# Brevard College Teacher Education

## Elementary Education (K-6) Licensure Program

### Initial License

<table>
<thead>
<tr>
<th>IHE</th>
<th>BREVARD COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM AREA</td>
<td>ELEMENTARY (K-6) (INITIAL LICENSE)</td>
</tr>
<tr>
<td></td>
<td>REVISED</td>
</tr>
<tr>
<td>DELIVERY METHOD</td>
<td>FACE TO FACE</td>
</tr>
<tr>
<td>IHE CONTACT NAME</td>
<td>DR. BETSY BURROWS</td>
</tr>
<tr>
<td>CONTACT EMAIL</td>
<td><a href="mailto:BBURROWS@BREVARD.EDU">BBURROWS@BREVARD.EDU</a></td>
</tr>
<tr>
<td>CONTACT PHONE</td>
<td>828 884-8351</td>
</tr>
</tbody>
</table>
Brevard College Teacher Education
Elementary Education (K-6) Licensure Program
Initial Licensure

INTRODUCTION: DESCRIPTION OF BREVARD COLLEGE TEACHER EDUCATION PROGRAM

Overview of the Institution and Teacher Education Program

Brevard College, located in Brevard, North Carolina, is a liberal arts college of approximately 650 students, offering more than 40 majors and minors and a teacher licensure program. Founded in 1853, Brevard College is the oldest college or university in the mountains of North Carolina. The original purpose of the College, to give young men and women in the mountains of North Carolina an opportunity for education, has been expanded to provide our students with programs and opportunities that help them prepare for meaningful vocations, responsible citizenship, and lifelong personal and professional development. Currently, in 2016, Brevard College hosts a diverse student body of whom 46% are from outside of North Carolina including several foreign countries. The Teacher Education Program was granted temporary authorization by the North Carolina State Board of Education in January of 2005. Permanent State approval and National Accreditation by Teacher Education Accreditation Council (TEAC) followed in Fall 2009. Teacher licensure is available in ten areas: Agricultural Education, K-12 Art, Music, Theatre, Health and Physical Education (K-12); 9-12 English, Mathematics (K-12), Science, and Social Studies; and K-6 Elementary.

Special Characteristics of College and Teacher Education Program

Brevard College is distinct among liberal arts colleges because of its strong and historical commitment to experiential education in a highly personalized learning environment. Its educators purposefully engage with learners in direct experience and focused reflections in order to increase knowledge, develop skills, and clarify values. Students at Brevard College are required to complete a challenging interdisciplin ary, liberal arts core curriculum that includes a freshman first year experience, an environmental perspectives course, a Humanities linked learning community, a technology literacy course, a senior capstone experience and approximately 40 distribution requirements that provide students exposure to a variety of fields of learning. The General Education Curriculum affirms a lifelong learning engagement that is enhanced and focused by a student’s major. The Teacher Education Program offers students the
Professional Studies Courses and field experiences that prepare them to receive a NC teacher's license and teach in their particular field of major study.

Besides the strong liberal arts focus, the Brevard College Teacher Education Program embodies several distinctive characteristics. The Teacher Education Program and the Wilderness Leadership and Experiential Education major (WLE) collaborate in providing experiential learning to candidates: WLE 220, *Theory and Practice of Experiential Education*, is a required course for all elementary and 9-12 licensure areas. The course work in the Teacher Education Program provides modeling of best practices and features a strong experiential base that includes classroom observation and experiences attached to numerous courses. The program prepares students with the 21st century knowledge, skills and dispositions as defined and espoused by P21 Partnership for 21st Century Learning, and emphasizes reflection and active learning: students apply the theory they have learned in their college classrooms to help facilitate their activities in the public schools. Partnering school systems provide valuable field experience for Teacher Education students. All Teacher Education students are required not only to student teach, but as early as their freshman year, to observe and complete practicums in diverse public school and after-school educational settings, and to participate in professional learning communities with in-service teachers and educational leaders in the region.

The College also has strong resources for students with learning disabilities and differences. Consequently, the licensure candidates are a part of a learning environment that is student-centered and respects diversity. Because of the small size of the program, the Education faculty and Brevard College faculty and staff and community members forge strong mentor relationships with the students that exist beyond graduation.

Overall, Brevard College Teacher Education Program may best be described as a small, “boutique” program that exposes candidates to rigorous content and relevant pedagogical knowledge, differentiates learning for our candidates, emphasizes experiential and project-based learning, and prepares educators to lead the next generation of learning communities in a diverse and dynamic world.

**Program Areas and Levels Offered**

All programs are offered at a bachelor level or for licensure-only to post-baccalaureate candidates. Licensure Programs offered include the following: Agricultural Education, 9-12 English, Mathematics (K-12), Science, Social Studies; K-12 Art, Music, Health and Physical Education (K-12), Theater, and K-6 Elementary.
OVERVIEW OF GENERAL REQUIREMENTS FOR ALL LICENSURE AREAS

Entrance Requirements for all Teacher Education Licensure Programs

- A cumulative grade point average of 2.75 or higher for all coursework with a minimum cohort GPA of 3.0.
- Junior standing or higher.
- Successful completion of EDU 205 and PSY 230 by achieving a grade of C (2.0) or higher.
- Demonstrated proficiency in speaking and listening (Program Interview).
- Satisfactory evaluations in field experiences prior to student teaching.
- Progress in the education standards as evidenced by the professional e-Portfolio.
- Passing scores as established by the North Carolina State Department of Public Instruction on the PRAXIS Core Academic Skills for Educators tests (PRAXIS I), which include Reading (qualifying score: 156), Mathematics (qualifying score: 150), and Writing (qualifying score: 162) or a composite score of 468. Note: Students with an SAT combined verbal and mathematics cumulative score of 1100 or ACT cumulative score of 24 will be able to waive all parts of the PRAXIS I. Students who have scores less than 1100, but 550 and above in any part of the SAT or less than 24, but 24 and above in any part of the ACT will be able to waive comparable sections of the PRAXIS I.
- Background check
- Essay or personal statement
- Interview with Teacher Education Partners
- Teacher Education Application
- Satisfactory Disposition Checklists from Field Placements prior to admission to program

Description of Required Clinical Experiences for all Licensure Areas

Organized and Sequenced Field Experiences Prior to Student Teaching: Required service field placements with tutoring in afterschool programs and in public classrooms during the introductory EDU 205 “21st Century Teacher and Learner” expose all teacher candidates to diversity, including ELL and LEP students, racial and ethnic differences, and diverse socio-economic levels. All teacher education candidates take EDU 303 “Diverse and Exceptional Leaners” with a required 15 hours of supervised clinical experiences in public schools working with Special Education or classroom inclusion teachers as they model differentiation and (RTI) Response to Intervention in their classrooms. All teacher candidates have content pedagogy methodology field experiences where they have from 15 hours (secondary candidates) to 45 hours (K-12 licensure candidates) to 60 hours (elementary candidates) in clinical settings prior to the student teaching capstone experience.

Minimum 16 Weeks Capstone Student Teaching Experience: All students in all licensure areas have a minimum 16 weeks of supervised clinical student teaching with a local education agency (LEA) where a collaborative relationship defined by a memo of understanding has been
established. All clinical educators who supervise the student teacher as cooperating teachers are professionally licensed with a minimum of three years of experiences in a teaching role and have been rated through formal evaluation, at least at the “accomplished” level as part of the North Carolina Teacher Evaluation System.

Exit Requirements for all Licensure Programs

- Successful completion of Brevard College’s General Education program requirements or their equivalents.
- Fulfillment of the requirements for a major in an approved discipline. Postgraduates are expected to complete any requirements for a major appropriate to their area(s) of specialization but lacking in their prior education experience.
- Successful completion of all course requirements with a cumulative grade point average of 2.75.
- Successful completion of the 16-week student teaching experience.
- Competence in the following areas as determined through field experience and student teaching performance:
  - teaching strategies,
  - human development and relationships,
  - personal and professional attributes and dispositions,
  - oral and written presentation,
  - identification and education of children with disabilities,
  - positive management of student behavior and effective communication techniques for defusing and deescalating disruptive or dangerous behavior, and
  - demonstration of competencies in using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.
- Completion of PRAXIS series as required by the North Carolina State Board of Education.
- Completion of all Electronic Evidences as required by the Teacher Education Program and North Carolina Department of Instruction.
- Nationally normed and valid pedagogy assessment to determine clinical practice performance. Passing scores and mastery criteria will be determined by the State Board of Education.
SECTION A: SUMMARY DESCRIPTION OF ELEMENTARY EDUCATION LICENSURE AREA AND COMMUNITY PARTNERSHIPS

Introduction

The Elementary Education Program at Brevard College is one of the ten teacher licensure programs at the institution. The following description shows how the Elementary Education Program reflects the North Carolina Professional Standards for Teachers and the 21st century knowledge, skills, and dispositions embedded in the Standards.

Mission

In keeping with the tradition of Brevard College, the Elementary Education Licensure Program’s mission is to prepare educators to lead future generations of learning communities for a diverse and dynamic world. Brevard College’s mission statement speaks to the value and “commitment to an experiential liberal arts education that encourages personal growth and inspires artistic, intellectual, and social action.” The Elementary Education Licensure Program endorses this mission as we prepare students through academic study, practical experience, and professional role-modeling to become literate and imaginative teachers of elementary education.

Elementary Education Licensure Program of Study

The re-visioned Elementary Education Program of Study consists of the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>49 semester hours</td>
</tr>
<tr>
<td>Integrated Studies Major with Certification Emphasis: Elementary Education Licensure (K-6)</td>
<td>54 semester hours</td>
</tr>
<tr>
<td>Teacher Education Professional Studies</td>
<td>20 semester hours</td>
</tr>
<tr>
<td>Elementary Licensure/Pedagogy Courses</td>
<td>18 semester hours</td>
</tr>
<tr>
<td>Student Teaching and Seminar</td>
<td>14 semester hours</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td><strong>155 Total Semester Hours</strong></td>
</tr>
</tbody>
</table>

General Education Requirements Our General Education Curriculum with its comprehensive liberal arts distribution requirements serves as the foundation of learning for all of our licensure students. Brevard College is committed to providing an experiential liberal arts education that encourages personal growth and inspires artistic, intellectual, and social action. This liberal arts education is grounded in the 21st century knowledge, skills, and disposition embedded in the new standards and it is continually being assessed and revised by the College’s faculty at large to stay true to Brevard College’s mission of making our students lifelong learners, perhaps the most
important characteristic of a 21st century teacher. One innovative revision now underway in the General Education requirements is the design and implementation of an institution-wide focus on active learning strategies that encourage facilitated learning, including problem-based learning (PBL) as a means of improving our students’ skills at solving complex, real-world problems, by using interdisciplinary and higher-order critical thinking skills.

