summary Sheet
GRADUATE PORTFOLIO EVALUATION at MIDPOINT for M.A. Ed. and M.A. ADVANCED
TEACHER LICENSURE PROGRAMS
Holistic Rubric

Semester and Year: _____

Candidate: _____

Student ID #: _____

Program Director: _____ Degree: _____ Licensure Area: _____

Directions for Program Director:

Complete the information below. Provide a copy of this Candidate Summary Sheet to the candidate and retain the original for your files. After the midpoint portfolio evaluation conference, or after the follow-up conference (if required), forward copies to the Director of Teacher Education and the Dean of Graduate Studies.

Check the appropriate box and insert the number in the blank, as applicable:

Candidate is *Making Satisfactory Progress* on ALL assessed elements for the five Standards for the Master's Degree Teaching License.

Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Making Satisfactory Progress*;

Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Focus for Growth* (complete sections below, as applicable);

Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Follow-up Required* (complete sections below, as applicable).

Summary of Follow-Up Action Required, if applicable, and Due Date (*if more space is needed, continue on back of this sheet*):

Program Director's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

Summary of Follow-Up Conference, if applicable (*if more space is needed, continue on back of this sheet*):

Program Director's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
M.A. Ed. and M.A. Advanced Teacher Licensure Programs - Holistic Rubric

Candidate: _____ Semester and Year: _____

Student ID #: _____ Degree: _____ Program Director: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating (2.0 or better = Pass)
<p>1. Instructional Expertise: The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate makes few, inaccurate, or inappropriate references to theory/research; candidate provides little to no evidence of impact of practice on student learning.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; rationale is keyed to connections between theory and practice; candidate makes frequent, accurate, and appropriate references to theory/research; candidate provides evidence of ability to plan appropriate assessments, monitor student learning, and use assessments to guide instructional decisions; evidence shows that candidate is able to have a positive impact on student learning.</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> the rationale provides evidence that the candidate has integrated specific theories/research into his/her own thinking; improving student learning is candidate's central focus; evidence selected shows that candidate consistently has a positive impact on student learning.</p>	<p align="center"><input type="checkbox"/></p> <p align="center">Action required</p> <p align="center">YES <input type="checkbox"/></p> <p align="center">NO <input type="checkbox"/></p>
<p>2. Knowledge of Learners: The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; the candidate makes few, if any, specific references to learner differences; no or little evidence that needs of diverse learners are accommodated.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; candidate references theory /research related to varied learner differences; evidence shows how learner differences influence planning decisions and delivery modes; evidence selected demonstrates the effectiveness of instruction for individual learners and targeted</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> candidate cites multiple theories/research related to learner differences; candidate embraces diversity (clearly not perceived to be an impediment); evidence reflects principles informing <i>patterns</i> of practice rather than episodes; failures are focus for future inquiry and development.</p>	<p align="center"><input type="checkbox"/></p> <p align="center">Action required</p> <p align="center">YES <input type="checkbox"/></p> <p align="center">NO <input type="checkbox"/></p>

strategies for evaluating learning into the planning, delivery, and evaluation of instruction.		groups of learners.		
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PORTFOLIO EVALUATION at PROGRAM COMPLETION for M.A. Ed. and M.A. ADVANCED TEACHER LICENSURE PROGRAMS – Holistic Rubric *(continued)*

Candidate: _____ Semester and Year: _____

Program Director: _____ Degree: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating (2.0 or better = Pass)
<p>3. Research: The candidate uses research to examine and improve instructional effectiveness and student achievement.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate makes few, if any, authentic connections to practice; evidence is limited to course generated products.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to various applications of research to practice; critical reflection evidences use of research for problem-solving and self-directed inquiry.</p>	<p>Product satisfies all expectations for “2” rating; <i>plus</i> the rationale shows that the candidate perceives research knowledge and expertise acquired in the program to be empowering; the rationale refers to changed patterns in thought and action with regard to the connections between research and practice.</p>	<p style="text-align: center;">□</p> <p style="text-align: center;">Action required</p> <p style="text-align: center;">YES <input type="checkbox"/></p> <p style="text-align: center;">NO <input type="checkbox"/></p>
<p>4. Content Knowledge: The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate provides little to no evidence of program impact on practice; value of increased depth of discipline knowledge is embedded in course context only.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to the impact of advanced content knowledge and understanding on the candidate’s ability to plan and implement instruction and to evaluate student learning effectively; candidate uses discipline knowledge/ resources to enrich his or her own curriculum and instruction.</p>	<p>Product satisfies all expectations for “2” rating; <i>plus</i> the rationale indicates that the candidate consciously understands how both what is taught and how it is taught are tied to teacher conceptual understanding of discipline content; candidate is clearly a self-directed, lifelong learner in the academic discipline; candidate is committed to continuous self-assessment and self-directed remediation as needed.</p>	<p style="text-align: center;">□</p> <p style="text-align: center;">Action required</p> <p style="text-align: center;">YES <input type="checkbox"/></p> <p style="text-align: center;">NO <input type="checkbox"/></p>

PORTFOLIO EVALUATION at PROGRAM COMPLETION for M.A. Ed. and M.A.

