

MASTER OF ARTS IN EDUCATION READING K-12

Commitment • Collaboration • Competence



2006 - 2010

University of North Carolina Pembroke

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Message from the Faculty

Dear Graduate Student:

Welcome to the University of North Carolina at Pembroke. The next several years will prove to be exciting and enriching for you.

This handbook is designed for graduate students to augment such publications as the Graduate Student Handbook, UNC P Catalog, and Schedule of Courses. I hope that graduate students will find this handbook helpful and that the graduate experience at the University of North Carolina at Pembroke will be rewarding and educational.

Sincerely,

Heather Kimberly Dial Sellers, Ph.D.
Director of the Reading Program

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 candidates prepared for global citizenry, the Teacher Education Program at UNCP is committed to the development of teachers 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. To this accomplishment 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.

Graduate Reading Faculty

Dr. Heather Kimberly Dial
Director Graduate Programs: Reading Education
Assistant Professor
School of Education
(910) 521-6636
heather.dial@uncp.edu

Dr. Betty Wells Brown
Professor
School of Education
(910) 521-6856
betty.brown@uncp.edu

Part-time/Adjunct Faculty

Dr. Swannee Dickson
School of Education
(910) 521-6628
swannee.dickson@uncp.edu

Dr. Elena Sue Godwin
K-2 Literacy Director
(910) 893-8151
sgodwin@harnett.k12.nc.us

Program Description

The Master of Arts in Education (M.A.Ed.) in Reading Education is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed to teach in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services.

Program Goals

The revised M.A.Ed. in Reading Education is organized around five major standards established by the International Reading Association (IRA) for Master's level literacy specialist. These standards reflect NC Department of Public Instruction guidelines for reading teachers and expectations set forth by NCATE. All Reading courses will reflect the five program standards in content, learning opportunities, and requirements.

The five standards are:

Standard 1: Foundational knowledge: Reading teachers have knowledge of foundations of reading and writing processes and instruction.

Standard 2: Instructional strategies and curriculum materials: Reading Teachers support reading and writing instruction by using a wide range of instructional practices, approaches, methods, and curriculum materials.

Standard 3: Assessment, diagnosis, and evaluation: Reading Teachers use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard 4: Creating a Literate Environment: Reading Teachers create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 5: Professional development: Reading Teachers view professional development as a career-long effort and responsibility.

Mission Statement

The M.A.Ed. program is designed to enable career teachers to achieve advanced professional goals in content pedagogy, specialty area knowledge, leadership, and family/community partnerships.

The programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE), the North Carolina State Department of Public Instruction (NCDPI), and the Southern Association of College and Schools (SACS). All of the M.A.Ed. programs at UNCP are revised to meet the Master's Advanced Competencies of the NC Department of Public Instruction and the UNC Board of Governors.

Program Philosophy

The Reading Education Graduate Program is affirmed on the belief that children and adolescents actively seek meaning from what they see, hear, and read and that they intend to send meaning when they express themselves orally and in writing. The rationale of the Reading Education Graduate Program is agreeable with and brings together instruction within the curricula promoted by the North Carolina Department of Public Instruction. All children are language learners and language users. To that end, the Program aims to develop teachers who understand that the reading areas (speaking, listening, writing, reading, viewing, and representing visually)

- ◆ are interrelated and reinforce each other as children learn and use them.
- ◆ constitute multiple behaviors that children develop over time, at different rates and in different ways.
- ◆ are important in all curriculum areas and impact on lifelong learning.
- ◆ consists of literature in all genres and forms, including print, graphic, and electronic.
- ◆ can be a source of enjoyment for all children.
- ◆ respects the diversity of different languages and forms.

The general goal of the University of North Carolina at Pembroke's Reading Education Graduate Program is to educate individuals who will become competent, collaborative, and committed reading professional. More recently, educational leaders view reflection as a process of inquiry based on prior understanding where difficult and complex problems are resolved for an immediate purpose as well as generalized to principles in order to solve future problems.

Program of Study

Requirements for a Master of Arts in Education: Reading Education

Professional Studies Core

9

- EDN 5500. Applied Educational Psychology
- EDN 5650. Applied Philosophy of Education
- EDN 5660. Applied Educational Research

Orientation, Theory, and Research

10

- EDN 5150 Theory and Research in Literacy Development
- EDN 5220 Literacy and Literature
- EDN 5230 Professional Seminar in Reading I
- EDN 5350 Psychology of Reading

Expanding Content and Pedagogical Knowledge

7

- EDN 5300 Reading and Writing in the Content Areas
- EDN 5320 Culture, Communication, and Learning
- EDN 5430 Professional Seminar in Reading II

Influencing Literacy Instruction and Leadership

10

- EDN 5280 Developing and Guiding Reading Programs
- EDN 5330 Leadership for Classroom Reading Instruction
- EDN 5610 Diagnosis, Instruction, and Assessment in Reading
- EDN 5630 Professional Seminar in Reading III

Total: 36

Course Descriptions

EDN 5650. Applied Philosophy of Education (3 hours) Emphasis is on acquiring the knowledge, skills, and dispositions needed for reflective teaching, including the articulation of a philosophical theoretical position on teaching, language, and learning for use in planning, implementing, and evaluating practice. Students will analyze the philosophical and theoretical assumptions underlying various models of teaching and, learning. The process of constructing a professional portfolio based on NBPI'S guidelines frames course activities.

