

# **Clinical Faculty Handbook for Instructors and Supervisors**

## **Department of Curriculum and Instruction**

Policies, Procedures, and Other Important Information

Department of Curriculum and Instruction  
336 Curry Bldg., School of Education  
PO Box 26170, UNCG  
Greensboro, NC 27402-6170  
(336) 334-3437  
FAX (336) 334-4120  
E-mail: [cui@uncg.edu](mailto:cui@uncg.edu)  
Website: [www.uncg.edu/cui](http://www.uncg.edu/cui)

Revised September 2003

TO: Clinical and Adjunct Faculty  
FROM: CUI Department at UNCG  
RE: Important information for planning and teaching courses in CUI

We appreciate your willingness to teach a course and/or do supervision for us and hope that you will find the following information helpful. Please use this checklist to help you complete some important tasks related to teaching your course. If you have additional questions, please contact one of the following people: Dr. Sam Miller, CUI Dept. Chair, [sam\\_miller@uncg.edu](mailto:sam_miller@uncg.edu) , 334-3445; Dr. Barbara Levin, Graduate Program Coordinator, [bblevin@uncg.edu](mailto:bblevin@uncg.edu), 334-3443; Carolyn Irving, CUI Administrative Secretary, [ctirving@uncg.edu](mailto:ctirving@uncg.edu), 334-3746; or Deborah Bingham, CUI Dept. Receptionist, [dkbingha@uncg.edu](mailto:dkbingha@uncg.edu), 334-3436.

**1. Before the semester begins:**

\_\_\_\_\_ Complete all required employment and payroll forms and turn them in to Carolyn Irving in the CUI Department in 336 Curry.

\_\_\_\_\_ Consult other faculty who have taught this course previously. You should also look at previous syllabi for this course, which can be found on the CUI Department website at <http://www.uncg.edu/cui>. Dr. Miller or Dr. Levin are also available to consult with you about your course syllabus.

\_\_\_\_\_ Turn in book orders to Deborah Bingham as soon as possible. You may order books for your class directly from the UNCG Bookstore website at <http://www.bkstore.com/uncg/>. You may also use the Electronic Reserves at Jackson Library. Information about setting up e-reserves can be found at <http://library.uncg.edu/>.

\_\_\_\_\_ Consult with Dr. Bob King ([bob\\_king@uncg.edu](mailto:bob_king@uncg.edu), 256-0415, 33338 Curry) about how to use Blackboard as a course management tool. You can post assignments, readings, and announcements for your course on your Blackboard course, and make use of its online discussions, assessment, and gradebook features.

\_\_\_\_\_ Arrange for parking by calling the Parking Office at 334-5681. You may also request parking passes from Carolyn Irving in 336 Curry. Also, you should ask Carolyn about a mailbox in 335 Curry so that you will receive messages and other departmental information.

\_\_\_\_\_ Fill out the appropriate form for copying your course materials found in 336 Curry. Please allow at least 2 days turnaround for copying course materials.

\_\_\_\_\_ Check out the multimedia teaching station in the room you are assigned for your course. You will need to make arrangements with staff from the Teaching and Learning Center (TLC) in the McNutt Building (334-5078) for training and to get a key for the teaching stations.

\_\_\_\_\_ Pick up your class roster from Deb Bingham in 336 Curry on the first day of class.

**2. By the end of the first week of class:**

\_\_\_\_\_ Turn in two copies of your Curriculum Vita (CV) to the CUI Department in 336 Curry. Please use the required format located in the Appendix of the Clinical Faculty Handbook.

\_\_\_\_\_ Turn in two copies of your course syllabus to the CUI Department in 336 Curry. Please use the required format located in the Appendix of the Clinical Faculty Handbook.

**3. Toward the end of the semester:**

\_\_\_\_\_ Make arrangements to use Form B for your student course evaluations by contacting Suzanne Williams in the Dean's suite in 323 Curry. All CUI instructors must complete student evaluations for every course every semester. This is usually done during the last class meeting.

\_\_\_\_\_ Pick up the Final Grade Report for your course in 336 Curry, if it has not been put in your mailbox. Grades may be posted electronically, but you must also turn in a completed copy to the CUI Department Office within 48 hours after the date of your final exam. Please keep a copy for your records.

## MEMORANDUM

TO: CUI Clinical Faculty

FR: Sam Miller, Chair, CUI

RE: Teaching or Supervising for the Department of Curriculum and Instruction

Welcome to the educational community of the Department of Curriculum and Instruction (CUI), and thank you for your willingness to help us continue the UNCG tradition of preparing the finest teachers for North Carolina and the eastern region of the United States. You bring a valuable, practice-tested knowledge base and "practitioner wisdom" to our students that we welcome. I believe you will find CUI a helpful, collegial, and respectful place to work. Please don't hesitate to ask faculty or staff for assistance or advice at any time.

In CUI we offer undergraduate degrees in Elementary and Middle Grades education, plus 18 M.Ed. degrees, and a Ph.D. with concentrations in either Teacher Education or Higher Education. Our M.Ed. degrees include tracks for post-baccalaureate preservice teachers in Elementary Education, French, Middle Grades, Science, Spanish and Social Studies, and tracks for already licensed teachers who are seeking advanced licensure in Chemistry, Elementary Education, French, Instructional Technology, Math, Middle Grades, Reading, ESL, Comprehensive Science, Social Studies, and Spanish. We also offer a Masters degree in Higher Education and add-on licensure in ESL.

