**Part A: Elon University Special Education Program Re-Vision**

The Elon University Teacher Education faculty took seriously the State Board’s charge to prepare 21st century professionals to lead North Carolina public schools and the Department of Public Instruction’s subsequent directive to revision NC teacher education programs to reflect new Standards for Teachers. At Elon, we used this as an opportunity to think carefully about what we believe to be important in preparing teachers for a 21st century world. Beginning in spring 2008, the faculty read pertinent books and journal articles; we talked with public school personnel, students, parents, and community members; we listened to speakers and attended state and national conferences; and we came together often to discuss our ideas and fashion a framework for our revised programs. The most foundational thought to come from our discussions was that the knowledge and skills necessary for 21st century teachers could not be contained in one or even several isolated courses and field experiences. In order for important concepts to be deeply understood and for critical skills to be broadly applied, they needed to be addressed over the two full years of the program. Therefore, our first efforts were directed at identifying crucial, unifying concepts and skills and then at finding ways to (a) approach them in courses, field experiences and other learning venues and (b) integrate and spiral them in a variety of ways throughout the program. As we got closer to putting our thoughts into a programmatic action plan, we developed four guidelines to steer us in our decision-making.

**Guideline 1:** Provide a planned sequence of 21st century theme-based experiences in and out of the classroom.

We believe that 21st century teachers must be exemplary self-directed learners who strive to be globally aware and civically engaged, expert problem solvers and ethical decision makers, effective communicators and skilled collaborators. In order to provide special education and all other teacher education candidates with a series of experiences designed to develop these qualities, we have identified four themes that will run through the two years of the Teacher Education program. These experiences, called “Explorations,” will allow candidates to explore broadly and deeply four important issues of the 21st century:

- equity and social justice
- globalization and interdependence
- aesthetics and creative endeavor
- nature and the environment

Opportunities to explore these themes will include relevant topics within courses, program-wide readings, seminars, field trips, workshops, and presentations, which may come from university-sponsored cultural events, speakers, films, and travel abroad opportunities. Explorations will involve the entire K-16 community, being sponsored and organized in collaboration with Elon Arts and Sciences faculty and in partnership with local district K-12 school personnel.

Special education candidates will participate in these Explorations along with all other teacher candidates. Each year events will be selected from the Elon cultural arts calendar and elsewhere that broaden candidates’ understanding of special education and the specific theme they have elected to study. A menu of activities will be planned for each of the themes each year, some particularly relevant to special educators and others that are more general in applicability. Since racial/ethnic discrimination and poverty are significant challenges to the legal mandate that all students with disabilities receive a free, appropriate public education, it is critical that special education candidates gain an awareness of equity and social justice issues as they affect exceptional learners and their families, and that special education candidates develop the civic engagement skills needed for effective advocacy. Criticizing the “deficit model,” Beth Harry and Jeanette Klingner (2007) write that “the focus on disability has been so intertwined with historical devaluation of minorities in the US that these two deficit lenses now deeply influence the special education placement process” (p. 16). Gomez (2008) and McInerney (2009) have researched the effect of poverty on children’s educational opportunities, documenting the poor educational outcomes related to inadequate instruction from less experienced teachers in schools with insufficient resources. This too complicates the identification of students with disabilities and the provision of appropriate special education instruction.

Students with disabilities benefit from opportunities to use the arts to demonstrate their knowledge of academic content and to develop cognitive, social and artistic skills (Mason, Steedley and Thormann, 2008). Therefore, special education candidates will participate in learning activities in the aesthetics and creative endeavor strand that will develop their own aesthetic awareness and teach the importance of the arts in special
education programming. In the nature and the environment strand, candidates will explore the particular relevance of this strand to the lives of students with disabilities. For example, the incidence of asthma, a condition that is exacerbated by poor air quality, is rising in this country (Madden, 2000), contributing to the number of students identified in specific special education categories. Richard Louv (2005), in Last Child in the Woods: Saving our children from Nature-Deficit Disorder, asserts that children’s lack of comfort in and knowledge of the natural world contribute to the incidence of attention problems. If students elect the globalization and interdependence strand, they will be encouraged to learn a second language, perhaps through Elon’s El Centro de Espanol, and study abroad during a winter term or fall/spring semester. Candidates will complete a specific assignment related to disability while abroad, such as the cultural construction of disability (Shapiro, 1993) and the differing ways that cultural groups relate to disability (Kalyanpur, 1999). In summary, candidates will explore the manner in which the specific explorations relate to the field of special education.

Guideline 2: Feature a thorough understanding of effective instruction, highlighting the essential role of formative assessment in instruction, and emphasizing ways to differentiate for diverse learners at each stage of the instructional cycle.

The distinguishing characteristic of special education, as opposed to general education, is relentless, diagnostic, prescriptive, individualized instruction (Hallahan and Kauffman, 2006). It is therefore critical that special educators are knowledgeable of curriculum-based measurement and other types of progress monitoring that will allow them to design appropriate instruction and monitor exceptional students’ response to instruction. Other forms of formative assessment, including the construction of valid and reliable criterion-referenced tests, performance based measurements, and the use of technologically-based assessment procedures are of increasing importance as responsiveness-to-instruction is implemented in public schools. Special education candidates must continue to be knowledgeable of norm-referenced instruments and assessment procedures, as these procedures continue to play a significant role in eligibility determination for specific high-incidence disabilities such as intellectual disabilities and emotional/behavioral disorders and still, to a certain extent, learning disabilities.

The current special education program includes an assessment course. This course will continue to provide our candidates with the skills outlined above, with an increased emphasis on formative assessment of student progress. As the program is re-envisioned, assessment will play a larger role throughout all courses and particularly in the newly re-designed special education methods classes, which include a shared practicum. As will be described more fully in evidences #3 and #5 in Part C, candidates will assess the specific academic problems of a K-12 student and, under the supervision of their methods professors and public school cooperating teachers, design individualized assessment plans, including both formative and summative measures.

Guideline 3: Emphasize information and communications technologies as essential tools of learning in the 21st century.

The special education program will encourage the use of digital media as a means of acquiring information and communicating in a multiplicity of ways. The revised special education program will include a strong emphasis on media literacy and interactive web resources. Special education candidates will learn to differentiate instruction using Universal Design for Learning (UDL) principles that make use of technology. For example, candidates will explore UDL literary editions by CAST (Center for Applied Special Technology), which provide struggling readers with online support for reading classic pieces of literature. Through this tool, struggling readers have access to literature in digital format and can choose varying levels of reading support, including text-to-speech, use of a glossary, and web links to background information on specific topics. CAST Editions and CAST Strategy Tutor, along with other dynamic tools, give prospective teachers the ability to use UDL principles for design of instruction and assistive technology for particular students with disabilities. Candidates will have the opportunity to explore use of technology for the new generation of individualized education programs (IEPs) and formative assessment (e.g., Blue Diamond).

Guideline 4: Blend university coursework with a cohesive, ongoing sequence of clinical experiences that provide venues for meaningful collaborations with school personnel, students, families, and community agencies.

Clinical experiences will be carefully planned to be cohesive across the program and integrated with academic coursework. They will provide opportunities for candidates to interact in meaningful and collaborative ways with a variety of school personnel, students, families, and community agencies. They will provide faculty with
ways to be engaged with K-12 schools and to successfully integrate their own teaching and scholarship with their work in the field. Additionally, field experiences will afford opportunities for both candidates and faculty to engage in academic service-learning endeavors, inquiry projects, and ongoing research. In partnership with local school districts, the School of Education will enter into collaborative agreements with particular area schools to accomplish a four-fold agenda: prepare future educators; provide current educators with ongoing professional development; encourage joint school-university faculty investigations of education related issues; and promote the learning of all K-12 students.

Through a series of field-based projects, including academic service-learning and products completed during the initial (practicum) and secondary (student teaching) internships, the newly revised special education program will focus on providing candidates with the skills and competencies to collaborate effectively with families, public school professionals and community agencies. Family involvement is particularly important to the academic and social development of students with disabilities (Turnbull and Turnbull, 2007). In a carefully planned sequence, candidates will interact with family members to complete a case-study of an exceptional learner during their initial special education course and include families in the instruction and assessment of a student with a disability during their special education methods courses. Finally, during their student teaching internship, candidates will get to know a family and participate in a family activity in their community, as well as participate in a school event with the family.

The revised special education program is different from the current program in the following ways: (a) It provides for an interdisciplinary study of 21st century issues highlighting the important role the concepts and skills of special education will play in those issues. Embedding these concepts throughout the Teacher Education program in a planned array of educational activities shared by all specialty areas will provide a broad platform to integrate content around 21st century issues. This will be the first time all programs within Teacher Education have shared conceptual content and provided ways to explore that content together over a two year period. We believe this will bring cohesion to the program unlike any that it has had in the past and will promote the integration of ideas, fostering transfer of knowledge and skills and preparing candidates for leadership roles in their schools and communities; (b) It intentionally addresses the important role of formative assessment in instruction. The special education assessment class will bring new focus to formative assessment, and candidates will implement formative assessment strategies in the newly revised special education methods courses, as well as the student teaching internship; (c) It moves technology to a new level. Prior to our revisioning, we had a single technology course that gave candidates a set of skills, or tools, that provided more efficient ways to do what they already did. Our revisioned offerings in technology will provide candidates with new ways of assessing the needs of exceptional learners, differentiating instruction, and disseminating and accessing information that they will then pass along to their students. This expanded understanding of the power and productivity of technology will be essential for 21st century citizens; and (d) The increased integration of clinical experiences and expanded partnerships with public schools and families will give candidates the opportunity to learn their craft and hone their skills in authentic settings. Just as medical schools partner with hospitals so that medical students can learn from, and be mentored by, practicing physicians working in authentic hospital settings, so should education programs partner with schools so that education students can learn from, and be mentored by, practicing teachers working with students and families in authentic school settings.

