Evidence #3: Pedagogical Knowledge/Skills/Dispositions

Literacy Infused Curriculum Project: Special Education Majors

Directions and Candidate Requirements
The purpose of this assignment is to provide you with an opportunity to show that you understand how to **use and fuse** literacy, technology, and content methods instructional strategies to plan and implement a comprehensive unit for one grade level/subject. For the purposes of this assignment, you will select a **mathematics or science topic** from the *North Carolina Common Core/Essential Standards* (same grade level/subject as above) to give focus and cohesion to the five (5) literacy infused lesson plans you create. At a minimum, you are required to incorporate at least two texts which align with the mathematics or science topic of study that heighten awareness of diversity and global connections.   Additionally, you are required to demonstrate how to use technology to maximize teaching and learning (e.g. WebQuests, Podcasts, videos, virtual fieldtrips, multimedia student projects, etc.). Please note that you will need to document the *North Carolina Essential Standards of Technology* goals and objectives (same grade level as above) that are addressed in the lesson plans which utilize technology. The integrative nature of this project will showcase your ability to develop and deliver meaningful, purposeful, and relevant lessons which center on a mathematics topic, incorporate arts and technology and align with literacy goals from the NC Common Core.

Lesson Plans
When writing your lesson plans**, make sure that you write out each Common Core/Essential Standard**, not just the number. The purpose of this assignment is for you to demonstrate your understanding of the ways in which many of the NC Common Core/Essential Standards can be easily met simply by planning meaningful, purposeful, creative, and relevant literacy infused instructional strategies for your students on a daily basis.

Lesson plans may be written in a learning cycle, six-point, before/during/after, or other Instructor specified format.   The specifications and grading criteria for the lesson plan will be handed out in class (**EDU 4140).**
- Explain how you would *assess students' learning* as a result of participation in each instructional activity.
- Additionally, you must identify and briefly describe ONE *unique learner for that same grade level*– this information should be no more than a page in length **(EDU 4140)**.
- For each lesson plan, you will focus on the same unique learner you described (above) to develop appropriate **modifications** that will enable the student to meet the stated lesson objective(s). **(EDU 4140)**
- **Regardless of format, each lesson plan should include the following:**
  - *NC CC/ES objective(s)*
  - *Materials needed*
  - *Instructional strategies*
  - *Assessment*
  - *Unique learner modifications*

Integration of Technology

The selected instructional strategies must also integrate the use of technology, where appropriate. Be certain to include the accompanying artifact (i.e. podcast, Power Point, Web Quest, etc.) for each lesson that incorporates technology **(EDU 4008)**.

Reflection
Lastly, a 2-3 page, double-spaced, typed reflection paper must be included with this project. Discuss what you learned about planning and implementing mathematics or science instruction that is infused with literacy, arts, and technology for your students through this project– both your "glows" and "grows".   Also, include a brief (no more than one paragraph) statement discussing the relevance this project has had on your future literacy instruction decisions.

Electronic Evidence #3
Literacy Infused Curriculum Project: Special Education
Project Rubric

Evidence Descriptors and Evaluation Tool

Highlighted yellow text below describes how the evidence specifically addresses each of the descriptors. The rubric will be used for the instructor's evaluation of the project as it related to the course grade as well as for gateway assessment for the unit's comprehensive assessment plan for NCATE.

Alignment with the NC Professional Teaching Standards				
The Literacy Infused Curriculum Project assessment is designed to provide evidence of the candidate's performance relative to the following standards and elements:				
Teachers demonstrate leadership. This performance assessment requires candidates to develop a unit of cohesive, meaningful, and purposeful lesson plans that integrate English Language Arts, Computer/Technology, Arts, and Social Studies *North Carolina Common Core/ Essential Standards* Goals and Objectives.				
1a.2 Draws on appropriate data to develop classroom and instructional plans	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
the candidate will demonstrate the ability to utilize instructional strategies/materials based on existing performance data for students in the EDU 4144 classroom and the relevant NC Common Core/Essential Standards to produce a cohesive unit of five (5) lesson plans centered on **at least one discipline specialization** in grades K-12 (choose one grade level appropriate for the licensure area)	The 5 lesson plans do not purposefully integrate the relevant NC CC/ES goals and objectives or student performance data to plan a cohesive unit of study.	The 5 lesson plans form a cohesive unit centered on a discipline-specific topic in math and science which evidence the purposeful integration of the relevant NC CC/ES goals and objectives along with available student performance data.	The 5 lesson plans form a cohesive unit centered on two or more discipline-specific topics which evidence the purposeful integration of the relevant NC CC/ES goals and objectives for one grade level and available student performance data.