EDN 5660. Applied Educational Research (3 hours) 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.

EDN 5500. Applied Educational Psychology (3 hours) 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.

EDN 5150. Theory and Research in Literacy Development (3 hours) This course is a study of the theory and research related to literacy and language development in childhood and adolescence, including second language acquisition. The social, psychological, and cultural influences on language and literacy learning in both the home and school are examined. Students use theoretical and research foundations to conduct classroom based-research to improve literacy learning.

EDN 5220. Literacy and Literature (3 hours) A survey of children's/adolescent fiction, non-fiction, and other reading materials, including instructional technology resources. Methods for leveling and choosing appropriate material for diverse cultural and linguistic backgrounds are reviewed. A major focus is the relationship between the reader and the literary text, the reading process, and the implications for reading instruction and comprehension skills.

EDN 5350. Psychology of Reading (3 hours) A study of the psychological factors in learning to read, in reading ability, in reading disabilities, and in the bases for instructional methods and materials in reading. Topics will range from perception and learning theory to the implications of cultural differences and language factors as they affect both the child's learning to read and the teacher's effective facilitation of this learning. Field Experience required.

EDN 5300. Reading and Writing in the Content-Areas (3 hours) This course is designed to provide teachers with knowledge of established and innovative practices of integrating reading and writing in a variety of content-areas, such as mathematics, social studies, and health. Field experience is required.

EDN 5320. Culture, Communication, and Learning (3 hours)

This course is an in-depth study of theory, research, and pedagogy related to the racial, ethnic, gender, socioeconomic, and regional variances in communication structure and style. Focus is on how cultural variance affects student achievement and teacher expectations. The need for culturally responsive teaching is emphasized; related strategies are explored.

EDN 5610. Diagnosis, Assessment, and Instruction in Reading (3 hours) This course will assist the literacy specialist in locating causes of reading difficulties, diagnosing, and prescribing corrective procedures. It is designed to give the literacy specialist practical application of methods in solving reading problems. Published case studies are analyzed and original case studies developed which include observations, use of evaluation methods proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Review and critique sessions with colleagues are conducted at spaced intervals during the course. Teachers work one-on-one or in small groups of children in a practicum setting. *Prerequisite: Completion of Strand II.*

EDN 5280. Developing and Guiding Reading Programs (3 hours) A study and evaluation of selected curricula and programs in reading and the planning of a total school reading program. Teachers visit and evaluate exemplary school reading programs. Special emphasis will be given to the leadership functions of a reading teacher in diverse roles in terms of coaching classroom teachers and administrators in the improvement of reading instruction and involving students' families in literacy development. *Prerequisite: 15 semester hours of graduate level course work in reading or consent of the Program Director.*

EDN 5330. Leadership for Classroom Reading Instruction (3 hours) This course is designed to aid the special reading teacher in filling several diverse roles within a school setting. Special emphasis will be given to the roles of lead-teacher and resource-teacher especially in terms of aiding the classroom teacher with developmental and corrective reading classes. The course will include a supervised field-based component whereby the student gains practical experience working in leadership roles with classroom teachers. *Prerequisite: EDN 5280, EDN 5300, and 6 semester hours of additional graduate level course work in reading.*

EDN 5230. Professional Seminar in Reading I (1 hour) The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio.

EDN 5430. Professional Seminar in Reading II (1 hour) The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. *Prerequisite: Completion of Strand I.*

EDN 5630. Professional Seminar in Reading III (1 hour) The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. *Prerequisites: Completion of Strands I and II and 18 hours of reading courses.*

Program Policies

Degree Requirements

To receive a master's degree from The University of North Carolina at Pembroke, candidates must complete the assigned program of study with a cumulative grade point average of at least a 3.0 on a 4.0 grading scale, pass written comprehensive examinations (or an equivalent requirement for all programs except the MBA), and be approved by the Faculty Senate. It is the responsibility of the candidate to file an application for the comprehensive examination and an application for graduation with The School of Graduate Studies by the deadline established by that office. Candidates for the master's degree are expected to attend commencement exercises in the appropriate attire. Caps and gowns are distributed at "Grad Finale" each semester and also may be obtained from the University Bookstore.

(copied from the UNC Pembroke Graduate Handbook accessed at this link: http://www.uncp.edu/grad/handbook/graduate_candidate_handbook.pdf)

Level of Course Work

All course work applied toward the master's degree must be earned in courses designed for graduate candidates (numbered 500 and above). No 400-level work may be applied to the master's degree. No more than three semester hours of graduate credit earned in a workshop course may be applied toward a master's degree. This must be approved by the Program Director. (from the UNC Pembroke Graduate Handbook accessed at: http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Time Limits

For all programs except School Counseling and Service Agency Counseling, all course work applied toward the master's degree must have been completed within five years of admission to the degree program and within six years of the date the degree is awarded. (from the UNC Pembroke Graduate Handbook accessed at: http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Transfer Credit

A maximum of six hours of relevant graduate credit taken at another accredited institution with graduate level programs may be applied to degree requirements at The University of North Carolina at Pembroke with the approval of the appropriate program director/coordinator and the Dean of the School of Graduate Studies. It is the responsibility of **the student** to apply for approval of transfer credit. (Please use the form available at this link: http://www.uncp.edu/grad/forms/transfer_credit_request.pdf)

No credit accepted for transfer may be earned by correspondence. The transfer credit is subject to the five year time limit (six year time limit in the case of the School Counseling and Service Agency Counseling programs) applied to all course work credited towards the master's degree, with the exception of reinstated credits sanctioned by the Graduate Exceptions Committee (see "Lapsed Credit "and "Due Process"). No transfer credit will be accepted towards degree requirements once the student has matriculated at The University of North Carolina at Pembroke unless **prior written approval** for the credit has been received from the appropriate program director/coordinator and the Dean of the School of Graduate Studies.