ADVANCED TEACHER LICENSURE PROGRAMS – Holistic Rubric *(continued)*

Candidate: _____ Semester and Year: _____

Program Director: _____ Degree: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating (2.0 or better = Pass)
5. Professional Development and Leadership: The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.	The evidence selected is not related to the standard; the evidence is not sufficient; evidence is restricted to course generated products; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; leadership roles are limited to <i>inside school</i> ; candidate provides little to no evidence of program impact on practice.	Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to the impact of professional growth in leadership abilities on professional self-efficacy and self-worth; candidate values collaboration with parents/families; candidate specifies how program has impacted practice / student learning..	Product satisfies all expectations for “2” rating; <i>plus</i> evidence reflects increase in the variety of leadership roles assumed and/or the number and kinds of professional communities in which the candidate interacts; candidate expresses interest in extending leadership roles in the future and/or shares plans for specific initiatives; the candidate identifies <i>patterns</i> of program impact on practice; the candidate consistently identifies directions for future inquiry and development.	<div style="text-align: center;"> <input type="checkbox"/> Action required YES <input type="checkbox"/> NO <input type="checkbox"/> </div>
* Overall Presentation of Portfolio	Portfolio not well-organized; sections not clearly labeled; artifacts and other evidence not labeled clearly; many surface errors; the rationale narrative is confusing, incoherent, rambling; difficult and frustrating to read and review; product is the result of carelessness and/or haste; minimal effort yields product that does not meet graduate level expectations.	Portfolio well-organized; all sections clearly labeled; artifacts and other evidences clearly labeled and easy to locate; narrative spellchecked, proofread, with few surface errors; in text citations appropriately formatted; narrative focused and generally well-expressed; portfolio is a pleasure to read and review; an overall conscientious and well-executed presentation. Some minor revisions may	In addition to satisfying the level 2 rating, the portfolio presentation is enhanced by attention to details such as motifs / graphic enhancements, photos and other media support that personalize the presentation; the narrative is thoughtful and engaging; the evidence/ artifacts selected for inclusion target precise points of connection; the portfolio could be used as a model for future	<div style="text-align: center;"> <input type="checkbox"/> Action required YES <input type="checkbox"/> </div>

		be necessary [e.g. patterns of error in formatting or punctuation].	candidates.	NO <input type="checkbox"/> (2.0 or better = Pass)
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Candidate Summary Sheet
PORTFOLIO EVALUATION at PROGRAM COMPLETION
M.A. Ed. and M.A. ADVANCED TEACHER LICENSURE PROGRAMS - Holistic Rubric

Candidate: _____ Semester and Year: _____

Student ID #: _____ Degree: _____ Program Director: _____

Directions for Program Director: Complete the information below and have the candidate sign this Candidate Summary Sheet. Provide a copy to the candidate and retain the original for your files. Forward copies to the Director of Teacher Education and to the Dean of Graduate Studies.

UNCP Teacher Education Program Policy: The candidate must receive a score of 2.0 or higher on each of the five standards AND at least a score of 2.0 or higher on the Overall Presentation component of the rubric in order to earn a passing score for the portfolio. Receiving a rating of 1 (*Standard Not Met*) on any single standard requires action (i.e., revision and re-evaluation). The candidate will have an opportunity to make revisions in the portfolio and resubmit it within the prescribed timeframe for a second evaluation.

Score Summary

Standard	1	2	3	4	5
Scores					

Overall Mean for Standards 1-5: _____

Score for Overall Presentation: _____

Signatures:

	<i>(position)</i>	<i>(date)</i>
	<i>(position)</i>	<i>(date)</i>
	<i>(position)</i>	<i>(date)</i>

Summary of Action(s) Required, if applicable, and Due Date (*if more space is needed, continue on back of this sheet*):

Revised Score Summary *(after portfolio is re-evaluated, if candidate action was required)*

Standard	1	2	3	4	5
Scores					

Overall Mean for Standards 1-5: _____**Score for Overall Presentation:** _____*Signature:*_____
(position) (date)

