

**Western Carolina University**  
**College of Education and Allied Professions**  
**Comprehensive Education M.A.Ed. and M.A.T. Advanced Licensure Portfolio**  
**(Art, Biology, Elementary, English, Middle Grades, Social Sciences, Special Education)**

**Definition**

The Advanced Licensure Portfolio is an organized set of documents and artifacts illustrating the graduate teacher candidate's growth, as a self-directed, reflective practitioner.

**Rationale**

The Advanced Licensure Portfolio is intended to provide evidence that the candidate has addressed each of the Professional Education Core Themes of the graduate Comprehensive Education program. The portfolio also acknowledges the North Carolina Standards for Graduate Teacher Candidates advanced competencies required for licensure. The portfolio is a carefully selected, organized set of entries demonstrating achievement of each of the state standards and professional core themes.

**Professional Education Core Themes**

WCU's graduate program in Comprehensive Education has identified themes important to the development of advanced professional education knowledge and skills. These themes were established based on the feedback from school leaders, the expertise of the faculty, and an examination of the North Carolina Standards for Graduate Teacher Candidates. The core themes are: Assessment, Differentiation/Diversity, Leadership and Research. Technology is a theme that is evident in each of the core theme areas.

**Professional Education Core Theme Goals**

The goals described below must be addressed in a meaningful way in the Advanced Licensure Portfolio.

Leadership

In the area of leadership graduate teacher candidates will demonstrate an understanding of...

1. How teacher leaders use effective communication, collaboration and team- building to facilitate the development of an inviting, respectful, supportive, inclusive, and flexible educational environment.
2. How teacher leaders use knowledge, skills and dispositions to promote an educational culture that values reflective practice.
3. How to set goals and establish priorities to promote collaborative partnerships with families, schools and communities to positively affect student learning.
4. Professional learning communities and how they function within an educational setting.
5. How teacher leaders encourage information literacy through continual professional development.

Differentiation/Diversity

In the areas of differentiation and diversity graduate teacher candidates will...

1. Understand and implement the principles of Universal Design for Learning.
2. Meet the needs of diverse learners by differentiating content, activities and assessments.
3. Implement culturally responsive curriculum, pedagogy and classroom management practices that model caring and respect.
4. Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
5. Use technology to differentiate instruction for learners with varied needs.

### Research

In the area of research, graduate teacher candidates will...

1. Describe the fundamental assumptions, goals, and practices of educational research.
2. Understand and use the research process to adapt instruction and promote student learning.
3. Identify commonalities and distinguishing features of various research traditions in education (including non-experimental, experimental, qualitative, program evaluation, and action research).
4. Interpret and critique published research in order to inform practice.
5. Use current tools to support the research process to bring about applied solutions for educational change.

### Assessment

In the area of assessment, graduate teacher candidates will ...

1. Develop effective approaches to assessment, evaluation and diagnosis.
2. Use research to assess the teaching/learning environment and inform their practice.
3. Evaluate and select appropriate resources and materials to support student learning.
4. Communicate with parents, students and other appropriate audiences about assessment policies, plans and outcomes.
5. Use technology to collect, analyze, and interpret assessment data

### **Format and Kinds of Portfolio Entries**

Portfolio entries can take a variety of forms. None are excluded, but they must be submitted electronically. Printed materials may need to be scanned. Candidates could include digital video or audio clips of teaching or other professional activities; digital products, photographs, drawings or other examples of their learning, such as: lesson plans, teaching materials, photos of student projects, evaluations by supervisors, journal entries, printed programs of student presentations, etc.

### **Source of Portfolio Entries**

Most entries will come from required common assignments in graduate courses. In addition, graduate teacher candidates will complete a final reflection.

**Required Portfolio Contents** (See Appendices for detailed assignment descriptions.)

<b>LEADERSHIP</b>	
<i>North Carolina Professional Teaching Standard for Graduate Teacher Candidates 1: Teacher Leadership</i>	
EDCI 616: Advanced Studies in Teacher Leadership	<b>Influencing Action Plan:</b> Each teacher leader will identify an education-related issue, problem or concern for which they would like to see a solution and develop an Influencing Action Plan. The final product will be a plan of action that exhibits high-quality research and detailed plans for advocating on behalf of the issue/problem/concern that you have identified.
<b>DIFFERENTIATION/DIVERSITY</b>	
<i>North Carolina Professional Teaching Standard for Graduate Teacher Candidates 2: Respectful Educational Environments</i>	
<b>One of the following:</b>	
SPED 620: Education in a Diverse Society	<b>Activity Matrix:</b> Each teacher leader will create an activity Matrix with differentiated activities using the Ford-Harris model which cross references Banks' Levels of Multicultural Integration with the categories of the Revised Bloom's Taxonomy. Activities should be differentiated in terms of gender, culture, language, socioeconomic background, learning style, ability, and disability. The activities should be for a grade level/subject area you teach or a workshop you might give for college employees/students.
SPED 639: Teaching Exceptional Learners in Inclusive Classrooms OR SPED 640: Universal Design for Learning	<b>Differentiation Blueprint:</b> Each teacher leader will design a differentiation blueprint for a unit of instruction. The blueprint will contain essential questions, a unit overview, differentiated lesson plans, and evaluation strategies.
<b>And the following:</b>	
SPED 620, 639, or 640	<b>Mid-Point Personal and Professional Beliefs about Diversity Scale:</b> Each teacher leader will complete this scale as a mid-point assessment. This scale measures beliefs about issues of diversity as they relate to policies and practices within educational settings.
At end of program, when submitting portfolio	<b>Final Personal and Professional Beliefs about Diversity Scale:</b> Each teacher leader will complete this scale again at the end of the program. It measures beliefs about issues of diversity as they relate to policies and practices within educational settings.
<b>RESEARCH</b>	
<i>North Carolina Professional Teaching Standard for Graduate Teacher Candidates 3: Content and Curriculum Expertise</i>	
EDRS 602: Methods of Research	<b>Research-based Curricular Professional Development:</b> Each teacher leader will create a relevant, rigorous, research-based curricular plan and professional development that helps bridge the gap between research and practice and demonstrates in-depth knowledge of curriculum. The professional development should present high-quality research to support the embedded instructional practices. This final project builds throughout the semester, from defining a research problem and subsequent research question(s), to locating and using a solid empirical research base, to producing this final product.
ELMG 609 and 697: Issues and Trends/Research	<b>Capstone Research Paper:</b> In ELMG 609 & 697 students will explore classroom-based research studies and design and implement their