(copied from the UNC Pembroke Graduate Handbook accessed at this link: http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Lapsed Credit

Graduate credits earned within the School of Graduate Studies at The University of North Carolina at Pembroke and at other accredited institutions of higher learning that were not used for a graduate degree and are more than five years old are known as lapsed credits. In cases of documented merit, the Graduate Appeals Committee (GAC) is authorized to hear appeals from former graduate students desiring to return to the School of Graduate Studies. The GAC may hear cases for reinstatement of credits up to nine semester hours of lapsed credit. The GAC does not entertain appeal cases unless the appeals bear the signature of both the graduate coordinator/director and the Dean of the School of Graduate Studies.

(copied from the UNC Pembroke Graduate Handbook accessed at this link: http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Registration and Course Loads

Each semester, currently enrolled students in good-standing are provided the opportunity to pre-register for the subsequent semester/sessions. Advisement sessions are scheduled during this time period. Pre-registration materials are distributed to all professors teaching graduate courses. After students have met with their assigned advisor, they may register on Braveweb. Students and advisors may also provide registration information to the Office of Graduate Studies.

Students who are employed on a full-time basis may register for a maximum of six to seven hours per semester. Students who are not employed on a full-time basis may register as full-time graduate candidates (9-12 hours per semester).

Graduate candidates may enroll for a maximum of nine semester hours during the summer session. A maximum of six semester hours may be completed in one session.

(copied from the UNC Pembroke Graduate Handbook accessed at this link: http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Grading

It is expected that candidates enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program. Faculty have the option of using "+" and "-" for information purposes only. These qualifiers do not affect a student's GPA.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of "B" designates that a graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than normally expected in a graduate class.

An accumulation of 3 "C's" makes the student ineligible to continue graduate studies at The University of North Carolina at Pembroke.

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at The University of North Carolina at Pembroke.

A grade of "I" (incomplete) is given when the student is unable to complete work because of unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. The assigning of a grade "I" is at the discretion of the individual instructor. It is a student's responsibility to request the grade of an "I". Generally, the student will have completed most of the work required for the course before the time the grade "I" is requested. An incomplete grade of "I" must be removed within one semester (excluding summer term), or the University Registrar will automatically convert the "I" to a grade of "F". Such grades of "F" are termed "conversion F's." In determining quality hours and quality point averages, an "I" is counted as an "F" until it is removed. A grade of "I" does not fulfill prerequisite requirements for any course.

A grade of "T" indicates that a thesis or internship grade is pending and is issued only until the course is completed.

A grade of "W" indicates that a student officially withdrew from a course. A grade of "W" may be received only once for a specified course, and no more than three "W's" may be received in a graduate student's program of study.

(copied from the UNC Pembroke Graduate Handbook accessed at this link: http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Academic Warning, Probation, and Dismissal

A graduate student receiving her or his first grade of "C" will receive a letter from the Dean of the School of Graduate Studies placing the student on **Academic Warning**. A graduate student receiving a second grade of "C" will receive a letter placing the student on **Academic Probation**. Graduate candidates earning a third grade of "C" *will be dismissed* from the School of Graduate Studies of The University of North Carolina at Pembroke. In the event two grades of "C" should occur in one semester, the status of

Academic Probation will be imposed. Similarly, should two grades of "C" be earned following the initial grade of "C," the student *will be dismissed*. No graduate student may receive a graduate degree from The University of North Carolina at Pembroke with a cumulative grade point average (GPA) of less than 3.0 at the conclusion of his/her studies within the School of Graduate Studies.

(copied from the UNC Pembroke Graduate Handbook accessed at this link: http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Repetition of Courses

No graduate course may be repeated within the same program of study without permission of the Graduate Appeals Committee (GAC). Graduate candidates wishing to repeat a course must submit a written appeal and a form entitled *Intent to File an Appeal* to the School of Graduate Studies prior to any registration for repeat courses. (See also *Due Process Section*.) Courses approved for repetition must be taken at The University of North Carolina at Pembroke. The most recent grade earned in a repeated course will be used in the calculation of the student's grade point average. N.B.: With permission from both the Dean of the School of Graduate Studies and the appropriate coordinator/director, a student may repeat a course in which a grade of "C" was earned. However, in such cases the original grade of "C" will remain on the individual's graduate transcript, and continue to be used in the arithmetical formula to determine the resultant new grade point average (GPA).

(copied from the UNC Pembroke Graduate Handbook accessed at this link: http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Advisement

Each graduate candidate admitted to a graduate program with provisional or full-standing status is assigned an advisor in his/her program of study. Members of the graduate faculty serve as graduate advisors. Initially, graduate candidates are expected to meet with their advisor to plan their program of study. Thereafter they are expected to meet with their advisor each semester. Advisement sessions are scheduled each session in conjunction with pre-registration and the advisor must authorize each student's eligibility to register. Graduate candidates enrolled for either School Counseling or Service Agency Counseling are required to seek advisement prior to each registration.