The information in this handbook is designed to help you with things you may need to know about the Department of Curriculum and Instruction, the School of Education and UNCG. Please use it as a guide and safety net as you learn the UNCG and CUI ways of working. While we have tried to include as much information as possible, you may still have questions regarding procedures or something we left out. Please contact the department if you have questions.

We appreciate your time and effort in helping us provide the best education possible for our students and ask that if any questions arise, you should contact the department for clarification.

Again, welcome. Please call on any of us as you have questions.

**Contact information:**

Department Chair  
Sam Miller  
[Sam\\_miller@uncg.edu](mailto:Sam_miller@uncg.edu) 336-334-3445

Department Receptionist/Office Assistant  
Deborah Bingham  
[dkbingha@uncg.edu](mailto:dkbingha@uncg.edu) 336-334-3437

Department Administrative Secretary  
Carolyn Irving  
[ctirving@uncg.edu](mailto:ctirving@uncg.edu) 336-334-3746

Director of Graduate Studies and  
Assistant Department Chair  
Barbara Levin  
[bblevin@uncg.edu](mailto:bblevin@uncg.edu) 336-334-3443

There are many services on the UNCG campus that you may want or need to contact. These are just a few. Please start with UNCG's website at <http://www.uncg.edu> to locate other information you might need, or ask one of the people above for advise.

UNCG Bookstore Order textbooks on line at	<a href="http://uncg.bkstore.com/">http://uncg.bkstore.com/</a>	336-334-5563
Registrar's Office	<a href="http://www.uncg.edu/reg">http://www.uncg.edu/reg</a>	336-334-5946
Graduate School	<a href="http://www.uncg.edu/grs/">http://www.uncg.edu/grs/</a>	336-334-5596
Teaching and Learning Center McNutt Building	<a href="http://www.uncg.edu/tlc/">http://www.uncg.edu/tlc/</a>	336-334-5708
Jackson Library	<a href="http://library.uncg.edu/">http://library.uncg.edu/</a>	336-334-5304
Office of Disability Services	<a href="http://ods.dept.uncg.edu/">http://ods.dept.uncg.edu/</a>	336-334-544

## **Department of Curriculum and Instruction**

### **MISSION STATEMENT**

The Mission of the UNCG Department of Curriculum and Instruction is to improve teaching and learning by preparing graduate and undergraduate students to assume diverse roles as caring, student-centered educators who are reflective practitioners, collaborative inquirers, and life-long learners.

### **PHILOSOPHY**

We believe that the purpose of the UNCG Department of Curriculum and Instruction is to improve teaching and learning by the preparing graduate and undergraduate students to assume diverse roles as caring, student-centered educators who are reflective practitioners, collaborative inquirers, and life-long learners. We recognize that in order to accomplish this purpose, each department member must promote current thinking and best practice in curriculum, instruction, and teacher education through exemplary teaching and the production, dissemination, and use of sound educational research and technology. Further, we recognize that we must model caring, collaboration, and affirmation of diversity by devoting attention to our students, to the quality of our programs, to each other, to our professional, social and business communities and to the relationships with our partner schools and agencies. We recognize that all members of our department are leaders with the responsibility of helping each other fulfill the purpose of the learning community.

### **PRINCIPLES**

In order to accomplish the purposes of the department we will...

- Improve teaching and learning in all areas of our learning community, our classrooms and clinical practice, our partner schools, the School of Education, and the university.
- Model affirmation of cultural, learning, and physical diversity by continuously improving our ability to take multiple perspectives.
- Encourage and support educational inquiry through collaboration, presentation, and publication.
- Continuously improve our graduate and undergraduate programs through regular, systematic, data-driven formative evaluation processes.
- Communicate with and support our graduates.

- Continuously improve our collaborative relationships with our school partners, including Professional Development Schools and other institutions of higher education.
- Value collaboration with students and professional colleagues in teaching, scholarship and service.
- Develop, sustain, and enhance an environment of openness, trust and caring.
- Be open, purposeful, and committed to joint decision making in all deliberations.
- Provide clear, public, and consistent information in regard to merit review, reappointment, promotion, and tenure.
- Continuously improve the ratio of departmental resources to departmental work.
- Anchor all decisions in these principles.

## CUI Program Descriptions

The UNCG Department of Curriculum and Instruction has programs to meet the needs of many current and prospective educators. The programs and faculty in Curriculum and Instruction offer exceptional value and opportunity for people who want to become teachers, improve their current teaching practice, work in colleges or universities as an instructor or administrator, or work with preservice or inservice teachers in a university teacher educator program or a school or district office. All CUI students will experience a caring faculty who are excellent teachers and active scholars. We have programs for...