**Revised Elementary Education Standards and Tables Showing Required Courses that Address these Standards.** Several changes made in both the Integrated Studies Requirements for Elementary Education candidates include adding additional math and science hours in order for candidates to have the background to demonstrate “depth of knowledge.” In order to solidify a theoretical and practical understanding of “experiential learning”, candidates are now required to take WLEE 220: *Theory and Practice of Experiential Education* and WLE 260 *Facilitation of Group Games and Initiatives*. Other changes in the Elementary Methods were made based on feedback from cooperating teachers from partnering school systems. This feedback expressed the need for greater exposure to reading and language arts instruction, leading to purposeful site work and reflection in Title One schools and after-school programs with at-risk populations. Survey data from alumni identified needs to grow our candidates’ skills with digital learning and technology literacy. In addition all courses are constantly being revised to include 21st century knowledge, skills, and dispositions.

**TABLE 1: REVISED INTEGRATED STUDIES MAJOR**
(Bold denotes a major revision or change)

<table>
<thead>
<tr>
<th>Integrated Studies</th>
<th>Integrated Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Requirements</strong></td>
<td><strong>Revised Requirements</strong></td>
</tr>
<tr>
<td>Humanities 12 Hours</td>
<td>Humanities 12 Hours</td>
</tr>
<tr>
<td>ENG 111</td>
<td>ENG 111: Rhetoric and Composition</td>
</tr>
<tr>
<td>ENG 112</td>
<td>ENG 112: Critical Inquiry and Communication</td>
</tr>
<tr>
<td>ENG 208</td>
<td>ENG 205, 206, 243 or 208: 200-level Literature Classes</td>
</tr>
<tr>
<td>REL 153</td>
<td>REL 153: World Religions</td>
</tr>
<tr>
<td>Fine Arts 9 Hours</td>
<td>Fine Arts 3 Hours (Choose One)</td>
</tr>
<tr>
<td>AH 202</td>
<td>AH 201, 202: Art History</td>
</tr>
<tr>
<td>MUS 101</td>
<td>MUS 101: Music Appreciation</td>
</tr>
<tr>
<td>THE 101</td>
<td>THE 101 or THE 200: Introduction to Theatre</td>
</tr>
<tr>
<td>Mathematics 6 Hours</td>
<td>Mathematics 9 Hours</td>
</tr>
<tr>
<td>MAT 111</td>
<td>Added MAT 210: Math for Elementary Teachers</td>
</tr>
<tr>
<td>MAT 200</td>
<td>Added MAT 141: Probability and Statistics</td>
</tr>
<tr>
<td>Natural Sciences 8 Hours</td>
<td>Natural Sciences 11 Hours</td>
</tr>
<tr>
<td>BIO 105 and Lab</td>
<td>BIO 105 or 110 and Lab: General Biology</td>
</tr>
<tr>
<td>SCI 105 and Lab</td>
<td>SCI 105 and Lab: Physical Science</td>
</tr>
<tr>
<td>Added: ENV 362: Earth/Environmental Science: Pedagogy</td>
<td></td>
</tr>
<tr>
<td>Social Sciences 21 Hours</td>
<td>Social Sciences 18 Hours</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Removed: ECON (added content to EDU 318 Social Studies Methods)</td>
</tr>
<tr>
<td>HIS 103</td>
<td>HIS 103: United States History to 1865</td>
</tr>
<tr>
<td>HIS 104</td>
<td>HIS 104: United States History to 1865</td>
</tr>
<tr>
<td>HIS 110</td>
<td>HIS 110: Global History</td>
</tr>
<tr>
<td>HIS 355</td>
<td>HIS 255: North Carolina History</td>
</tr>
</tbody>
</table>
### TABLE 2: REVISED ELEMENTARY AND PROFESSIONAL STUDIES COURSES

<table>
<thead>
<tr>
<th>Elementary Current Requirements</th>
<th>Elementary Re-visioned Requirements (Bold indicates major change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 6 Hours</td>
<td>PSY 6 hours</td>
</tr>
<tr>
<td>PSY 101</td>
<td>PSY 101</td>
</tr>
<tr>
<td>PSY 230</td>
<td>PSY 230</td>
</tr>
<tr>
<td>EDU 40 Hours</td>
<td>EDU 52 Hours</td>
</tr>
<tr>
<td><strong>EDU 202 replaced by</strong></td>
<td>EDU 205: 21st Century Teacher and Learner</td>
</tr>
<tr>
<td><strong>EDU 301 replaced by</strong></td>
<td>EDU 305 Facilitation of Learning</td>
</tr>
<tr>
<td><strong>EDU 303: Differentiated Instruction</strong></td>
<td>EDU 303: Diverse and Exceptional Learners</td>
</tr>
<tr>
<td><strong>EDU 310: Combined with EDU 311 to make EDU 318</strong></td>
<td>EDU 318: Science and Social Studies in a Constructivist Classroom</td>
</tr>
<tr>
<td><strong>EDU 311: Combined with EDU 310 to make EDU 318</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EDU 315: Methods in Teaching Reading/Language Arts replaced by EDU 313 and EDU 314</strong></td>
<td>EDU 313: Method of Teaching Reading and the Arts</td>
</tr>
<tr>
<td><strong>EDU 316: Methods in Teaching Math</strong></td>
<td>EDU 316: Methods in Teaching Mathematics</td>
</tr>
<tr>
<td><strong>EDU 320: Children’s Literature</strong></td>
<td>EDU 320: Children’s Literature</td>
</tr>
<tr>
<td><strong>EDU 401: Students Teaching Seminar</strong></td>
<td>EDU 401: Student Teaching Seminar</td>
</tr>
<tr>
<td><strong>EDU 405: Student Teaching K-6</strong></td>
<td>EDU 405: Student Teaching K-6</td>
</tr>
</tbody>
</table>

### TABLE 3: COURSES IN THE REVISED PROGRAM THAT ADDRESS NEW SPECIALTY AREA STANDARDS

<table>
<thead>
<tr>
<th>Program</th>
<th>New Specialty Area Standards Embedded in Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 305, EDU 320, EDU 314 &amp; EDU 313</td>
<td>1, 6</td>
</tr>
<tr>
<td>EDU 316 &amp; MAT 210</td>
<td>2</td>
</tr>
<tr>
<td>BIO 105, SCI 105, ENV 362, and EDU 318</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 210, HIS 110, HIS 103, HIS 104, HIS 255, EDU 303 &amp; EDU 318</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101, PSY 230, EDU 205, EDU 303, EDU 305, EDU 401, WLE 220, WLE 260 &amp; HLT 201</td>
<td>5</td>
</tr>
</tbody>
</table>
Description of the Education Professional Studies Requirements as Revised to Embed More Content and Pedagogy with 21st Century Knowledge, Skills, and Dispositions and More Clinical and Community Partnerships

EDU 205: 21st Century Teacher and Learner  The first major change in the program was the re-visioning of Education 202, the introductory course for all students interested in teacher licensure. The course’s new focus introduces all students to 21st century knowledge, skills, and dispositions as defined by P21 Partnership for 21st Century Learning. Clinical field experiences begin in this course with a required Growth Mindset Tutoring Service Learning Project with the following partners: Schenck Job Corps; Brevard, Pisgah Forest, and Rosman Elementary Schools; Brevard Academy; and the following after-school community programs: Rise and Shine Freedom School, El Centro, and the Transylvania Boys and Girls Club.

EDU 304: Educational Technology In this course, students explore technologies and applications as they relate to the teaching and learning process. Activities in this course focus on technology as a 21st century tool for communication, presentation, assessment, data management and analysis, and instructional decision-making. Critical thinking skills are emphasized as students analyze and evaluate available classroom technologies. Students are exposed to new and emerging technologies that have merit for effective classroom use as well as sound instructional design in the technology-rich learning environment. One component of the course is student observations in partnering school settings where technology is being used in effective ways to teach and learn; for example, one-to-one device settings.

EDU 305: Facilitation of Learning With its focus on pedagogical theory and practice, this course fits in the middle of the professional program sequence. It takes the development learning theories introduced in the required psychology courses and asks students to reflect upon their application in the context of schooling. As such, the course helps prepare licensure students for their content method classes and student teaching in their final year. The course was renamed because there was significant re-visioning of content. Knowledge introduced in this class include Curriculum (the NC Standard Course of Study, Curriculum Mapping, Vertical Alignment, Constructivist Learning Theory); Learning-Teaching Styles; and Instructional Strategies (Inquiry-Based, Interdisciplinary, Problem-Based, Questioning, Socratic Dialogue, Cooperative Learning). An understanding of formative assessment and its role in helping students learn is an important part of this course, and students are introduced to technology-based programs that help teachers use formative assessment. Students practice designing their own formative assessments and analyzing these assessments to help with re-teaching and learning of essential standards. Skills discussed in this course include teaching thinking/problem-solving and 21st Century Skills; planning units and lessons effectively; utilizing technology and instructional applications to help students learn; and managing a classroom environment conducive to learning. The major dispositions practiced are hard work and reflection. A ten hour observation/reflection clinical field placement in Transylvania, Buncombe, or Henderson County classrooms is required for each student.