(copied from the UNC Pembroke Graduate Handbook accessed at this link: http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Academic Progress

The Dean of the School of Graduate Studies, the student's advisor, and the appropriate coordinator/director monitors the academic progress of each student on a regular basis. A minimum grade point average of 3.0 is required to receive a master's degree. An accumulation of nine semester hours in graduate courses with grades of "C," or a single grade of "F" renders a

graduate student ineligible to continue his/her graduate studies at The University of North Carolina at Pembroke and thereby subject to dismissal.

(copied from the UNC Pembroke Graduate Handbook accessed at this link:
http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Withdrawal Policy

Cognizant of the fact that at times situations arise which may necessitate a student's withdrawal from a course, graduate candidates, with good cause, may apply to withdraw from a course up to two weeks prior to the last official meeting of the class. It is the student's responsibility to obtain the required signatures on the withdrawal form. Candidates who do not officially withdraw from a class may not receive a grade of "W". A grade of "W" may be received only once for a specified course, and no more than three "W's" may be received in a student's program of study. Withdrawing from a class does not excuse a student from the five-year time limit (six year time limit for the School Counseling and Service Agency Counseling programs) in which all program requirements must be completed. [Please use this link to access the form:
http://www.uncp.edu/grad/forms/course_withdrawal_form.pdf.]

Candidates who have applied for financial aid must be particularly careful to drop any classes which they do not plan to attend prior to the beginning of the semester.

(copied from the UNC Pembroke Graduate Handbook accessed at this link:
http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Due Process for Candidates

Any graduate student whose entrance to, continuation in, or exit from the Graduate program is denied, based on policies established by the Graduate Council, has the right to appeal the denial before the Graduate Appeals Committee (GAC). In such cases the Dean of the School of Graduate Studies will notify the student of the denial and the policy upon which it is based. Within ten working days of receipt of the denial the student wishing to appeal should meet with the Graduate Dean and submit a written appeal and a form entitled Intent to File and Appeal to the School of Graduate Studies. In the appeal, the appellant should state the basis for his/her case before the GAC. In every case the professor of record will be advised of the GAC Hearing and invited to attend. The appellant shall be advised of the date, time, and location of the meeting of the GAC, and provided the opportunity to attend the hearing of the case, should s/he so desire. The GAC is not bound by precedent, but is required to consider every appeal on the basis of the individual merit of that particular case. If an appeal is not received within ten working days of receipt of the denial, it will not be considered.

(copied from the UNC Pembroke Graduate Handbook accessed at this link:
http://www.uncp.edu/grad/handbook/graduate_student_handbook.pdf)

Specific Reading Program Policies

Special Program Admission Requirements:

Applicants who do not have a degree in a reading-related discipline such as elementary education, special education, or English/ language arts are subject to special program admission requirement(s), which may include prerequisite courses, based on the Program Director's evaluation of the applicant's transcript.

Program Orientation Information

Apply through the Graduate Office or apply online at www.uncp.edu/grad.

Program Admission Requirements:

- 1) North Carolina Licensure (active)
- 2) Completed UNC Graduate School application (letters of recommendation, transcripts, fee)
- 3) Successful score on the MAT

Outline of the Program:

- 1) This is primarily an evening program. Most classes start at 5:30PM and end at 8:30PM
- 2) See the attached three strands of the program checklist. The program is designed for each of the strands to build on the other (i.e. strand 1 is the foundation for strand 2, strands 1 & 2 are the foundations for strand 3).
- 3) Candidates can take up to 2 classes in the spring & fall and three classes during the summer. It is possible to complete the program within a two year period. Six to 7 hours is the maximum if the candidate is working.
- 4) The beginning coursework in this program focuses on theory to form the foundation of learning, then the course work involves increasingly more application of candidates' knowledge. The coursework and program involves the candidates in leadership roles as pre-service reading specialists.
- 5) There is a leadership project in this program which the candidate will develop throughout strands 1 & 2, and will put into application in strand 3.
- 6) Completion of the program:
 - a. The candidate has the option of completing a master's thesis in lieu of the comprehensive portfolio.
 - b. In order to demonstrate reading competencies, the candidate may take either the 0300 Praxis for graduate candidates (This exam has a cost and it is not offered at UNCP.) or the Written Comprehensive (There is no cost for this assessment and it is provided at UNCP.).

Portfolio Product of Learning

There are two products that candidates may select as the culminating product of the reading education program either a comprehensive portfolio or a thesis.

Portfolio

The portfolios demonstrate, through reflections and artifacts, of the student's growth and learning in relation to the masters and reading standards and the relationship of her/his teaching and impact on candidates and colleagues. Successful completion of a graduate portfolio is holistically evaluated with a Rubric which are structured around the five UNCP Teacher Education Program Master's Candidate Standards. More specific information and development of the portfolio will be provided within the capstone courses EDN 5230, EDN 5430, and EDN 5630. The portfolio evaluation rubrics are found in Appendix D.

Thesis

Candidates may choose to complete a thesis as part of their program of study. Candidates completing a thesis must select a thesis advisor and at least two other graduate faculty members to serve on their thesis committee. The thesis advisor and thesis committee must approve the thesis project. The thesis advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination (i.e., "Defense of the Thesis"). Following a successful defense, the thesis advisor will complete all clearance procedures required by the School of Graduate Studies.