Seminar in Elementary & Middle Grades Education (for Elementary and Middle Grades students only)	own research project in an elementary or middle grades classroom. Over the two semester course students will develop a theoretical understanding of teacher research, explore tools and ideas needed to conduct teacher research/classroom-based research, become familiar with research already conducted in the area of interest and finally design and implement a teacher research/classroom-based project in that of interest in which you will collect and analyze data and communicate your findings in a research paper.
<b>ASSESSMENT</b>	
<b><i>North Carolina Professional Teaching Standard for Graduate Teacher Candidates 4: Student Learning</i></b>	
EDCI 609: Assessment of Instruction	<b>Assessment Project:</b> Each teacher leader will develop an assessment plan for a real or hypothetical class. The plan will address different perspectives on assessment, include a variety of assessment types, and will describe and document (with references) how the teacher candidate will use research to assess the teaching/learning environment in order to inform his/her practice.
<b>REFLECTION</b>	
<b><i>North Carolina Professional Teaching Standard for Graduate Teacher Candidates 5: Reflection</i></b>	
<b><i>One of the following, at the end of program when submitting portfolio:</i></b>	
Elementary, Middle Grades, Secondary (English, Science, Social Sciences), K-12	<b>Final Reflection:</b> The reflection addresses personal strengths and weaknesses in each of the advanced competency dispositions. Candidates will be asked to provide examples from the work they have done as part of the M.A.T./M.A.ED. program to document demonstration of these advanced dispositions.
Special Education	<b>Final Reflection:</b> The reflection includes a statement outlining professional goals, leadership skills, advocacy for students with disabilities or students who are gifted, and collaborative skills.

***Important Note: Specific programs may require additional assignments. Related information will be clearly communicated on TK20. For examples, in Elementary and Middle Grades students must submit their capstone research projects and in Special Education students must submit an instructional expertise assignment.***

### **Portfolio Product Guidelines**

1. Candidates should prepare portfolios for presentation with care.
2. All portfolio entries must be submitted electronically, via the college's assessment management system (TK20).
3. The entire portfolio should be viewable in two hours or less including any video or audio files, etc.
4. The names of pupils in classes should be deleted. Candidates are responsible for securing written permission from the school or organization to use materials that may identify students or participants of a program.

### **Portfolio Presentation Procedures**

1. Candidates must present a satisfactory portfolio meeting all core theme areas before graduation requirements are met. The portfolio should be submitted electronically and available to the program faculty no later than the 10<sup>th</sup> week of the semester of expected graduation and no earlier than completion of 24 semester hours.

2. Portfolios should be presented to the candidate's advisor during the fall or spring semester. *Portfolio submission during the summer session may only occur with prior written approval from the candidate's advisor and major department head by the 8<sup>th</sup> week of the spring semester.* (Faculty are generally not employed during the summer session and thus, may not be available to review portfolios.)

### **Final Portfolio Evaluation**

Final evaluation of a portfolio will involve the following steps:

1. Candidates' portfolios will be viewed and evaluated in the college's assessment management system (TK20).
2. Candidates who have completed at least 24 semester hours should submit the portfolio no later than the 10<sup>th</sup> week of the fall or spring semester in order to graduate at the end of that semester. Portfolios may not be accepted for final evaluation during the summer except with prior approval from advisor and/or department head. Candidates completing their programs during the summer should be prepared to submit their portfolio for final evaluation during the last spring semester or wait until the next fall semester. Once an advisor receives notice of portfolio submission, it will be presented to the program's portfolio committee for evaluation.
3. Common assignments for each core theme are evaluated by course instructors at the time of submission. The instructor will rate the project on a scale of 1-3. Candidates must achieve a score of at least 2 (proficient) on each common assignment. If a submission is not proficient, it needs to be revised, resubmitted, and reevaluated while the course is being taken.
4. The portfolio as a whole will be evaluated independently by at least one reviewer and one reconciler. Reviewers may include graduate faculty members and/or a practicing public school professional. Reconcilers should be graduate faculty members. The portfolio is rated using a rubric with a scale of 1 – 3. Candidates must achieve a score of at least 2 (proficient) on each component.
5. If each core theme and the portfolio in its entirety receive at least a proficient score by all of the reviewers, the portfolio is formally accepted and the candidate is notified that the portfolio is satisfactory. For any items that do not receive a passing score, the candidate is notified of the reviewer's findings and suggestions for remediation are provided. Changes to these portfolio entries should be corrected and the portfolio should be resubmitted for additional review. Any requested changes must be made within one additional regular academic semester.