EDU 340: Interdisciplinary Methods This is a new course that replaced the individual methods classes of our secondary and K-12 programs. The creation of this class allows our licensure students to be in a larger cohort of peers and facilitates their understanding of learning
as an interdisciplinary and collaborative endeavor. In this course, students practice the knowledge and skills introduced in EDU 305: Facilitation of Learning and begin engaging in professional and collegial dialogue with practicing teachers. A major part of this class is an embedded practicum where students are learning and practicing content pedagogical methods in the actual classroom laboratory with practicing teachers in their content area.

**WLE 220: Theory and Practice of Experiential Education**  This course begins with an examination of historical, philosophical, social, and psychological foundations of experiential education and proceeds to examine current trends and theoretical developments in K-12 settings. One requirement of the course is an observation/reflection field experience in an Expeditionary Learning Public School where K-12 teachers are creating and implementing project-based learning in their classes.

**Description and Rationale of Changes in the Integrated Studies Requirements**

Six additional hours of mathematics and four hours of science have been added to give elementary education candidates a better depth of knowledge in those two disciplines. This change resulted from feedback and recommendations from cooperating teachers from our partnering school systems. Additionally,

**EDU 318: Methods in Teaching Science and Social Studies** combines elements of EDU 311: Teaching of Social Studies and EDU 310: Teaching of Science. There were several areas of overlap in the two courses and combining them allows for an additional Language Arts Course and allows more instructional time for addressing topics like strategies for teaching English Language Learners and helping pre-service teachers develop skills of using formative assessment technology programs to address reading deficiencies in their students.

**EDU 313: Methods in Teaching Reading** replaces EDU 315 Methods of Teaching and Language Arts in the Elementary School. The change will allow for greater depth is studying the reading process and allow greater emphasis on phonics instruction.

**EDU 314: Methods in Teaching of Elementary Language Arts and the Arts:** Since EDU 313 addresses the development of readers, EDU 314 emphasizes the role of language arts and the writing process and helps candidates learn interdisciplinary strategies for student engagement.
SECTION B: CONTINUED AND EXPANDING PUBLIC SCHOOL AND COMMUNITY PARTNERSHIPS FOR TEACHER EDUCATION PROGRAM

School Partners in Delivery and Evaluation of Brevard College’s Teacher Education Program

Brevard College’s relationship with our partnering school systems, particularly Transylvania County Schools, has been strong since the inception of our Teacher Education Program in 2004. Our first Advisory Council for Teacher Education (ACTE) was comprised of several school system educational leaders and teachers who helped us craft our mission statement and provided guidance about our conceptual framework and licensure program. Since the inception of our program, we have been continually revising and improving. Conversations with our school partners about the State Board of Education new program approval process began early in the fall of 2008 involving our school partners in the following ways:

Advisory Council for Teacher Education (ACTE) Since inception, at least three school system employees sit on our advisory council which meets once a month. Currently in 2015-2016 the Directors of Secondary and Elementary Curriculum in Transylvania County Schools, one assistant principal, one technology specialist, and one school board member are members of our ACTE. Community members Barbara Kuhn, a retired teacher and administrator from Charlotte Mecklenburg Schools, and Frances Bradburn, former DPI employee, are also long-term members. These school system and community leaders provide valuable advice and guidance at our meetings as the education faculty and program coordinators continuously assess and revise the Program.

Individual Program Assessment Advisory Boards Each individual program area has an Advisory Board consisting of college faculty in the specialty area and at least two practicing teachers in the specialty area from the partnering school systems. These teams meet in the Fall and Spring to interview teacher education candidates and to discuss program assessment and changes. These advisory boards provided valuable input to the re-visioning of the program.

Clinical Field Placement Teachers and Cooperating Teachers for Student Teachers Field Placement site personnel complete disposition sheets for each placement. Cooperating teachers contribute to the assessment of student teachers by completing formative assessments of student teachers at least three times during the student teaching experience and by completing a summative assessment as well as the state-adopted LEA/IHE Certification of Teaching Capacity at the end of student teaching.

Western Region Education Service Alliance (WRESA) WRESA representatives visit student teachers in EDU 401 seminar each semester to discuss professional ethics and the NC Professional Teaching Standards. Throughout the program, students have opportunities to participate in workshops offered by WRESA and learn alongside in-service teachers about the most recent educational theory and practices.
SECTION C: DESCRIPTION OF EVIDENCES

SECTION I: KEY EVIDENCES

In this section, list the 6-8 evidences that will be submitted as documentation of meeting the standards. All programs must provide a minimum of 6 evidences. A program may choose to include 2 additional evidences. The evidences must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as reflected in the program standards. Briefly describe each evidence and identify the descriptors of the elements of the standards each addresses. The recommended alignment of the descriptors with the evidences is reflected in the template. The institution may choose to align the descriptors and evidences differently. The template submitted is to reflect the alignment used by the institution.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Name of Evidence</th>
<th>Briefly Describe the Evidence</th>
<th>Descriptors of the Elements of the Standards Addressed by the Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content Knowledge: Evidence that demonstrates breadth of content knowledge in the specialty area.</td>
<td>Transcript or Praxis II scores</td>
<td>Copy of transcript with at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C (2.0) or better in each of the 24 hours OR satisfactory Praxis II scores. Required: 3b.1</td>
</tr>
<tr>
<td>2</td>
<td>Content Knowledge: Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.</td>
<td>Elementary Foundations of Reading</td>
<td>Each student will examine deep, rigorous body or research-based knowledge concerning foundational reading development and create an annotated bibliography and take and pass the NC Foundations of Reading licensure exam. Required: 3b.1</td>
</tr>
<tr>
<td>3</td>
<td>Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.</td>
<td>Unit Lesson Plan Project</td>
<td>Each student will design and present a unit lesson plan demonstrating his/her ability to translate professional and pedagogical research and theory into best practices for the classroom using a project based learning approach. Recommended: 1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1</td>
</tr>
</tbody>
</table>

1 This evidence MUST be a transcript or passing scores on the appropriate Praxis II test(s).
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Name of Evidence</th>
<th>Briefly Describe the Evidence</th>
<th>Descriptors of the Elements of the Standards Addressed by the Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates knowledge, skills, and dispositions in practice. 2</td>
<td>LEA/IHE Certification of Teaching Capacity</td>
<td>State-required evaluation of the candidate completed by the institution and the cooperating teacher. Required: 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4h.2, 5a.1</td>
</tr>
<tr>
<td>5</td>
<td>Positive Impact on Student Learning: Evidence that demonstrates impact on student learning.</td>
<td>Assessment for Student Learning Artifact</td>
<td>Candidates will collect formative data to analyze and inform their instructional design. They will then create and use a summative assessment to determine the impact on student learning and determine the need for remediation or enrichment. Recommended: 1a.1, 4b.1, 4h.1, 4h.2, 5a.1, 2e.1</td>
</tr>
<tr>
<td>6</td>
<td>Leadership and Collaboration: Evidence that demonstrates leadership and collaboration.</td>
<td>Reflective Analysis of Leadership and Collaboration in Student Teaching</td>
<td>Candidates will participate and reflect on a series of activities and assignments. The reflections and artifact from these experiential assignments will constitute a document that demonstrates a deep understanding of the school setting and the teaching/learning environment, an understanding of professional growth opportunities within a school environment, an understanding of the school improvement plan, and a understanding of the professional relationships and networks beyond the school setting. Recommended: 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1</td>
</tr>
</tbody>
</table>

2 This evidence MUST be the state-adopted LEA/IHE Certification of Teaching Capacity.
## SECTION II: RELATIONSHIP OF THE EVIDENCE TO THE STANDARDS

<table>
<thead>
<tr>
<th>NORTH CAROLINA TEACHER STANDARD</th>
<th>KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. TEACHERS DEMONSTRATE LEADERSHIP</strong></td>
<td></td>
</tr>
<tr>
<td>a. Teachers lead in their classrooms.</td>
<td></td>
</tr>
<tr>
<td>1. Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.</td>
<td>☑️#1 ☑️#2 ☑️#3 ☑️#4 ☑️#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>2. Draws on appropriate data to develop classroom and instructional plans.</td>
<td>☑️#1 ☑️#2 ☑️#3 ☑️#4 ☑️#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>3. Maintains a safe and orderly classroom that facilitates student learning.</td>
<td>☑️#1 ☑️#2 ☑️#3 ☑️#4 ☑️#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>4. Uses positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</td>
<td>☑️#1 ☑️#2 ☑️#3 ☑️#4 ☑️#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>b. Teachers demonstrate leadership in the school.</td>
<td></td>
</tr>
<tr>
<td>1. Engages in collaborative and collegial professional learning activities.</td>
<td>☑️#1 ☑️#2 ☑️#3 ☑️#4 ☑️#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>2. Identifies the characteristics or critical elements of a school improvement plan.</td>
<td>☑️#1 ☑️#2 ☑️#3 ☑️#4 ☑️#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>3. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.</td>
<td>☑️#1 ☑️#2 ☑️#3 ☑️#4 ☑️#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>c. Teachers lead the teaching profession.</td>
<td></td>
</tr>
<tr>
<td>1. Participates in professional development and growth activities.</td>
<td>☑️#1 ☑️#2 ☑️#3 ☑️#4 ☑️#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>2. Begins to develop professional relationships and networks.</td>
<td>☑️#1 ☑️#2 ☑️#3 ☑️#4 ☑️#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>d. Teachers advocate for schools and students.</td>
<td></td>
</tr>
<tr>
<td>1. Implements and adheres to policies and practices positively affecting students’ learning.</td>
<td>☑️#1 ☑️#2 ☑️#3 ☑️#4 ☑️#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>NORTH CAROLINA TEACHER STANDARD</td>
<td>KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>e. Teachers demonstrate high ethical standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1 #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS</td>
<td></td>
</tr>
<tr>
<td>a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td></td>
</tr>
<tr>
<td>1. Maintains a positive and nurturing learning environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1 #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>b. Teachers embrace diversity in the school community and in the world.</td>
<td></td>
</tr>
<tr>
<td>1. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td></td>
</tr>
<tr>
<td>2. Incorporates different points of view in instruction.</td>
<td></td>
</tr>
<tr>
<td>3. Understands the influence of diversity and plans instruction accordingly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1 #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>c. Teachers treat students as individuals.</td>
<td></td>
</tr>
<tr>
<td>1. Maintains a learning environment that conveys high expectations of every student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1 #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>d. Teachers adapt their teaching for the benefit of students with special needs.</td>
<td></td>
</tr>
<tr>
<td>1. Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td></td>
</tr>
<tr>
<td>2. Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1 #2 #3 #4 #5 #6 #7 #8</td>
</tr>
<tr>
<td>e. Teachers work collaboratively with the families and significant adults in the lives of their students.</td>
<td></td>
</tr>
<tr>
<td>1. Communicates and collaborates with the home and community for the benefit of students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1 #2 #3 #4 #5 #6 #7 #8</td>
</tr>
</tbody>
</table>
## NORTH CAROLINA TEACHER STANDARD