Our revised program reflects the NC Professional Teaching Standards in multiple ways. Candidates demonstrate leadership and an understanding of the content they teach as they work with program coordinators and their public school mentor teachers to set up activities and experiences in which faculty and candidates explore the four Teacher Education explorations and engage in research and/or academic service-learning (ASL) projects. Elon special education candidates will use their special education skills in order to understand and act on one or more of the pervasive problems facing the world in the 21st century. They will exhibit leadership as they collaborate with others to tackle these problems. They will learn the importance of being knowledgeable about federal and state legislation, advocating effectively for their positions, and staying active in their professional organizations.

Recognizing that 21st century students must graduate from high school globally competitive for work and postsecondary education, the special education program will concentrate on the knowledge for teaching set forth in the new content standards. These special education standards emphasize the knowledge of the legal and
The legislative underpinnings of special education, the basic characteristics of the disability groups included in the Individuals with Disabilities Education Act (IDEA). Course offerings, clinical experiences, ASL and research projects will all provide opportunities for candidates to learn and use this particular knowledge and skill set. These same experiences will call for establishing a respectful environment for a diverse population of students. Issues of equity and social justice are especially important to consider in the field of special education. Sobel, Taylor and Anderson (2007) make a strong call for shared accountability among special and general educators as they work to meet the needs of students with disabilities from all cultural backgrounds. Our restructured and enhanced clinical experiences will ensure that special education candidates have opportunities to work together with families, administrators, and policy makers to establish equitable practices in classrooms. Ann and Rudd Turnbull (2007) have been longtime advocates for family inclusion and have written extensively to promote advocacy and family involvement for special needs students.

The program’s increased emphasis on global content and technology integration will enhance our existing methods instruction, providing candidates with a wide variety of instructional strategies and a broader understanding of how to facilitate learning for their students. Reflection will continue to play a major part in the special education program. However, with the new emphasis on formative assessment, reflection will be more data-driven. Questions concerning whether learning occurred, which students failed to learn and which succeeded, and why that might be so will undergird reflection, causing it to be a much more robust process.

Reasons for the specific revisions in the special education program have been included throughout the report thus far. To summarize, the changes in the program result from the need for all teacher candidates to exhibit the 21st century skills and competencies that they will teach to K-12 students, the increasingly important role of formative assessment in a special education service delivery system that focuses on teacher accountability for student success and the use of responsiveness-to-instruction, the abundance of technological tools for improved assessment, instruction and communication with exceptional learners and their families, and the prominence being given to family and community involvement as we work to meet the needs of a complex and heterogeneous group of special learners.

References

Part B: Involvement of Public School Partners

We are fortunate at Elon University to have a cadre of special education cooperating teachers who are committed to teacher candidate education and knowledgeable of Elon University’s special education teacher education program. Our excellent relationships with cooperating teachers results in part from the Master of Education program at Elon University, a graduate program in which many of our cooperating teachers have attained advanced degrees. In addition, the Elon University’s Special Education Program is a relatively small program, with approximately 10 to 12 candidates in each cohort. The Special Education Program is designed to allow full-time special education faculty to mentor students during their special education methods courses and the student teaching internship. This component of program design, along with the small size of the program, have allowed special education faculty to cultivate close, professional relationships with cooperating teachers, many of whom the faculty have taught in the M Ed program. The faculty has had numerous informal conversations with public school cooperating teachers as they supervised candidates during practicum and student teaching internships. Special education faculty has discussed the need for formative assessment as the public school system implements responsiveness-to-instruction. We are also fortunate to have a diverse K-12 student body in the local school systems in which our candidates complete internships, providing faculty with opportunities to talk with cooperating teachers about culturally responsive instruction and family involvement. The special education faculty has also relied upon our public school partners to provide us with information regarding their schools’ family nights and other means for involving families in the school.

A primary structure for involving public school partners in revisioning the special education program is the Special Education Advisory Committee. The advisory committee is composed of special educators from elementary, middle and high schools, central office administrative staff, including the Director of Exceptional Children’s Services, special education teacher candidates and the special education faculty. This year, special education faculty from the adjoining school districts, who also serve as cooperating teachers, joined the advisory committee. The Special Education Advisory Committee was asked to provide information regarding skills and competencies needed for the successful instruction of exceptional learners in the 21st century. The advisory committee was enthusiastic about candidates’ involvement in the global themes represented by the four explorations (i.e., equity and social justice, global awareness and interdependence, aesthetics and creative endeavor, and nature and the environment). The advisory committee was particularly supportive of the increased emphasis on formative assessment and technology. In reviewing the evidences constructed for Part C, the advisory committee provided the faculty with useful information, particularly in regard to Evidence #6, which requires candidates to collaborate with public school partners on a leadership project.

As the new program is implemented, public school partners will be involved in numerous ways. As mentioned above and fully described in Part C, candidates will provide evidence of leadership and collaboration (Evidence #6) through creating a menu of professional learning activities that take advantage of the cultural offerings of the University. Public school partners will participate with candidates, earning continuing education units (CEUs) and forming, hopefully, a continuing relationship with the University that will extend their knowledge base for instruction. As can be seen in the description of other field-based evidences in Part C (particularly Evidences #2, 3, and 5), public school partners are essential to the candidate’s successful completion of the projects. Public school partners will assist candidates in identifying exceptional learners and families who will benefit from participation in these field-based learning experiences. The Special Education Advisory Committee will continue to meet on a regular basis. The special education faculty and candidates will ask them to evaluate evidences, as well as overall progress of the revisioned program, and solicit their ideas for refining implementation over the course of the next year.
## Part C: Electronic Evidences

### Part C Section I: Key Evidences

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Name of Evidence</th>
<th>Brief Description of the Evidence</th>
<th>Descriptors of Elements of Standards Addressed by the Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Content Knowledge</strong>: Evidence that demonstrates breadth of content knowledge in the specialty area.</td>
<td>Transcript or Praxis II scores</td>
<td>3b.1</td>
</tr>
<tr>
<td>2</td>
<td><strong>Content Knowledge</strong>: Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.</td>
<td>Case-Study Research Paper</td>
<td>3b.1</td>
</tr>
<tr>
<td>3</td>
<td><strong>Pedagogical and Professional Knowledge Skills and Dispositions</strong>: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.</td>
<td>Research-Based Practice Project</td>
<td>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>
<tr>
<td>4</td>
<td><strong>Pedagogical and Professional Knowledge Skills and Dispositions</strong>: Evidence that demonstrates knowledge, skills, and dispositions in practice.</td>
<td>LEA/IHE Certification of Teaching Capacity</td>
<td>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><strong>Positive Impact on Student Learning</strong>: Evidence that demonstrates impact on student learning.</td>
<td>IEP Project</td>
<td>Recommended: 1a.1, 4b.1, 4h.1, 4h.2, 5a.1</td>
</tr>
<tr>
<td>6</td>
<td><strong>Leadership and Collaboration</strong>: Evidence that demonstrates leadership and collaboration.</td>
<td>Virtual PLC for 21st Century Teachers</td>
<td>Recommended: 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1</td>
</tr>
</tbody>
</table>
**Part C 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><strong>a. Teachers lead in their classrooms.</strong></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><strong>b. Teachers demonstrate leadership in the school.</strong></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><strong>c. Teachers lead the teaching profession.</strong></td>
<td></td>
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<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>
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</tbody>
</table>
### NORTH CAROLINA TEACHER STANDARD

<table>
<thead>
<tr>
<th>Key Evidence(s) from Section I Demonstrating the Descriptors of the Elements</th>
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</thead>
</table>

#### d. Teachers advocate for schools and students.
1. Implements and adheres to policies and practices positively affecting students’ learning.

- #1
- #2
- #3
- #4
- #5
- #6
- #7
- #8

#### e. Teachers demonstrate high ethical standards
1. Upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.

- #1
- #2
- #3
- #4
- #5
- #6
- #7
- #8

### 2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

#### a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
1. Maintains a positive and nurturing learning environment.

- #1
- #2
- #3
- #4
- #5
- #6
- #7
- #8

#### b. Teachers embrace diversity in the school community and in the world.
1. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.

- #1
- #2
- #3
- #4
- #5
- #6
- #7
- #8

2. Incorporates different points of view in instruction.

- #1
- #2
- #3
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- #6
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- #8

3. Understands the influence of diversity and plans instruction accordingly.

- #1
- #2
- #3
- #4
- #5
- #6
- #7
- #8

#### c. Teachers treat students as individuals.
1. Maintains a learning environment that conveys high expectations of every student.