The original and two copies of the approved thesis and abstract must be on file in the School of Graduate Studies at least two weeks before the end of the semester in which the student expects to complete graduate program requirements. The copies of the thesis must be bound and will be retained by the University. The staff of the Sampson-Livermore Library arranges binding and the student is charged at cost. Specific directions for the completion of a thesis are available from the School of Graduate Studies.

Portfolio Evaluation

Successful completion of the graduate portfolio is a requirement for all graduate candidates in UNCP Teacher Education programs leading to advanced teacher licensure. The graduate portfolio is structured around the five master's standards and is evaluated at both midpoint and at exit from the program.

At midpoint, after candidates have completed 15-21 semester hours of coursework in their graduate licensure program, the Program Director contacts them in order to (a) discuss the status of the preliminary work done on their portfolio, (b) provide advice on how to prepare for their midpoint portfolio evaluation conference, and (c) schedule an appointment for the midpoint conference. At the midpoint conference, the Program Director completes the *Graduate Portfolio Evaluation at Midpoint for M.A. Ed. and M.A. Advanced Teacher Licensure Programs (Holistic Rubric –Appendix D)*. If a rating of "follow-up required" is received on any element(s) of the rubric, a follow-up meeting is scheduled to re-evaluate the candidate's progress on the portfolio.

At program completion, a panel comprised of graduate faculty, and whenever possible including public school representatives, evaluates the portfolio the graduate portfolio using the Graduate Portfolio Evaluation at Program Completion for M.A. Ed. and M.A. Advanced Teacher Licensure Programs (Holistic Rubric). 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 has an opportunity to make revisions in the portfolio and resubmit it within the prescribed timeframe for a second evaluation.

Leadership Project

A required product of learning for all M.A.Ed. and M.A. programs is a professional leadership project. The purpose of the leadership project is to encourage the master's degree candidates to assume leadership roles in her/his school, school system, community, or professional organization(s). Professional leadership is a characteristic of the master teacher. Graduate programs should prepare mature, career teachers to extend their sphere of influence in professional education.

The completed project will become a part of the graduate portfolio at program completion. Specifically the leadership project is especially appropriate for helping candidates to develop and demonstrate professional leadership abilities as expressed in Standard 5: Professional Development and Leadership, which states, "The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession."

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. The leadership project must enable the candidate to demonstrate her/his ability to take on a leadership role with other educators and must relate to the improvement of student learning in direct or indirect ways. The leadership project should be a long-term, on-going initiative that the candidate can complete according to the timeline for her/his particular program. Ideally this project will be conceived in EDN 5660 and further developed in EDN 5230, EDN 5330, and EDN 5430 with the culminating project completion in EDN 5630.

Capstone Courses

The capstone courses represents one of several means for candidates to fulfill expectations for advanced master's degrees set forth by the North Carolina Department of Public Instruction; that is, attention to research, the use of technology, building on current knowledge and competencies, professional development and self-reflection, and developing peer leadership and mentoring skills. The National Council for the Accreditation of Teacher Educators (NCATE) closely aligns these expectations with the themes and competencies identified by the International Reading Association (IRA) in 2003 and. The course objectives are organized according to program standards, which are directly drawn from the 2003 standards of the International Reading Association as well as linked to Master's Advanced Competencies listed by the North Carolina Department of Public Instruction and DPI standards set in 2005.

EDN 5230 introduces candidates to the program, with the goal of planning their program, especially identifying the probability of undertaking either a comprehensive portfolio or a master's research project. Candidates will establish a timeline for program progression and fulfillment of the capstone experience.

EDN 5430 focuses on moving the student ahead with the development of either (1) a formal, approved proposal for their master's project or (2) approximately half the entries in the comprehensive portfolio. Candidates will provide some mentoring to colleagues in EDN 5230.

EDN 5630 focuses on bringing closure to the program through the completion and formal presentation of (1) a comprehensive portfolio or (2) a master's research project. Candidates will provide some mentoring to colleagues in **EDN 5230 and EDN 5430**.

Program Evaluation

Candidates for the master's degree in Reading Education have a choice to take either the Written Comprehensive exam or take the Praxis 0300 Exam (<ftp://ftp.ets.org/pub/tandl/0300.pdf>).

Comprehensive Examinations

Candidates for the master's degree in Reading Education who choose to take the Written Comprehensive exam must pass written or oral comprehensive examinations (as determined by the Program Director).

The written comprehensive examinations are administered in the fall and spring semesters. Candidates in School Counseling and Service Agency Counseling programs must have completed all core courses.

Candidates must register for the written comprehensive examinations by the date established by the Office of Graduate Studies. A student who fails any part or parts of the comprehensive examinations must wait until the next regularly scheduled administration of the examination to retake the portion(s) of the exam failed. A summer administration of the comprehensive examinations is available

for candidates who have previously failed any part or parts of the examination. Exams may be attempted a maximum of three times. Candidates who register to take the comprehensive exams and do not notify the Office of Graduate Studies by the specified date that they have decided not to take the exams in a given semester are credited with an attempt of the exams.

Information on the specific format of the comprehensive examinations for individual program areas is available from the graduate student's program director/coordinator.

Program Quality

There is an ongoing evaluation of program quality formally through annual reviews. The Reading Education Program director and full time faculty meet annually to review the information and suggestions from the Advisory Committee, changes from NC Department of Public Instruction, and changes, if any, with the University requirements. If any changes are to occur in the Reading Education Program, a plan is established to determine what areas are to be covered and how to move forward to implement these changes.