- Undergraduate majors in Elementary or Middle grades Education who learn to teach in two-year programs based in Professional Development Schools.
- Students who wish to teach in high schools and who take majors in a discipline, then spend a year in supervised courses and internships in partner schools.
- Men and women with undergraduate degrees in fields other than education who can prepare to teach in elementary or middle schools, as well as high school classes in social studies, science, Spanish, or French in masters degree programs that offer quality development in a compacted time frame.
- Teachers seeking Advanced Competency licensure can develop knowledge, skills, dispositions and licensure portfolios in the M.Ed. in Curriculum and Instruction in these areas of concentration: Elementary Education, Middle Grades Education, Social Studies Education, Science Education, Spanish or French Education, Reading, English as a Second Language, Instructional Technology, Mathematics Education and Chemistry Education.
- Teachers seeking add-on licensure in English as a Second Language will find sound, up-to-date programs.
- Instructors who already hold a master's degree but seek advanced coursework in teaching and learning focused on pedagogy for adult learners can complete a post-Master's certificate designed for community college and other post-secondary instructors.
- Doctoral students who want preparation and credentials to work in higher education as community college faculty or administrators or as university administrators can study at the masters or doctoral levels.
- Doctoral students who want to prepare to teach, supervise, and conduct research in university teacher education programs or in school district curriculum offices will find a challenging yet supportive program.

## Professional Development School Program (PDS)

Professional Development Schools (PDSs) are school-university partnerships developed for the purpose of educating preservice teachers, advancing the professional development of experienced teachers, conducting research, and enhancing student learning.

The UNCG School of Education began PDS programs in Elementary and Middle Grades Education in 1991. Since 1994, UNCG has been working with local high schools to develop a secondary PDS program. This program began to crystallize in 1996 with the establishment of a professional year sequence. The Department of Curriculum and Instruction has three basic goals for these programs:

1. to improve preservice teacher education
2. to enhance professional development of on-site educators and university faculty
3. to promote research on teacher development and school improvement

Since 1991, the department has made significant progress toward these goals. Elementary and Middle Grades majors have internship experiences that span three semesters preceding student teaching. By the time they begin student teaching, elementary and middle grade majors have spent more than 400 hours in classrooms. Courses and seminars link the study of curriculum, teaching, and learning with these internships. Members of the CUI Department assist with professional development at PDS sites and have benefited from opportunities to teach in K-8 classrooms. Teams of faculty, teachers, and administrators have completed studies of partnership activities and have reported these studies at conferences and in professional journals.

The department's approach to teacher preparation is based on *inquiry teams*, each of which works with one or more professional development schools. Inquiry teams are usually composed of 25-30 preservice teachers, a faculty team leader, and a 50% FTE doctoral student. Each team typically has a focus (e.g., science, reading, technology), which is often determined by the expertise of the faculty team leader. Preservice teachers spend 10 hours per week in schools during three semesters (junior year and fall of senior year) and complete full-time student teaching during the spring of their senior year. Preservice teachers usually spend three mornings or one full day and one half-day in the schools each week.

The secondary PDS program operates on a variation of the PDS model and aims to cluster groups of secondary preservice teachers in a few high school PDSs within close proximity. The focus of the secondary PDS program is on collaboration and professional development for active Professional Development Teachers (PDTs) within and across disciplines and their administrators. While always focused on providing standards-based and results-based instruction, the secondary PDS emphasizes issues of social justice, equity education, community-grounded education, and inter-professional collaboration.

In many respects, these programs have been successful. CUI graduates are highly sought by school districts. Principals have reported high rates of success among first year graduates.

Annual evaluations of the program have documented strong support from preservice and inservice teachers.

**List of PDS partnerships (1991-2001):**

<b>Elementary Grades</b>	<b>Middle Grades</b>	<b>High Schools</b>
Alderman Elementary (GCS)	Guilford Middle (GCS)	Dudley HS (GCS)
Archer Elementary (GCS)	Jackson Middle (GCS)	Grimsley HS (GCS)
Claxton Elementary (GCS)	Jamestown Middle (GCS)	Ragsdale HS (GCS)
Foust Elementary (GCS)	Kernodle Middle (GCS)	Smith HS (GCS)
General Greene Elem. (GCS)	Kiser Middle (GCS)	Southwest Guilford HS (GCS)
Gillespie Elem. (GCS)	North Randolph Middle (RCS)	Weaver Center (GCS)
Guilford Primary (GCS)		Western HS (GCS)
Hunter Elementary (GCS)		
Jamestown Elementary (GCS)		
Jesse Wharton (GCS)		
Kernersville Elem. (W-S/FC)		
Lindley Elementary (GCS)		
Monticello-Brown Summit (GCS)		
Moss Street Elem. (RCS)		
New Vision Elem. (RCS)		
Pilot Elementary (GCS)		
Rankin Elementary (GCS)		
Reidsville Elementary (RCS)		
Thomasville Primary (RCS)		
Union Hill Elementary (GCS)		
Washington Elem. (GCS)		

## **Expectations and Information for Adjunct and Clinical Faculty in CUI**

### **Academic Honor Code**

It is important that all CUI students be made aware that they must abide by the Academic Integrity Policy at UNCG. It is strongly recommended that you include a copy of and a link to the Academic Integrity Policy in your course syllabus. You should also make students explicitly aware of these policies during one of your first class meetings. Violations of the Academic Honor Code are handled according to the procedures in the policy, which you can access at <http://saf.dept.uncg.edu/studiscp/Honor.html>

### **BlackBoard**

UNCG supports BlackBoard 5.0 as a tool for managing your course. BlackBoard 5.0 offers you a password-protected website for all your course documents, and includes tools for synchronous and asynchronous discussions as well as for online testing. While BlackBoard can be used to develop completely online courses, it can also be used in courses that are web-supported. Help with developing a BlackBoard course is available from Bob King in 338 Curry (256-0415 or [bob\\_king@uncg.edu](mailto:bob_king@uncg.edu)). If you plan to use BlackBoard, please contact Bob King as soon as possible for help in establishing a BlackBoard course.