- #1
- #2
- #3
- #4
- #5
- #6
- #7
- #8

#### d. Teachers adapt their teaching for the benefit of students with special needs.
1. Cooperates with specialists and uses resources to support the special learning needs of all students.

- #1
- #2
- #3
- #4
- #5
- #6
- #7
- #8

2. Uses research-verified strategies to provide effective learning activities for students with special needs.

- #1
- #2
- #3
- #4
- #5
- #6
- #7
- #8
### NORTH CAROLINA TEACHER STANDARD

#### e. Teachers work collaboratively with the families and significant adults in the lives of their students.
1. Communicates and collaborates with the home and community for the benefit of students.

#### 3. TEACHERS KNOW THE CONTENT THEY TEACH

##### a. Teachers align their instruction with the North Carolina Standard Course of Study.
1. Develops and applies lessons based on the *North Carolina Standard Course of Study*.

##### b. Teachers know the content appropriate to their teaching specialty.
1. Demonstrates and appropriate level of content knowledge in the teaching specialty.

##### c. Teachers recognize the interconnectedness of content areas/discipline.
1. Demonstrates knowledge of links between grade/subject and the *North Carolina Standard Course of Study* by relating content to other disciplines.

##### d. Teachers make instruction relevant to students.
1. Integrates 21st century skills and content in instruction.
### NORTH CAROLINA TEACHER STANDARD

#### 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>
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<tr>
<td>2. Assess and uses resources needed to address strengths and weaknesses of students.</td>
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<tr>
<td>b. Teachers plan instruction appropriate for their students.</td>
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<tr>
<td>1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</td>
</tr>
<tr>
<td>c. Teachers use a variety of instructional methods.</td>
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<tr>
<td>1. Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
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<tr>
<td>d. Teachers integrate and utilize technology in their instruction.</td>
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<tr>
<td>1. Integrates technology with instruction to maximize students' learning.</td>
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<tr>
<td>e. Teachers help students develop critical-thinking and problem-solving skills.</td>
</tr>
<tr>
<td>1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</td>
</tr>
<tr>
<td>f. Teachers help students to work in teams and develop leadership qualities.</td>
</tr>
<tr>
<td>1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
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#### KEY EVIDENCE(S) FROM SECTION I DEMONSTRATING THE DESCRIPTORS OF THE ELEMENTS

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<tr>
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### NORTH CAROLINA TEACHER STANDARD

<table>
<thead>
<tr>
<th>g. Teachers communicate effectively.</th>
<th>Key Evidence(s) from Section I Demonstrating the Descriptors of the Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses a variety of methods to communicate effectively with all students.</td>
<td>☑ 1 ☑ 2 ☑ 3 ☒ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8</td>
</tr>
<tr>
<td>2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td>☑ 1 ☑ 2 ☑ 3 ☒ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8</td>
</tr>
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<table>
<thead>
<tr>
<th>h. Teachers use a variety of methods to assess what each student has learned.</th>
<th>Key Evidence(s) from Section I Demonstrating the Descriptors of the Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.</td>
<td>☑ 1 ☑ 2 ☑ 3 ☒ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8</td>
</tr>
<tr>
<td>2. Provides evidence that students attain 21st century knowledge, skills and dispositions.</td>
<td>☑ 1 ☑ 2 ☑ 3 ☒ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8</td>
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### 5. TEACHERS REFLECT ON THEIR PRACTICE

<table>
<thead>
<tr>
<th>a. Teachers analyze student learning.</th>
<th>Key Evidence(s) from Section I Demonstrating the Descriptors of the Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses data to provide ideas about what can be done to improve students’ learning.</td>
<td>☑ 1 ☑ 2 ☑ 3 ☒ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Teachers link professional growth to their professional goals.</th>
<th>Key Evidence(s) from Section I Demonstrating the Descriptors of the Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates in recommended activities for professional learning and development.</td>
<td>☑ 1 ☑ 2 ☑ 3 ☐ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Teachers function effectively in a complex, dynamic environment.</th>
<th>Key Evidence(s) from Section I Demonstrating the Descriptors of the Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses a variety of research-verified approaches to improve teaching and learning.</td>
<td>☑ 1 ☑ 2 ☒ 3 ☐ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8</td>
</tr>
</tbody>
</table>
### Part C Section III: Detailed Description of the Evidences

#### Evidence #1: Content Knowledge - Breadth

**Descriptors addressed:** 3b.1

**Name of evidence:** Transcript or Praxis II test scores

A candidate’s transcript will be attached here that will document the 24+ semester hours relevant to the specialty area with a grade of C or higher in each of the courses, or satisfactory Praxis II scores may be attached.

#### Standards for Special Education: General Curriculum Teacher Candidates

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>COURSES</th>
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</table>
| Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services. | EDU 342 Foundations of Special Education (4 hr)  
EDU 483 Thoughtful Analysis of Practice: Capstone Seminar II (2 hr)  
EDU 481 Student Teaching Internship (10 hr) |
| Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning. | EDU 435 Assessment Methods and Interpretation in Special Education (4 hr)  
EDU 444 Language & Literacy Methods in Special Education (4 hr)  
EDU 445 Teaching/Learning Strategies in Mathematics & the Content Areas (4 hr)  
EDU 483 Thoughtful Analysis of Practice: Capstone Seminar II (2 hr)  
EDU 481 Student Teaching Internship (10 hr) |
| Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students. | EDU 345 Planning & Managing the Learning Environment for Exceptional Learners (4 hr)  
EDU 444 Language & Literacy Methods in Special Education (4 hr)  
EDU 445 Teaching/Learning Strategies in Mathematics & the Content Areas (4 hr)  
EDU 483 Thoughtful Analysis of Practice: Capstone Seminar II (2 hr)  
EDU 481 Student Teaching Internship (10 hr) |
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>COURSES</th>
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</thead>
</table>
| Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics. | EDU 444 Language & Literacy Methods in Special Education (4 hr)  
EDU 445 Teaching/Learning Strategies in Mathematics & the Content Areas (4 hr)  
EDU 483 Thoughtful Analysis of Practice: Capstone Seminar II (2 hr)  
EDU 481 Student Teaching Internship (10 hr) |
| Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence. | EDU 345 Planning & Managing the Learning Environment for Exceptional Learners (4 hr)  
EDU 483 Thoughtful Analysis of Practice: Capstone Seminar II (2 hr)  
EDU 481 Student Teaching Internship (10 hr) |
| Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students. | EDU 342 Foundations of Special Education (4 hr)  
EDU 345 Planning & Managing the Learning Environment for Exceptional Learners (4 hr)  
EDU 435 Assessment Methods and Interpretation in Special Education (4 hr)  
EDU 444 Language & Literacy Methods in Special Education (4 hr)  
EDU 445 Teaching/Learning Strategies in Mathematics & the Content Areas (4 hr)  
EDU 483 Thoughtful Analysis of Practice: Capstone Seminar II (2 hr)  
EDU 481 Student Teaching Internship (10 hr) |

Total number of semester hours from above courses: 32 hrs. (non duplicated)
**Evidence #2: Content Knowledge – Depth**

**Descriptors addressed:** 3b.1

**Name of evidence:** Case-Study Research Paper

**The specific directions and/or requirements/directions for the evidence provided to the candidates:**

Completion of this course requirement, the Case-Study Research Paper, addresses three goals: a) to increase candidates’ knowledge of the characteristics of students in the disability groups included in the Individuals with Disabilities Education Act (IDEA); b) to increase candidates’ understanding of the issues regarding identification of students in the disability groups included in IDEA; and c) to enhance candidates’ appreciation for the complexity of disability as it is expressed in the lives of individual students and their families. As we will discuss in class, identification of students with disabilities is complex, due in part to the variety of ways in which disability is displayed in particular individuals. For example, some students with emotional and behavioral disorders (EBD) are anxious and withdrawn, while others are disruptive and aggressive. Some students with learning disabilities (LD) are socially skilled and enjoy peer friendships, while others are awkward and socially isolated. Some students with intellectual disabilities (ID) have families who advocate effectively for services, while others live in families who are intimidated by the school system. The opportunity to interact with a student with a disability and to talk with his or her family, as well as to read research related to the disability, will provide you with a greater depth of understanding of the challenges faced by the students we serve and the families with whom we work to meet the needs of exceptional children.

Those of you who have chosen elementary education as your dual licensure area are currently placed in a practicum setting in a general education classroom as part of EDU 311/312 *Principles of Learning and Teaching I*. If you have chosen middle grades or secondary education as your second licensure area, I will establish an appropriate placement for you in a local middle grades or secondary classroom serving exceptional learners. Consult with your cooperating teacher to identify a student with a disability in your classroom – your case-study student. Ask your cooperating teacher to consider an exceptional student whose family will be amenable to an interview. I will send a letter to each of your cooperating teachers explaining this project and offering to talk with any teacher who has questions.