### 3. TEACHERS KNOW THE CONTENT THEY TEACH

<table>
<thead>
<tr>
<th>a. Teachers align their instruction with the <em>North Carolina Standard Course of Study</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops and applies lessons based on the <em>North Carolina Standard Course of Study</em>.</td>
</tr>
<tr>
<td>2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</td>
</tr>
<tr>
<td>b. Teachers know the content appropriate to their teaching specialty.</td>
</tr>
<tr>
<td>1. Demonstrates and appropriate level of content knowledge in the teaching specialty.</td>
</tr>
<tr>
<td>2. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
</tr>
<tr>
<td>c. Teachers recognize the interconnectedness of content areas/discipline.</td>
</tr>
<tr>
<td>1. Demonstrates knowledge of links between grade/subject and the <em>North Carolina Standard Course of Study</em> by relating content to other disciplines.</td>
</tr>
<tr>
<td>2. Relates global awareness to the subject.</td>
</tr>
<tr>
<td>d. Teachers make instruction relevant to students.</td>
</tr>
<tr>
<td>1. Integrates 21st century skills and content in instruction.</td>
</tr>
</tbody>
</table>

### 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

<table>
<thead>
<tr>
<th>a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies developmental levels of individual students and plans instruction accordingly.</td>
</tr>
<tr>
<td>2. Assess and uses resources needed to address strengths and weaknesses of students.</td>
</tr>
<tr>
<td>c. Teachers use a variety of instructional methods.</td>
</tr>
<tr>
<td>1. Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
</tr>
<tr>
<td>NORTH CAROLINA TEACHER STANDARD</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
</tbody>
</table>
| d. Teachers integrate and utilize technology in their instruction.  
   1. Integrates technology with instruction to maximize students’ learning. | □ #1 □ #2 ☒ #3 ☒ #4 □ #5 □ #6 □ #7 □ #8 |
| e. Teachers help students develop critical-thinking and problem-solving skills.  
   1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. | □ #1 □ #2 ☒ #3 ☒ #4 □ #5 □ #6 □ #7 □ #8 |
| f. Teachers help students to work in teams and develop leadership qualities.  
   1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. | □ #1 □ #2 ☒ #3 ☒ #4 □ #5 □ #6 □ #7 □ #8 |
| g. Teachers communicate effectively.  
   1. Uses a variety of methods to communicate effectively with all students. | □ #1 □ #2 □ #3 ☒ #4 □ #5 □ #6 □ #7 □ #8 |
| 2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. | □ #1 □ #2 □ #3 ☒ #4 □ #5 □ #6 □ #7 □ #8 |
| h. Teachers use a variety of methods to assess what each student has learned.  
   1. Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction. | □ #1 □ #2 □ #3 ☒ #4 ☒ #5 □ #6 □ #7 □ #8 |
| 2. Provides evidence that students attain 21st century knowledge, skills and dispositions. | □ #1 □ #2 □ #3 ☒ #4 ☒ #5 □ #6 □ #7 □ #8 |
SECTION III: DETAILED DESCRIPTION OF THE EVIDENCE

Evidence #1 Required (State prescribed)

**Content Knowledge:** Evidence that demonstrates breadth of content knowledge in the specialty area.

A transcript OR passing scores on the appropriate Praxis II test(s) must be submitted.

This evidence must address descriptor 3b.1.

---

**Required Coursework for all Elementary Education Majors that Demonstrates Breadth of Content Knowledge**

<table>
<thead>
<tr>
<th>Integrated Studies Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities 12 Hours</strong></td>
</tr>
<tr>
<td>ENG 111: Rhetoric and Composition</td>
</tr>
<tr>
<td>ENG 112: Critical Inquiry and Communication</td>
</tr>
<tr>
<td>ENG 205, 206 or 208: Literature Classes</td>
</tr>
<tr>
<td>REL 153: World Religions</td>
</tr>
<tr>
<td><strong>Fine Arts 3 Hours (Choose One)</strong></td>
</tr>
<tr>
<td>AH 201, 202: Art History</td>
</tr>
<tr>
<td>MUS 101: Music Appreciation</td>
</tr>
<tr>
<td>THE 101 or THE 200: Introduction to Theatre</td>
</tr>
<tr>
<td><strong>Mathematics 9 Hours</strong></td>
</tr>
<tr>
<td>MAT 210: Math for Elementary Teachers</td>
</tr>
<tr>
<td>MAT 141: Probability and Statistics</td>
</tr>
<tr>
<td>MAT 200: Discrete Math</td>
</tr>
<tr>
<td><strong>Natural Sciences 11 Hours</strong></td>
</tr>
<tr>
<td>BIO 105 or 110 and Lab: General Biology</td>
</tr>
<tr>
<td>SCI 105 and Lab: Physical Science</td>
</tr>
<tr>
<td>ENV 362: Earth/environmental Science: Pedagogy</td>
</tr>
<tr>
<td><strong>Social Sciences Hours</strong></td>
</tr>
<tr>
<td>HIS 103: United States History to 1865</td>
</tr>
<tr>
<td>HIS 104: United States History to 1865</td>
</tr>
<tr>
<td>HIS 110: Global History</td>
</tr>
<tr>
<td>HIS 255: North Carolina History</td>
</tr>
<tr>
<td>PLSC 210: American Government</td>
</tr>
<tr>
<td><strong>Health and PE 5 Hours</strong></td>
</tr>
<tr>
<td>HLT 201: Health</td>
</tr>
<tr>
<td>WLE 260</td>
</tr>
<tr>
<td>EXSC 200, WLEE 101, or 3 hours of PE</td>
</tr>
</tbody>
</table>

**TOTAL HOURS - 54**
Evidence #2 Required

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

This evidence must address descriptor 3b.1. Teachers demonstrate an appropriate level of content knowledge in the teaching specialty.

1. **Name and Description of Evidence: Foundations of Reading**

The National Reading Panel and the *NC Read To Achieve* legislation highlight the central, pressing need for elementary candidates to secure a deep understanding of reader development and the cognitive steps involved in the reading process. Elementary candidates must learn and demonstrate a deep understanding of how readers develop and demonstrate a depth of knowledge of the current empirical research in reading development. The candidate will develop a depth of understanding about the following aspects of reading development:

**0001 Understand phonological and phonemic awareness.**

- For example: the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in a spoken word); the role of phonological awareness and phonemic awareness in reading development; the difference between phonemic awareness and phonics skills; levels of phonological and phonemic awareness skills (e.g., rhyming, segmenting, blending, deleting, substituting); strategies (e.g., explicit, implicit) to promote phonological and phonemic awareness (e.g., distinguishing spoken words, syllables, onsets/rimes, phonemes); and the role of phonological processing in the reading development of individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

**0002 Understand concepts of print and the alphabetic principle.**

- For example: development of the understanding that print carries meaning; strategies for promoting awareness of the relationship between spoken and written language; the role of environmental print in developing print awareness; development of book handling skills; strategies for promoting an understanding of the directionality of print; techniques for promoting the ability to track print in connected text; strategies for promoting letter knowledge (e.g., skill in recognizing and naming upper-case and lower-case letters); letter formation; strategies for promoting understanding of the alphabetic principle (i.e., the recognition that phonemes are represented by letters and letter pairs); use of reading and writing
strategies for teaching letter-sound correspondence; and development of alphabetic knowledge in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0003 **Understand the role of phonics in promoting reading development.**

- For example: explicit strategies for teaching phonics; the role of phonics in developing rapid, automatic word recognition; the role of automaticity in developing reading fluency; interrelationships between decoding, fluency, and reading comprehension; the interrelationship between letter-sound correspondence and beginning decoding (e.g., blending letter sounds); strategies for helping students decode single-syllable words that follow common patterns (e.g., CVC, CVCC, CVVC, CVCe) and multisyllabic words; methods for promoting and assessing the use of phonics generalizations to decode words in connected text; use of semantic and syntactic clues to help decode words; the relationship between decoding and encoding (e.g., analyzing the spellings of beginning readers to assess phonics knowledge, using spelling instruction to reinforce phonics skills); strategies for promoting automaticity and fluency (i.e., accuracy, rate, and prosody); the relationship between oral vocabulary and the process of decoding written words; specific terminology associated with phonics (e.g., phoneme, morpheme, consonant digraph, consonant blend); and development of phonics skills and fluency in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0004 **Understand word analysis skills and strategies.**

- For example: development of word analysis skills and strategies in addition to phonics, including structural analysis; interrelationships between word analysis skills, fluency, and reading comprehension; identification of common morphemes (e.g., base words, roots, inflections and other affixes); recognition of common prefixes (e.g., un-, re-, pre-) and suffixes (e.g., -tion, -able) and their meanings; knowledge of Latin and Greek roots that form English words; use of syllabication as a word identification strategy; analysis of syllables and morphemes in relation to spelling patterns; techniques for identifying compound words; identification of homographs (i.e., words that are spelled the same but have different meanings and may be pronounced differently [e.g., bow, part of a ship/bow, to bend from the waist; tear, a drop of water from the eye/tear, to rip]); use of context clues (e.g., semantic, syntactic) to help identify words and to verify the pronunciation and meaning of words; and development of word analysis skills and fluency in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

Brevard College Elementary candidates are required to complete a project to demonstrate the depth of knowledge related to the foundations of reading development. Evidence Two does not focus on pedagogy. Instead it requires
candidates to examine the deep, rigorous body of research-based knowledge that exists related to reading development.