### **Book Orders**

Orders for required and suggested/optional textbooks are usually sent in the semester before the course is offered, but they can still be ordered several weeks before the semester begins. You may fill out a book order form available in the CUI Department, or you may complete your order online at <http://uncg.bkstore.com/>. Please give a copy of your book order to the CUI Department secretary. For additional help in ordering books, please contact the UNCG Bookstore at 334-5563 and ask for the Textbook Manager.

### **Class Rosters**

Up-to-date class rosters can be obtained from the CUI Department Office just before your class is to begin. If you are listed as the instructor of record for a course, you can also access your class roster through UNC Genie. See the CUI receptionist or department secretary for help accessing class rosters electronically.

### **Classroom Space**

Classrooms are assigned by the registrar. If your classroom space is too small or for your class, please contact Deb Bingham in the CUI office in 336 Curry to help with requesting a different classroom. Please be aware that changing classrooms may mean moving to a different building on campus. If you move to a new classroom, be sure to post a notice at the original classroom so that students are able to find the new classroom.

### **Constructivist Teaching Practices**

The faculty of the CUI Department believes in Constructivism and Social Constructivism as a theory of learning. Therefore, we use active instructional strategies in our courses that derive from this theory including in-class and on-line discussions, case discussions, problem-based learning, inquiry, action research, student presentations, group work, peer coaching, cooperative

learning, project-based learning, etcetera. While lectures are efficient for delivering content, we expect that you will actively engage all students in their learning during class time.

### **Course Evaluations**

Students are asked to evaluate all CUI courses every semester. Please use Student Course Evaluation Form B. You should request copies from Suzanne Williams in 324 Curry ([sawilli@uncg.edu](mailto:sawilli@uncg.edu) or 334-3407) several weeks before the end of the semester. Student course evaluations are administered during one of the final classes of the semester and the instructor should leave the room while students are completing their course evaluations. A student should be selected to collect all course evaluation materials and return them to Suzanne Williams or someone else in 324 Curry.

### **Course Packets**

While the CUI Department provides copying for all courses offered, it is requested that instructors use Blackboard or develop course packets for students to purchase. If there will be a lot of handouts and other materials that you want all students to have, students will need to pay the cost of the copying for course packets. Printing and student purchase of course packets can be arranged through Copy One, Copy King, or the UNCG Bookstore. Please prepare course packets well before the semester begins so that they are ready for students in a timely manner. Alternatives for providing course materials to students include putting readings on e-reserves at Jackson Library or using BlackBoard as a course management tool.

### **Course Syllabus**

Copies of all syllabi for CUI courses are available in the CUI Department and on the CUI website ([www.uncg.edu/cui](http://www.uncg.edu/cui)) for you to use as examples in helping you develop your course syllabus. All course syllabi must follow the format found in Appendix G. This format is important to use for accreditation purposes (NCATE and DPI). When your syllabus is complete, please be sure to make a copy and give it to the CUI department secretary.

### **E-Reserves at Jackson Library**

An alternative to preparing a course packet is to use E-Reserves available online through Jackson Library. E-Reserves are scanned documents with links to them in the Reserve Room component of the Library Catalog. Photocopied items are scanned into Adobe PDF (Portable Document Format) files by the Jackson Library staff, which are then viewed through a Web browser plug-in. Detailed instructions for creating and using E-Reserves at UNCG are located at <http://libres.uncg.edu/eres/about.html>. Copies of materials to be placed on E-Reserves are usually due several weeks before the semester begins, but if you cannot make their deadlines, the people at the Current Periodicals and Reserve Desk may still be able to help you set up E-Reserves for your students. Call the Current Periodicals & Reserves Desk at 334-5245 for assistance.

### **Examinations**

The CUI Department is happy to copy examinations for you. Please ask the department receptionist or secretary to make copies of all exams. Please make your requests in a timely manner so that your exam will be ready when you need it.

### **Faculty ID Cards**

You may obtain a Faculty/Staff ID card (FIRSTcard) once your paperwork has been processed with the University and you are officially hired. You may obtain a card at the ID Center in the Elliot University center (EUC). This card will identify you as an employee of the University and allow you access to equipment in the Teaching and Learning Center, and books/articles at Jackson Library.

### **Grading Policies**

Each faculty member must determine his or her own grading policy and display it in each course syllabus for student information. It is recommended that each faculty member inform students of grading criteria for an overall course grade as well as for individual assignments. Final grades must be turned into the CUI Department office within 48 hours after the scheduled exam period for your course. In most cases, final grades can now be entered directly by the instructor through UNCGenie. Please ask Deb Bingham in the CUI Office for help with final grades. Keep copies of all records regarding student grades, including a copy of the final grade sheet for your course. For additional information about grading policies at UNCG, please look at <http://www.uncg.edu/reg/Catalog/0001/Grades/gradesINDEX.html>.