The major goal of this assignment is to gain in-depth knowledge of a particular disability by completing the following: 1) research of the literature relevant to the disability displayed by the case-study student; 2) review of the section of IDEA that defines the disability displayed by your case-study student and the procedures for determining eligibility for services; 3) review of the case-study student’s exceptional children’s (EC) file; 4) observation of the case-study student and comparison of his or her display of the disability to the information conveyed in the research literature; and 5) an interview with the case-study student’s family to determine their goals for their son or daughter.

As you will learn when we discuss IDEA, the confidentiality of exceptional students is an important legislative requirement. Therefore, you are not to discuss the nature of the case-study student’s disability outside of professional learning environments, which include this class, with your classmates outside of class, or with your cooperating teacher. In your paper, please use either a pseudonym or the first name only of the case-study student. When we speak of the student in class, we will use either the first name or your chosen pseudonym. As a professional-in-training, you have the right to review your case-study student’s exceptional children’s (EC) folder, which will contain confidential information regarding prior testing, family characteristics, individualized education programs (IEPs) and possibly functional behavioral assessments and behavior intervention plans (FBAs and BIPs). These EC folders are kept in locked file cabinets in a secure location in public schools. Ask your cooperating teacher or the appropriate special educator about the procedures for reviewing EC folders and be diligent in following those procedures. You may not duplicate information from the EC folder, though you may take notes.
Maintenance of confidentiality is a sign of respect for students with disabilities and their families, and it is a critical disposition for special educators.

For this assignment, you should complete the following:

Review of EC File

Review the EC file or other documentation for the case-study student. Take notes to answer the following questions:

1. What is the disability for which the student is being served?
2. How long has the student been identified for EC services?
3. What are the student’s academic and social strengths?
4. What are the student’s academic and behavioral needs?
5. What have you learned about the family’s involvement in the student’s education? What are the family’s strengths and needs?
6. How has the student been served (e.g., resource classroom, inclusion) in the past?
7. What are current educational goals and objectives, as seen on the IEP?
8. If there is a FBA/BIP, what are the current behavioral goals and strategies for intervention?
9. What are the related services that this student receives (if any)?
10. After reviewing the EC folder, what are some questions that you have about the student or his/her educational program?

Observation of the Case-Study Student

Observe the case-study student in a variety of academic settings, including small-group, individual and whole-group instruction. If he or she is served in a resource classroom, observe him or her in this setting as well. Take notes to answer the following questions:

1. What are the academic and social strengths displayed by the student?
2. How does the student display specific academic needs in the classroom?
3. What are the instructional strategies being used by his teachers (both general education and special education) to meet those needs?
4. Does the student display social skills deficits or behaviors that impede learning and social acceptance? If so, how?
5. What are the interventions being used by his or her teachers (both general education and special education) to address the student’s need for social acceptance and display of appropriate classroom behavior?
6. If you are able to attend an IEP meeting, how were the student’s learning and social needs addressed by the IEP team members? What was the role of the family members in the meeting? What were the roles of the special educator, general educator, administrator and other professionals at the meeting?

Family Interview

I will write a letter to the case-study student’s family describing the project, asking them to set aside some time to talk with you, and offering to answer any questions that they may have about the case-study project. I realize that interacting with family members causes anxiety for some teacher candidates. Given that family-teacher partnerships are crucial to the success of students with disabilities, we take the development of this competency very seriously in the special education program. If you are anxious about this part of the assignment, I will be glad to meet with the family and you for the interview. You will need to contact the family, introduce yourself as a special education candidate who is working in their son’s or daughter’s classroom (referencing the letter that they should have received from me), let them know that you would like to gain knowledge of their perspective on the education of their son or daughter, and ask when you might be able to meet with them at
school. Be prepared to stay late or come early to accommodate for family members’ work schedules. In class, we will generate questions to ask during this interview. However, in general, you want to gain from the family their perspective on the following: academic and social strengths and needs of their son or daughter; their hopes and dreams for their child or adolescent; the manner in which teachers and the school have been helpful in terms of including them in the educational program for their son or daughter, and suggestions that help teachers form a positive family-teacher relationship.

Research

Each student will read and critique research related to the disability of the case-study student. The research selected for review should focus on the characteristics of students with the specific disability displayed by your case-study student and issues related to identification. As you observe the student and read the literature, I would like for you to identify an area of dissonance. Dissonance is a lack of agreement, or an inconsistency. That is, you will note that your case-study student does not exhibit all of the characteristics of the disability as described in the research literature or the definition in IDEA. For example, you may find that a student with Asperger’s syndrome is more socially skilled that you would have expected, given the findings from the research. At this point, simply make note of the area of dissonance and continue reading the literature and observing the case-study student.

For this paper, you should include research findings from 6 to 8 professional journals or books. ERIC is a very useful database for educators, though you may find relevant information in other databases. Be selective in terms of the articles and books that you include for the case-study paper. Much has been written about each of the disability groups included in IDEA. Do not include in your bibliography or paper articles that you do not find useful.

The Final Product: The Case-Study Research Paper

Each student will convey her or his learning from the research, EC file review, case-study student observation, and family interview in the Case-Study Research Paper. In your paper, you will describe the case-study student and his or her academic and social strengths and needs. You will also include a discussion of the ways in which his or her general and special education teachers have worked together to utilize the student’s strengths and address his or her needs. According to your observations and discussions with his or her teachers and family, discuss progress made and continuing academic and social needs.

You will also summarize findings from your research. Include the research findings where it makes sense in your paper. I do not want to read an article-by-article (or book chapter-by-book chapter) summary of each source. Use your research review to support the major points that you are making in your paper and to add validity to the questions that you continue to have about educating students with this specific disability. For example, if your case-study student with an emotional and behavioral disorder (EBD) demonstrates impulsivity or the lack of capacity to inhibit a behavioral response, you could include findings from an article that notes that students with EBD are frequently diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), though ADHD is not a separate disability under IDEA. Include in your paper the area of dissonance that you uncovered through your research and observation. Information from sources read in your research should be used to elaborate upon this area of dissonance. For example, if your student with intellectual disabilities displays reading comprehension skills that are higher than the research would lead you to expect, include references to the relevant research that you read. Your paper should also include a critique of the definition of the disability as it appears in IDEA. Given what you have learned about the disability through your research and observation of the case-study student and interview with a family member, evaluate the adequacy of the definition. Describe aspects of the disability that may be omitted from the definition.

Your paper should be from 8 to 10 pages in length, double-spaced with one-inch margins, and written in 12-point font. References should follow the style manual of the American Psychological Association (APA).
How the evidence specifically addresses the descriptors for which it is cited in Sections I and II:

This evidence addresses descriptor 3b: *Demonstrates an appropriate level of content knowledge in the teaching specialty*. Through satisfactory completion of the Case-Study Research Paper, candidates demonstrate knowledge of the following content related to the special education (general curriculum) specialty area:

- Understanding of the characteristics of a particular disability group included in IDEA as found in the research literature and displayed in a specific student with the disability
- Appreciation for the complexity of disability, as the candidate grapples with the individual variation shown by a specific student with a disability and the characteristics documented in the research literature
- Knowledge of family perspective on the special education program for a student with a disability
- Understanding of the definition of a specific disability included in IDEA and its usefulness in identifying a particular student included in this category

How the evidence is/will is evaluated by the institution:

The Case-Study Research Paper will be evaluated by the professor teaching EDU 342 *Foundations of Special Education*, using a rubric which is under construction. The following criteria will be used for assessment of the evidence.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding: the very highest quality work</th>
<th>Good: completely acceptable work</th>
<th>Adequate: work that meets program requirements</th>
<th>Weak: work lacking in quality</th>
<th>Unacceptable: Ill designed, careless, poorly constructed work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of information included in the paper from all required sources (EC folder, case-study student observation, family interview, research)</td>
<td></td>
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<tr>
<td>Analytical quality, capacity of the candidate to identify important issues relevant to the education of EC from the various sources of information</td>
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<tr>
<td>Evidence of personal growth in terms of understanding of the complexity of identifying and educating students with the disability displayed by the case-study student</td>
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<td>Quality of research in terms of use of peer-reviewed journal articles, books by well-respected authors in the field, and credible websites</td>
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<tr>
<td>Writing quality</td>
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</table>
Evidence #3: Pedagogical and Professional Knowledge, Skills, and Dispositions – Design

Descriptors addressed:  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

Name of the evidence: Research-Based Practice Project

Specific directions and/or requirements for the evidence provided to the candidates:

With this project you will demonstrate that you have effectively designed classroom instruction based on research-verified practice. This project is more than a series of lesson plans; it is the development of an intervention plan derived from analysis of informal assessment and based on practices verified by research.

EDU 445 Teaching/learning Strategies in Mathematics and Content Areas and EDU 444 Language and Literacy Methods in Special Education are purposely scheduled one after the other in order to function as a block of time dedicated to special education methods. The Research-Based Practice Project is shared between the two courses offering a range of options for the type of project you can design and conduct.

There are several common goals for EDU 445 and EDU 444. In both courses you learn how to collect and analyze data from informal assessment to help design research-based instruction. You will carry out this instruction during the supervised practicum for the courses. To meet the requirements of both courses you will need to use technology in your instruction, collaborate with family members and school personnel, and plan lessons that help students to think critically and to solve problems. The Research-Based Practice Project offers you the opportunity to develop an intervention plan that is assessment driven and research based in the context of support from school personnel.