In addition, the candidate will take and pass the North Carolina Foundations of Reading licensure exam.

The physical evidence will include a scanned, official test score report as well as an annotated bibliography of 12 research-based articles related to: phonemic awareness, emergent literacy, phonics, fluency, vocabulary, or comprehension. The students will use APA format and write 8-10 sentences for each annotated bibliography. The candidate will also include reflection about how the research impacts their content knowledge.

2. Directions and Requirements for Evidence

During EDU 313 and EDU 314, candidates are introduced to the foundations of reading and language arts through research-based articles, phonics workbook, textbook selections, field work, and interviews with regional experts. Each candidate will identify one area from the aforementioned components for their focused investigation. For example, one candidate might choose to “go deeper” to increase her knowledge of fluency. She/he will use educational databases such as ERIC or Academic Premier to select research-based sources that examine the concept of fluency. Each candidate will create an annotated bibliography that summarizes his/her new learning. In addition, the candidate will take and pass the North Carolina Foundations of Reading licensure exam.

3. How the Evidence Addresses the Descriptor(s)

Planning an effective read aloud or completing a miscue analysis of a reader is not enough to qualify someone to be a “reading teacher”. With the recent adoption of the North Carolina Foundations of Reading licensure exam and growing understanding of the relationship between the quality of teacher preparation and student achievement, it is clear that teacher candidates must learn about the intricacies of reading development. This evidence is not about the pedagogy of teaching reading. Rather, it requires Brevard College candidates to acquire a depth of knowledge about the reading development process and knowledge about the five foundational components that readers must master including phonemic awareness, emergent literacy, phonics, fluency, vocabulary, and comprehension. Many of our teaching candidates enter college with little understanding or content knowledge about various components involved in reading. This evidence will ensure that our candidates select a component that intrigues them but also guides them to an overall increased understanding about the components involved in reading development. The very act of the candidates learning to locate, select, and synthesize research-based articles will grow their own habits as readers and develop a respect for the role of research-based knowledge.
4. **How the Evidence is Evaluated by the Institution**

- Initial screening phase by college professor and library research staff to ensure students are using research-verified, scientifically-based studies to build their knowledge base.

- Assess candidate’s annotated bibliography to evaluate citation format, scholarly depth, and synthesis of key reading development content.

- Candidates will take a portion of the sample NC Foundation of Reading licensure test embedded in EDU 313 to inform their study needs and develop their content knowledge.

- At the end of student teaching, candidates will take the rigorous Foundations of Reading licensure test. A passing score from Pearson will be required for licensure.
# EVIDENCE 2

## DEPTH AND RIGOR OF CONTENT KNOWLEDGE

**Descriptor 3b.1:** Teachers demonstrate an appropriate level of depth and rigor of content knowledge in the teaching specialty.

<table>
<thead>
<tr>
<th>Levels of Performance</th>
<th>Developing (Not Met)</th>
<th>Proficient (Met)</th>
<th>Accomplished (Above and Beyond)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Artifacts</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
</tr>
</tbody>
</table>

1. Creates annotated bibliography with 12+ research-based studies synthesizing knowledge on selected foundational reading process

2. Completes Fox’s *Phonics Workbook*

3. Takes EDU 313 exam with embedded selections of *NC Foundations of Reading* licensure test
### EVIDENCE 2
**DEPTH AND RIGOR OF CONTENT KNOWLEDGE**

Name of Candidate:  
Semester/Year:  
Licensure Area:  

#### DEPTH AND RIGOR OF CONTENT KNOWLEDGE
Descriptor 3b.1: Teachers demonstrate an appropriate level of depth and rigor of content knowledge in the teaching specialty.

<table>
<thead>
<tr>
<th>Levels of Performance</th>
<th>Developing (Not Met)</th>
<th>Proficient (Met)</th>
<th>Accomplished (Above and Beyond)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Artifacts</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
</tr>
<tr>
<td>4. Register, take, and receive passing score on Pearson’s NC Foundations of Reading licensure exam</td>
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<td></td>
</tr>
</tbody>
</table>

**Formative and Summative Feedback**

*After initial Revisions:*

*Final Level & Justification:*

*Date of NC Foundations of Reading licensure test and Score:*
Evidence #3 Required

**Pedagogical and Professional Knowledge Skills and Dispositions:** Evidence that demonstrates effective design of classroom instruction based on research-verified practice.

It is recommended this evidence address descriptors 1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1.

Descriptors addressed IF different from those recommended: **None**

1. **Name of the Evidence: Integrated Constructivist Unit Plan**

   *This evidence is embedded in EDU 305: Facilitation of Learning, required of all Teacher Licensure Students as part of the Teacher Education Professional Studies Coursework.*

2./3. **Directions and Requirements for the Evidence (provided to the candidates with embedded descriptors)**

   *Please note that the descriptors are only embedded for the evaluators to understand how the specific evidence will address the descriptors and will not appear on student guidelines.*

   a. **General Description of Unit Lesson Plan**

   The intent of this unit lesson plan project is to give you an opportunity to translate educational theory and research into best practices before your student teaching experience. You will spend the entire semester creating this unit plan; as we read research and discuss educational theory in class, you will be translating the research and theory into your own practical unit lesson plan in your own content area. As you develop your unit plan, you must consider a broad range of learning resources and instructional strategies that are appropriate to diverse learners and classrooms in your content area. Your unit must reflect a consideration of formative as well as summative assessment strategies. You must embed technology and the 21st century skills and dispositions (creativity and innovation, critical thinking and problem solving, communication and collaboration, information, media, and ICT (information and communication technology) into the teaching strategies and student assignments and assessments. Overall, your unit lesson plan should reflect your knowledge of your subject matter, your understanding of 21st century teaching and learning knowledge, skills, and dispositions, and your ability to plan, implement, assess, analyze, and differentiate learning for diverse students.

   b. **Requirements of your Unit Lesson Plan** *(We will be studying and discussing each area in-depth in our class and then you are to apply your learning and understanding to address the following requirements.)*
What am I teaching?

1. Select objective(s) from Essential Standards or Common Core (3a.1)

Who am I teaching?

2. Identify classroom context for unit including grade level, diversity of student population, developmental level of students, and other relevant data in order to plan purposefully (not reactively) to include differentiation and culturally relevant teaching practices.

*How many students are in the classroom?*  
*What is the school’s racial/ethnic diversity?*  
*What is the school’s language diversity?*  
*Is the school a Title 1 School?*  
*What is the socio-economic diversity in the school?*  
*How many boys/girls are in your class?*  
*What different racial/ethnic groups are represented in the classroom?*  
*What different learners with exceptionalities are represented in your class?*  
*What support do these learners receive from EC teachers or aides?*  
*What support do the students with learning challenges (not qualifying for EC services) receive from Title One tutors, volunteers, or peer tutors?*  
*How will you effectively collaborate with school-based people and resources in order to maximize students’ learning? (4a.1; 1a.2; 2d.1)*

What do the learners know or think they know about these learning objectives? And how do I prioritize what my students need to know?

3. Create pre-teaching assessment to determine what learners already know or think they know about the subject. Be sure to identify potential misconceptions of students about topic/objectives and analyze assessment data to plan for effective instructional pacing. (1a.2; 4a.2; 4b.1)

*4. Create Curriculum Framing Questions (essential, unit, and content questions).*

Where can I get resources to enrich my teaching and implement best-practices?

*5. Consult your discipline’s national professional association (ex. National Science Teachers Association) and educational sites such as National Geographic, Library of Congress, Learn NC, and Intel to gather quality curricular resources. Be sure to include your “hot topic” article summary related to curricular area. (2d.1; 4c.1)*
How can I make the curriculum relevant & meaningful to students’ current lives?

6. Select global connection(s) to “expand” the objective(s) and integrate into unit in order to build students’ global awareness. (3c.2)

7. Select other discipline(s) (music, science, art, math, social studies, and/or language arts) to build connections across subject areas and identify potential partnerships with specialists to enrich learning of all students. (3c.1)

8. Integrate specific 21st century skills into teaching unit to give opportunity for students to develop their critical thinking, collaboration, cooperation, and inquiry skills. (3d.1; 4e.1)

9. Integrate technology to maximize student learning. (4d.1)

10. Create lesson plans that use best-practices offered within the constructivist-based Learning Cycle format. (4c.1; 5c.1)

What did students learn?

11. Create a summative assessment tool to assess students’ understanding of the unit and a project-based assignment (with directions and rubric) for students to demonstrate their understanding of the unit (4c.1; 5c.1)

Why is this unit?

12. Write a rationale that explains the choices you made for designing the unit. Justify (using what you know about Vygotsky, Piaget, or Dewey and current best instructional practices as noted in your resources) why the lessons and essential questions are appropriate for this group of students. How do you anticipate the unit and its focus and design (both content and the process) will meet the needs of your class? Finally, what aspect of the unit planning are you most pleased with and which aspect do you feel you need more time to develop? (5c.1)
Unit Planning
Built On the
LEARNING CYCLE

Exploration
Create 1 lesson plan to “kick off” unit, activating prior knowledge, draw students in, and focus attention on learning

Development
Create 2 lessons
*integrate instructional technology and other discipline(s)
*include group tasks to encourage cooperation and collaboration (21st c. skills)

Concept/Skill Application
*create 1 project assignment for students to show their new learning
*create 1 assessment tool
*create a differentiated learning station to provide review and enrichment for students (exam)
4. **How the Institution is Evaluating the Evidence**

Since it is a semester long project, we will assess progress in a formative way with checkpoints throughout the process. The rubric below therefore is both formative and summative.
### EVIDENCE 3
PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE SKILLS AND DISPOSITIONS

<table>
<thead>
<tr>
<th>Name of Candidate:</th>
<th>Semester/Year:</th>
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</table>