### **Keys**

Most classrooms are unlocked. If you need a key, please contact the CUI Department Office or one of the building custodians. If you need a key to an office, please contact the CUI Department Secretary to complete the necessary paperwork. Keys take several days to be authorized and must be picked up in person. Keys for the teaching stations in the classrooms are available from the Teaching and learning center (TLC) at 334-5078 following an orientation to how to use the equipment.

### **Mailboxes**

Please ask about the location of a mailbox in 335 Curry so that you may receive notices and students have a place to leave you messages. The CUI department receptionist or secretary can help you get a mailbox assigned.

### **Office Space**

Office space is at a premium at UNCG. Clinical and adjunct faculty should have a mailbox in 335 Curry. If you do not see your name on a mailbox, please contact Deb Bingham in 336 Curry to make arrangements. She can also help you access the computers in 335 Curry, which are available to you.

### **Parking**

Parking is also at a premium at UNCG for faculty, staff, and students. Parking on the street is limited. You can purchase a parking permit for surface parking or one of the parking decks from the Parking Office in the Walker Avenue Parking Deck during business hours, 334-5681. You may also request parking passes from Carolyn Irving in 336 Curry, which are good for a single day.

## **Technology**

**Teaching stations:** The Teaching and Learning Center is the place to contact for keys to and information about how to use the teaching stations (computer, video, and data projectors) in the classrooms in Curry. Please contact TLC at 334-5078 well before your first class to arrange to use the networked computer and/or video player in your classroom. If you experience computer, network, projector or any other problems in a classroom, please call the TLC at 334-5078 to report the problem. If you specify that your problem is in a classroom, they will send a technician to investigate the problem promptly.

**Overhead projectors:** If you just an overhead projector, most classrooms already have one. Please contact the CUI Department office if yours does not.

**TVs and VCRs:** Some old TVs and VCRs on rolling carts are available to use through the CUI Department office. However, it is recommended that you use the VCR in the teaching station in your classroom because it projects onto a much larger screen than a TV set.

## **University Teaching and Learning Center (TLC)**

The Teaching and Learning Center is located in the McNutt building, which is between the Curry Building and the new parking deck on Forest Street. The primary focus of the TLC is to support faculty in their efforts to enhance the University's instructional programs. TLC provides instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology. For example, workshops for learning about various features of BlackBoard are offered periodically. The TLC website has an online catalog of all instructional videos available for checkout at [www.uncg.edu/tlc](http://www.uncg.edu/tlc). You can also visit McNutt in person to inquire about checking out AV equipment and placing materials on reserve, or call 334-5078.

## **Information for Clinical Faculty with PDS Teams**

NOTE: Much of the information in this Handbook located under the heading of **Expectations and Information for Adjunct and Clinical Faculty in CUI** applies to leading or co-leading PDS teams. Information about the course syllabus, textbooks, class rosters, classrooms, keys, parking, etcetera can be found on pp. 13-16. Additional information relevant to leading PDS Teams is located in this section.

### **Assignment of Students to PDS Teams**

Students are placed on PDS Teams after they have been admitted to the School of Education and before the beginning of their Junior year. Admission to the School of Education requires a GPA of 2.75 or better, passing scores on the PRAXIS I (PPST) exams, and a grade of C or better in CUI 250. Students are asked to indicate their choice of PDS teams during the summer before they enter the PDS program, based on a description of the theme of each team. Once students are assigned to a PDS team, they remain with that team for the duration of their program. This means they must take specific sections of the required courses each semester and intern in the PDS sites associated with their team. Exceptions to this are extremely rare.

### **Internships**

Internships are 10 hours each week each semester. The PDS Team Leader arranges the schedule for internships each semester with the PDS site administrator. Students must adhere to this schedule because the OSTEs or On-Site Teacher Educators (this is what we call cooperating teachers) are expecting them at the arranged times. Students should keep a Time Log to document their internship hours each semester and the OSTEs are asked to verify these times with their signature. The PDS Team Leader sets the total number of internship hours and the beginning and ending dates for internships each semester.

PDS Team Leaders, with the help of their co-leaders (usually a graduate student, a retired teacher, and/or a Principal Fellow) are expected to visit every student's internship classroom every week. Regular contact is very important in order to observe and talk with the interns about their progress in learning to teach. The PDS Team Leader should establish expectations for formal observations each semester so that interns know how often and when they will receive formal, written feedback from both their OSTE and their university supervisors (PDS Team Leader, or co-leader, graduate student, or Principal Fellow). Interns should also know when and in what form they will receive informal and formal, written feedback from their OSTEs each semester.

PDS Team Leaders are also expected to keep in touch with the site administrator(s) and the OSTEs at their PDS sites on a regular basis. It is strongly recommended that the PDS Team Leader schedule at least two meetings with all the OSTEs each semester, perhaps at the beginning of the semester and at midterm. At these meetings the PDS Team Leader can share important information, explain expectations and required forms, do some training in peer coaching for OSTEs, and collect oral and written feedback from the OSTEs about the progress of the interns.

### **PDS Program Evaluation**

The CUI Department conducts an evaluation of the PDS program every Spring semester. Your help will be needed to handout and collect these important surveys to both the interns and the OSTEs.