For the combined practicum of EDU 445 and EDU 444, you will consult with your cooperating teacher to identify a student who has been identified with a disability or is considered to be “at risk.” This student should be one who is willing to cooperate with a teacher candidate for assessment and instruction, is not likely to move in the near future, has a strong record of school attendance, and has a family member who would be willing to meet with you. The student should be different from you by race, ethnicity, socio-economic class, or another distinguishing factor. The student you choose will be the focus of your Research-Based Practice Project. Working with your cooperating teacher and a family member, you will decide the area of intervention planning. Some possibilities include: reading, writing, math, problem solving, or study skills.

Informal Assessment

With the No Child Left Behind Act and IDEA-07, there can be no doubt that teachers are accountable for students’ progress in meeting standards. There are several ways to measure student progress. Norm-referenced tests provide information about how a student compares with age-level peers in a particular area of development. While these tests can provide a teacher with important information, they are often criticized for their narrow focus and their use of a format which does not resemble typical classroom expectations (Klingner, Vaughn and Boardman, 2007). Spinelli (2008) notes that, “In addition to standardized assessment approaches that are used primarily for summative purposes, there is an increased emphasis on the use of more authentic, informal methods of assessing students’ skills for formative purposes (i.e., to guide and evaluate instruction)” (p. 1).

For your Research-Based Practice Project, you will read your focus student’s cumulative folder, which has results from standardized tests and the student’s IEP if one has been written. You will use this information in designing your intervention plan for the student. You will also conduct three informal assessments. Analysis of the results will be included in the intervention plan, which is required to be four to five pages in length.

Research-Based Instruction

Both EDU 445 and EDU 444 emphasize research-based practices. Educators who do not plan in this way rely on folklore and craft as the basis for practice, leading to inefficient or, worse yet, ineffective instruction (Vaughn and Linan-Thompson, 2004). Instructional time with students is precious and must be used in the wisest, most efficient and effective ways. To develop this type of instruction requires the mindset that it is critical to seek out, learn and utilize research-based practices. According to Vaughn and Linan-Thompson (2004),
When teachers develop an understanding of scientific findings related to education, it gives them a powerful means to justify decisions and gain independence from the more traditional roles they have been cast, as well as the means to resist political pressure. (p. 5)

Analysis of informal assessment and information from standardized tests, in conjunction with discussions you have with your cooperating teacher, will guide you as you search out research-based methods of instruction. You will need to identify the research you use as a basis for designing lessons and any modifications you found necessary for your focus student. You will write and conduct four research-based lesson plans for your focus student and include the lessons in your Research-Based Practice Project. You will need to carefully consider the influence of diversity and the need to make instruction responsive to cultural differences and individual learning needs. The lessons will link school curriculum with the NC Standard Course of Study objectives. Materials chosen or created will be developmentally appropriate and engaging for the focus student. The lessons need to show evidence that your focus student engaged in critical thinking and problem solving and that you helped your focus student to develop and apply strategies needed to accomplish this.

All four lessons will include a reflection detailing what the student learned, evidence of that learning, what could be changed, thoughts about future lessons, and growth of the teacher candidate. Attach copies of student work, tally sheets, or other forms of evidence related to student learning to the reflection.

Technology

Teachers must be technologically competent to function successfully in today’s classroom and to prepare students for 21st century skills. There are multiple types of technology and ways in which to use technology to foster learning. Schwartz (2008) writes

At a fundamental level, technology offers tools (e.g., word processing programs to write, graphics programs to visualize) — tools that permit learners to search for and find information, organize and present knowledge, explore simulated environments, participate in authentic learning environments, communicate and collaborate with other students, and practice and receive feedback on the development of skills; [they are] powerful devices with which to teach and learn . . . (p. 392)

At least one of your four lessons for the Research-Based Practices Project will utilize technology. You will carefully consider which type of technology to use and how it will be used to foster your focus student’s learning. Your reasoning for the choices you made for technology will be outlined in your intervention plan.

Collaboration

Years ago teachers could isolate themselves from other professionals working in the school building. In today’s classroom teachers are expected to have the necessary skills for effective collaboration with professional peers. While the focus of your work is with students who have disabilities, you will need to work in partnership with classroom teachers, administrators, classroom assistants, and other professionals in schools. Collaboration requires the ability to communicate thoughtfully, share resources, and plan and consult with others.

Collaboration with family members is also important. Research has clearly demonstrated the benefits of parental involvement in schools. Students whose parents work in partnership with school personnel have higher academic achievement, improved attendance, aspirations to attend college, and improved social competence. This holds true for families of different races, ethnicities, socio-economic classes, and educational backgrounds (Whitbread, Bruder, Fleming and Park, 2007, p. 7). Family involvement is not an option; it is an essential component of a successful intervention plan.

Your Research-Based Practice Project will show evidence of collaboration with school personnel and a family member of your focus student. You are expected to meet with school personnel involved with your focus student in order to share information with them and learn their perspectives about the student. You will need to contact a family member of the focus student and arrange a meeting. If, after concerted effort, this is not possible, other forms of communication, exchange of notes, exchange of emails, telephone calls, etc. can be used in lieu of a meeting. Your primary role is to listen and learn from the family member about the goals the family has for the student. You can also share about the work you are doing with the student.

You will write two pages about your collaboration with school personnel and two pages about your collaboration with a family member of the student reflecting on what you learned in this process and its value to
your work and to the learning of your focus student. Note how this collaboration helped to shape your instruction and helped you to be responsive to any cultural differences and/or individual learning needs.

The Research-Based Practice Project entails a comprehensive approach toward the work you do with your focus student during your special education practicum. You will have conducted and analyzed informal assessments, read the student’s cumulative folder, written an intervention plan, designed and conducted research-based instruction, integrated technology into your teaching, and collaborated with school personnel and family members. All of this is for the purpose of fostering academic gains for your focus student. This comprehensive approach will serve as a model for your work with other students who have disabilities or are considered “at risk” for disability identification.

How the evidence specifically addresses the descriptors: The relationship between the descriptors and the Research-Based Practices Project is outlined below.

- **1a.2 Teachers lead in their classroom. (He or she) draws on appropriate data to develop classroom and instructional plans.**
  The Research-Based Practice Project requires teacher candidates to read their focus student’s cumulative folder to learn about results of standardized tests and to review an IEP if one has been written. Teacher candidates will conduct three informal assessments. Analysis of the results will be included in the intervention plan, which is required to be four to five pages in length.

- **2b.3 Teachers embrace diversity in the school and in the world. (He or she) understands the influence of diversity and plans instruction accordingly.**
  The focus student chosen for the Research-Based Practice Project should be different from the teacher candidate by race, ethnicity, socio-economic class, or another distinguishing factor. The candidate will need to carefully consider the influence of diversity and the need to make instruction responsive to cultural differences and individual learning needs and document this in the intervention plan.

- **2d.1 Teachers adapt their teaching for the benefit of students with special needs. (He or she) cooperates with specialists and uses resources to support the learning needs of all students.**
  The teacher candidate is expected to meet with school personnel involved with their focus student in order to share information with them and learn their perspectives about the student. The teacher candidate will write about his or her learning from this collaboration.

- **3a.1 Teachers align their instruction with the North Carolina Standard course of Study. (He or she) develops and applies lessons based on the North Carolina Standard Course of Study.**
  Each of the four lessons developed for the Research-Based Practice Project will include NC Standard Course of Study objectives linked with the school curriculum.

- **3c.1 Teachers recognize the interconnectedness of content areas/discipline. (He or she) demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.**
  In lesson plans based on the North Carolina Standard Course of Study, candidates will make appropriate connections between skill instruction (in mathematics or reading) and content areas in which exceptional students struggle. Or if the candidates choose problem solving or study strategies as a focus of intervention, the candidates will apply the relevant problem solving or study strategies to content areas in which exceptional students need assistance.

- **3c.2 Teachers recognize the interconnectedness of content areas/discipline. (He or she) relates global awareness to the subject.**
  In selecting research based strategies, candidates read the work of international scholars and make appropriate selections. Candidates assist the focus students to apply skills learned through lessons based on research-based instructional strategies to problems facing global citizens.

- **3d.1 Teachers make instruction relevant to students. (He or she) integrates 21st century skills and content in instruction.**
  The lessons developed for the Research-Based Practice Project need to show evidence that the focus student engaged in critical thinking and problem solving and, at least for one lesson, involved the use of technology.
• **4a.1 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. (He or she) identifies developmental level of individual students and plans instruction accordingly.**

  Teacher candidates are required to conduct informal assessments of a student’s performance in reading, writing, math, problem solving, or study skills for the Research-Based Practice Project. Based on the results and analysis of the informal assessments, candidates will write and conduct four research-based lessons specifically targeted for the focus student.

• **4b.1 Teachers plan instruction appropriate for their students. (He or she) collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.**

  The Research-Based Practice Project includes documentation of collaboration with school personnel and a family member of the focus student. The candidate is responsible to outline how this collaboration helped to shape instruction and helped him or her to be responsive to any cultural differences and/or individual learning needs of the focus student.