In addition there are informal ongoing program quality evaluations informed by feedback from informal surveys completed by reading education program completers.

Appendix

Appendix A: Plan of Study- Reading Education Checklist

Program Requirements: 36 Semester Hours

Program Director: Dr. Heather Kimberly Dial Sellers

heather.dial@uncp.edu

| | | | |
|---|----------------------|-----------------------|--------------|
| Strand I: Orientation, Theory, and Research (NOTE: Strand I must be completed prior to Strand II) Course Requirement: 13 Semester Hours | Plan to Take? | Date Completed | Grade |
| | | | |
| EDN 5660: Applied Educational Research (3) | | | |
| EDN 5150: Theory & Research in Literacy (3) | | | |
| EDN 5230: Professional Seminar in Reading Education (1) | | | |
| EDN 5220: Literacy & Literature (3) <i>(may delay until Strand II)</i> | | | |
| EDN 5350: Psychology of Reading (3) <i>(field Experience)</i> | | | |
| | | | |
| Strand I Completed | | | |
| Advisor's Signature | | | |
| | | | |
| Strand II: Expanding Content and Pedagogical Knowledge (NOTE: Strand II must be completed prior to Strand III) Course Requirement: 10 Semester Hours | Plan to Take? | Date Completed | Grade |
| | | | |
| EDN 5650: Applied Educational Philosophy (3) <i>(take with EDN 5430)</i> | | | |
| EDN 5430: Professional Seminar in Reading Education II (1) | | | |
| EDN 5300: Reading & Writing in the Content Areas (3) <i>(Field Experience)</i> | | | |
| EDN 5320: Culture, Communication, & Learning (3) <i>(Field Experience)</i> | | | |
| | | | |
| Strand II Completed | | | |
| Advisor's Signature | | | |
| | | | |
| Strand III: Influencing Literacy Instruction and Leadership Course Requirements: 13 Semester Hours | Plan to Take? | Date Completed | Grade |
| | | | |
| EDN 5280: Developing & Guiding Reading Programs (3) <i>(Field Experience)</i> | | | |
| EDN 5610: Diagnosis, Assessment & Instruction in Reading (3) | | | |
| EDN 5500: Applied Educational Psychology (3) | | | |
| EDN 5330: Leadership for Classroom Reading Instruction (3) <i>(take with EDN 5630)</i> | | | |
| EDN 5630: Professional Seminar in Reading Education III (1) | | | |
| | | | |
| Strand III Completed | | | |
| Advisor's Signature | | | |

Appendix B: Standards

Table A- UNCP Teacher Education Program Standards for the Master's Degree Teaching License

| |
|---|
| Standard A: 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. |
| |
| Standard B: Knowledge of Learners |
| 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. |
| |
| Standard C: Research |
| The candidate uses research to examine and improve instructional effectiveness and student achievement. |
| |
| Standard D: Content Knowledge |
| The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education. |
| |
| Standard E: 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. |

Table B- UNCP Reading Education Program’s five standards set by the NC Department of Public Instruction

| |
|--|
| Standard 1- Foundational knowledge |
| Candidates have knowledge of the foundations of reading and writing processes and instruction. |
| |
| Standard 2 - Instructional strategies and curriculum materials |
| Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. |
| |
| Standard 3 –Assessment, diagnosis, and evaluation |
| Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. |
| |
| Standard 4 - Creating a Literate Environment |
| Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. |
| |
| Standard 5 – Professional development |
| Candidates view professional development as a career-long effort and responsibility. |

Table C- Extending the 10 INTASC Standards for New Teachers**Used in NC DPI's performance Based Licensure Project**

| The INTASC Standards Used in NCDPI's Performance Based Licensure Project | Briefly Describe How the Program Extends Each of the 10 INTASC Standards for New Teachers |
|--|--|
| <p>1. Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and makes these aspects of subject matter meaningful for students.</p> | <p>EDN 5150 Theory and Research in Literacy Development explores theory and research related to literacy and language development in childhood and adolescence. Students use theoretical and research foundations to conduct classroom based research to improve literacy learning. EDN 5320 Culture, Communication, and Learning address the ways that cultural variance affects student achievement. The need for culturally responsive teaching is emphasized and strategies explored. EDN 5220 Literacy and Literature focuses the students on the relationship between the reader and the literary text, the reading process, and the implications for reading instruction and comprehension skills.</p> |
| <p>2. Student Development: The teacher understands how children learn and develop and can provide learning opportunities that support a child's intellectual, social, and personal development</p> | <p>Building on the professional studies core, EDN 5500, EDN 5660, EDN 5650, EDN 5150 Theory and Research in Literacy further addresses the specifics of social, psychological, and cultural influences on language and literacy learning. EDN 5610 Diagnosis, Assessment and Instruction in Reading and EDN 5300 Reading and Writing in the Content Areas provide practical applications.</p> |
| <p>3. Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> | <p>The professional studies core EDN 5500, EDN 5660, EDN 5650, provides grounding in educational psychology, research, and philosophy. EDN 5150 Theory and Research in Literacy further addresses the specifics of social, psychological, and cultural influences on language and literacy learning. Diagnosis, Assessment, and Intervention courses are dedicated to identifying difficulties and providing ways to address these. Within the structure of the course work strategies will be evaluated. EDN 5320 Culture, Communication, and Learning speaks directly to the need for culturally responsive teaching.</p> |
| <p>4. Multiple Instructional Strategies: The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> | <p>Multiple instructional strategies are addressed throughout the program. From the study of variations in language acquisition through the series of Diagnosis, Assessment, and Intervention courses, the student is encouraged to see each learner as unique and to design strategies to ensure successful learning experiences.</p> |