**WCU Comprehensive Education MAEd and MAT Advanced Licensure Portfolio Evaluation Rubric**

<p><b>LEADERSHIP</b></p> <p><i>North Carolina Professional Teaching Standard for Graduate Teacher Candidates 1: Teacher Leadership</i></p> <p><i>Evidence: EDCI 616 Influencing Action Plan</i></p>
<p><b>UNSATISFACTORY:</b> The teacher leader does not satisfactorily demonstrate an ability to advocate on behalf of an identified educational issue. The Influencing Action Plan does not identify a meaningful educational issue and/or lacks sufficient research connections and/or lacks sufficient advocacy plans.</p>
<p><b>PROFICIENT:</b> The teacher leader demonstrates an ability to advocate on behalf of an identified educational issue. The Influencing Action Plan identifies an educational issue, explains research, and provides advocacy plans.</p>
<p><b>ACCOMPLISHED:</b> The teacher leader demonstrates a strong ability to advocate on behalf of an identified educational issue. The Influencing Action Plan clearly and deeply identifies an educational issue, explains relevant high-quality research, and provides detailed advocacy plans.</p>
<p><b>DIFFERENTIATION/DIVERSITY: Part A</b></p> <p><i>North Carolina Professional Teaching Standard for Graduate Teacher Candidates 2: Respectful Educational Environments</i></p> <p><i>Evidence: SPED 620 Activity Matrix OR SPED 639/640 Differentiation Blueprint</i></p>
<p><b>UNSATISFACTORY:</b> The teacher leader does not demonstrate the ability to plan curriculum and instruction that is responsive to learner differences and that encourages high expectations.</p>
<p><b>PROFICIENT:</b> The teacher leader demonstrates a satisfactory ability to plan curriculum and instruction that is responsive to learner differences and that encourages high expectations.</p>
<p><b>ACCOMPLISHED:</b> The teacher leader demonstrates the ability to plan curriculum and instruction that is highly responsive to learner differences and that encourages high expectations for all.</p>
<p><b>DIFFERENTIATION/DIVERSITY: Part B</b></p> <p><i>North Carolina Professional Teaching Standard for Graduate Teacher Candidates 2: Respectful Educational Environments</i></p> <p><i>Evidence: SPED 620 OR SPED 639 OR SPED 640 Mid-Point Personal and Professional Beliefs about Diversity Scale</i></p>
<p><b>UNSATISFACTORY:</b> The teacher leader did not complete this mid-point diversity scale.</p>
<p><b>PROFICIENT:</b> The teacher leader completed this mid-point diversity scale.</p>
<p><b>DIFFERENTIATION/DIVERSITY: Part C</b></p> <p><i>North Carolina Professional Teaching Standard for Graduate Teacher Candidates 2: Respectful Educational Environments</i></p> <p><i>Evidence: Final Personal and Professional Beliefs about Diversity Scale completed at end of Comprehensive Education MAEd/MAT program. No specific course connection.</i></p>
<p><b>UNSATISFACTORY:</b> The teacher leader did not complete this final diversity scale.</p>
<p><b>PROFICIENT:</b> The teacher leader completed this final diversity scale.</p>

## RESEARCH

### *North Carolina Professional Teaching Standard for Graduate Teacher Candidates 3: Content and Curriculum Expertise* *Evidence: EDRS 602 Research-based Curriculum Plan*

**UNSATISFACTORY:** The teacher leader does not demonstrate the ability to develop a satisfactory research-based curricular professional development.

**PROFICIENT:** The teacher leader demonstrates the ability to develop satisfactory research-based curricular professional development. The professional development helps bridge the gap between research and practice and demonstrates satisfactory knowledge of curriculum. The professional development presents related research to support the embedded instructional practices.

**ACCOMPLISHED:** The teacher leader demonstrates the ability to develop relevant, rigorous, research-based curricular professional development. The professional development helps bridge the gap between research and practice and demonstrates in-depth, accurate knowledge of curriculum. The plan presents related high-quality research to support the embedded instructional practices.

## ASSESSMENT

### *North Carolina Professional Teaching Standard for Graduate Teacher Candidates 4: Student Learning* *Evidence: EDCI 609 Assessment Project*

**UNSATISFACTORY:** The teacher leader does not create a satisfactory assessment plan. It may not demonstrate an understanding of different perspectives on assessment or may lack a variety of assessment types. It may include a weak explanation of how research will be used to assess the teaching/learning environment and inform practice. May be missing references.

**PROFICIENT:** The teacher leader demonstrates the ability to create a satisfactory assessment plan. The plan demonstrates an understanding of different perspectives on education and a variety of assessment types. The teacher candidate explains how research will be used to assess the teaching/learning environment in order to inform practice. Provides references.

**ACCOMPLISHED:** The teacher leader demonstrates the ability to create a thorough, rich, high-quality assessment plan. The plan clearly demonstrates breadth and depth of understanding of different perspectives on education and a variety of assessment types. The teacher candidate clearly and deeply explains how research will be used to assess the teaching/learning environment in order to inform practice. Provides reference to high-quality sources.

## REFLECTION

### *North Carolina Professional Teaching Standard for Graduate Teacher Candidates 5: Reflection* *Final reflection completed at end of Comprehensive Education MAEd/MAT program. No specific course connection.*

**UNSATISFACTORY:** The teacher leader does not satisfactorily reflect on his/her work.

**PROFICIENT:** The teacher leader demonstrates lifelong learning by reflecting on his/her work. Teacher leaders demonstrate this by stating their professional goals, leadership skills, advocacy efforts, and collaborative skills OR by considering their personal strengths and weaknesses in the advanced competency dispositions and documenting these strengths and weaknesses through examples from the work they have done as part of the MAEd/MAT programs.

**ACCOMPLISHED:** The teacher leader demonstrates lifelong learning by deeply reflecting on his/her work. Teacher leaders demonstrate this by

clearly stating their professional goals, leadership skills, advocacy efforts, and collaborative skills OR by critically considering their personal strengths and weaknesses in each of the advanced competency dispositions and documenting these strengths and weaknesses through multiple examples from the work they have done as part of the MAEd/MAT programs.

**ADDITIONAL PROGRAM REQUIREMENTS**

*Programs may have additional requirements. All will be embedded within required courses and clearly communicated on TK20.*

**UNSATISFACTORY:** Does not meet additional program requirements.

**PROFICIENT:** Satisfactorily meets additional program requirements.

**ACCOMPLISHED:** Meets and exceeds additional program requirements.

**APPENDIX A**  
**Leadership Common Assignment: Influencing Action Plan**  
**EDCI 616: Advanced Studies in Teacher Leadership**

Each student will identify an issue, problem or concern for which they would like to see a solution and develop an Influencing Action Plan (IAP). The final product will be a plan of action that exhibits high-quality research and detailed plans for advocating on behalf of the issue/problem/concern that you have identified. Read the article: Calhoun, E. F. (2002). Action research for school improvement. *Educational leadership*, 59(6), 18-24, to assist in developing a conceptual framework for this project. The following information should be identified and explored within the context of the IAP:

1. Provide a brief introduction – your rationale for addressing this issue.
  - Specific example(s) to illustrate your rationale
2. Situational Analysis and Perspective Taking
  - A description of the situation / issue from your perspective
  - Your position, your role, and your reason for advocating for this issue
  - A description of the situation / issue from the various perspectives of all constituents who may have a vested interest in the outcome – students, teachers, administrators, parents
3. Investigation / Research
  - Current information about the Issue / How do you know this is a problem?
  - What would be the ideal outcome? What would be the benefits to each constituent group?
  - Existing strategies & programs in place attempting to address the issue? / What is currently being done to deal with this issue?
  - Research regarding the issue or problem? / What strategies does research identify that have successfully addressed or solved the issue?
  - Likelihood of solving the issue / How do you know that this issue could be solved?
4. Actions / Steps
  - What strategies would you plan to use to remediate the issue? Identify obstacles that must be overcome.
  - What steps, in order, will it take to initiate this change - from communicating your identification of the problem, seeking permission to proceed, involving constituents necessary for success, how to approach others, exploration of options, seeking buy-in?
  - How will you encourage implementation, measure the level of implementation and assess the effect of the change?
5. Concluding comments
6. References used in your IAP. APA style is required.