### **PDS Sites**

PDS sites are solicited and selected in consultation with the CUI Department Chair, school principals, and the appropriate school district staff. Schools that have been engaged in various partnerships with UNCG are given first priority when new sites are needed. If a school administrator asks about how schools develop partnerships with UNCG and become PDSs, please have the administrator contact the CUI Department Chair, Sam Miller, via email at [sam\\_miller@uncg.edu](mailto:sam_miller@uncg.edu) or at 334-3445, or the Assistant CUI Dept. Chair, Barbara Levin, at [bblevin@uncg.edu](mailto:bblevin@uncg.edu) or at 334-3443.

**It is very important to advise all students that internships and student teaching placements are only made with current PDS partner schools. No student may solicit or select another school for their internships or student teaching for any reason.**

### **Speaking Intensive Courses**

CUI 400 is designated as a speaking-intensive course for undergraduate elementary education majors. This means that students should get multiple formal and informal opportunities to improve their oral communication skills in large and small groups during this class. Instructors and peers should provide feedback on specific speaking and oral communication skills during this semester. Faculty can call the Speaking Center, which is located in 22 McIver, at 256-1346 to schedule an appointment, arrange a center orientation, or request a workshop. Additional information for students and faculty can be found at [http://www.uncg.edu/cac/sac/communication\\_center/communication\\_center\\_main.html](http://www.uncg.edu/cac/sac/communication_center/communication_center_main.html). Students can get individual help in the preparation and delivery of speeches, development of knowledge and skills in interpersonal communication, and overall success in group or team communication situations by calling 256-1346.

### **Student Advising**

The PDS Team Leader also serves as each student's academic advisor for the time they are on their PDS Team. This means that team leaders need to become knowledgeable about registration procedures, scheduling of courses, second majors and academic concentrations, and other related advising issues. Toni Knight at [knight@uncg.edu](mailto:knight@uncg.edu), Director of the Student Advising and Recruitment Center (SARC) at 334-3410 and Barbara Levin, CUI Director of Graduate Studies at 334-3443 or [bblevin@uncg.edu](mailto:bblevin@uncg.edu) are both good resources and sources of information for advising questions. However, many questions can be answered by reading the Undergraduate Catalog, or looking on the UNCG website at [www.uncg.edu](http://www.uncg.edu).

### **Student Teaching**

The final student teaching semester is a 15-week experience when all student teachers are in their PDS site all day, every day. All student teachers will do a minimum of 6 weeks of successful "solo" teaching during this time. The weeks preceding this solo teaching experience

should be used to progressively take over the teaching of each subject and parts of the day so that the student teacher is prepared. The weeks following successful solo teaching should be used to progressively give back the teaching of subjects and parts of the day to the OSTE.

Student teachers should receive written feedback based on the use of the Teacher Performance Appraisal Instrument (see APPENDIX G for a copy of the TPAI) at least five (5) times during the student teaching semester. PDS Team Leaders should observe and give formal written feedback using the TPAI form at least two (2) times during the student teaching semester. OSTEs should also given formal, written feedback using the TPAI 3-4 times during the student teaching semester, or about once a month.

A midterm evaluation is required by the Teachers Academy during student teaching and each PDS Team Leader must conduct a three-way final conference with the student teacher and the OSTE at the end of student teaching. During this conference, the Exit Criteria form and Form S must be completed and signed by all parties. These forms accompany each student's application for a teaching license and are sent to Raleigh. Be sure that the student has a copy before you turn these forms into the Teachers Academy.

Policies for student teaching are set by the Teachers Academy (see below) and can be found in the Handbook for Student Teaching available from Melanie Nickerson in the Teachers Academy. Additional policies and dates for student teaching are established by the Elementary, Middle, and Secondary Program Committees, so it is important to attend those meetings and/or to contact the chair of the relevant program area committee.

### **Support for Clinical Faculty and PDS Team Leaders**

All members of the CUI Department, faculty and support staff are very willing answer any questions you may have at any time. It is highly recommended that you attend all meetings of the Elementary, Middle, or Secondary Education Program Committees, depending on the program you are working with. These meeting are usually held on Tuesdays each month. Dr. Levin may also meet with adjunct and clinical faculty at least twice each semester to share information and discuss questions and concerns. You are also invited to attend any CUI Department Faculty Meetings. All CUI department meetings are usually scheduled on the second Tuesday of the month. Please ask someone in the CUI Office (334-3437 or 334-3746) for a list of meeting dates at the beginning of each semester.

### **Teachers Academy**

The Teachers Academy is the governing and coordinating structure for all teacher education programs across the university. The elementary and middle grades program is just one of over 30 teacher education programs at UNCG coordinated by the Council of Program Coordinators and the executive Council of the Teachers Academy. The offices of the Teachers Academy are located in 318-321 Curry. All questions about student teaching and licensure should be directed to the teachers Academy. Information, including a copy of the Teacher Education Handbook is available online at [http://www.uncg.edu/soe/updated\\_site/teachersacad\\_home.html](http://www.uncg.edu/soe/updated_site/teachersacad_home.html)

### **Teaching Resource Center**

The Teaching Resource Center (TRC), which is located in 247 Ferguson, provides instructional materials, equipment, and services that support the students, faculty, and staff of the UNCG School of Education. The collection of books in the Teaching Resources Center includes Easy picture books, Juvenile Fiction, Juvenile Non-Fiction, Reference Books, Professional Books, and State Adopted Textbooks. Software and CD-ROMS are also available for preview on Macintosh and PC computers. Education majors can also access software to review of the PRAXIS I (PPST) exam in the TRC by appointment.

