

Evidence	Standard A.3.4 Knowledge and Skills Appropriate for their Field
Administration and Purpose	
What is it?	Documentation of their application of content knowledge and skills in their field.
At what point or points is the assessment administered during the preparation program?	The assessment is administered at the end of the program's coursework prior to graduation.
What is its purpose?	The purpose of this assessment is to evaluate the candidates' content knowledge and professional skills.
How are instructions provided to candidates?	Instructions for this assessment are given at two points during their program. The first is at the first course which is Orientation. The second is given five weeks prior to due date. The handbook is provided to the candidates electronically at both points along with an exemplar. Candidates may email or call the Graduate Advisor at any time with questions.
How are candidates made aware of the criterion for success?	The handbook provides the candidates with a list of standards and the number of artifacts required for each.
Is the assessment aligned with CAEP, InTASC, national/professional and state standards?	Yes. The assessment is Pass/Fail. Any area where a candidate rates as failing, the candidate must resubmit a revision until a score of Pass is achieved.
Content of Assessment	
Are indicators explicitly identified aspects of CAEP, InTASC, national/professional and state standards?	Yes
Scoring	
How are data collected, analyzed, and reported?	Portfolios are evaluated by two scorers for the purpose of reliability.
Is the basis for judging candidate performance well defined?	Yes. A rubric is used to score. The rubric is included in the handbook.
How is the information used?	The information is used as a basis of completion of program, graduation, and certification. Areas where candidates consistently show weakness are reviewed for program improvements.

Standard A.3.4

Portfolio

Documentation of their knowledge and skills appropriate for their field.

Student	Pass 1 st Attempt	Pass 2 nd Attempt	Date Graduated
1	Yes	N/A	06/2021
2	Yes	N/A	07/2021
3	Yes	N/A	07/2021
4	Yes	N/A	08/2021
5	Yes	N/A	10/2021
6	Yes	N/A	11/2021



Guide to the Capstone Portfolio

M.Ed. Curriculum and Instruction

M.Ed. Elementary Education

TABLE OF CONTENTS

The Mission of the College of Education	3
Program Offerings	5
Certification Program.....	5
Non- Certification Program	5
Course Descriptions	7
Introduction	9
Portfolio Definition.....	10
Context of the Portfolio	10
The Narrative	14
inTASC Standards	14
Required Portfolio Contents and Organization.....	18
Portfolio Assessment	20
Appendix A: Content Area Standards	22
ELEMENTARY ONLY CONTENT CURRICULUM.....	22
HISTORY/SOCIAL SCIENCE CONTENT CURRICULUM.....	23
BIOLOGY CONTENT CURRICULUM	24
ENGLISH/LANGUAGE ARTS CONTENT CURRICULUM.....	25
MATHEMATICS CONTENT CURRICULUM	26
Appendix B: Plan of Study Forms	28
Appendix C: Field Experience Documentation Form	31

The Mission of the College of Education

The College of Education at Faulkner University is committed to the training of elementary, secondary, and P-12 teachers who will demonstrate a high degree of both Christian character and professional competence. Those who complete the Teacher Education Program are prepared to provide leadership and promote Christian ethics in public and private schools.

The mission of Faulkner University's College of Education is to glorify God through the education of the whole person and the preparation of highly competent, professional, and socially committed elementary and secondary school educators who possess content, pedagogical, and professional knowledge, who emphasize integrity of character, who use their gifts in the service of others, and who demonstrate professional competence and leadership in their field.

The education of our future citizenry is one of the most noble and significant challenges for an individual to accept. As our society continues to change and seek sources of positive influence, the need grows for dedicated, purpose-minded teachers. Those who pursue a teaching career now will inherit the task of motivating students to lead an intelligent, responsible and meaningful life. With these goals in mind, the vision of the College of Education integrates the University's five commitments—to Christ, the Bible, the Individual, Excellence, and American Ideals—with the need for quality educators who will serve others with integrity. The College of Education has created a vision for our quest to prepare future educators in collaboration with the broader Faulkner community, the professional community in schools surrounding our college, our teacher education program candidates, and our alumni: to prepare educators who are able to meet the challenges of teaching in the twenty-first century by the following goals:

- Fostering a Christ-like community of empathy, caring, friendliness, respect, openness, understanding and integrity to establish lives of professional service in facilitating learning.
- Fostering the pursuit of cognitive, moral, emotional, physical, psychological and spiritual excellence for lives of professional service in facilitating learning.
- Fostering the preparation of highly competent, professional, and socially committed elementary and secondary school educators and leaders for lives of professional service in teaching.
- Fostering the pursuit of specialized training in content, pedagogical, and professional knowledge for lives of professional service.
- Fostering the infusion of values, integrity, and character across the curriculum, co-curricular experiences, and extra-curricular activities for lives of professional service in facilitating learning.
- Fostering the development of educators who demonstrate dedication to their pupils' intellectual growth and overall well-being in lives of professional service in facilitating learning.

- Fostering a desire to perpetuate the art and profession of teaching through lives of professional service in facilitating learning.
- Fostering the lifelong pursuit of professional excellence, innovation, and collaboration in research and preparation of professionals for the highest levels of practice and service in diverse schools, organizations and communities.

It is the goal of the College of Education at Faulkner University to produce teachers who demonstrate the following:

1. High moral and ethical character, a by-product of their Christian commitment;
2. Honesty and integrity in all relationships, including school personnel, students, and the public;
3. Academic and professional competence, with careful attention to subject matter and teaching methods.
4. Diligence in planning and evaluation of student performance;
5. Respect for authority;
6. Genuine interest in children and youth as evidenced in friendliness, firmness, patience, and sensitivity to individual needs;
7. Willingness to go beyond minimum requirements.

Program Offerings

Teacher candidates enrolled in the licensure programs at Faulkner University are accountable to all of the academic policies in the current university catalog as well as those policies mandated by the ALSDE. Candidates are responsible for familiarizing themselves with said policies.

Certification Program

The following licensure programs are offered in the College of Education at the graduate level.

Traditional Class A certification

The purpose to help teachers who hold a Class B certificate in Elementary Education develop higher levels of competence.

- Elementary Education (K-6)

Non- Certification Program

The following non- licensure programs are offered in the College of Education at the graduate level:

Curriculum and Instruction

The purpose of the Curriculum and Instruction program is to increase candidates' knowledge in advanced pedagogy and instruction, assessment and technology within the context of a content area. The M.Ed. in Curriculum and Instruction has five concentration areas available and one general track.

- Curriculum and Instruction, general
- Curriculum and Instruction, concentration in Elementary K-6 Pedagogy
- Curriculum and Instruction, concentration in Secondary 6-12 Biology Pedagogy
- Curriculum and Instruction, concentration in Secondary 6-12 History Pedagogy
- Curriculum and Instruction, concentration in Secondary 6-12 Mathematics Pedagogy
- Curriculum and Instruction, concentration in Secondary 6-12 English/Language Arts Pedagogy

If a candidate successfully completes the M.Ed. Curriculum and Instruction degree in the field of study in which they already hold a valid Alabama Class B teacher certification, this degree would meet the Alabama State Department of Education qualification for advanced pay.

Note: Once a student has enrolled in a program, the student must remain in this program. Switching programs is prohibited. For example, a candidate cannot begin in the Curriculum and Instruction program, concentration in Elementary K-6 pedagogy and move to the Traditional Class A Elementary program.

Course Descriptions

FED 6000 Orientation to Teacher Education

An introduction to education, including an overview of professional practice and program requirements.

FED 6301 Ethics for Educators

Theories of value and evaluation, ethical discourse and arguments and other uses of ethics in education case studies are the basis of this course.

FED 6322 Curriculum Design and Instructional Methods

This course explores the systematic application of instructional design methods within a broad range of learning environments. Includes practical experience in selecting appropriate modes of instruction based on clearly defined objectives.

FED 6330 Assessment for Teaching and Learning

Tests and assessment are an essential part of the instructional process. When properly done, they cannot only effectively evaluate but also enhance students' learning and teachers' instruction. This course examines how to effectively use assessment for learning in classrooms today.

FED 6345 Differentiated Instruction for Diverse Learners

Designed to help educators develop an understanding of principles and practices related to effectively addressing academic diversity in contemporary classrooms. This course also explores effective instruction for students with special needs.