**Rubric for EDCI 616 Influencing Action Plan**

TOPIC:	ACCOMPLISHED (3)	PROFICIENT (2)	UNSATISFACTORY (1)	
			BELOW STANDARD	UNACCEPTABLE
<b>INTRODUCTION</b>	(10-9 points) Introduction meets all of the “at standard” criteria and presents the topic in a creative way (e.g., with an anecdote, appropriate quotes, questions, examples).	(8 points) Introduction contains a clearly defined and researchable issue/topic and rationale for selection. References used, and clear documentation of impact on public schools is present.	(7 points) Presentation of issue/topic is lacking definition and documentation.	(0 points) No introduction
<b>SITUATION ANALYSIS</b>	(20-18 points) Includes all of At	(17-16 points) Includes the following:	(15 -14 points) Defines and discusses	(13-12 points) May be lacking in one or

	Standard and goes beyond. Clear explanation of issue Excellent description of context Clear description of leadership role to be taken and ample documentation of all sources of data: interviews, newspapers, etc.	A description of the situation / issue from <u>your</u> perspective.  Your position, your role, and your reason for advocating for this issue.  A description of the situation / issue from the various perspectives of all constituents who may have a vested interest in the outcome – students, teachers, administrators, parents.	dimensions of issue/topic and need for change. Describes focus, and provides narrative description of various perspectives. May be too brief, not clearly focused and lack documentation of evidence presented.	more of the following: Definition/description of issue, need for change and role of teacher leader, perspectives with documentation. Organizational errors.
<b>INVESTIGATION AND RESEARCH</b>	(20-18 points) In-depth response to all I & R questions in the guidelines. Thorough description of existing strategies; surveys research and describes best practices; what is successful and what is not. Support from scholarly research literature provided and documented with appropriate reference citations.	(17-16 points) The following areas are satisfactorily addressed: Current information about the Issue / How do you know this is a problem?  What would be the ideal outcome? What would be the benefits to each constituent group?  Existing strategies & programs in place attempting to address the issue? / What is currently being done to deal with this issue?  Research regarding the issue or problem? / What strategies does research identify that have successfully addressed or solved the issue?  Likelihood of solving the issue / How do you know that this issue could be solved?  Appropriate reference citations.	(15-14 points) Minimally answers all questions from the IAP guidelines for the investigation and research. Marginal support from scholarly reference citations.	(13-12 points) May address some, but not all, of the categories of information requested in the guidelines for I & R. Vague explanations of existing strategies used to address the problem Uses non-scholarly publications OR no research; no reference to best practices.
<b>ACTION STEPS</b>	(20-18 points) Complete and in-depth answers to all of the questions requested in the guidelines. <u>References back to the research and best practices to support final decisions; e.g., all recommendations are “grounded” in research evidence and documentation of broad-based leadership capacity building and sustainability efforts are clear. Depth and Breadth of responses distinguish the Above Standard Response in this area.</u>	(17-16 points) Answers all the questions in the action steps: What strategies would you plan to use to remediate the issue? Identify obstacles that must be overcome.  What steps, in order, will it take to initiate this change - from communicating your identification of the problem, seeking permission to proceed, involving constituents necessary for success, how to approach others, exploration of options, seeking buy-in?	(15-14 points) Answers 2-3 key questions from guidelines for the action steps, but links to research are minimal.	(13-12 points) Provides a solution but no description of the action steps and no link to investigation and research.

		<p>How will you encourage implementation, measure the level of implementation and assess the effect of the change?</p> <p>Links to the Investigation &amp; Research are documented. Efforts to utilize professional learning communities and facilitate broad stakeholder participation are clear as well as sustainability efforts.</p>		
<b>CONCLUSION</b>	<p>(20-18 points) Restatement of need to solve the problem, your commitment to a leadership role and responsibility in solving this problem. References made (and documented) to literature on Teacher Leadership that has been covered in this class.</p>	<p>(17-16 points) Restatement of need to solve the problem, commitment to providing leadership in solving this problem is discussed.</p>	<p>(15-14 points) Restatement of need to solve the problem but lacks focus and personal commitment to change.</p>	<p>(0 points) Missing conclusion that culminates project.</p>
<b>Quality of Presentation and Writing: Mechanics, Style, Grammar, Spelling, Adherence to APA Style</b>	<p>(10-9 points) No Errors. Presentation of information is professional, well-written and organized.</p>	<p>(8 points) Minimal errors.</p>	<p>(7 points) Substantial errors.</p>	<p>(6 points) Excessive errors. Writing is not appropriate for graduate level work.</p>
<b>Final Grade</b>				<i>Out of 100 Points</i>

**APPENDIX B**  
**Differentiation/Diversity Common Assignment: Activity Matrix (One of Two Options)**  
**SPED 620: Education in a Diverse Society**

The major assignment in the course is to create an activity matrix with differentiated activities using the Ford-Harris model which cross references Banks' Levels of Multicultural Integration with the categories of the Revised Bloom's Taxonomy. The activities should be for a grade level/ subject area you teach or for a professional development workshop.