### **Technology Expectations**

It is expected that all adjunct/clinical faculty will integrate technology regularly in their teaching to model for students the many ways that technology can be used for teaching and learning. Technology integration should be done during class as well as in assignments that students are asked to complete. Jean Camp (334-3402 or [jean\\_camp@uncg.edu](mailto:jean_camp@uncg.edu)) is the Instructional Technology contact person.

Both undergraduate and graduate students seeking a teaching license are required to complete a Technology Portfolio, which is required for licensure. Only those in the Teacher Leadership Track or add-on licensure programs are exempt. Please check to be sure that you are doing what is expected in your course, seminar, or supervision work to help students complete their Technology Portfolio. Some courses have been assigned specific competencies that are to be completed through course assignments. Check with Barbara Levin (334-3443, [bblevin@uncg.edu](mailto:bblevin@uncg.edu)) to be sure you know what is expected in courses in the Elementary Education program, or with Dave Strahan (334-3449, [dbstraha@uncg.edu](mailto:dbstraha@uncg.edu)) regarding the Middle Grades program, or with Jewell Cooper (334-3438, [jecooper@uncg.edu](mailto:jecooper@uncg.edu)) regarding the Secondary programs.

All classrooms in the Curry Building are equipped with technology teaching stations that have an Internet-capable computer hooked up to a projections system. There is also a VCR hooked up to the same projection system. You should contact Teaching and Learning Center (334-5078) for training in using this equipment and for keys.

### **Technology requirements for licensure**

All students must show evidence of mastering both beginning and advanced technology competencies. Mastery of these competencies is required in order to obtain a teaching license in North Carolina. Mastery of the beginning technology competencies can be achieved by taking and passing LIS/CUI 120. This is a one-credit course. If students do not take LIS/CUI 120, they must contact Jean Camp, Instructional Technology Coordinator, and complete a satisfactory portfolio that demonstrates their mastery of basic technology skills.

Evidence to show mastery of the advanced technology competencies is accomplished through the successful completion of a Technology Portfolio or an integrated Teaching and Technology Portfolio. A successful technology portfolio demonstrates mastery of national technology standards for teachers, called the ISTE NETS for teachers (see APPENDIX D). Both evidence and reflective essays are required in the ISTE NETS-based Teaching/Technology

Portfolio. Information about the Teaching/Technology Portfolio can be found at [www.uncg.edu/~bblevin/portfoliohandbook.pdf](http://www.uncg.edu/~bblevin/portfoliohandbook.pdf)

While many of the artifacts for the Teaching/Technology Portfolio will come from the methods classes, all PDS Team Leaders are responsible for shepherding their students through the portfolio process from beginning to end. PDS Team Leaders must sign-off on the Technology Portfolio competencies and the signed form accompanies their students' application for a NC teaching license.

A portfolio presentation and/or evaluation event should be scheduled each Spring semester. Juniors attend this session to learn more about the portfolio process and to see completed portfolios, and Seniors use this event as an opportunity to present their completed portfolios to an interested audience.

### **Travel and Mileage**

Mileage is paid for only during the student teaching semester by the Teachers Academy. See Melanie Nickerson ([mdnicker@uncg.edu](mailto:mdnicker@uncg.edu) or 334-3415) in the Teachers Academy in 321 Curry for forms and mileage chart to use.

### **Weekly seminars**

The PDS Team Leader is also the instructor for the weekly 3-credit seminars that accompany the internships: CUI 350, CUI 375W, CUI 400S, and CUI 461. The M.Ed.-CPT program does not have a weekly seminar to accompany the internships, but the Team Leader should schedule monthly meetings to accomplish team business. Reflection is a very important aspect of these seminars and students should learn to use the Reflection Cycle effectively in all their written reflections (see APPENDIX E).

The weekly seminars for the undergraduate PDS Teams are the place where content related to Educational Psychology (theories and research-based best practices concerning learning and development, instructional strategies, motivation, assessment, and classroom management), working with students with special needs (in CUI 375W), integrating technology, and issues of diversity and multicultural education (in CUI 400S) are to be learned. Students do not have separate courses in these areas, although all methods courses cover instructional practices, technology integration, and assessment. These topics must be infused during the weekly seminars, and each semester has a theme or focus:

CUI 350 is the first-semester seminar for elementary and middle grades undergraduates. Typical content for this course includes getting to know oneself and one's students as learners and learning about theory and best practices for classroom management. Concepts from Educational Psychology are also introduced.

CUI 375W is the second-semester seminar and it is a writing intensive course. This means that students should have multiple opportunities to write and to revise their writing based on feedback they receive. Process writing should be used so that students write and revise their writing on a regular basis. The theme of this semester is learning to work with students with

special needs, so content related to mild and moderate disabilities, inclusion, consultation, and methods for accommodating students with disabilities should be taught.