FED 6342 Multicultural Education

Students are engaged in considering critical issues, developing a deeper understanding of themselves as cultural beings, and acquisition of a deep knowledge base and skills in multicultural education. Provides key information and strategies on how culture affects learning.

FED 6349 Advanced Classroom Management

Designed to enable the teacher to perform as a manager within the classroom and school. Areas of emphasis include preparing and teaching routines, the first days of school, effectively managing power control issues of students, and positive school-wide behavior support.

FED 6350 Technology of Learning

This course introduces students to the selection and use of computer-based media, multimedia, and conventional media in the preparation of materials for educational purposes.

FED/EED 6380 Action Research

This course provides opportunities to review action research literature, explore both quantitative and qualitative paradigms in action research, and develop basic skills in action research methodology.

EED 6326 Reading Skills and Comprehension

A study in the selection and use of materials and methods of teaching reading in the elementary school with emphasis upon research based best practices for classroom teachers.

EED 6332 Teaching Elementary Language Arts

Designed to increase and strengthen the knowledge and competencies of experienced teachers of language arts and skills in the elementary school.

EED 6336 Teaching Elementary Social Studies

A critical study focused on current trends in elementary school social studies, with particular attention to innovative instructional modes and relating learning to learners' social environment.

EED 6341 Teaching Elementary Mathematics

This course explores the methods and materials of teaching elementary school math. Current research is emphasized as is the theory concerning the facilitation of the development of mathematical skills and concepts.

EED 6368 Teaching Elementary Science

This course explores the methods and materials of teaching elementary school science. Current research is emphasized as is the theory concerning the facilitation of the development of scientific skills and concepts.

Introduction

One module prior to completion of the graduate program in Education at Faulkner University, each student will complete a capstone portfolio documenting their learning and progress in the program.

The graduate program offers entry points at the start of each five week course, allowing students to begin their coursework when it is convenient for them. The capstone portfolio is designed for students to demonstrate mastery in the areas of content, pedagogy, pedagogical content knowledge, and professionalism. These areas are central to the curriculum and assignment design in each course.

This document is designed to assist students enrolled in graduate programs within the College of Education through the portfolio process. The capstone portfolio is a summative assessment, allowing students to provide evidence of meeting required standards and authenticates personal and academic learning as well as professionalism.

The portfolio is the property of the student and is student driven. The final submitted portfolio will be assessed by the College of Education faculty as a committee, not by any individual professor or staff member. Students must score a minimum of 80 points on the portfolio to move toward graduation and degree completion. Any score below 80 points will be sent back to the student for revision and remediation by faculty if necessary.

Format of the portfolio submission is up to the student, either paper or electronic. Portfolios should be uploaded or linked in the FED6000 Orientation to Teacher Education course under the Portfolio tab.

Portfolio Definition

There are many definitions of portfolios covering everything from portable collections of pictures to the case used to carry them. A capstone (also called summative) portfolio is not the type of document you would share with your future employer (Barrett & Carney, 2005). It includes some of your work that was not your best in order to demonstrate progress. It also includes reflection on your professional self, including your values, ethics, and experiences as they are refined through experience and study.

The capstone portfolio includes evidence from the broad spectrum of your experiences making the portfolio either overwhelming or inappropriate if you were to present it in its entirety during an application process for employment, further education, or special experiences such as the Peace Corps. For our purposes, the capstone portfolio will be defined as: An intentional repository of evidence reflecting the scholarly and professional progress, goals, and reflections of the learner; integrating knowledge, theory, and skills from multiple sources using the inTASC/ Alabama Core Teaching standards and Specialized Professional Association standards as a framework; and providing a benchmark exit assessment for the College of Education major.

(Student Guide to Capstone Portfolio, Woodring College of Education at Western Washington University, 2009)

Context of the Portfolio

What is included in the portfolio to demonstrate mastery of standards is entirely up to you. You will look at the list of required standards and think back in your program of what you have completed and submitted that would best show your mastery of that standard. In addition to providing evidence of learning related to the standards, your portfolio will also include a culminating narrative in the form of a paper. This culminating assignment will take the artifacts presented for those standards and allow you to synthesize them in a way that formally expresses your knowledge and ability.

The requirements in the graduate program of the College of Education can be divided into five groups: Professional Studies, Teaching/Concentration Field, Technology, Field Experience, and Professionalism.