**Ford-Harris Matrix Using Revised Bloom-Banks Model: Definition/Description of Categories**

	<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
<b>Contributions</b>	Students are taught and know facts about cultural artifacts, events, groups, and other cultural elements.	Students show an understanding of information about cultural artifacts, events, etc.	Students are asked to and can apply information learned on cultural artifacts, events, etc.	Students are taught to and can analyze (e.g., compare and contrast) information about cultural artifacts, groups, etc.	Students are taught to and can evaluate facts and information based on cultural artifacts, groups, etc.	Students are required to and can create a new product from the information on cultural artifacts, groups, etc.
<b>Additive</b>	Students are taught and know concepts and themes about cultural groups.	Students are taught and can understand cultural concepts and themes.	Students are required to and can apply information learned about cultural concepts and themes.	Students are taught to and can analyze important cultural concepts and themes.	Students are taught to and can critique cultural concepts and themes.	Students are asked to and can create products on cultural concepts and themes.
<b>Transformation</b>	Students are given information on important cultural elements, groups, etc., and can understand this information from different perspectives.	Students are taught to understand and can demonstrate an understanding of important cultural concepts and themes from different perspectives.	Students are asked to and can apply their understanding of important concepts and themes from different perspectives.	Students are taught to and can examine important cultural concepts and themes from more than one perspective.	Students are taught to and can evaluate or judge important cultural concepts and themes from different viewpoints (e.g., minority group).	Students are required to and can create a product based on their new perspective or the perspective of another group.
<b>Social Action</b>	Based on information on cultural artifacts, etc., students make recommendations for social action.	Based on their understanding of important concepts and themes, students make recommendations for social action.	Students are asked to apply their understanding of important social and cultural issues; they make recommendations for and take action on these issues.	Students are required to and can analyze social and cultural issues from different perspectives; they take action on these issues.	Students critique important social and cultural issues, and seek to make national and/or international change.	Students create a plan of action to address a social and cultural issue(s); they seek important social change.

NOTE: Actions taken on the social action level can range from immediate and small scale (e.g., classroom and school level) to moderate (e.g., community

or regional level) to large scale (state, national, and international levels). Likewise, students can make recommendations for action or actually take social action.

Source: Ford, D. (2007). Recruiting and retaining gifted students from diverse ethnic cultural, and language groups. In J. A. Banks & C. A. McGee Banks, *Multicultural Education: Issues and Perspectives*, 6th ed. (p. 251). Hoboken, NJ: Wiley.

Adapted by Dole to coincide with Bloom's Revised Taxonomy (2007)

### Rubric for SPED 620 Activity Matrix

<b>Unsatisfactory</b>	Many activities in the matrix do not follow the Ford-Harris model. Activities in the matrix show little or no relationship with one another. Activities show little to no differentiation. Does not demonstrate the ability to plan activities that are responsive to learner differences and that encourage high expectations.
<b>Proficient</b>	Most of the activities in the matrix correctly follow the Ford-Harris model. A majority of the activities in the matrix show a relationship with one another. Most activities differentiated for gender, culture, language, socioeconomic background, learning style, ability, and/or disability. Demonstrates a satisfactory ability to plan activities that are responsive to learner differences and that encourage high expectations.
<b>Accomplished</b>	Matrix is accurately based on the Ford-Harris model. Activities included in the matrix show a relationship with one another. Activities differentiated in terms of gender, culture, language, socioeconomic background, learning style, ability, and/or disability. Demonstrates the ability to plan activities that are highly responsive to learner differences and that encourage high expectations for all students.

**APPENDIX C**  
**Differentiation/Diversity Common Assignment: Differentiation Blueprint**  
**(One of Two Options)**  
**SPED 639: Teaching Exceptional Learners in Inclusive Classrooms OR**  
**SPED 640: Universal Design for Learning**

The course challenge is to design a differentiation blueprint for a unit of instruction. Your blueprint will contain the following sections: **(50 total points)**

1. 5 Essential Questions **(5 pts.)**
2. Unit overview template **(3 pts.)**
3. Three differentiated lesson plans developed from your unit overview **(30 pts.)**
4. Formative and summative evaluation **(10 pts.)**
5. Grammar/Spelling **(2 pts.)**

**1. Essential Questions:** Based on the lessons that you will develop, what are the “big ideas” of the lessons and then decide, what are 5 questions that you expect ALL students to be able to answer? Each question must relate to one of the Common Core Standards. Identify the specific standard next to each question. Use the template provided to identify what these “essential questions” are. The Common Core Standards are available at the following site: <http://www.corestandards.org/>

**2. Unit Overview:** The unit overview offers a summary of how the lessons fit together. In a graphic organizer provided you will show how the lessons, activities and assessments relate to goals and objectives/essential questions. This will take the form of a table. It would be easier to complete this portion of the unit overview AFTER you have completed your lessons since the information needed is provided in each of the lessons.

**3. Differentiated Daily Lesson Plans**

Include at least three daily lesson plans. Each lesson plan requires the following:

- a. **Unit Theme-** Ex. The Planets, Algorithms, Colors... (you choose this)
- b. What is the **topic** of the lesson? Ex. The distance between the planets (you choose this)
- c. **Standard Goals/ Objective(s)** What specific Common Core Goals/Objectives will the lesson address?
- d. **Objective for the lesson:** State what students will do (or be able to do, but don't write objectives with “will be able to” - write optimistically that the student “will” do...) at the end of the lesson.
- e. **Pre-requisite skills:** What skills do the students need to have/know, in order to understand the lesson? Ex. If the lesson will stress double digit multiplication, a pre-requisite skill would be- Student will have to understand and know the multiplication tables for numbers 1-10
- f. List of **materials**, if any, including those teacher needs and those students need. Include technology required. Names of videos or books needed must be included as well as any websites to be used in the lesson. Put in list format.

g. **Procedures** to be followed. The step-by-step plan should be specific enough for another teacher or a substitute to use without confusion. Describe it in three facets: Beginning – Middle-End. You must provide samples of any worksheets, websites, activities that will be used in the lesson.

h. **Differentiation**- Students are usually functioning at three levels:

*Emerging*- Not or just barely understanding some of the concepts being presented

*Mastering* – Students understanding the concepts being presented

*Challenge*- Students have picked up the concepts and need to be challenged

From the activities that you mention *in the procedures* how will you adapt it to the three levels mentioned.

i. An **assessment** method indicating how student progress will be determined.

Based on the *activities that you provided in the differentiation section*, how will you assess whether the students has mastered the concept/s being addressed? There must be a criteria or proficiency level for each level. Assessments should align and assess each measurable objective(s) written for each lesson.

j. Include **adaptations/modifications** for three (3) disabilities for each lesson from the ones indicated in the lesson plan. *Each lesson should address three different disabilities*. Your textbook has many strategies that you can use.

Use the template provided. You can also import images, develop rubrics using *TaskStream*, include web links, videos, and/or attachments. Make sure that you provide the source of where you obtained the specific information.

#### **4. Formative / Summative Evaluation**

In a paragraph describe how you will evaluate the students' progress toward the lessons goals/ 5 essential questions. This can take several forms (checklists, results of projects, unit test...). Examples of the formative / summative assessment to be used should be included. You can use the Rubric Wizard in *TaskStream* to develop your own rubrics that you might use for your assessments/evaluations.