The unit evidences thoughtful application of available data to develop activities that promote student engagement and lifelong learning. | EDU 4140 |

Total Standard 1: Teachers demonstrate leadership.		Score:		
Teachers establish a respectful environment for a diverse population of students. This performance assessment requires candidates to spotlight a student with special needs and plan modifications that will enable the student to be successful in meeting the objectives for all lesson plans in the Literacy Infused Curriculum Project.				
2b.3 Understands the influence of diversity and plans instruction accordingly.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate must identify a student with special needs and thoughtfully and purposefully plan appropriate modifications for each of the lesson plans that will enable the student to be successful.	The modifications are not appropriate for the identified unique learner **and/or** some of the lesson plans reflect inappropriate modifications to enable the learner to be successful in meeting stated lesson objectives.	All of the modifications for the identified unique learner are appropriate and deemed to be effective in enabling the student to be successful in meeting the objectives of the lesson plans.	Multiple types of modifications (instructional/behavioral/physical) for the identified unique learner are provided to enable the student to be successful in meeting the objectives in all lesson plans.	EDU 4140
2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate will describe one unique learner and collaborate with the cooperating teacher to evaluate the needs of the student in order to plan instructional and/or assessment strategies that will enable him to	The description of the modifications lack evidence to support that the candidate has collaborated with the cooperating teacher to inform planning **and/or** the candidate fails to appropriately incorporate co-teaching	The description of the modifications for the unique learner evidence thoughtful reflection and planning with input from the cooperating teacher **and** the candidate incorporates co-teaching or differentiated instructional strategies	The candidate seeks input from both the cooperating teacher and support specialists in developing appropriate modifications for the unique learner **and** the candidate developments both co-teaching and samples of differentiated instructional strategies across all five	EDU 4140

successfully meet the lesson objective(s). For at least one lesson plan, the candidate will demonstrate the ability to incorporate co-teaching and/or differentiated instructional strategies to work with a special needs, English language learner, or academically gifted student.	or differentiated strategies into at least one lesson plan.	into at least one of the lesson plans.	lessons.	

Total Standard 2: Teachers establish a respectful environment for a diverse population of students.			**Score:**	

Teachers know the content they teach. This performance assessment requires candidates to investigate the North Carolina Common Core/Essential standards for English Language Arts, Social Studies, Arts, and Computer/Technology in order to plan a rigorous and relevant social studies unit that enhances literacy and technology skills.

3a.1 Develops and applies lessons based on the North Carolina Common Core/Essential Standards	**Emerging/Developing** **1** **(Below 80%)**	**Proficient** **2** **(80-89%)**	**Accomplished** **3** **(90-100%)**	**Evaluation**
The candidate must align lesson plans with objectives from the NC Common Core/Essential Standards to produce a cohesive unit centered on **a math/science topic** infused with literacy and	The lessons are not centered on the topic and/or do not address all of the relevant NC CC/ES goals and objectives for one grade level/subject. The project has integrated	The lessons are centered on the topic and all of the relevant NC CC/ES goals and objectives have been purposefully and meaningfully addressed across the unit. Additionally, the	In addition to the relevant NC CC/ES goals and objectives, candidate uses standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant. Technology and Literacy is incorporated in 4 of	EDU 4140