• **4c.1 Teachers use a variety of instructional methods. (He or she) uses a variety of appropriate methods and materials to meet the needs of all students.**

  The Research-Based Practice Project requires teacher candidates to review research-based approaches and choose an approach applicable for their focus student. The candidates will then develop lesson plans targeted to meet the needs of their focus student. Materials chosen or created will be developmentally appropriate and engaging for the focus student.

• **4d.1 Teachers integrate and utilize technology in their instruction. (He or she) integrates technology with instruction to maximize students’ learning.**

  At least one of the lessons for the Research-Based Practice Project will utilize technology. The candidate will carefully consider which type of technology to use and how it will be used to foster their focus student’s learning. The candidate will outline his or her reasoning for the choices made for technology in his or her intervention plan.

• **4e.1 Teachers help students develop critical thinking and problem solving skills. (He or she) integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.**

  The lessons for the Research-Based Practices Project must show evidence that the focus student engaged in critical thinking and problem solving, and that the teacher candidate helped the focus student to develop and apply process and strategies needed to accomplish this.

• **4f. 1 Teachers help students to work in teams and develop leadership qualities. (He or she) organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.**

  As part of their research-based instruction which informs lesson plans designed for the focus student, teacher candidates will appropriately use cooperating learning groups, class wide peer tutoring, or other group strategies to meet academic goals of focus students.

• **5c.1 Teachers function effectively in a complex, dynamic environment. (He or she) uses a variety of research-verified approaches to improve teaching and learning.**

  Research-verified approaches are integral to the Research-Based Practice Project. Candidates will review and identify research used as the basis for designing lessons in their intervention plan. Each candidate will write and conduct four research-based lesson plans for his or her focus student. The lesson plans are handed in as part of the Research-Based Practice Project.

**How the evidence is evaluated by the institution:** The following rubric will be completed and used to evaluate the Research-Based Practice Project.
# Part C. Section III – Evidence 3

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding: the very highest quality work</th>
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<tbody>
<tr>
<td>Quality of the intervention plan, as seen in the detail and specificity with which the focus student is described, the quality of research completed to select the research-based instructional strategies, and the appropriate use of technology to meet learning objectives.</td>
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<td>Your collaboration with school personnel, especially your cooperating teacher, will be described in two pages of writing. You will reflect on what you learned in the collaborative process and its value to your work and to the learning of your focus student.</td>
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<tr>
<td>Your collaboration with a family member of your focus student will be described in two pages of writing. You will reflect on what you learned in the collaborative process and its value to your work and to the learning of your focus student. Note how this collaboration helped to shape your instruction and helped you to be responsive to any cultural differences and/or individual learning needs.</td>
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<tr>
<td>Quality of the lesson plans, as seen in the clarity in which the focus student’s learning needs are addressed, link to the school curriculum and the NC Standard Course of Study, and the manner in which the four lessons place are cohesive (each lesson builds upon learning achieved in the previous lesson).</td>
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<tr>
<td>All the materials for the Research Based- Practice Project are to be placed in a binder and handed in on the due date. The work is to free of spelling and grammatical errors.</td>
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</table>

## References


Evidence #4: Pedagogical and Professional Knowledge, Skills, and Dispositions – Practice

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

Explanation and requirements/directions to the candidate regarding this evidence:
The LEA/IHE Certification of Teaching Capacity will be administered during the student teaching semester, as part of a more extensive evaluative process using the Elon University assessment procedures and instruments. Candidates must score at the "Met" level on all items of the Certification of Teaching Capacity in order to be recommended for licensure.

How the evidence is/will be evaluated by the institution:
Candidates will be evaluated by both the cooperating teacher and the university supervisor using the Proficient descriptors provided on the Certification of Teaching Capacity.
Evidence #5: Positive Impact on Student Learning

Descriptors addressed: 1a.1, 4b.1, 4h.1, 4h.2, 5a.1

Name of evidence: Individualized Education Program (IEP) Project

The specific directions and/or requirements/directions for the evidence provided to the candidates:

As a future special educator, one of your key responsibilities will be to develop and implement Individualized Education Programs (IEPs), effectively using formative and summative assessments in this process. In EDU 481 Student Teaching Internship you will be working daily in your special education placement with your cooperating teacher to provide researched-based instruction to students with high incidence disabilities. In EDU 483 Thoughtful Analysis of Practice: Capstone Seminar II, we will complete several projects associated with the student teaching internship, one of which is the Individualized Education Program (IEP) Project. The IEP is the central, legal guide to assessment, instruction, and services for exceptional students, and it is therefore critical that special educators make good use of this instrument. The purposes of the IEP Project are to develop your skills in (1) conducting formative and summative assessments to prepare the IEP, and (2) collaborating with families, teachers, and other school partners in the development and implementation of the IEP, and (3) presenting an IEP, under the supervision of your cooperating teacher, at an IEP meeting.

As you know, the special education program design at Elon University includes a placement during the special education methods courses (EDU 444 Language and Literacy Methods in Special Education and EDU 445 Teaching Learning/Strategies in Mathematics and the Content Areas) in a resource classroom in a local school district. In EDU 481 Student Teaching Internship, you will continue to work with the same cooperating teacher with whom you interned during the methods practicum. This extended time in the resource classroom enables you to build a close, professional relationship with your cooperating teacher and the exceptional students being served. As your student teaching internship begins, consult with your cooperating teacher and ask for his or her assistance in selecting an exceptional student with whom you can work to complete the IEP Project. As you are selecting a student, ask your cooperating teacher to consider your need to work closely with the exceptional student’s family.

During the internship you will prepare, assess, and develop an IEP. To develop the IEP, you will use a type of formative assessment, progress monitoring, as well as summative assessment(s) to develop goals and objectives. You will choose the area of focus for progress monitoring and the summative assessment instruments in consultation with your cooperating teacher. For this assignment, you should complete the following:

Part A: IEP Preparation

- In consultation with your cooperating teacher, choose an exceptional student who will be having an IEP due near the end of the special education student teaching internship. In addition, be sure that you choose a student whose family you will be able to work with closely.
- Review carefully the exceptional student’s confidential folder. Take note of the types of assessments, both formative and summative, that have been conducted. Review the IEP for the present levels of academic and functional performance, annual goals, competency goals, short-term objectives or benchmarks, and procedures used for monitoring progress. In addition, pay careful attention to the information on related services, accommodations, modifications, and results for End of Grade testing.
- Based on your review, choose one area – reading, written language or mathematics – as a focus for your assessment and instruction.
- Meet the exceptional student’s family to discuss your plan for the 10-12 week period in which you will be developing the IEP. Include in your plan how you will be communicating regularly with the family members and the scheduled date of the IEP meeting.
Part B: IEP Development

- To gather assessment data, conduct a curriculum-based measurement (CBM) for a 10-12 week period in one of these areas: math, written expression, or reading. Either create your own CBM or use a commercially made one. Be sure to obtain a baseline of at least 3 data points before beginning your instructional plan. Each week obtain progress monitoring data on your exceptional student’s performance. Be sure that you carefully note any instructional changes made in response to data collected in the CBM. Throughout this process, keep family members informed of progress. You may want to review Ronald Taylor’s Assessment of Exceptional Children (the text used in EDU 435 Assessment: Uses and Interpretation in Special Education). Refer to these texts as well as your notes from the assessment class. This should refresh your memory on how to conduct progress monitoring and why it is considered a strong researched based tool for special educators.

- More specific instructions are as follows:
  - As part of the CBM, choose a learning goal appropriate to the content area you have chosen, the exceptional student’s baseline data and the information gathered from the exceptional student’s confidential folder. Plan to collect data from 9 to 10 short (1 to 3 minute) probes as you administer the CBM.
  - Use appropriate online software to construct a goal line for your student. Again, the goal depends upon the skill that you are assessing and the probe that you are using. For example, if you are assessing reading fluency, you would set a goal in terms of how many words you expect the exceptional student to read in a one minute period at the end of a certain time frame. You should gather baseline data (what is current student achievement) by administering the probe at least three times prior to conducting progress monitoring.
  - Assess student progress twice weekly for 9 to 10 weeks. This will allow you to gather sufficient data points to construct a meaningful trend line. Use either the split quartile or the split middle method of constructing the trend line as described on pages 116-117 of the Taylor text. We will also discuss these methods in class.
  - Determine whether your student’s progress, as indicated by the trend line, will allow him or her to reach the goal as indicated on the goal line in the time frame that you have outlined.

- In consultation with your teacher, conduct a summative assessment(s) in your area of focus. We have a variety of individual achievement tests in the Curriculum Resource Center to assist you in your choice.
- With your cooperating teacher, use the Comprehensive Exceptional Children Accountability System (CECAS) to develop your student’s IEP based on your findings for your student.
- As you are planning instruction related to the short-term objectives and benchmarks on the IEP, consider the cultural backgrounds of the exceptional students in your class. Be aware that students in certain cultures are more comfortable displaying their knowledge in groups rather than in individual settings. Another important cultural consideration is the degree to which students in certain cultures are comfortable with making errors in public settings (Rivera and Rogers-Adkinson, 1997). Work with your cooperating teacher to determine individual student progress, while honoring the classroom participation structures of different cultures. Include contributions of people from diverse cultures in reading material and other curricula that you use.