#### Project-based, Integrated Constructivist Unit Plan Using the Learning Cycle

<table>
<thead>
<tr>
<th>Levels of Performance</th>
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<th>Accomplished (Above and Beyond)</th>
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</thead>
<tbody>
<tr>
<td><strong>Required Artifacts &amp; Descriptor</strong></td>
<td>After initial revisions</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
</tr>
<tr>
<td>1. Select unit’s Standard Course of Study Objectives (Descriptor 3a.1)</td>
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<tr>
<td>2. Identify school and classroom context (Descriptors 4a.1, 1a.2, 2d.1)</td>
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<tr>
<td>3. Assess students’ prior knowledge (Descriptors 1a.2, 4a.2, 4b.1)</td>
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<tr>
<td>4. Create curriculum framing questions (Descriptors 4c.1, 5c.1)</td>
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<tr>
<td>5. Gather research-verified curriculum resources (Descriptors 4c.1, 5c.1)</td>
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<tr>
<td>6. Create meaningful, relevant curriculum that integrates global connections and multi-disciplines (Descriptors 3c.2, 3c.1, 4c.1)</td>
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</table>
## EVIDENCE 3
**PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE SKILLS AND DISPOSITIONS**

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<tbody>
<tr>
<td>7. Integrates 21st century skills and creates opportunities for students to sharpen their 21st century skills (Descriptors 3d.1, 4c.1)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. Integrates technology to maximize student learning and engagement (Descriptor 4d.1)</td>
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</tr>
<tr>
<td>9. Creates a project-based unit with at least six lessons addressing diversity of learners and effective instructional practices (Descriptor 4c.1, 4e.1, 5c.1, 2b.3)</td>
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</tr>
<tr>
<td>10. Create a summative assessment tool and/or project-based assignment to assess students’ understanding (Descriptors 4c.1, 5c.1)</td>
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<tr>
<td>11. Write rationale for your instructional design and include foundational theorists and research-verified best practices (Descriptors 2b.3, 2d.1, 5c.1)</td>
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<td></td>
</tr>
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</table>

**Project-based, Integrated Constructivist Unit Plan Using the Learning Cycle**

*Formative and Summative Feedback*

After initial Revisions: (Note: Students receive formative assessments in class to guide them through initial revisions.)

*Final Level & Justification:*
Evidence #4 Required (State-prescribed)

**Pedagogical and Professional Knowledge Skills and Dispositions**: Evidence that demonstrates knowledge, skills, and dispositions in practice.

This evidence must be the state-approved LEA/IHE Certification of Teaching Capacity.

Descriptors addressed: 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4b.2, 5a.1

**Name of Evidence: LEA/IHE Certification of Teaching Capacity**

The LEA/IHE Certification of Teaching Capacity will be administered during the student teaching semester as part of a more extensive evaluative process using both formative and summative assessments involving the college supervising professor and the public school cooperating teacher. Candidates must score at the "Met" level on all items on the LEA/IHE Certification of Teaching Capacity in order to be recommended for licensure.
### Evidence #5 Required

**Positive Impact on Student Learning:** Evidence that demonstrates impact on student learning.

It is recommended this evidence address descriptors 1a.1, 4b.1, 4h.1, 4h.2, 5a.1.

Descriptors addressed IF different from those recommended: This evidence also addresses 2e.1: Teachers communicate and collaborate with the home and community for the benefit of students.

---

1. **Name and Description of Evidence: Assessment for Student Learning Artifact**

   In order to help our teacher candidates, develop their leadership qualities (Standard 1), learn to facilitate learning for all diverse students (Standard 4) and acquire the disposition to be a reflective educator (Standard 5) we are requiring pre-service teachers to design and implement a collection of assessment tools during the student teaching semester. Candidates will collect formative data to analyze and inform their instructional design. They will then create and use a summative assessment to determine the impact on student learning and determine the need for remediation or enrichment. Early in our teaching licensure program, students are introduced to curriculum and assessment in EDU 305: Facilitation of Instruction and the student teaching semester provides an authentic lab to apply these real concepts and practices. The candidates will reflect on how authentic assessment leads to differentiation and data-driven instruction to impact student learning. This reflection on teaching and their students’ learning facilitates the pre-service teacher’s understanding of the role of assessment.

2. **Directions and Requirements for Evidence**

   The *Assessment for Student Learning* evidence will be submitted through the candidate’s E-portfolio hosted by Google Sites. This evidence will consist of artifacts as described below occurring in three distinct phases.

   a. **Prior to Instruction**

      i) **Design Three Assessment Tools**

      The candidate will become familiar with the Common Core or NC Essential Standards for the assigned grade level and content area. The candidates will then collaborate with their cooperating teachers to create a pre-assessment instrument in order to determine students’ background knowledge and understanding of the concepts to be taught. The candidates will create a formative assessment for a mid-instruction assessment such as exit slip or mini-quiz to identify persistent gaps and to measure students’ concept attainment. The candidates will also create a summative assessment tool such as a project rubric, a summative test, or a performance-based tool to measure the impact on student learning. The three assessment tools will integrate...
available instructional resources such as the state’s test banks and/or commercial materials, and will draw upon models for best-practices as well as the candidates’ own growing expertise. The artifact for this phase will include the three assessment tools.

**ii) Analyze Pre-Assessment Results**

The candidate will analyze the students’ responses to the pre-assessment and look for common misconceptions to address in the upcoming instruction. The candidate will also examine other relevant assessment data such as the student inventory (Evidence #6), ClassScape, Blue Diamond, AIMS Web, or other benchmark assessments to get an accurate snapshot of the students’ instructional needs and strengths. The candidate will collaborate with the relevant resource people in the immediate school community (such as Title One, Exceptional Education, Enrichment, or Gifted Teachers) in order to gain insight and resources to differentiate. The candidate will create a grading chart to synthesize the collected data on the students’ current level of knowledge and comprehension in regards to the content/objectives to be taught and write a reflective journal entry (RJE) documenting how they will use such data and resources to prepare for differentiation. This entry should also explicitly include a section on how the proposed instruction will develop particular 21st century skills such as students’ ability to apply critical thinking skills, work collaboratively with others, or to use informational technology, or to think creatively. The assessment instrument must include one or more of the 21st century skills for monitoring and measuring explicitly in its format.

b. **During Instruction**

*Monitor Daily Performances and Adjust Teaching*

As candidates teach, they are to collaborate with the cooperating teacher to monitor student performance. This collaboration should take place on a daily basis with informal data collection tools such as Exit Slips, bell ringers/warm up questions, or learning journals. This formative data and subsequent conversation with the cooperating teacher will help the candidate make adjustments in instruction and to consciously take steps to differentiate (enrich and/or remediate) and thereby meet the needs of the diverse classroom. The candidate will maintain an instructional log (see appendix) to synthesize the students’ responses to the formative instrument, to reflect on what the data suggests, and to record action taken to adjust differentiate. This log will serve as the artifact for this phase of the evidence.
c. **Conclusion of Instruction**

   **i) Select and Implement Summative Assessment**

   At the end of the instructional period, the candidate will review the previously created summative assessment tool and determine if it remains the best instrument for measuring the impact on student learning. Whether the candidate refines and alters the assessment or uses the original tool, the candidate will implement the summative assessment and record data in the grading chart (as created above).

   **ii) Analyze Results for Impact on Student Learning**

   The candidate will analyze and evaluate the students’ progress and write a reflective journal entry (RJE) to summarize the student data, identify evidence of growth or decline, and reflect on lessons learned in regards to differentiation.

   **iii) Communicate with Student and Family**

   The final artifact is based on communicating the assessment data to students and family in an appropriate format. The communication should include information on particular student growth, moments of success, and share specific strategies/resources for improving the student’s understanding of the content through remediation or enrichment. This artifact could include copy of email, contact log documenting phone call/conference, or a copy of a project rubric with grade and comments for student on progress and/or continued need with suggested follow up support from family.

3. **How the Evidence Addresses the Descriptor(s)**

   a. **Descriptor 1a.1:** Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the NC Standard Course of Study.

   Each candidate will focus on learning goal(s) that correlates with the Common Core or the NC Essential Standards. The candidate will create a grading chart to synthesize the collected data on the students’ current level of knowledge and comprehension in regards to the content/objectives to be taught and write a reflective journal entry (RJE) documenting how they will use such data and resources to prepare for differentiation.

   b. **Descriptor 2e.1:** Teachers communicate and collaborate with the home and the community for the benefits of students.
The teacher candidate must communicate with the home and community about both formative and summative assessment results to celebrate their progress and also alert family of potential needs and strategies for future support. The communication log or copied email or Project Rubric can serve as artifact.

c. **Descriptor 4b.1:** Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.

The candidate will work with resource people in the schools and other educational settings to synthesize their assessment data and prepare for differentiation and locate resources for creating the instructional strategies to accommodate the individual student learning needs and differences. The candidate will maintain an instructional log to synthesize the students’ responses to the formative instrument, to reflect on what the data suggests, and to record action taken to adjust differentiate. This log will serve as the artifact for this phase of the evidence.

d. **Descriptor 4h.1:** Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.

Teacher candidate must collect both formative and summative assessment data to monitor student change and improvement. The candidate will create a grading chart to synthesize the collected data on the students’ current level of knowledge and comprehension in regards to the content/objectives to be taught and write a reflective journal entry (RJE) documenting how they will use such data and resources to prepare for differentiation.

e. **Descriptor 4h.2:** Provides evidence that students attain 21st century knowledge, skills, and dispositions.

The candidate will target learning goals that exemplify 21st century knowledge, skills, and dispositions and show evidence through either formative or summative assessment tools that the students developed such skills.

f. **Descriptor 5a.1:** Uses data to provide ideas about can be done to improve student learning.

Researchers must analyze the results of their formation assessment data and reflect upon the results to change and differentiate teaching. The instructional log will serve as this artifact.