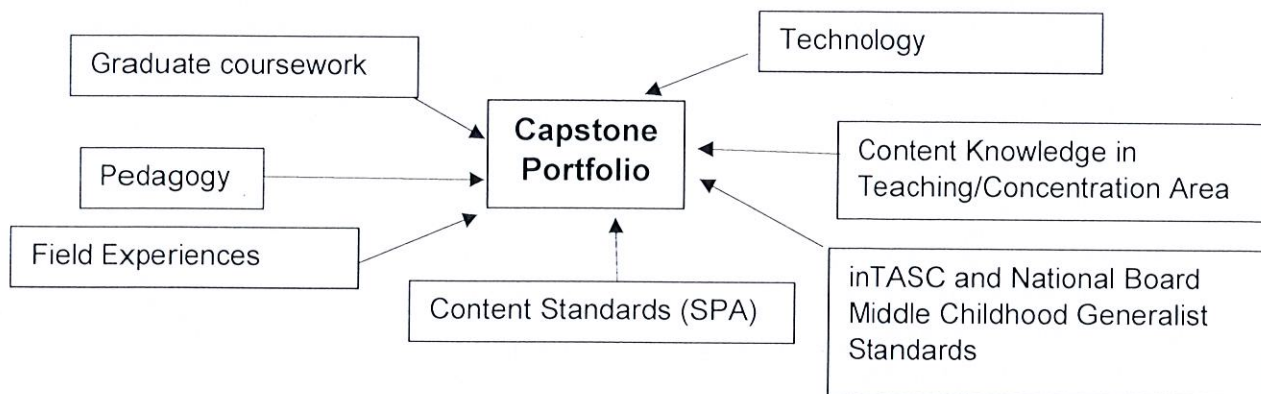
Graduate Program Requirements M.Ed. Curriculum and Instruction			
Professional Studies	Concentration Area Key Assignment	Field Experience	Professionalism
FED 6000 Orientation to Teacher Education			Students are assessed on professional dispositions by professors at the end of every class and on field experience documentation
FED 6301 Ethics for Educators			
FED 6322 Curriculum Design and Instructional Methods	UbD unit and lesson design	15 hours in concentration area	
FED 6330 Assessment for Teaching and Learning	Data analysis portfolio	15 hours in concentration area	
FED 6342 Multicultural Education			
FED 6345 Differentiated Instruction for Diverse Learners	Professional Collaboration Assignment	15 hours of field experience with special education students in concentration area	
FED 6340 Legal Issues			
FED 6349 Advanced Classroom Management	Classroom Management Plan	15 hours in concentration area	
FED 6350 Technology of Learning	FED 6350 Technology of Learning		
FED 6380 Action Research	Action Research Project	15 hours in concentration area	
PY 6325 Advanced Educational Psychology			

Graduate Program Requirements M.Ed. Elementary Education			
Professional Studies	Teaching Field Key Assignment	Field Experience	Professionalism
FED 6000 Orientation to Teacher Education			Students are assessed on professional dispositions by professors at the end of every class and on field experience documentation
FED 6301 Ethics for Educators			
FED 6322 Curriculum Design and Instructional Methods	UbD unit and lesson design	15 hours in Elementary classroom	
FED 6330 Assessment for Teaching and Learning	Data analysis portfolio	15 hours in Elementary Education classroom	
FED 6342 Multicultural Education OR			
FED 6345 Differentiated Instruction for Diverse Learners	Professional Collaboration Assignment	15 hours of field experience with special education students	
EED 6326 Reading Skills and Comprehension	Teaching Reading Assignments	15 hours in Elementary classroom	
EED 6336 Teaching Elementary Social Studies	Five Areas of Social Studies	15 hours in Elementary classroom	
EED 6341 Teaching Elementary Mathematics	Mathematics Lesson Plans	15 hours in Elementary classroom	
EED 6380 Action Research	Action Research Project	15 hours in Elementary classroom	

EED 6368 Teaching Elementary Science	Science Lesson Plans	15 hours in Elementary classroom	
EED 6332 Teaching Elementary Language Arts	Instructional Strategies for Language Arts	15 hours in Elementary classroom	

When compiling your artifacts, you may use the same artifact for more than one standard. How the artifact relates will be argued in your introductory narrative.