Part C: IEP Presentation

Under the supervision of your cooperating teacher, use your assessment data to write the IEP that you will present at the scheduled meeting with family members and other professionals. To assist you with preparation for this meeting, prepare the following:

- Introduction: Describe briefly the student and the context for developing the IEP project.
- Discussion: State your content area and why it was chosen. Then discuss your initial findings based on the IEP information and informal and formal assessments. Next, describe your instructional sequence (schedule of assessment, instruction, etc.) and curriculum used, noting changes you made based on your assessment data, particularly progress monitoring throughout the 10 to 12 week period. Provide a thorough analysis of your data, answering questions such as the following: Did the student meet his/her projected goal? How often did
Part D: The IEP Project Paper

- Write a 3 to 5 page paper in which you reflect upon the experience of developing, implementing and presenting the IEP. Describe your experience using assessment to guide instructional decisions, using these questions as a guide: What parts of the IEP process did you find most difficult? Which parts did you find most useful? What did you learn from preparing for the IEP meeting? How would you describe your experience of participating in the IEP meeting? What did you learn from your collaboration with family members?

- As appendices to your paper, include the following: A copy of the IEP with all identifying information blacked out, documentation of progress monitoring, formal and informal assessments, and documentation of family involvement, with a timeline noting conversations and interactions.

How the evidence specifically addresses the descriptors for which it is cited in Sections I and II

- 4a.1 Teachers plan instruction appropriate for their students. (He or she) collaborates with colleagues to monitor student performance and makes instruction responsive to cultural differences and individual learning needs.

  The IEP project requires candidates to develop the IEP in collaboration with their cooperating teacher and family members. The IEP is, by definition, individualized to meet the specific learning needs of an exceptional student. Furthermore, instruction based on the IEP must be culturally responsive to facilitate student progress.

- 4h.1 Teachers use a variety of methods to assess what each student has learned. (He or she) uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.

  The IEP project will require candidates to engage in progress monitoring (formative assessment) to determine current level of achievement and to set an appropriate short-term objective. Summative assessments will be used to determine the exceptional student’s present level of academic and functional performance. In particular, progress monitoring will be used in a daily and weekly manner as the basis for appropriate changes in instruction, if needed.

- 4h.2 Teachers use a variety of methods to assess what each student has learned. (He or she) provides evidence that students attain 21st century knowledge, skills, and dispositions.

  Twenty-first century skills include critical thinking, problem-solving and self-determination. The exceptional student’s appropriate involvement in the IEP process builds these essential 21st century skills. In addition, as annual and long-term goals are defined for the IEP, candidates will include critical thinking and problem-solving, as is relevant to the content area (i.e., reading, written language, or mathematics) serving as the focus of the assessment.

- 5a.1 Teachers analyze student learning. (He or she) uses data to provide ideas about what can be done to improve students’ learning.

  The IEP project will require candidates to use progress monitoring and other assessments to reflect on exceptional students’ learning. Weekly progress monitoring data will be used to provide ideas for improving instruction in the teacher candidates focused area of concern (i.e., reading, written expression or mathematics).
**How the evidence is/will is evaluated by the institution:**
The following rubric, under construction, will be used to evaluate the Evidence #5

<table>
<thead>
<tr>
<th>Quality of IEP project</th>
<th>Outstanding: the very highest quality work</th>
<th>Good: completely acceptable work</th>
<th>Adequate: work that meets program requirements</th>
<th>Weak: work lacking in quality</th>
<th>Unacceptable: Ill designed, careless, poorly constructed work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of student is clear with sufficient elaboration (examples, etc) to convey meaning. Discussion and analysis of the project is insightful, indicating that the candidate clearly understands assessment and its link to instruction.</td>
<td>Description is clear, but not as elaborative as that found at the High Quality level, or analysis is adequate but not as insightful</td>
<td>The description is not clear, and analysis does not indicate sufficient appreciation or consideration for the use of progress monitoring</td>
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<tr>
<th>Writing Quality</th>
<th></th>
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<tbody>
<tr>
<td>The paper is well-organized and has nice “flow” or transition. There are no, or very few errors in spelling or grammar.</td>
<td>The paper is well-organized, but contains several errors in spelling or grammar.</td>
<td>The paper is not well-organized or contains numerous errors in spelling and grammar</td>
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<thead>
<tr>
<th>Regular contact with family</th>
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<tbody>
<tr>
<td>Frequent contact with the family throughout the project.</td>
<td>Good contact with the family.</td>
<td>Some contact with the family.</td>
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<tr>
<th>Final IEP document, and other assessments</th>
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<tbody>
<tr>
<td>Perceptive and strong final report with appropriate data and conclusions</td>
<td>Final report with appropriate data and conclusions</td>
<td>Poor final report with weak feedback</td>
</tr>
</tbody>
</table>

**Reference**

Evidence #6: Leadership and Collaboration

Descriptors addressed: 1.b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1

Name of evidence: Virtual Professional Learning Community (PLC) for 21st Century Teachers

Explanation and directions/requirements to the candidate regarding this evidence:

“To help young people learn the more complex and analytical skills they need for the 21st century, teachers must learn to teach in ways that develop higher-order thinking and performance. To develop the sophisticated teaching required for this mission, education systems must offer more effective professional learning than has traditionally been available” (Darling-Hammond & Richardson, 2009, p. 46).

After their opening paragraph quoted above, Darling-Hammond & Richardson proceed to outline the type of professional development that research supports, and several of the points they make provide the rationale for the leadership project that comprises this evidence. In summary, research supports professional development that:

- Deepens teachers’ knowledge of content and how to teach it to students
- Enables teachers to acquire new knowledge, apply it to practice, and reflect on the results with colleagues
- Is part of a school reform effort
- Is collaborative and collegial
- Is intensive and sustained over time (p. 49)

Recognizing the need for professional development that meets these criteria, many schools are now moving toward what the literature is calling “professional learning communities (PLCs).” In this model of professional development, local teachers work together to learn and to improve their practice over time, capitalizing on their internal expertise, rather than bringing in outside experts to provide one- or two-day workshops. What you will be doing in this project is developing a PLC for 21st century knowledge and skill development that builds on the model described by Darling-Hammond & Richardson (2009). Your PLC will bring together several constituencies, all local, and all having expertise that can contribute to developing the sophisticated teaching required to help young people in our schools learn the knowledge and skills essential for success in the 21st century. The participants will include you and several of your peer teacher candidates (interns), your mentor teachers and/or others from the school in which you are interning, university faculty, and community and family members. Since a common planning time has been found to be key in the successful PLC and that would be difficult to arrange given your participants’ schedules, your collaborations will be virtual as well as face to face. The virtual community that you create, such as a wiki or social network, will be the evidence of leadership and collaboration (Evidence #6) you place in your electronic portfolio. (5b.1)

The PLC that you will initiate addresses the qualities of research-supported professional development -- and in a distinctive way because of the distributed expertise among the participants you will bring together in your community. You and your fellow teacher candidates are in a unique position to make 21st century content available because of your access to university resources. Your mentor teachers have the experience and expertise to apply the knowledge to practice. Family members can contribute their unique understanding of their children and their culture. Community members provide resources and settings where 21st century knowledge and skills are used. An underlying goal of this project is that you will come to value professional collaborations such as these and recognize how they can continue to be a source of professional development throughout your career. In particular, we hope that you will recognize that teachers, perhaps above all others, should consider learning to be a life-long activity and that you will continue to turn to local colleges and universities, community agencies, families, and local businesses as sources of learning.

This project, therefore, is designed with three aims in mind:
1. To give you, a teacher candidate, the opportunity to provide genuine leadership in the design of professional development for increasing 21st century knowledge and skills
2. To provide a way for you to collaborate meaningfully with your peers, your mentor teachers and school staff, family members, and community/university personnel
3. To give you a lifelong approach to continued growth as a professional

You will work in small groups on this project. If you are placed in a school where several of you are interning, that will give you a good group. If not, you can form a group in another way, but it is best for several teacher candidates to work on this project together.