Be sure to go back and proofread your blueprint. This assignment is worth 50 total points for the course.

#### **Rubric for SPED 639 and SPED 640 Differentiation Blueprint**

<b>Unsatisfactory</b>	Does not demonstrate the ability to plan curriculum and instruction that is responsive to learner differences and that encourage high expectations.
<b>Proficient</b>	Demonstrates a satisfactory ability to plan curriculum and instruction that is responsive to learner differences and that encourage high expectations.
<b>Accomplished</b>	Demonstrates the ability to plan curriculum and instruction that is highly responsive to learner differences and that encourage high expectations for all students.

## APPENDIX D

### Research Common Assignment: Research-based Curricular Professional Development EDRS 602: Methods of Research

**Research-based Curricular Professional Development:** Each teacher leader will create a relevant, rigorous, research-based curricular plan and professional development that helps bridge the gap between research and practice and demonstrates in-depth knowledge of curriculum. The professional development should present high-quality research to support the embedded instructional practices. This final project builds throughout the semester, from defining a research problem and subsequent research question(s), to locating and using a solid empirical research base, to producing this final product.

A comprehensive literature search and analysis ensues as a prerequisite to the final product.

The following instructions describe the required components of the final deliverable.

#### Comprehensive Set of Materials

Your group may have one document or several documents (i.e., the materials needed to conduct a workshop). For example, if you are producing a deliverable aimed at Professional Development (i.e., a Workshop, or an In-Service), then your set of materials would consist of the *Powerpoint* presentation you “work off of” during the presentation, a document that describes any “activities” your workshop attendees would interact with during the workshop session (in other words – write down the steps for the activities, plus what you hope to get out of the activity, so that if I wanted to conduct this workshop myself, I could use the activities you created as part of my workshop). I would also like to see a “take away” which could be a list of supplementary resources (see below).

#### Contains Content that is Research-Based

For this requirement, you will use all (or most) of the literature you have collected so far this semester. “Pluck” all of the useful information (i.e., recommendations, suggestions, descriptions of programs/techniques that have been demonstrated to work, etc.) out of this literature and use it to inform the “meat” of your deliverable. So, whichever format you choose to create as your deliverable, the majority of what you present in that deliverable should reflect this info that you’ve gleaned thru perusing your literature. Remember – the last column in the Literature Review Matrix is very useful for this criterion – since that is the “so what” that all practitioners need in order to be current in our fields. So – use what you’ve researched and discovered – remember whomever is ‘reading’ or attending your deliverable does not have nearly the level of insight into your topic as you!

#### Evaluation of the Professional Development

The evaluation component should be well developed, and include measures of participants’ reactions towards the PD as well as their learning, application of knowledge, or retention of knowledge after the PD. The evaluation design ensures validity, making sure that the outcomes assessed can be attributed to the professional development. Instruments (surveys, interview protocols, observation rubrics) utilized in the evaluation are included in the appendix.

#### Supplementary Resources

This can be thought of as a hyperlinked list, with a 1-sentence description as to what the link will provide for the attendee. Within this list – please include links to any relevant professional organizations that are associated with the topic (what organizations can the attendee join, for

example, if s/he were interested in finding like-minded folks to further explore this topic), as well as links to content itself (i.e., where can I click to further enlighten myself regarding building my knowledge about the topic). Please feel free to expand on these 2 suggestions – to include other relevant resources you think appropriate.

No Grammar or Typographical Errors

According to the Course Calendar – we are to “pass around” our constellation of resources to one another for peer review. By “peer review” I mean COPYEDITS only. No conceptualizing whatsoever is necessary for this review. You will simply forward your materials to another group (I will assign this later) – where your “peer editors” will go through your materials, noting any errors. This way – by the time it gets to me – it is flawless.

**Rubric for EDRS 602 Research-based Curriculum Plan**

<b>Unsatisfactory</b>	The teacher leader does not demonstrate the ability to develop satisfactory research-based curricular professional development.
<b>Proficient</b>	The teacher leader demonstrates the ability to develop satisfactory research-based curricular professional development. The project includes a set of research-based materials that draws from the literature. Supplementary resources are provided through a hyperlinked list with a 1-sentence description for each item. The Professional Development session is satisfactorily developed and includes evaluation measures. Instruments (surveys, interview protocols, observation rubrics) utilized in the evaluation are included in the appendix. There are few, if any, grammatical or typographical errors.
<b>Accomplished</b>	The teacher leader demonstrates the ability to develop relevant, rigorous, research-based curricular professional development. The project includes a comprehensive set of research-based materials that draws from the literature and demonstrates in-depth, accurate knowledge of curriculum. High quality, supplementary resources are provided through a hyperlinked list with a 1-sentence description for each item. The list includes relevant professional organizations and content-related resources. The Professional Development session is well developed and includes measures of participants’ reactions towards the PD as well as their learning, application of knowledge, or retention of knowledge after the PD. The evaluation design ensures validity, making sure that the outcomes assessed can be attributed to the professional development. Instruments (surveys, interview protocols, observation rubrics) utilized in the evaluation are included in the appendix. There are no grammatical or typographical errors. Aesthetically, the project is more than plain text; it has pizzazz.

**APPENDIX E**  
**Assessment Common Assignment: Assessment Project**  
**EDCI 609: Assessment of Instruction**

Each teacher leader will develop an assessment plan for a real or hypothetical class. Please note that some students are already teaching and others are not. Regardless, everyone should approach this task from the perspective of a teacher planning for assessment in her/his classroom. You may select whatever grade level or subject that seems appropriate to your interests and career goals and that is appropriate for your program of study. The following categories of information should be clearly labeled in your final project:

- I. **Assessment Perspectives.** You may not want to use each one, but deal with at least three of the following (See Chapter 1):
  - a. Traditional, summative
  - b. Performance-Based
  - c. Formative
  - d. Authentic
  - e. Universal
  
- II. **Unit Plan.** Prepare a hypothetical unit plan for a topic typically taught in your discipline at the grade level you intend to teach. PLEASE PROVIDE A LINK TO THE NORTH CAROLINA STANDARD WHERE THIS TOPIC CAN BE FOUND. THIS REQUIRES THAT YOU GO TO THE NCDPI WEBSITE AND FIND THE STANDARDS FOR YOUR GRADE AND/OR SUBJECT LEVEL. Focus deeply on assessment. Document (with references) how you intend to develop effective approaches to assessment, evaluation, and diagnosis. Use a rich variety of types of assessments (minimum of three) from among this list, though you are not limited to it:
  - a. Tests (variety of formats)
  - b. Reports, projects
  - c. Rubrics
  - d. Norm-referenced (standardized test)
  - e. Criterion-referenced

Also provide an example of the grading plan you will use with your real and/or hypothetical class.