| The INTASC Standards Used in NCDPI's Performance Based Licensure Project | Briefly Describe How the Program Extends Each of the 10 INTASC Standards for New Teachers |
|---|--|
| <p>5. Motivation and Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self motivation.</p> | <p>EDN 5610 Diagnosis, Assessment, and Instruction in Reading provides practical experience in remediating diverse student's reading difficulties in classroom settings using a variety of instructional, management, and assessment strategies. EDN 5610 Diagnosis, Assessment, and Instruction in Reading and EDN 5320 Culture, Communication, and Learning offers the student additional experience with motivation and management along with opportunities for peer review and refinement.</p> |
| <p>6. Communication and Technology: The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> | <p>Modeling good communication and technology techniques is part of the classroom experience in all course work. Instructors are expected to use techniques to be emulated in the classroom. Student presentations will be evaluated in part on the use of verbal, nonverbal, and media communication.</p> |
| <p>7. Planning: The teacher plans based upon knowledge of subject matter, students, the community, and curriculum goals.</p> | <p>EDN 5330 Leadership for Classroom Reading Instruction course emphasizes the role of planning in the classroom and school program, as students work toward the capstone experience, planning will be essential and evaluated in all of the course work.</p> |
| <p>8. Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner</p> | <p>Not only do students assessment in course work, but also EDN 5280 Guiding and Evaluation Reading Programs and EDN 5350 Psychology of Reading provide supervised classroom settings for students to explore alternative strategies and receive review and suggestions from colleagues.</p> |
| <p>9. Reflective Practice: Professional Growth: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> | <p>The flow of the program, core knowledge, practicum experiences, and leadership and issue orientation, guides the student through theory, by reflection and with colleagues, into practice and leadership. The development of the capstone portfolio and other projects provides both the process and the product to demonstrate reflective practice and professional growth.</p> |
| <p>10. School and Community Involvement: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.</p> | <p>EDN 5230, 543, and 563 Professional Seminars in Reading 1, 2, 3 focuses on the positions of special interest groups in the community and the interrelationships between these and policy development. EDN 5320 Culture, Communication, and Learning addresses racial, ethnic gender, socioeconomic, and regional variances in communications style and structure. School and community involvement are part of this process.</p> |

Appendix C: Directory

Graduate Reading Faculty

Dr. Heather Kimberly Dial
Director Graduate Programs: Reading Education
Assistant Professor
School of Education
(910) 521-6636
heather.dial@uncp.edu

Dr. Betty Wells Brown
Professor
School of Education
(910) 521-6856
betty.brown@uncp.edu

Part-time/Adjunct Faculty

Dr. Swannee Dickson
School of Education
(910) 521-6628
swannee.dickson@uncp.edu

Dr. Elena Sue Godwin
K-2 Literacy Director
(910) 893-8151
sgodwin@harnett.k12.nc.us

Appendix D: Portfolio Evaluation Rubric - Holistic UNCP Master's Degree Programs Leading to Teacher Licensure

Candidate: _____ Program Director: _____

Date of Evaluation: _____ Degree Seeking: _____ Expected Date of Completion: _____

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

| Standards and Indicators | | | Rating at Program Completion |
|---|--|---|------------------------------|
| Standard A: 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> | | | |
| Standard not met 1 | Standard Met 2 | Standard Exceeded 3 | |
| 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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research | Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning. | Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his won thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development. | |
| Point Total for Standard A | | | |

| Standards and Indicators | | | Rating at Program Completion |
|---|--|---|-------------------------------------|
| Standard B: 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> | | | |
| Standard not met 1 | Standard Met 2 | Standard Exceeded 3 | |
| 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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research | Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning. | Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his won thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development. | |
| Point Total for Standard B | | | |
| Standards and Indicators | | | Rating at Program Completion |
| Standard C: Research - <i>The candidate uses research to examine and improve instructional effectiveness and student achievement.</i> | | | |
| Standard not met 1 | Standard Met 2 | Standard Exceeded 3 | |
| 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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research | Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning. | Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his won thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development. | |
| Point Total for Standard C | | | |

| Standards and Indicators | | | Rating at Program Completion |
|---|--|---|-------------------------------------|
| Standard D: Content Knowledge - <i>The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</i> | | | |
| Standard not met 1 | Standard Met 2 | Standard Exceeded 3 | |
| 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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research | Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning. | Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his won thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development. | |
| Point Total for Standard D | | | |
| Standards and Indicators | | | Rating at Program Completion |
| Standard E: 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> | | | |
| Standard met 1 | Standard Met 2 | Standard Exceeded 3 | |
| 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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research | Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning. | Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his won thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development. | |
| Point Total for Standard E | | | |

Summary Page
Portfolio Evaluation Rubric – Holistic
UNCP Master's Degree Programs Leading to Teacher Licensure

Candidate: _____ Program _____

Director: _____

Date of Evaluation: _____ Degree Seeking: _____ Expected Date of Completion: _____

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

Rating Summary

| Standard | A | B | C | D | E |
|----------------------------|----------|----------|----------|----------|----------|
| Mean at Program Completion | | | | | |

Overall Mean at Program Completion (Mean Total / 5): _____ Score for overall presentation: _____