4. **How the Evidence is Evaluated by the Institution**

Currently, we are creating a rubric to assess the student’s various artifacts including the reflective journal entry and various instructional logs.
Evidence 5:
Assessment for Student Learning
to Show Positive Impact on Student Learning

ARTIFACT CHECKLIST AND TIMELINE

Section I: Pre-Assessment Prior to Instruction
(Design and Analysis of Pre-Assessment Instruments)

1. Artifact: Statement of Common Core Standards or NC Essential Standards for Assigned Grade Level and Content (Descriptor: 1a.1)
   Date Due: ________________

2. Artifact: Pre-Assessment Instrument (Descriptor: 4h.1)
   Date Due: ________________

3. Artifact: Reflective Journal Entry (RJE) on Pre-Assessment Chart (Descriptors: 4h.1, 5a.1)
   Date Due: ________

4. Artifact: Analysis of Pre-Assessment: Grading Chart (Descriptor: 4b.1, 4h.1, 5a.1)
   Date Due: ________

Section II: Formative Assessment During Instruction
(Monitoring Daily Performance and Adjusting Teaching)

1. Artifact: Formative Assessment Instrument (Descriptor: 4h.1)
   Date Due: ______

2. Artifact: Instructional Log (Descriptors: 4h.1, 4b.1, 5a.1)
   Date Due: ______

Section III: Summative Assessment at Conclusion of Instruction

1. Artifact: Summative Assessment Instrument (Descriptor: 4h.2)
   Date Due: ______

2. Artifact: Summative Grading Chart (Descriptor: 4h.1, 5a.1)
   Date Due: ______

3. Artifact: Reflective Journal Entry summarizing student data, evidence of growth or decline and reflections on lessons learned in regards to differentiation (Descriptor: 4h.1, 5a.1)
   Date Due: ______

4. Artifact: Evidence of Communication with Student and Family (Descriptor: 2e.1)
   Date Due: ________
### Instructional Log Template

**Class:** ____________________

<table>
<thead>
<tr>
<th>Overall Class Response to Formative Assessment</th>
<th>What does the formative assessment data suggest about the class as a whole?</th>
<th>Teacher Action Towards the Class as a Whole</th>
<th>Notes on Class Response</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Student Responses that Need Differentiation</th>
<th>What does the formative assessment data suggest about the student’s learning?</th>
<th>Ways to Enrich or Differentiate for this Particular Student’s Needs</th>
<th>Notes on Individual Responses</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Student 1:**

**Student 2:**
## EVIDENCE #5
### ASSESSMENT FOR STUDENT LEARNING TO SHOW POSITIVE IMPACT ON STUDENT LEARNING

<table>
<thead>
<tr>
<th>Name of Candidate:</th>
<th>Semester/Year:</th>
<th>Licensure Area:</th>
</tr>
</thead>
</table>

### Section I: Pre-Assessment Prior to Instruction
#### Design and Analysis of Pre-Assessment Instruments
(Descriptors: 1a.1, 2b.3, 4h.1, 5a.1)

<table>
<thead>
<tr>
<th>Levels of Performance</th>
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<tbody>
<tr>
<td>Required Artifacts and Descriptors</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
</tr>
</tbody>
</table>

1. **Aligns objectives from NC Standard Course of Study Descriptor 1a.1**
2. **Creates or Modifies Pre-Assessment Instrument Descriptor 4h.1**
3. ** Writes Reflective Journal Entry (RJE) Pre-Assessment Chart Descriptors 4b.1, 4h.1, 5a.1**
4. **Analysis of Pre-Assessment Data Chart Descriptor 5a.1**

### Formative and Summative Comments:

*After initial revisions: (Note: Students receive formative assessments in class to guide them through initial revisions.)*

### Final Level & Justification:
**EVIDENCE #5**
**ASSESSMENT FOR STUDENT LEARNING TO SHOW POSITIVE IMPACT ON STUDENT LEARNING**

Name of Candidate:  
Semester/Year:  
Licensure Area:

**Section II: Pre-Assessment Prior to Instruction**  
Design and Analysis of Pre-Assessment Instruments  
(Descriptors: 4h.1, 4b.1, 5a.1)

<table>
<thead>
<tr>
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<td>Required Artifacts and Descriptors</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
</tr>
<tr>
<td>1. Creates Formative Assessment Instrument Descriptor 4h.1</td>
<td></td>
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<td></td>
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<tr>
<td>2. Creates Instructional Log Descriptors 4h.1, 4b.1, 5a.1</td>
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</table>

**Formative and Summative Comments:**

*After initial revisions:*

*Final Level & Justification:*
## Section III: Summative Assessment Conclusion of Instructional Cycle  
(Descriptors: 2e.1, 4h.1, 4h.2, 5a.1)

<table>
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</tr>
<tr>
<td>1. Create Summative Assessment Instrument Descriptor 4h.2</td>
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<tr>
<td>2. Summative Grading Chart Descriptors 4h.1 5a.1</td>
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<tr>
<td>3. Reflective Journal Entry summarizing student data, evidence of growth or decline and lessons learned in regards to differentiation Descriptors 4h.1, 5a.1</td>
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<td>4. Evidence of Communication with Student and Family Descriptor 2e.1</td>
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**Formative and Summative Comments:**  
After initial revisions: (Note: Students receive formative assessments in class to guide them through initial revisions.)

**Final Level & Justification:**
Evidence #6: Purposeful Engagement and Reflective Analysis of Leadership and Collaboration

**Leadership and Collaboration:** Evidence that demonstrates leadership and collaboration.

This assessment addresses recommended descriptors 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1.

Descriptors addressed IF different from those recommended: 2b.3, 2d.1

**Name and Description of Evidence:** *Reflective Analysis of Leadership and Collaboration in Student Teaching*

Future success as professionals in 21st century classrooms is contingent not only upon the degree to which student teachers are able to demonstrate teaching proficiency within their classrooms, but also in their ability to move beyond their classrooms and connect to the broader world of, the school, the community, and the profession. In the first few weeks of the student teaching placement, the student teacher will be asked to participate and reflect upon the school environments, first in the classroom, and then in the larger school community. They will participate in such activities as talking with specialists and resource people in the schools, participating in professional learning communities within the school, and learning about the school improvement plan. The student teacher will also be expected to reach out to the home and family. Finally, the student will begin to recognize the importance of the larger, more global world of professional development and attend professional webinars and explore professional networks.

*(This Evidence is embedded in EDU 401, the student teaching seminar, and will consist of a document with the following information sections.)*

**REFLECTIVE JOURNAL ENTRY (RJE)**

You will submit required weekly journal entries by Saturday midnight to LAMP. Entries should reflect your thinking about various events and happenings during the semester (see the list below for required journal entries). These entries MUST be substantive in nature and must reflect deep thinking about the chosen topic. You MUST be faithful in completing these journal entries, as you will be unable to complete the final product for this assignment without them.

The following describes the required journal entries or artifacts you must create and gather in order to document your learning as well as due dates. Several of the entries or artifacts can be submitted before the due dates, while others will remain unfinished until the last few weeks of student teaching. Use your time wisely, especially during the initial weeks of student teaching.
Section I: Understanding the School Setting and the Teaching/Learning Environment
(Descriptors 2b.3, 2d.1, 2e.1)

Portrait of a Classroom Descriptor 2b.3

1. Describe your student teaching placement including grade level placement, cooperating teacher’s responsibilities, and demographic data using both school wide data from www.ncreportcards.org/ and classroom data. Write a classroom portrait of students’ diversity including their socio-economic, ethnic, language, religious, family structure, Exceptional Education and Title One tutoring status. (If you are in a secondary setting, select one of your classes to focus your entry.)

   ARTIFACT: RJE (with data woven in) start in Seminar

Student Survey Descriptor 2b.3

2. Administer, by interview or survey, an interest inventory to students. How does knowing more about your students’ interests facilitate your relationships with them and impact your planning and teaching? (See LAMP site, Resources “Interest Surveys” for examples of different inventories.)

   ARTIFACT: COPY OF INVENTORY and REFLECTIVE JOURNAL ENTRY (RJE)

Bus Ride Descriptor 2b.3

3. Ride the school bus in the afternoon. Survey the neighborhood(s) through which the bus passes. How does what you see jibe with what you anticipated? What new information have you discerned as a result of this activity? Note: If you are in a charter school that does not have a bus, you will meet with me to discuss an alternate activity.

   ARTIFACT: RJE

School Event Descriptor 2e.1

4. Attend/participate in an event relevant to the community outside of school hours (PTO meeting, Science night, Exhibition Night, district school board meeting, etc.). What did you learn from this experience?

   ARTIFACT: RJE and paper artifact from event
School Services Study Descriptor 2d.1

5. Complete a School Services Study by scheduling a time for a conversation with
   - ELL coordinator/teacher if applicable
   - Exceptional Children’s Program personnel
   - Grade level team members
   - Other applicable specialists (Title I reading, art, music, etc.)

   Consider: what advice or information did you receive that will help you serve your
   students? What other questions arose as you met with this group of professionals?
   What evidence do you see of your cooperating teacher collaborating with resource
   people? How do you anticipate using these experts as resources to meet your
   students’ needs?

   ARTIFACT: School Services Study and RJE

Parent/Advocate Conferences Descriptor 2e.1

6. Participate in one or more parent/advocate conferences. How did you prepare for the
   meeting? In what ways did you participate? What concerns arose? How were these
   handled? How did this experience benefit you?

   ARTIFACT: RJE

IEP Meeting Descriptor 2d.1

7. Participate in one or more IEP or SST meetings. (If your cooperating teacher is not
   attending these meetings, inquire with colleagues to determine another teacher to
   shadow for this meeting.) How did you prepare for the meeting? In what ways did
   you participate? What concerns arose? How were these handled? How did this
   experience benefit you? If your teacher does not work with students with IEPs or
   make referrals to SST, seek alternate teacher to get you into one of these meetings.
   These meetings are scheduled, typically, in advance so use January and February to
   locate a meeting. Do not let this slip.

   ARTIFACT: RJE

Contact Log Descriptor 2e.1

8. Maintain records of all family contacts using form distributed in your student
   teaching seminar, and keep evidence of ways in which you have communicated with
   your students’ families. Submit this form as well as a written reflection about
   communication with members of the educational community. What are the issues
   teachers must consider with regard to communication with parents and families? (Go
   to Resources folder on LAMP for Contact Log.)

   ARTIFACT: RJE and LOG
Grade Level Meeting Descriptor 1b.1

1. Observe and describe how grade level or disciplinary teams collaborate and work as teams in order to plan, set goals, develop strategies, and create safe and inviting learning environments.