- III. **Grading Policy.** You will create a grading policy to accompany your assessment plan. You will also create a letter designed to explain the policy to your students and parents. Things to keep in mind: Your instructional goals. Are your assignments and grading policies reflective of the desired learning for you subject and/or grade level? Do the assessments cover content covered in your hypothetical class? Is your plan consistent with standards for your grade and/or subject level?
  
- IV. **Research.** Describe and document (with references) how you use research to assess the teaching/learning environment and inform your practice.
  
- V. **Resources and Materials.** Evaluate and select appropriate resources and materials to support student learning. Provide a clear rationale for your selections and discuss how your choices address the needs of students with diverse abilities, learning styles and unique challenges. Clearly specify how the principles of Universal Test Design are reflected

in your plans.

- VI. **Communication.** Clearly document how you will communicate with parents, students and other appropriate audiences about assessment policies, plans and outcomes in your classes.
- VII. **Technology.** Document how you will use technology to collect, analyze, and interpret assessment data.

\*PLEASE CLEARLY LABEL EACH SECTION OF THIS FINAL PROJECT!

**Rubric for EDCI 609 Assessment Project**

	ACCOMPLISHED (3)	PROFICIENT (2)	UNSATISFACTORY (1)	
			NEEDS IMPROVEMENT	UNSATISFACTORY
<b>HYPOTHETICAL UNIT PLAN</b>	Points: <b>15</b> (15%) A hypothetical unit plan for a topic typically taught in your discipline at the grade level you intend to teach is developed. A LINK TO THE NORTH CAROLINA STANDARD WHERE THIS TOPIC CAN BE FOUND MUST BE INCLUDED. Documents (with references) effective approaches to assessment, evaluation and diagnosis. Uses a rich variety of types of assessments (minimum of three).	Points: <b>13</b> (13%) All or most of the categories of information provided; however, the information is lacking depth and breadth.	Points: <b>11</b> (11%) Missing key information and/or references not used.	Points: <b>0</b> (0%) Unacceptable.
<b>GRADING POLICY</b>	Points: <b>15</b> (15%) Grading policy is created to accompany the assessment plan. Plan is consistent with learning objectives.	Points: <b>13</b> (13%) All or most of the categories of information provided; however, the information is lacking depth and breadth.	Points: <b>11</b> (11%) Missing key information.	Points: <b>0</b> (0%) Unacceptable.
<b>RESEARCH LINKS</b>	Points: <b>15</b> (15%)	Points: <b>13</b> (13%)	Points: <b>11</b> (11%)	Points: <b>0</b> (0%)

	Describes and documents (with references) how research was used to assess the teaching/learning environment and inform selected practices.	All or most of the categories of information provided; however, the information is lacking depth and breadth.	Missing key information and/or references not used.	Unacceptable.
<b>RESOURCES AND MATERIALS</b>	Points: <b>15</b> (15%) Evaluates and selects appropriate resources and materials to support student learning. Clearly specifies how the principles of Universal Test Design are reflected in the plans.	Points: <b>13</b> (13%) All or most of the categories of information provided; however, the information is lacking depth and breadth.	Points: <b>11</b> (11%) Missing key information and/or references not used.	Points: <b>0</b> (0%) Unacceptable.
<b>PARENT COMMUNICATION</b>	Points: <b>15</b> (15%) Clearly documents how one will communicate with parents, students and other appropriate audiences about assessment policies, plans and outcomes.	Points: <b>13</b> (13%) All or most of the categories of information provided; however, the information is lacking depth and breadth.	Points: <b>11</b> (11%) Missing key information.	Points: <b>0</b> (0%) Unacceptable.
<b>TECHNOLOGY</b>	Points: <b>15</b> (15%) Documents how technology will be used to collect, analyze, and interpret assessment data.	Points: <b>13</b> (13%) All or most of the categories of information provided; however, the information is lacking depth and breadth.	Points: <b>11</b> (11%) Missing key information.	Points: <b>0</b> (0%) Unacceptable.
<b>OVERALL QUALITY, STYLE, GRAMMAR &amp; SYNTAX. APA STYLE.</b>	Points: <b>10</b> (10%) No errors. Well-written and organized with labels used throughout. APA style is used appropriately.	Points: <b>8</b> (8%) A few errors. Paper needed more extensive proofing. APA style is not used correctly.	Points: <b>7</b> (7%) Many errors and/or problems with quality, style, grammar and syntax. APA style NOT used correctly.	Points: <b>0</b> (0%) Unacceptable.
<b>TOTAL</b>				Out of 100 points

**APPENDIX F**  
**ELMG 609 & 697 Capstone Research Paper Assignment & Rubric**  
**For Elementary and Middle Grades Students Only**

In ELMG 609 & 697 students will explore classroom-based research studies and design and implement their own research project in an elementary or middle grades classroom. Over the two semester course students will develop a theoretical understanding of teacher research, explore tools and ideas needed to conduct teacher research/classroom-based research, become familiar with research already conducted in the area of interest and finally design and implement a teacher research/classroom-based project in that of interest in which you will collect and analyze data and communicate your findings in a research paper. The rubric for the final paper, which will also be uploaded to your Graduate Portfolio as a degree requirement, is listed below.