Evaluated by: _____ Date: _____

Evaluated by: _____ Date: _____

Candidate Signature: _____ **Date:** _____

Portfolio Evaluation Rubric - Holistic
UNCP Reading Master's Degree Programs Leading to Teacher Licensure

Candidate: _____ Program Director: _____

Date of Evaluation: _____ Degree Seeking: _____ Expected Date of Completion: _____

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

| Standards and Indicators | | | Rating at Program Completion |
|---|--|---|-------------------------------------|
| Standard 1- Foundational knowledge: Candidates have knowledge of foundations of reading and writing processes and instruction. | | | |
| Standard not met 1 | Standard Met 2 | Standard Exceeded 3 | |
| 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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research | Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning. | Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his won thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development. | |
| Point Total for Standard 1 | | | |

| Standards and Indicators | | | Rating at Program Completion |
|---|--|---|-------------------------------------|
| Standard 2 - Instructional strategies and curriculum materials: Candidates support reading and writing instruction by using a wide range of instructional practices, approaches, methods, and curriculum materials. | | | |
| Standard not met 1 | Standard Met 2 | Standard Exceeded 3 | |
| 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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research | Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning. | Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his won thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development. | |
| Point Total for Standard 2 | | | |
| Standards and Indicators | | | Rating at Program Completion |
| Standard 3 –Assessment, diagnosis, and evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. | | | |
| Standard not met 1 | Standard Met 2 | Standard Exceeded 3 | |
| 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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research | Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning. | Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his won thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development. | |
| Point Total for Standard 3 | | | |

| Standards and Indicators | | | Rating at Program Completion |
|---|--|---|-------------------------------------|
| Standard 4 - Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. | | | |
| Standard not met 1 | Standard Met 2 | Standard Exceeded 3 | |
| 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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research | Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning. | Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his won thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development. | |
| Point Total for Standard 4 | | | |
| Standards and Indicators | | | Rating at Program Completion |
| Standard 5 – Professional development: Candidates view professional development as a career-long effort and responsibility. | | | |
| Standard met 1 | Standard Met 2 | Standard Exceeded 3 | |
| 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; little to no evidence of program impact on practice; few, inaccurate, or inappropriate references to theory/research | Evidence selected is both relevant and sufficient; most performance indicators addressed; evidence is persuasive and representative; the rationale keyed to connections between theory and practice; frequent accurate, and appropriate references to theory/research; candidate specifies how program has impacted practice/student learning. | Product satisfies all expectations for "2" rating; plus the rationale evidences ownership of conceptual framework content processes; the integration of specific theories/research into her/his won thinking; patterns of program impact on practice; improving student learning is central focus; the candidate consistently identifies directions for future inquiry and development. | |
| Point Total for Standard 5 | | | |

Summary Page
Portfolio Evaluation Rubric – Holistic
UNCP Reading Master’s Degree Programs Leading to Teacher Licensure

Candidate: _____ Program _____

Director: _____

Date of Evaluation: _____ Degree Seeking: _____ Expected Date of Completion: _____

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

Rating Summary

| Standard | 1 | 2 | 3 | 4 | 5 |
|----------------------------|----------|----------|----------|----------|----------|
| Mean at Program Completion | | | | | |

Overall Mean at Program Completion (Mean Total / 5): _____ Score for overall presentation: _____

Evaluated by: _____ Date: _____

Evaluated by: _____ Date: _____

Candidate Signature: _____ **Date:** _____

Appendix E: Graduate Portfolio Evaluation at Midpoint For M.A. Ed. and M.A. Advanced Teacher Licensure Programs

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 A: 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> |

| STANDARDS for the MASTER'S DEGREE TEACHING LICENSE | CANDIDATE PROGRESS on ASSESSED ELEMENTS | | |
|--|---|--|--|
| <p>Standard B: Knowledge of Learners</p> <p>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.</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 C: 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> |
| | <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> |

| STANDARDS for the MASTER'S DEGREE TEACHING LICENSE | CANDIDATE PROGRESS on ASSESSED ELEMENTS | | |
|---|---|--|--|
| <p>Standard D: 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> |
| | <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 E: 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: _____

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 Reading Education Program | CANDIDATE PROGRESS on ASSESSED ELEMENTS | | |
|---|--|---|---|
| Standard 1: Foundational knowledge: Reading teachers have knowledge of foundations of reading and writing processes and instruction. | d. 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. | e. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice. | f. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts. |
| | <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 |
| Standard 2: Instructional strategies and curriculum materials: Reading Teachers support reading and writing instruction by using a wide range of instructional practices, approaches, methods, and curriculum materials. | d. 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. | e. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice. | f. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts. |
| | <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 |

| STANDARDS for the Reading Education Program | CANDIDATE PROGRESS on ASSESSED ELEMENTS | | |
|---|---|--|--|
| <p>Standard 3: Assessment, diagnosis, and evaluation: Reading Teachers use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</p> | <p>b. 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>c. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p> | <p>d. 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 <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p> | <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p> | <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p> |
| <p>Standard 4: Creating a Literate Environment: Reading Teachers create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p> | <p>b. 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>d. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p> | <p>e. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p> |
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| <p>Standard 5: Professional development: Reading Teachers view professional development as a career-long effort and responsibility.</p> | <p>b. 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>d. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p> | <p>e. 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 <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p> | <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p> | <p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <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:

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- 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: _____