Spend some time thinking about each of the standards below in relationship to your program and the courses you took. You are not limited to the suggested assignments, the portfolio belongs to you. You can access any courses you have taken in Blackboard or VCamp and review the syllabi for those courses as well. Each course will have the course objectives which could provide some additional context for the assignment in that course and help you determine which assignments may be best suited for you to use to show mastery.



The Narrative

The narratives you write related to each set of standards should be written in a reflective voice. This is used to intentionally look back at each course and relate your new knowledge into your existing knowledge. After determining which artifacts you will use a set of standards, synthesize your learning in your coursework and on related assignments to reflectively describe your learning and how the artifacts relate.

The narrative should be free from grammatical and punctuation errors.

inTASC

And National Board Middle Childhood Generalist Standards

InTASC: I The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

National Board Middle Childhood Generalist Standards

Standard #I: Knowledge of Students: Accomplished teachers use their knowledge of child development, their knowledge of students as individuals, and their knowledge of students as learners to develop and strengthen relationships that enhance learning.

Standard #2: Respect for Diversity: Accomplished teachers respect and comprehend the complex nature of diversity. They provide opportunities for all students to access the knowledge, skills, and understandings they need to become caring and thoughtful participants in a global society.

Standard #III: Establishing an Environment of Learning: Accomplished teachers establish and maintain safe and respectful learning communities that nurture relationships and create climates that promote student engagement in learning.

II. Content/Concentration Area/Teaching Field

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

***The individual content standards for each concentration area are provided at the end of this guide.**

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

National Board Middle Childhood Generalist Standards

Standard V: Knowledge of Content and Curriculum: Accomplished teachers draw on and expand their knowledge of content and curriculum to determine what is important for students to learn and experience within and across the subject areas of the middle childhood years.

Part III. Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

National Board Middle Childhood Generalist Standards

Standard V: Accomplished teachers are effective instructional decision makers. They use a process of assessing, planning, implementing, and reflecting to guide teaching and learning.

Standard IX: Reflective Practice: Accomplished teachers reflect on their practice continually to improve the quality and effectiveness of teaching and learning.

Part IV: Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-

renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

National Board Middle Childhood Generalist Standards

Standard VI: Partnership and Outreach: Accomplished teachers establish and maintain partnerships with families and the greater community to enhance teaching and support student learning.

Standard VII: Professionalism, Leadership, and Advocacy: Accomplished teachers are leaders who advocate for the teaching profession and student learning.

Standard IX: Reflective Practice: Accomplished teachers reflect on their practice continually to improve the quality and effectiveness of teaching and learning.

Required Portfolio Contents and Organization

Table of Contents

Part I: Introductory Information

- Self-introduction (Limit to 1 page or less)
- Statement of Professional Philosophy of Education (Limit to 1 page or less)
- Statement of Professional Purpose (goals, lifelong learning, etc.) (Limit to 1 page or less)

Part II: Learner and Learning

- Reflective narrative (3-5 pages)
- Two artifacts for each of the three standards within this subset (Six total)

Part III: Content/Concentration Area/Teaching Field

- Reflective narrative (3-5 pages)
- Four artifacts for each of the two standards within this subset. These should be intentionally focused on your concentration area. (Eight total)

Part IV: Instructional Practice

- Reflective narrative (3-5 pages)
- Three artifacts for each of the two standards within this subset (Six total)

Part V: Professional Responsibility

- Reflective narrative (3-5 pages)
- Two artifacts for each of the two standards within this subset (Four total)

Part VI: Field Experience

- Reflective narrative (2-4 pages)
- Three artifacts supporting the role of field experience in your learning (Three total)

Part VII: Technology

- Reflective narrative (2-4 pages)
- Three artifacts supporting the role of technology in your learning or increased knowledge in the area of technology (Three total)
- In the Orientation course, you were to set two professional goals to explore and apply pedagogical approaches including technology. Reflect on the effectiveness of your goals.