<b>TOPIC</b>	<b>ACCOMPLISHED</b>	<b>PROFICIENT</b>	<b>UNACCEPTABLE Needs Revisions</b>
<b>Introduction/ Presentation of Research Question</b>	<p>Clearly communicates overarching research question or problem you have chosen to study in your classroom.</p> <p>Rationale to why this question was pursued is clear.</p> <p>States the personal &amp; profession significance of your research.</p> <p>Definitions of terms (if needed) – these may be acronyms (ELL), abbreviations, or other terms that readers not in the field may not recognize</p> <p>The context of your study (School, classroom, participants) is clearly and exceptionally described in depth.</p>	<p>Communicates overarching research question or problem you have chosen to study in your classroom.</p> <p>Rationale to why this question was pursued is clear but may lack depth.</p> <p>States the personal &amp; profession significance your research.</p> <p>Definitions of terms (if needed) – these may be acronyms (ELL), abbreviations, or other terms that readers not in the field may not recognize</p> <p>The context of your study (School, classroom, participants) is described.</p>	<p>May be lacking in one or more of the following:            Research questions            Rational            Significance            Definitions            Context</p>
<b>Literature Review</b>	<p>Clearly connects the classroom issue to the larger conversation in scholarly research.</p> <p>Research literature is clearly organized thematically.</p> <p>Uses high quality peer reviewed journals articles</p>	<p>Clearly connects the classroom issue to the larger conversation in scholarly research.</p> <p>Research literature is not clearly organized</p> <p>May lack high quality research literature</p>	<p>May be lacking in one or more of the following:            Connection to research question            Organization            Analysis of</p>

	<p>Research literature is analyzed to determine what conclusions others have reached</p> <p>Research literature is analyzed to determine strengths and absences of literature in relation to research question</p> <p>Exceeds minimum of sources required (10)</p>	<p>Research literature is analyzed to determine what conclusions others have reached</p> <p>Research literature is analyzed to determine strengths and absences of literature in relation to research question</p> <p>Meets minimum of sources required (10)</p>	<p>research literature</p> <p>Does not meet the minimum resources required</p> <p>Research used is of low scholarly quality</p>
<b>Methods &amp; Methodology</b>	<p>Clearly communicates design rationale (why the design was chosen-how it fits with question, etc.)</p> <p>Discusses any instruments used (and why chosen) and how data was collected (i.e. survey, interviews, observation, etc.). Discussion of the limitations of data/methods used</p> <p>Data Analysis The process of analysis made as transparent as possible. Clearly answers these questions: How was the analysis conducted? How were themes, concepts and categories generated from the data? How was triangulation achieved?</p> <p>The researcher's own position is clearly stated. For example, have they examined their own role, possible bias, and influence on the research (reflexivity)?</p>	<p>Clearly communicates design rationale (why the design was chosen-how it fits with question, etc.)</p> <p>Discusses any instruments used (and why chosen) and how data was collected (i.e. survey, interviews, observation, etc.). May not discuss limitations of data/methods</p> <p>Data Analysis The process of analysis not consistently transparent. The section does not clearly answers these questions: How was the analysis conducted? How were themes, concepts and categories generated from the data? How was triangulation achieved?</p> <p>The researcher's own position is stated. For example, have they examined their own role, possible bias, and influence on the research (reflexivity)?</p>	<p>May be lacking in one or more of the following:</p> <p>Design rationale</p> <p>Discussion of methods used to obtain data</p> <p>Data Analysis procedure is unclear or not communicated.</p> <p>Does not discuss their own role in data collection.</p>

<b>Findings &amp; Discussion</b>	<p>Clearly and deeply communicates data findings through the use of narratives or data displays.</p> <p>Clearly compares findings to literature presented early in the paper. Discusses commonalities and differences among findings and literature.</p> <p>Clearly communicates practical implications for personal and professional practice.</p>	<p>Presents data findings but analysis may shallow.</p> <p>Limited connection to literature presented earlier in paper.</p> <p>Shallow communication of implications for personal and professional practice.</p>	<p>Presents data findings without analysis of discussion in relation to literature.</p> <p>Has no description of implications for personal and professional practice.</p>
<b>Conclusion</b>	<p>This section restates your research question/goal and discusses what you learned from this process.</p> <p>It also address the issue of what still needs to be researched as a result of what you did.</p>	<p>This section restates your research question/goal and discusses what you learned from this process.</p>	<p>Missing conclusion that culminates project.</p>
<b>Quality of Presentation and Writing: Mechanics, Style, Grammar, Spelling, Adherence to APA Style</b>	<p>No Errors. Presentation of information is professional, well-written and organized.</p>	<p>Minimal errors.</p>	<p>Excessive errors. Writing is not appropriate for graduate level work.</p>

**APPENDIX G**  
**Instructional Expertise/Capstone Project**  
**For Special Education MAT/MAED Students Only**

Instructional Expertise Standard

Applies the theoretical, philosophical, and research bases for educational practice in special education elementary, middle, and/or secondary school classrooms to improve student learning. Plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical stance and with best practices emerging from educational research.

- Reads educational literature critically, including theoretical, philosophical, and research materials.
- Analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice.
- Designs and modifies instruction based on well-articulated theory, philosophy, educational research, and best practice.
- Incorporates findings from educational literature into school and classroom strategies to improve student learning.
  - SPED General Curriculum (MAT) or Mild Moderate (MAED) students can submit the SPED 682 research project.
  - AIG students can submit SPED 500 PBL implementation plan,
  - SPED Adapted Curriculum (MAT) and Severe Disabilities (MAED) students can submit the SPED 532 Thematic Unit projects with assessment plans.

Task

Submit 1-3 entries for this standard and a reflection.

Rubric

<b>Unsatisfactory</b>	Entries fail to address the standard, address none or few of the elements of the standard. Entries are not original work; entries are substantially commercial products, reprints from published materials, or clearly the work of others. Standard contains less than two entries. One of the two required entries is used for more than two standards. Entries are inaccessible to reviewer.
<b>Proficient</b>	Entries clearly address most or all elements of the standard. Entries are graduate level quality; entries contain accurate information. Entries are clearly original work and mostly free of commercial products. Standard contains one to three entries. Standard includes a reflection with listing of standard, entries, strengths, and weaknesses. Entries are mostly free of errors in grammar, spelling, punctuation, etc. Entries are clearly identified and easily accessible to reviewer.
<b>Accomplished</b>	Entries comprehensively address the standard. Entries are high quality, and contain accurate information and original thinking. Entries demonstrate a significant contribution to the growth of the candidate and to the profession. Entries are varied, original, and appropriate to the standard. Entries have qualities that go beyond expectations. Standard contains one to three entries. None of the entries is used for more than two standards. Standard includes a reflection with listing of standard, entries, strengths, and weaknesses. Entries are free of errors in grammar, spelling, punctuation, etc.