Candidate Signature: _____ *Date:* _____

**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
for CANDIDATES in TEACHER LICENSURE AREAS - Analytic Rubric**

Semester and Year: _____

Candidate: _____ Program Director: _____

Student ID #: _____ Degree: _____

Licensure Area: _____

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

Standards and Indicators	Rating	Comments
Standard 1: Instructional Expertise <i>The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</i>		
1. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.	1 2 3	
2. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.	1 2 3	
3. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.	1 2 3	
4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.	1 2 3	
5. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.	1 2 3	
6. The candidate uses technology to create learning environments that support students' learning.	1 2 3	
7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.	1 2 3	
8. The candidate demonstrates the ability to integrate literacy across the curriculum.	1 2 3	
Point Total for Standard 1		
Mean for Standard 1 (Point Total / 8)		

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS

Analytic Rubric (continued)

Standards and Indicators	Rating	Comments
Standard 2: Knowledge of Learners <i>The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</i>		
1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.	1 2 3	
2. The candidate designs and delivers instruction that is responsive to differences among all learners.	1 2 3	
3. The candidate reflects on and modifies instruction that fosters student learning.	1 2 3	
4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.	1 2 3	
5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.	1 2 3	
Point Total for Standard 2		
Mean for Standard 2 (Point Total / 5)		
Standard 3: Research <i>The candidate uses research to examine and improve instructional effectiveness and student achievement.</i>		
1. The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.	1 2 3	
2. The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.	1 2 3	
3. The candidate investigates educational problems through action research.	1 2 3	
Point Total for Standard 3		
Mean for Standard 3(Point Total / 3)		

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS

Analytic Rubric (continued)

Standards and Indicators	Rating	Comments
Standard 4: Content Knowledge <i>The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</i>		
1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.	1 2 3	
2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.	1 2 3	
3. The candidate demonstrates theoretical and applied advanced content knowledge.	1 2 3	
4. The candidate understands current knowledge and trends in education.	1 2 3	
Point Total for Standard 4		
Mean for Standard 4 (Point Total / 4)		
Standard 5: Professional Development and Leadership <i>The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</i>		
1. The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.	1 2 3	
2. The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.	1 2 3	
3. The candidate participates, formally and informally, in appropriate professional communities.	1 2 3	
4. The candidate participates in collaborative leadership to address educational problems.	1 2 3	
5. The candidate provides leadership in working with parents and strengthening the home-school partnership.	1 2 3	
Point Total for Standard 5		
Mean for Standard 5 (Point Total / 5)		

Candidate Summary Sheet
GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER
LICENSURE AREAS - Analytic Rubric

Semester and Year: _____

Candidate: _____ Program Director: _____

Student ID #: _____ Degree: _____
 Licensure Area: _____

Directions for Program Director:

Complete the information below and have the candidate sign this Candidate Summary Sheet. Provide a copy to the candidate and retain the original for your files. Forward a copy to the Director of Teacher Education.

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

Rating Summary

Standard	1	2	3	4	5
Mean at Program Completion					

Overall Mean at Program Completion (Mean Total / 5): _____

Summary of Action(s) Required, if applicable, and Due Date (*if more space is needed, continue on back of this sheet*):

Evaluated by: _____ Position: _____ Date: _____
 (signature)

Evaluated by: _____ Position: _____ Date: : _____
 (signature)

Candidate Signature: _____ Date: _____

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Teacher Education Program Graduate Dispositions Survey

[Version Taken at ENTRY by Candidates Who Are Currently Employed by a School and at EXIT by All]

Dear Graduate Student:

Welcome to the UNCP Graduate Program in Teacher Education. As part of our assessment efforts, we are collecting information on professional dispositions of educators enrolled in our graduate programs.

You will take a dispositions survey both at entry and near the end of your program of study. This survey is intended to help you identify areas for continuing professional growth.

Last Name _____ First Name _____ MI _____

Program Area

- Elementary Education
- Middle Grades Education
- Reading Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education
- Masters of Arts in Teaching (*please respond to the next section*)
- Masters in School Administration
- School Counseling

If you are a MAT Candidate, indicate your Specialization Area in the MAT Program:

- Middle Grades Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education

Current Teaching/Administrative/Support Staff Assignment

- Birth-Kindergarten
- Elementary School
- Middle School
- High School
- Community College/Technical College
- Not Applicable (*If at program ENTRY, do not continue; instead, take the ENTRY survey for candidates who are not currently teaching. If at program EXIT, continue.*)

Graduate Enrollment Status (most semesters)

- Full-time
- Part-time

Gender

- Female
- Male

Graduate Dispositions Survey (continued)

[Taken at ENTRY by candidates who are currently employed by a school & at EXIT by all]

Race/ethnicity

- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- Caucasian
- Other

Name of Program Director _____ Your Preferred email address _____

[Survey continues on next page.]

Graduate Dispositions Survey (continued)

[Taken at ENTRY by candidates who are currently employed by a school & at EXIT by all]

Part A: Self-Assessment of Dispositions

Dispositions are habits of mind that shape ways you interact with students and ways you make decisions as an educator. Please read each disposition carefully and mark the response that indicates how you assess yourself at this time. This instrument is intended to help you identify areas for continuing professional growth. Please respond honestly.