Portfolio Assessment

Criteria and Feedback	Points
Do reflective narratives provide documentation of the student's expertise and learning for each standard: Learner and Learning, Content/Concentration Area, Instructional Practice, Professional Responsibility as well as Field Experience and Technology	30 points (5 points /standard)
Do the artifacts for each standard provide evidence of student expertise and learning?	30 points (1 point/artifact)
Does the student show writing proficiency?	20 points
Is the portfolio organized and professionally presented	10 points
Did the candidate include the required introductory information?	10 points

	Does Not Meet Standard	Meets Standard (Pass)	Exceeds Standard (Exemplary Work)
Narratives	<ul style="list-style-type: none"> • Narrative is unclear or disorganized • Underdeveloped and loosely sequenced • Perspective is general and not specific to the evidence presented 	<ul style="list-style-type: none"> • Writing is presented clearly and consistently • Ideas are fully developed and logically sequenced • Guides the reader through the development and reasoning of the evidence • Supports the students' expertise and learning for each required area 	
Evidence	<ul style="list-style-type: none"> • Does not link to required area • Ineffective in support to student expertise and learning • Does not include required minimum amount of evidence 	<ul style="list-style-type: none"> • Clearly links to each required area • Supports students' expertise and learning • Includes required minimum amount of evidence 	
Writing	<ul style="list-style-type: none"> • Accumulation of errors in grammar, usage, and mechanics that distract or interfere with meaning • Limited control of syntax and vocabulary 	<ul style="list-style-type: none"> • Has an effective fluent style with variety in syntax, precise word choice • Is free from errors in grammar, usage, and mechanics 	
Organization and Professional Presentation	<ul style="list-style-type: none"> • Portfolio appears unorganized, it is difficult to find narratives and the evidence that support the subareas • Portfolio's presentation is cluttered and unplanned 	<ul style="list-style-type: none"> • Portfolio is organized, narratives and evidence are easily linked and found • Presentation of the portfolio looks thoughtful and intentional 	
Introductory Information	<ul style="list-style-type: none"> • Introductory information is not included 	<ul style="list-style-type: none"> • Introductory information is included and complete 	

Appendix A: Content Area Standards

ELEMENTARY ONLY CONTENT CURRICULUM	
CC 1:	Uses major concepts from English/Language Arts to teach reading, speaking, viewing, listening, and thinking skills.
CC 2:	Helps students apply English/Language Arts skills and strategies to different situations, materials, and ideas
CC 3:	Uses major concepts of Science to design and implement grade level appropriate inquiry based lessons to build personal and social understanding
CC 4:	Uses major concepts and procedures to engage students in understanding and application of the Mathematical practice standards.
CC 5:	Uses major concepts from the Social Studies to encourage inquiry and informed decision making
CC 6:	Uses major concepts of the Performing and Visual Arts as a way to communicate and engage students
CC 7:	Uses major concepts of Health education to create opportunities for student's development and practice of good health skills.
CC 8:	Uses major concepts of human movement and physical activity to help encourage active and healthy lifestyles for students

HISTORY/SOCIAL SCIENCE CONTENT CURRICULUM

CC 1: Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government.
CC 2: Explain the law of supply and demand in a market economy
CC 3: Understand the international market system
CC 4: Identify economic problems, including unemployment, inflation, and national debt
CC 5: Understand concepts of money, personal finance, and opportunity costs.
CC 6: Understand roles of consumers and producers in the market economy of the United States.
CC 7: Apply financial literacy principles, including money management skills
CC 8: Explain costs and benefits of government intervention on the world economy.
CC 9: Describe the world in spatial terms using map and other geographic representations, tools, and technologies
CC 10: Explain how human systems develop in response to physical environmental conditions and understand the relationship between physical geography and human history.
CC 11: Determine how regions are used to organize and analyze areas of Earth's physical systems.
CC 12: Explain how cultural features, traits, and diffusion help define regions.
CC 13: Construct a personal connection to historical events at home and abroad.
CC 14: Think critically and chronologically regarding major events occurring in the United States and throughout the world.
CC 15: Critique a variety of historical documents.
CC 16: Engage in historical analysis and interpretation
CC 17: Conduct historical research
CC 18: Evaluate intricate connections among the past, present, and future
CC 19: Engage in decision making using historical knowledge and analysis
CC 20: Define government and understand its historical foundations
CC 21: Explain interrelationships of local, state, and federal governments
CC 22: Understand basic values and principles of the American republic
CC 23: Comprehend the relationship of the United States to the rest of the world
CC 24: Identify rights and responsibilities of citizenship, including the practice of responsible citizenship.

