

Western Carolina University
College of Education and Allied Professions
Comprehensive Education M.A.Ed. and M.A.T. Advanced Licensure Portfolio

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

Research

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

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

Assessment

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

1. Develop effective approaches to assessment, evaluation and diagnosis.
2. Use assessment to inform instruction and student learning.

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

LEADERSHIP	
North Carolina Professional Teaching Standard for Graduate Teacher Candidates 1: Teacher Leadership	
EDCI 616: Advanced Studies in Teacher Leadership	Influencing Action Plan: Each teacher leader will identify an education related issue, problem or concern for which they would like to see a solution and develop an Influencing Action Plan. The final product will be a plan of action that exhibits high quality research and detailed plans for advocating on behalf of the issue/problem/concern that you have identified.
DIFFERENTIATION/DIVERSITY	
North Carolina Professional Teaching Standard for Graduate Teacher Candidates 2: Respectful Educational Environments	
One of the following:	
SPED 620: Education in a Diverse Society	Activity Matrix: Each teacher leader will create an activity Matrix with differentiated activities using the Ford Harris model which cross references Banks' Levels of Multicultural Integration with the categories of the Revised Bloom's Taxonomy. Activities should be differentiated in terms of gender, culture, language, socioeconomic background, learning style, ability, and disability. The activities should be for a grade level/subject area you teach or a workshop you might give for college employees/students.
SPED 639: Teaching Exceptional Learners in Inclusive Classrooms OR SPED 640: Universal Design for Learning	Differentiation Blueprint: Each teacher leader will design a differentiation blueprint for a unit of instruction. The blueprint will contain essential questions, a unit overview, differentiated lesson plans, and evaluation strategies.
And the following:	
SPED 620, 639, or 640	Mid Point Personal and Professional Beliefs about Diversity Scale: Each teacher leader will complete this scale as a mid point assessment. This scale

Seminar in Elementary &
Middle Grades

2.

WCU Comprehensive Education MAEd and MAT Advanced Licensure Portfolio Evaluation Rubric

LEADERSHIP

North Carolina Professional Teaching Standard for Graduate Teacher Candidates 1: Teacher Leadership
Evidence EDC 616 Influencing Action Plan

UNSATISFACTORY: The teacher leader does not satisfactorily demonstrate an ability to advocate on behalf of an identified educational issue. The Influencing Action Plan does not identify a meaningful educational issue and/or lacks sufficient research connections and/or lacks sufficient advocacy plans. leader

RESEARCH

North Carolina Professional Teaching Standard for Graduate Teacher Candidates 3: Content and Curriculum Expertise
Evidence EDR §02 Research based Curriculum Plan

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

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

ADDITIONAL PROGRAM REQUIREMENTS

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

UNSATISFACTORY: Does not meet additional program requirements.

PROFICIENT: Satisfactorily meets additional program requirements.

ACCOMPLISHED: Meets and exceeds additional program requirements.

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

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

1. Provide a brief introduction – your rationale for addressing this issue.
 - x Specific example(s) to illustrate your rationale
2. Situational Analysis and Perspective Taking
 - x A description of the situation / issue from your perspective
 - x Your position, your role, and your reason for advocating for this issue
 - x A description of the situation / issue from the various perspectives of all constituents who may have a vested interest in the outcome – students, teachers, administrators, parents
3. Investigation / Research
 - x Current information about the Issue / How do you know this is a problem?
 - x What would be the ideal outcome? What would be the benefits to each constituent group?
 - x Existing strategies & programs in place attempting to address the issue? / What is currently being done to deal with this issue?
 - x Research regarding the issue or problem? / What strategies does research identify that have successfully addressed or solved the issue?
 - x Likelihood of solving the issue / How do you know that this issue could be solved?
4. Actions / Steps
 - x What strategies would you plan to use to remediate the issue? Identify obstacles that must be overcome.
 - x What strategies would you plan to use to overcome this issue?

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

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

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

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

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

	Remember	Understand	Apply	Analyze	Evaluate	Create
Contributions	Students are taught and know facts about cultural artifacts, events, groups, and other cultural elements.	Students show an understanding of information about cultural artifacts, events, etc.	Students are asked to and can apply information learned on cultural artifacts, events, etc.	Students are taught to and can analyze (e.g., compare and contrast) information about cultural artifacts, groups, etc.	Students are taught to and can evaluate facts and information based on cultural artifacts, groups, etc.	Students are required to and can create a new product from the information on cultural artifacts, groups, etc.

Additive Students are taught and know concepts and themes about cultural groups. Students are taught artifacts, 0003Tj/TT21Tf.22160TD.0006Tc(con)5(c)4.38.8(,)TJ/TT11Tf3.03590TD0Tc0003Tj/TT21Tf.22750TD:0022Tcation

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

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

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

Rubric for SPED 620 Activity Matrix

Unsatisfactory Many activities in the matrix do not follow the Ford Harris model. Activities in the matrix show little or no relationship with one another. Activities show little to no differentiation. Does not demonstrate the ability

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

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

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

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

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

3. **Differentiated Daily Lesson Plans**

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

- a. **Unit Theme** Ex. The Planets, Algorithms, Colors... (you choose this)
- b. **What is the topic of the lesson?** Ex. The distance between the planets (you choose this)
- c. **Standard Goals/Objective(s)** What specific Common Core Goals/Objectives will the lesson address?
- d. **Objective for the** distance are 2he you d easier B for what it me followi

g. **Procedures** to be followed. The step by step plan should be specific enough for another teacher or a substitute to use

APPENDIX D

Research Common Assignment:

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

No Grammar or Typographical Errors

According to the Course Calendar – we are to “pass around” our constellation of resources to one another for peer review. By “peer review” I mean COPYEDITS only. No conceptualizing whatsoever is necessary for this review. You will simply forward your

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

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

- I. **Assessment Perspectives.** You may not want to use each one, but deal with at least three of the following (See Chapter 1):
 - a. Traditional, summative
 - b. Performance Based
 - c. Formative
 - d. Authentic
 - e. Universal

- II. **Unit Plan.** Prepare a hypothetical unit plan for a topic typically taught in your discipline at the grade level you intend to teach. PLEASE PROVIDE A LINK TO THE NORTH CAROLINA STANDARD WHERE THIS TOPIC CAN BE FOUND. THIS REQUIRES THAT

in your plans.

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

*PLEASE

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

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

Research literature is analyzed to determine what conclusions others have reached

Research literature is analyzed to determine strengths and absences of literature in relation

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

Instructional Expertise Standard

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

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

Task

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

Rubric

Unsatisfactory	Entries fail to address the standard, address none or few of the elements of the standard. Entries are not original work; entries are substantially commercial products, reprints from published materials, or clearly the work of others. Standard contains less than two entries. One of the two required entries is used for more than two standards. Entries are inaccessible to reviewer
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