DISPOSITIONS	ALWAYS	MOST OF THE TIME	SOME OF THE TIME	NEVER
I treat all students fairly and equitably.				
I try to accommodate the individual needs of all learners.				
I value critical self-reflection as a means of improving my practice.				
I regularly use the insights gained from critical self-reflection to improve my practice.				
I make changes in my practice based on critical self-reflection.				
I continually evaluate my knowledge base in the discipline(s) that I teach.				
I seek out opportunities to advance my knowledge base in the discipline(s) that I teach.				
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by reading research literature.				
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by conducting action research.				
I am open-minded and flexible and able to embrace change that I believe is positive.				
I am willing to take on leadership roles in my school.				
I am willing to take on leadership roles in professional communities outside of school.				
I seek out opportunities to collaborate with colleagues about ways to improve student learning, the school environment, and/or home-school communication.				
I see myself as a change agent in my school.				
My colleagues perceive me to be a change agent.				
I possess areas of expertise that could benefit others in the profession.				
I view my instructional mistakes as opportunities to learn.				
My affiliation with and participation in professional communities outside the school are an important part of my professional life.				

Part B1: Critical Reflection and Goal Setting--Select TWO personal strengths from the above items. Briefly explain why you think these are areas of strength, and provide examples to illustrate these strengths.

Part B2: Critical Reflection and Goal Setting--Select TWO areas for professional growth from the above items. For each area, explain why you think this is an area for growth, and define one or more specific steps you will take to promote growth.

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Teacher Education Program Graduate Dispositions Survey

[Version Taken at ENTRY by Candidates Who Are Not Currently Employed by a School]

Dear Graduate Student:

Welcome to the UNCP Graduate Program in Teacher Education. As part of our assessment efforts, we are collecting information on professional dispositions of educators enrolled in our graduate programs.

You will take this version of the dispositions survey at entry into your program of study, and you will take a similar survey as you near the end of your program. This survey is intended to help you identify areas for continuing professional growth.

Last Name _____ First Name _____ MI _____

Program Area:

- Elementary Education
- Middle Grades Education
- Reading Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education
- Masters of Arts in Teaching (*please respond to the MAT item below*)
- Masters in School Administration
- School Counseling

If you are a MAT Candidate, indicate your Specialization Area in the MAT Program:

- Middle Grades Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education

Graduate Enrollment Status (most semesters):

- Full-time
- Part-time

Gender:

- Female
- Male

Race/ethnicity:

- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- Caucasian
- Other

Name of Program Director _____ Your Preferred email address _____

Graduate Dispositions Survey (continued)

[Taken at ENTRY by Candidates Who Are Not Currently Employed by a School]

Part A: Self-Assessment of Dispositions

Dispositions are habits of mind that shape ways you interact with students and ways you make decisions as an educator. Please read each disposition carefully. Because you are not currently employed by a school, the dispositions statements in this survey are stated in terms of how you might think and act during your internship and when employed as a teacher, administrator, or counselor.

Mark the response that indicates how you assess yourself at this time. This instrument is intended to help you identify areas for continuing professional growth. Please respond honestly.

DISPOSITIONS	ALWAYS	MOST OF THE TIME	SOME OF THE TIME	NEVER
I will treat all students fairly and equitably.				
I will try to accommodate the individual needs of all learners.				
I will value critical self-reflection as a means of improving my practice.				
I will regularly use the insights gained from critical self-reflection to improve my practice.				
I will make changes in my practice based on critical self-reflection.				
I will continually evaluate my knowledge base in the discipline(s) that I will teach.				
I will seek out opportunities to advance my knowledge base in the discipline(s) that I will teach.				
I will seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by reading research literature.				
I will seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by conducting action research.				
I will be open-minded and flexible and able to embrace change that I believe is positive.				
I will be willing to take on leadership roles in my school.				
I will be willing to take on leadership roles in professional communities outside of school.				
I will seek out opportunities to collaborate with colleagues about ways to improve student learning, the school environment, and/or home-school communication.				
I will see myself as a change agent in my school.				
My colleagues will perceive me to be a change agent.				
I will possess areas of expertise that could benefit others in the profession.				
I will view my instructional mistakes as opportunities to learn.				
My affiliation with and participation in professional communities outside the school will be an important part of my professional life.				

Part B1: Critical Reflection and Goal Setting--Select TWO personal strengths from the above items. Briefly explain why you think these are areas of strength, and provide examples to illustrate these strengths.

Part B2: Critical Reflection and Goal Setting--Select TWO areas for professional growth from the above items. For each area, explain why you think this is an area for growth, and define one or more specific steps you will take to promote growth.