   ARTIFACT: RJE

Professional Development within School Descriptor 1c.1 and 5b.1

2. Participate in professional development (e.g., attending meetings with cooperating teacher, participating in Professional Learning Community sessions, attending workshops sponsored by the school and/or professional organizations) then identify three major understandings gathered from these experiences and how they influenced the candidate’s teaching and ability to demonstrate leadership. One or all of these understandings must be documented with a tangible artifact that reflects the candidate’s own professional growth and leadership (e.g., instructional or presentational materials, bulletin board, newsletter, or demonstration of an instructional activity gleaned from a professional meeting or journal).

   ARTIFACT: RJE

Reflection on Evaluation Instrument, 21st Century Standards, and Code of Ethics Descriptor 1c.1

3. Reflect on the NC Teacher Candidate Evaluation Instrument, the 21st Century Standards, and the NC Teacher Code of Ethics. What are your impressions of these documents? In what ways have you benefited from studying them? Were there surprises? If so, what were they?

   (Complete in Seminar Session)

   ARTIFACT: RJE

Teaching Analysis Descriptor 1c.1

4. Complete a teaching analysis to consider the strengths and areas for development of your own teaching (see Resource folder)

   ARTIFACT: Teaching Analysis with RJE
Section III: Understanding the School Improvement Plan (Descriptors 1b.2, 1b.3)

School Improvement Plan Descriptor 1b.2

1. Examine the School Improvement Plan. Attend SIP meeting. Summarize the host school’s goals and objectives or focus points and areas of need addressed in the School Improvement Plan (SIP). This summary will also include data from the host school’s ABCs growth and performance reports, which may include historical AYP performance, and any relevant achievement data. If possible, bring a copy of SIP to class to discuss with peers. What are the critical elements? What does YOUR school’s plan have in common with the plans brought by your peers? How do they differ?

   ARTIFACT: RJE

SIP Targeted Lesson Plan Descriptor 1b.3

2. Include a lesson plan or activity that the candidate implemented to address a need identified in the school improvement plan. This artifact will be accompanied by an explanation of how it addressed this need.

   ARTIFACT: Lesson Plan and RJE

Section IV: Understanding Professional Relationships and Networks Beyond the School Setting (Descriptor 1c.2)

Professional Relationships Beyond School Descriptor 1c.2 and 5b.1

1. Develop professional relationships beyond the school setting. Possible means of demonstrating these relationships may include description and reflection of participation in an on-line webinar and/or membership and participation in a professional network or community.

   ARTIFACT: RJE
Name of Candidate:                           Semester/Year:                           Licensure Area:  

<table>
<thead>
<tr>
<th>Levels of Performance</th>
<th>Developing (Not Met)</th>
<th>Proficient (Met)</th>
<th>Accomplished (Above and Beyond)</th>
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<tbody>
<tr>
<td>Required Artifacts and Descriptors</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
</tr>
<tr>
<td>1. Portrait of a Classroom (Descriptor 2b.3)</td>
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<td>2. Student Survey (Descriptor 2b.3)</td>
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<td>3. Bus Ride (Descriptor 2b.3)</td>
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<td>4. School Event (Descriptor 2e.1)</td>
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<td>5. School Services Study (Descriptor 2d.1)</td>
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<td>6. Parent/Advocate Conferences (Descriptor 2e.1)</td>
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<td>7. IEP Meeting (Descriptor 2d.1)</td>
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<td>8. Contact Log (Descriptor 2e.1)</td>
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Formative and Summative Comments:  
*After initial revisions: (Note: Students receive formative assessments in class to guide them through initial revisions.)*

Final Level & Justification:
### EVIDENCE #6
PURPOSEFUL ENGAGEMENT AND REFLECTIVE ANALYSIS OF LEADERSHIP AND COLLABORATION IN STUDENT TEACHING

<table>
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<tr>
<th>Name of Candidate:</th>
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#### Section II: Understanding Professional Growth Opportunities within the School Environment
(Descriptors 1b.1, 1c.1, 5b.1)

<table>
<thead>
<tr>
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<td>Required Artifacts and Descriptors</td>
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<td>After initial revisions</td>
</tr>
<tr>
<td>1. Grade Level Meeting Descriptor 1b.1</td>
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<tr>
<td>2. Professional Development within School Descriptor 1c.1, 5b.1</td>
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<td></td>
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<tr>
<td>3. Evaluation Instrument, 21st Century Standards, and Code of Ethics Descriptor 1c.1</td>
<td></td>
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<tr>
<td>4. Teaching Analysis Descriptor 1c.1</td>
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**Formative and Summative Comments:**

*After initial revisions: (Note: Students receive formative assessments in class to guide them through initial revisions.)*

**Final Level & Justification:**
**EVIDENCE #6**  
**PURPOSEFUL ENGAGEMENT AND REFLECTIVE ANALYSIS OF LEADERSHIP AND COLLABORATION IN STUDENT TEACHING**

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</thead>
</table>

| **Section III: Understanding the School Improvement Plan**  
(Descriptors 1b.2, 1b.3) |
|-------------------------|
| **Required Elements**:  
| **Developing** (Not Met) | **Proficient** (Met) | **Accomplished** (Above and Beyond) |
| **Required Artifacts and Descriptors** | After initial revisions | After initial revisions | After initial revisions |
| 1. School Improvement Plan Descriptor 1b.2 | | | |
| 2. SIP Targeted Lesson Plan Descriptor 1b.3 | | | |

**Formative and Summative Comments:**

After initial revisions: (Note: Students receive formative assessments in class to guide them through initial revisions.)

*Final Level & Justification:*
### Section IV: Understanding Professional Relationships and Networks Beyond the School Setting (Descriptor 1c.2, 5b.1)

<table>
<thead>
<tr>
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<th>Proficient (Met)</th>
<th>Accomplished (Above and Beyond)</th>
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</thead>
<tbody>
<tr>
<td>1. Professional Relationships Beyond School Descriptor 1c.2, 5b.1</td>
<td>After initial revisions</td>
<td>After initial revisions</td>
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</table>

**Formative and Summative Comments:**

After initial revisions: *(Note: Students receive formative assessments in class to guide them through initial revisions.)*

**Final Level & Justification:**
# SECTION D: TIMELINE FOR IMPLEMENTATION

## TIMELINE FOR IMPLEMENTATION OF NEW PROGRAM WITH TWO YEAR ASSESSMENT ROTATION OF STUDENT EPORTFOLIOS WITH EMBEDDED PERFORMANCE BASED EVIDENCES

<table>
<thead>
<tr>
<th>Summer 2009</th>
<th>• Blueprint sent to DPI</th>
</tr>
</thead>
</table>
| Fall 2009   | • Suggested DPI revisions made  
|             | • Syllabi developed for new courses  
|             | • New courses submitted to CDAC (Curriculum Development and Assessment Committee) for official approval of all faculty  
|             | • Education faculty meet with school partners to continue planning Pre-service and In-Service Professional Learning Community in Evidence Six  
|             | • Coordinators of each licensure area meet with Program Advisory Groups (composed of teachers and educational leaders in the community) to dialogue about individual program changes.  
|             | • Meet with Principals and Coordinating Teachers in partnering school systems to discuss revisioned program and its impact on student teaching  
|             | • Advisory Council for Teacher Education (ACTE) meets regularly to discuss and approve changes |
| Spring 2010 | • Evidence assignments’ guidelines revisited and revised  
|             | • Assessment rubrics completed and carefully aligned to assignment guidelines  
<p>|             | • Details and logistics for electronic platform (e-portfolio with LiveText or Sakai, or student-generated websites, etc.) for collecting, archiving, and sharing evidences worked out with Information Technology faculty |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2010</strong></td>
<td>- Catalog changes made so 2010 Freshman will be the first class to</td>
</tr>
<tr>
<td></td>
<td>graduate under guidelines of the revisioned Teacher Education Program</td>
</tr>
<tr>
<td><strong>Fall 2010</strong></td>
<td>- EDU 205: 21st Century Teacher and Learner Taught (First course in</td>
</tr>
<tr>
<td>through Spring</td>
<td>Teacher Education Professional Studies) taught.</td>
</tr>
<tr>
<td>2013**</td>
<td>- During this transitional time between the old and new program</td>
</tr>
<tr>
<td></td>
<td>guidelines, new classes will be piloted on an individual basis</td>
</tr>
<tr>
<td></td>
<td>and all Teacher Licensure students will be individually advised by</td>
</tr>
<tr>
<td></td>
<td>the Director of Teacher Education so they graduate meeting</td>
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<tr>
<td></td>
<td>the requirements of the old or new program.  Any student already</td>
</tr>
<tr>
<td></td>
<td>admitted to the program before Fall 2010 can graduate under the old</td>
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<tr>
<td></td>
<td>guidelines.  Any student admitted into the Teacher Education Program</td>
</tr>
<tr>
<td></td>
<td>during Fall 2010 or afterwards will follow revised program guidelines.</td>
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<tr>
<td><strong>Summer 2013</strong></td>
<td>- First required State review of electronic evidences</td>
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<tr>
<td></td>
<td>- New IHE performance Report implemented</td>
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<tr>
<td><strong>Fall 2015</strong></td>
<td>- Brevard College Advisory Council of Teacher Education (ACTE) Reviews</td>
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<td></td>
<td>ePortfolios and makes Assessment Recommendations</td>
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<tr>
<td><strong>Fall 2015</strong></td>
<td>- Evidence 5 and 6 Reviewed by External Evaluators (School and</td>
</tr>
<tr>
<td></td>
<td>Community Partners)</td>
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<tr>
<td></td>
<td>- Evidence 5 and 6 Revised by Teacher Education Faculty</td>
</tr>
<tr>
<td><strong>Spring 2016</strong></td>
<td>- Blueprints with Revised Evidences 5 and 6 Sent to DPI for Outside</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
</tr>
<tr>
<td>Every Two Years</td>
<td>- Evidences and ePortfolios are Evaluated by External Evaluators (School and Community Partners)</td>
</tr>
</tbody>
</table>