Since this is to be professional development designed to enhance teachers’ ability to prepare students for the 21st century, you should analyze the existing school improvement plan in your school(s). Look for the professional development component of the plan in order to identify how it addresses 21st century issues. Extend this investigation by looking at a variety of school improvement plans from around the state. This will acquaint you with the characteristics or critical elements of school improvement plans. What patterns do you see? How do they approach professional development for teachers? What data were used to develop the plan? How were teachers involved in the plan’s development? Were families or universities or community agencies involved? (1b.2) (1b.3)

After analyzing a number of school improvement plans and noting the sort of 21st century issues that emerge, invite your mentor teacher and other teachers in your school to join you in forming a PLC that investigates one or more of these underlying issues. Since it is difficult to arrange a time when all who are working on a project can get together, you can set up an online medium that will become your virtual PLC. Of course, you will be engaged in face-to-face interactions as well. You will include documentation of your exploration of school improvement plans and professional development, and at this point you should begin gathering data that will help you identify specific areas of need to address in professional development and adding it to your site. Review the data that were used in the development of the school improvement plan. What additional data are needed? Consider administering a teacher survey, conducting structured interviews, consulting relevant student assessment data, etc. Keep a record of the data you collect and use. Using the virtual community you have set up, collaborate with PLC members on the choice and use of data. (1b.3) (1c.2)

Using the data you have gathered, determine which of the four themes established by the Teacher Education program for its 21st Century Explorations best matches the areas of needed professional development identified by you and your teachers:

- equity and social justice
- globalization and interdependence
- aesthetics and creative endeavor
- nature and the environment

The next step will take careful and critical thought: You and your teachers should develop one, or perhaps, two or three specific questions to give a focus to the professional development activities. This question might be something like “What is meant by global awareness and how can I integrate it into what I teach?” This is just an example, but keep in mind the 21st century core content and skills as identified in the Framework for 21st Century Learning as you develop your focus (Partnership for 21st Century Skills, 2007). The important point is that the question will give direction to the activities you choose, the discussions you have, and whatever products you develop.

Now the PLC expands as you engage others to join you and your teachers in developing a menu of events and activities that will broaden and deepen understanding of the issue/question you have identified. The menu could include attending specific cultural events on the Elon campus, reading a particular book or article and participating in a seminar discussion based on the reading, taking a field trip to a particular site, attending a conference, asking an Elon professor to share his or her scholarly work with you, etc. Be sure to include the families of your students as well as community and business partners in this collaborative decision-making. They will be able to offer ideas for menu items that might not be considered by teachers and school personnel. (2e.1) (1c.2)
Once particular activities have been decided upon, the menu of activities along with brief descriptions should be published – on paper or on the web or both – and distributed to those who might like to participate in the professional development. Again, encourage families and people from the local community to participate. They will add richness to the professional development experience and bring a perspective to the discussions that might not be heard otherwise. (2e.1)

You will participate in the activities as well, of course, giving you an opportunity to participate in professional development and growth activities. In discussions with your mentor teacher, you will consider how to translate the information you gain about 21\textsuperscript{st} century issues into learning experiences for your students. During your internship, you might put what you learned into practice under the guidance of your mentor teacher. (1b.1) (1c.1)

If teachers want to receive credit for participation, for example in the form of continuing education units (CEUs), find out how to arrange this. You can work with the school system and the university to make these arrangements.

The PLC will need to make two decisions: what the outcome of your professional development activities will be, and how you will assess the success of the project. These outcomes should reflect the needs that you and your mentor teachers identify at the beginning of the project. What does your PLC hope to learn or accomplish? How will you know that you learned or accomplished it?

**How the evidence specifically addresses the descriptors for which it is cited in Sections I and II:** Descriptors are identified by number where they occur in the explanation/directions to candidates above. We will remove them when the directions are actually given to the candidates, but during this planning stage, they serve to ensure that each descriptor is addressed and easily located. Below is a chart that summarizes how the evidence addresses each descriptor.

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Description/Explanation</th>
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<tbody>
<tr>
<td>Engages in collaborative and collegial professional learning activities (1b.1)</td>
<td>Candidates participate in a PLC along with mentor teachers, K-12 personnel, family members, and community agencies. They work collaboratively to establish the PLC and to engage in its professional development activities.</td>
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<tr>
<td>Participates in professional development and growth activities (1c.1)</td>
<td>One of the initial steps that candidates will engage in as they establish a PLC is to examine school improvement plans (from their placement site and other schools) to identify their professional development component and other critical elements. They will document and use this information as they propose goals for the PLC.</td>
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<tr>
<td>Identifies the characteristics or critical elements of a school improvement plan (1b.2)</td>
<td>Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan (1b.3)</td>
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<tr>
<td>Begins to develop professional relationships and networks (1c.2)</td>
<td>Communicates and collaborates with the home and community for the benefit of students (2e.1)</td>
</tr>
<tr>
<td>Communications and collaborates with the home and community for the benefit of students (2e.1)</td>
<td>Candidates are encouraged to include home and community in the establishment and operation of PLCs. The intent of PLCs is to bring a variety of people together to learn together; this particular one will have the goal of helping students learn the complex skills they need for success in the 21\textsuperscript{st} century through the activities taking place in it.</td>
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</table>
Descriptors | Description/Explanation
---|---
Participates in recommended activities for professional learning and development (5b.1) | This professional development activity is seen to have several recommended characteristics:
1. It meets the criteria that Darling-Hammond cites as supporting effective professional development:
   a) It deepens teachers’ knowledge of content and how to teach it to students. It is enhanced by the pairing of teachers and teacher candidates. Teacher candidates can provide to teachers the most current, 21st century content available in the university’s academic community; teachers provide teacher candidates with the experience and expertise of putting the content into practice.
   b) It enables teachers to acquire new knowledge, apply it to practice, and reflect on the results with colleagues.
   c) It is designed to be a part of a school reform effort. Teachers in NC have been charged by the State Board to prepare 21st century professionals to lead its public schools. This professional development is aimed at that charge.
   d) It is collaborative and collegial. It gives teachers, teacher candidates, families, and community members an opportunity to collaborate in the design of experiences that will affect the learning of their students/children. They then participate in the activities and engage in focused discussions together.
   e) It is sustained over time. This is not a one-event activity; there are a variety of activities over the course of a semester.
2. It establishes a series of varied activities selected by participants. However, the reflection following the activities is focused on central guiding questions determined by the participants.
3. It gives teacher candidates an opportunity to provide genuine leadership in the design of a professional development plan for increasing 21st century knowledge and skills.
4. It encourages teachers to view local colleges or universities as sources of continuing education and professional development, not just degree opportunities.
5. It involves the entire community in the development of content and skills important for teachers and all citizens in the 21st century.

How the evidence is/will be evaluated by the institution: We will use a rubric to evaluate Evidence #6. The rubric will contain the following (and additional) criteria, and performance level descriptors will be developed for each.

Rubric: Evidence #6

| Criteria | Performance Level |
| --- | --- | --- |
| Identifies the characteristics or critical elements of a school improvement plan | Developing | Proficient | Accomplished |
| Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan. | | | |
| Engages in collaborative and collegial professional learning activities | | | |
| Participates in professional development and growth activities | | | |
| Develops professional relationships and networks | | | |
| Communicates and collaborates with the home and community for the benefit of students | | | |
References


Part D: Timeline for Implementation

Curriculum approval process

The process for curriculum changes is outlined in Elon University’s Faculty Handbook and begins with a proposal from the department/program to the university’s Curriculum Committee that includes representatives from all departments and programs on campus. Any departments whose course offerings are impacted by the changes will have been previously notified. On approval by the Curriculum Committee, the proposal is submitted for inclusion on the agenda of the following monthly faculty meeting for discussion and faculty vote. For inclusion in the subsequent year’s catalog, proposals must be approved by the faculty at its meeting held the first Friday in March.

Summer/early fall 2009: Program coordinator will meet with the chairs of departments impacted by a change brought about by revised curriculum.

Fall 2009: Program coordinator, in conjunction with the Education Department chair, Director of Teacher Education, Dean of the School of Education, and where appropriate, deans of other schools/colleges, will create a proposal outlining the curricular changes needed for the newly revised program.

November 2009: Draft “checklists” of course requirements for the new program will be in place so that students in their first and second years can plan for winter and spring classes and beyond.

February 2010 or before: Proposal will be submitted to Curriculum Committee for consideration to allow approval by the full faculty in March and inclusion in the 2010-11 academic catalog.

March 2010 or before: Proposal will be taken by Curriculum Committee to full faculty for approval.

Spring 2010: Any student planning to graduate under the current requirements will need to be admitted no later than the spring 2010 induction ceremony. Students cannot be admitted to the current program after the 2009-2010 school year.

Fall 2010: New program implemented.

Impact on students

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year students</td>
<td>New program*</td>
<td>New program</td>
<td>New program</td>
<td>New program</td>
</tr>
<tr>
<td>Sophomores</td>
<td>New program†</td>
<td>New program*</td>
<td>New program</td>
<td>New program</td>
</tr>
<tr>
<td>Juniors</td>
<td>Current program</td>
<td>New program†</td>
<td>New program*</td>
<td>New program</td>
</tr>
<tr>
<td>Seniors</td>
<td>Current program</td>
<td>Current program</td>
<td>New program†</td>
<td>New program*</td>
</tr>
</tbody>
</table>

* These students enter under the 2009-2010 academic catalog that describes the current program; they will graduate in May 2013 and submit evidences as part of the first required review in summer of 2013.
† These students entered under the 2008-2009 academic catalog that describes the current program; they will graduate in May 2012 and submit evidences for the first pilot review in summer of 2012.

Students who entered Elon prior to fall of 2010 who have taken courses required in the current program that are no longer required in the new program will be allowed substitutions where appropriate. Students who enter Elon in the fall of 2010 will enter with the new program fully implemented. The academic catalog and advising checklists for 2010-2011 and subsequent years will list requirements for the new program.