technology.	technology and literacy goals in less than 3 of the lesson plans.	project has integrated technology and literacy in at least 3 of the lessons to support and enhance teaching and learning.	the lessons developed for the unit.	
3c.1 Demonstrates knowledge of links between grade/subject and the NC Common Core/Essential Standards by relating content to other disciplines.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate will demonstrate his/her ability to integrate literacy, arts, and computer/technology objectives from the NC CC/ES in a series of five lesson plans for math/science specialization.	The project does not demonstrate evidence integration of relevant English language arts **and/or** computer/technology objectives with a discipline specific topic in math/science for a given grade level.	Project demonstrates the integration of relevant computer/ technology objectives and relevant English language arts objectives from the NC CC/ES in a cohesive unit centered on a discipline specific topic in math/science for one grade level.	Project demonstrates the purposeful integration of relevant computer/ technology objectives and relevant English language arts objectives from the NC CC/ES in a cohesive unit centered on a discipline specific topic in math/science for one grade level. The connection of content, literacy, and technology is considered exemplary because it utilizes engaging student activities.	EDU 4140
3c.2 Relates global awareness to the subject	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate will integrate literary works into the unit which align with the topic and	Literary works do not appear to be integrated into the unit **and/or** the alignment of	A deliberate effort is made to integrate literary works which heighten awareness of	A deliberate effort is made to integrate literary works which heighten awareness of diversity and global connections	EDU 4140

heightens awareness of diversity and global connections.	the literary works to the topic is questionable.	diversity and global connections Into at least one lesson in the unit and it aligns with the selected topic.	into at least two of the lessons in the unit and these align with the selected topic. Activities to enhance student awareness of diversity and global connections using these works are included.	
3d.1 Integrates 21st century skills and content in instruction	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate will encourage collaboration with team activities and the integration of technology where appropriate that encourages students to analyze, compare, infer, interpret, evaluate, synthesize, and/or problem solve to enhance understanding of the unit topic.	Collaborative team activities and technology integration is minimal. Activities for student engagement and problem-solving to enhance the development of 21st century skills are lacking.	Collaborative team activities and technology integration are included in the unit. Activities for students are engaging and encourage the development of 21st century skills.	Collaborative team activities and technology integration consistently and effectively engage students in problem solving, and allows them to creatively demonstrate their knowledge, and encourages the development of 21st century skills.	EDU 4140
Total Standard 3: Teachers know the content they teach.			**Score:**	
Teachers facilitate learning for their students. This performance assessment requires candidates to understand how students learn and design instruction that demonstrates their ability to differentiate instruction in order to meet the learning needs of all students.				
4a.1 Identifies developmental levels of individual students and plans instruction accordingly.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate will identify one unique learner for whom modifications are made	The narrative is either missing or does not fully describe the unique learner and how to	A narrative describing one learner with special needs and how to enable him to	A narrative describing one learner with special needs and appropriately differentiates instruction to optimally enable	EDU 4140

to enable the learner to be successful in meeting the lesson objective(s).	support his learning needs.	successfully meet each of the lesson's objective(s) is included.	him to successfully meet each of the lesson's objective(s) is included. **Data is included to support his developmental level and plan for instruction.**	
4a.2 Assesses and uses resources needed to address strengths and weaknesses of students.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate must plan and analyze data from each lesson to determine if the objective(s) was met and to what degree students were successful in meeting the stated objective. The analysis of data should enable the candidate to plan next instructional steps.	The assessment plan is poorly developed or lacking. Two or fewer of the lessons indicate that assessment data was incorporated into the Literacy Infusion Project **or** the assessments do not appear to align with the objective(s) of the lessons included in the unit.	An assessment tool that aligns with the objective(s) accompanies at least 3 of the lesson plans in the Literacy Infusion Project. Data that allow the candidate to plan next instructional steps is provided.	Each lesson plan in the Literacy Infusion Project is accompanied by an appropriate assessment tool that aligns with the objective(s) of the lesson and provides data to allow the candidate to plan next instructional steps. Evidence that the candidate used the assessment tool in delivering select lessons during EDU 4144 is provided.	EDU 4144 EDU 4140
4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate will review lesson plans with the cooperating teacher in 4144 to ensure that the modifications for the	One or more of the lesson plans (which are taught in the EDU 4144 placement) does not have the cooperating	Each of the lesson plans (which are taught in EDU 4144 placement) have the cooperating teacher's signature	Each of the lesson plans (which are taught in EDU 4144 placement) have the cooperating teacher's signature indicating affirmation that the	EDU 4144 EDU 4140