BIOLOGY CONTENT CURRICULUM

CC 1: Knowledge of multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science

CC 2: Knowledge of the nature of scientific evidence and the use of models for explanation

CC 3: Knowledge of measurement as a way of knowing and organizing observations of constancy and change

CC 4: Knowledge of the development of natural systems and factors that result in change over time or equilibrium

CC 5: Knowledge of interrelationships of form, function, and behaviors in living and nonliving systems

CC 6: Knowledge of life processes in living systems including organization of matter and energy

CC 7: Knowledge of similarities and differences among animals, plants, fungi, microorganisms, and viruses

CC 8: Knowledge of principles and practices of biological classification

CC 9: Knowledge of theory and principles of biological change over time

CC 10: Knowledge of ecological systems including the interrelationships and dependencies of organisms with each other and their environments

CC 11: Knowledge of population dynamics and the impact of population on its environment

CC 12: Knowledge of general concepts of genetics and heredity

CC 13: Knowledge of organization and functions of cells and multi-cellular systems

CC 14: Knowledge of the regulation of biological systems including homeostatic mechanisms

CC 15: Knowledge of fundamental processes of modeling and investigating in the biological sciences.

CC 16: Knowledge of applications of biology in environmental quality and in personal and community health

ENGLISH/LANGUAGE ARTS CONTENT CURRICULUM

CC 1: Demonstrate knowledge of the English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

CC 2: Knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

CC 3: Knowledgeable about how adolescents read texts and make meaning through interaction with media environments

CC 4: Knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users

CC 5: Compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

CC 6: Know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English language arts content; and they understand the impact of language on society

CC 7: Knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

CC 8: Use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

MATHEMATICS CONTENT CURRICULUM

CC 1: Know the following related to number and quantity with content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:

- i. Structure, properties, relationships, operations, and standard and non-standard algorithms of numbers and number systems including integer, rational, irrational, real and complex numbers
- ii. Fundamental ideas of number theory
- iii. Quantitative reasoning and relationships that include ratio, rate, and proportion and use of units in problem situations
- iv. Vector and matrix operations, modeling and applications
- v. Historical development, perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures.

CC 2: Candidates know the following topics related to algebra:

- i. Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations
- ii. Function classes including polynomial, exponential and logarithmic, absolute value, rational and trigonometric, including those with discrete domains and how the choices of parameters determine particular cases and model specific situations.
- iii. Functional representations, characteristics, and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions
- iv. Patterns of change in linear, quadratic, polynomial and exponential functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model
- v. Linear algebra including vectors, matrices, and transformations
- vi. Abstract algebra, including groups, rings, and fields and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations
- vii. Historical development and perspective of algebra including contributions of significant figures and diverse cultures

CC 3: Know the following topics related to geometry and trigonometry:

- i. Core concepts and principles of Euclidean geometry in two or three dimensions and two-dimensional non-Euclidean geometries
- ii. Transformations including dilations, translations, rotations, reflections; glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations
- iii. Congruence, similarity and scaling and their development and expression in terms of transformations
- iv. Right triangles and trigonometry
- v. Application of periodic phenomena and trigonometric identities
- vi. Identification, classification into categories, visualization, and representation of two- and three-dimensional objects
- vii. Formula rationale and derivation of two- and three- dimensional objects with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements
- viii. Geometric constructions, axiomatic reasoning and proof
- ix. Analytic and coordinate geometry including algebraic proofs and equations of lines and planes and expressing geometric properties of conic sections with equations
- x. Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures

CC 4: Know the following topics related to statistics and probability

- i. Statistical variability and its sources and role of randomness in statistical inference
- ii. Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference, justification of conclusions, and generalization of results
- iii. Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays, summary measures and comparisons of distributions
- iv. Empirical and theoretical probability for both simple and compound events
- v. Random phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making
- vi. Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures

CC 5: Know the following topics related to calculus

- i. Limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration
- ii. Parametric, polar, and vector functions
- iii. Sequences and series
- iv. Multivariate functions
- v. Applications of function, geometry, and trigonometry concepts to solve problems involving calculus
- vi. Historical development and perspectives of calculus including contributions of significant figures and diverse cultures