unique learner are appropriate and will maximize the likelihood that the learner will be successful in meeting lesson objective(s).	teacher's signature. Evaluation rating by cooperating teacher is below proficiency	indicating affirmation that the modifications for the unique learner are appropriate and will serve to maximize his learning. Evaluation by the cooperating teacher is at proficiency standard.	modifications for the identified unique learner are appropriate and will serve to maximize his learning. Evaluation by the cooperating teacher is at an accomplished standard.	
4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate will demonstrate the ability to use many and varied instructional strategies and materials that purposefully and meaningfully address the topic through varied learning styles, readiness level and/or diverse background.	The instructional strategies and materials selected do not show a variety of strategies incorporating varied learning styles, differentiated instruction for interests, readiness, and/or diverse background.	The instructional strategies and materials purposefully and meaningfully address students' varied learning styles, readiness levels, and diverse backgrounds in 4 of the lesson plans provided in the unit.	The instructional strategies and materials purposefully and meaningfully address students' varied learning styles and differentiated needs in readiness and diverse background are provided in **all** the lessons contained in the unit.	EDU 4144 EDU 4140
4d.1 Integrates technology with instruction to maximize student learning.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate must integrate technology in the literacy fusion project to enhance	Technology integration is not evident or is not used to effectively increase student	Technology integration is evident in at least 3 of the lessons and includes strategies to effectively	Technology integration is evident across all lessons and includes a variety of strategies that appeal to diverse learning	EDU 4140

students' learning, where appropriate, and include the accompanying artifacts.	involvement and engagement in the learning process. Artifacts are not included or are evaluated to be below proficiency standards.	increase student involvement and engagement in the learning process. Artifacts included are judged to be at proficiency standards.	styles and needs. Artifacts included are judged to be above proficiency standards.	
4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate will craft lessons that encourage learners to ask questions, think creatively, synthesize knowledge, draw conclusions, and solve problems**.**	The instructional strategies for each of the lessons do not enable students to develop the ability to apply processes and strategies for critical thinking and problem solving.	The instructional strategies for each of the lessons enable students to develop the ability to apply processes and strategies for critical thinking and problem solving.	The instructional strategies for each of the lessons enable students to develop the ability to consistently apply processes and strategies for critical thinking and problem solving. Evidence of student growth in these skills is provided by the candidate.	EDU 4140
4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate will plan and implement lessons that encourage cooperation and	There are minimal opportunities provided in the unit for students to cooperate and	The lessons presented in the Literacy Fusion Project include many opportunities for	There are instructional strategies in the Literacy Fusion Project that are relevant to the topic and encourage students to	EDU 4140

| collaboration among students (reflecting the social constructivist philosophy), and are relevant to the math/science topic. | collaborate with one another with regard to the topic presented. | students to cooperate and collaborate with each other with regard to the topic selected for the unit. | create and manage learning teams to effectively encourage the development of cooperation and collaboration. | |

| **Total Standard 4: Teachers facilitate learning for their students.** | | **Score:** | | |

Teachers reflect on their practice. This performance assessment requires candidates to think critically about student learning to determine if the instruction was effective in helping students meet stated objectives.

5c.1 Considers and uses a variety of research-verified approaches to improve teaching and learning.	**Emerging/Developing 1 (Below 80%)**	**Proficient 2 (80-89%)**	**Accomplished 3 (90-100%)**	**Evaluation**
The candidate will reflect upon their choices of instructional strategies and student data in an effort to enhance future teaching decisions and effectively meet the learning needs of their students.	The candidate's reflection paper shows little or no evidence of thoughtful consideration regarding the impact of their instructional decisions on student learning and/or does not demonstrate a desire to seek out research-verified approaches to improve future teaching and learning.	The candidate's reflection paper evidences thoughtful consideration regarding the impact of their instructional decisions on student learning and demonstrates a desire to seek out research-verified approaches to improve future teaching and learning.	The candidate's reflection paper evidences an active investigation of innovative research-verified approaches to improve teaching and learning.	EDU 4140

| **Total Standard 5: Teachers reflect on their practice.** | | **Score:** | | |

Total Score from All Standards	**Total Score Emerging**	**Total Score Proficient**	**Total Score Accomplished**

Emerging: Total Score of 13 or below (C or below on Project)
Proficient: Total Score of 14-16 (B- to B+ on Project)
Accomplished: Total Score of 17-21 (A- to A+ on Project)

Grader(s):

Date:

Follow-Up Needed (Comment if Necessary):