CUI 400S is the third-semester seminar and the weekly seminar is designated as a speaking intensive course. This means that students should get multiple formal and informal opportunities to improve their oral communication skills in large and small groups. The PDS Team Leader and peers should provide feedback on specific speaking and oral communication skills during this semester. The theme or focus of this semester is around issues of diversity and multicultural education to meet the needs of diverse learners through differentiation. Students should read and discuss material related to working with students from a variety of ethnic, racial, language, and religious groups. Theory-based best practices in multicultural education should be taught.

### **Writing Intensive Courses**

CUI 375 is designated as a writing-intensive course for undergraduate elementary education majors. This means that students should have multiple opportunities to write and to revise their writing based on feedback they receive. Process writing should be used so that students write and revise their writing on a regular basis. The Writing Center, located in 101 McIver, provides students with free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed. Information for instructors can be found at [http://www.uncg.edu/cac/site\\_main.html](http://www.uncg.edu/cac/site_main.html).

**APPENDIX A**  
**Interstate New Teacher Assessment and Support Consortium (INTASC):**  
**Model Standards for Beginning Teachers Licensing and Development**

**Principle #1- CONTENT PEDAGOGY**

The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle #2 – STUDENT DEVELOPMENT**

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Principle #3 – DIVERSE LEARNERS**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle #4 – INSTRUCTIONAL STRATEGIES**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle #5 - MANAGEMENT AND MOTIVATION**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.

**Principle #6 – COMMUNICATION AND TECHNOLOGY**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle #7 - PLANNING**

The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

**Principle #8 - ASSESSMENT**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle #9 –REFLECTIVE PRACTICE AND PROFESSIONAL DEVELOPMENT**

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle #10 – SCHOOL AND COMMUNITY INVOLVEMENT**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

**APPENDIX B**  
**North Carolina Advanced Competencies of a Master Teacher:**

1. INSTRUCTIONAL EXPERTISE

- Reads and analyzes professional literature critically, including theoretical, philosophical, and research materials.
- Analyzes and articulates relationships between and among theories, philosophies, research findings, and best pedagogical practices.
- Defines and modifies instruction based on well-articulated theory, philosophy, educational research, and best practice.
- Incorporates findings from professional literature into school and classroom strategies to improve instruction and to foster student learning.

2. KNOWLEDGE OF LEARNERS

- Designs, modifies, and implements instruction that is responsive to differences among learners influenced by development, exceptionalities, and diversity.
- Seeks actively to increase understanding of and respect for differences among learners' development, exceptionalities, and diversity
- Creates classroom environments in which all learners feel welcome and can be successful
- Reflects on, diagnoses, and prescribes instruction that fosters learning.

3. RESEARCH EXPERTISE

- Investigates and solves educational problems through data collection and analysis, action research, and evaluation of learning, classroom processes, and school practices.
- Modifies instruction and learning environments based upon assessments and evaluations of learning problems and successes.
- Monitors effects of instructional actions, selections of materials, and other instructional decisions on learning and behavior.

4. CONNECTING SUBJECT MATTER WITH LEARNERS

- Articulates and applies appropriate depth and breadth of knowledge and understanding of the subject matter defined in the North Carolina Standard Course of Study.
- Uses technology to create learning environments that support and foster student learning.
- Seeks, implements, and evaluates the best pedagogical practices in education relative to the context of specific and authentic school settings.
- Understands and respects differences between learning behaviors and desired outcomes in diverse communities.

## 5. PROFESSIONAL DEVELOPMENT AND LEADERSHIP

- Initiates professional inquiry through reading, dialogue, professional development activities, and action research.
- Seeks, evaluates, and applies well-grounded and sound suggestions for improvement provided by university faculty, colleagues, parents, students, and community leaders
- Participates in collaborative leadership and mentoring activities to solve educational problems at the levels of the classroom, school building, school system, and community.

## APPENDIX C

### The National Board for Professional Teaching Standards Core Propositions:

#### 1. Teachers are committed to students and their learning.

- Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.
- Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

#### 2. Teachers know the subjects they teach and how to teach those subjects to students.

- Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.
- Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

#### 3. Teachers are responsible for managing and monitoring student learning.

- Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.
- They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and

between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

- Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

#### **4. Teachers think systematically about their practice and learn from experience.**

- Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.
- Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning, which they seek to encourage in their students.
- Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

#### **5. Teachers are members of learning communities.**

- Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed. Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

**APPENDIX D**  
**ISTE-NETS: National Educational Technology Standards for Teachers**

**I. TECHNOLOGY OPERATIONS AND CONCEPTS**

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

- A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
- B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

**II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES**

Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

- A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. Apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. Identify and locate technology resources and evaluate them for accuracy and suitability.
- D. Plan for the management of technology resources within the context of learning activities.
- E. Plan strategies to manage student learning in a technology-enhanced environment.

**III. TEACHING, LEARNING, AND THE CURRICULUM**

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. Use technology to support learner-centered strategies that address the diverse needs of students.
- C. Apply technology to develop students' higher order skills and creativity.
- D. Manage student learning activities in a technology-enhanced environment.

#### **IV. ASSESSMENT AND EVALUATION**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teachers:

- A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

#### **V. PRODUCTIVITY AND PROFESSIONAL PRACTICE**

Teachers use technology to enhance their productivity and professional practice.

Teachers:

- A. Use technology resources to engage in ongoing professional development and lifelong learning.
- B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. Apply technology to increase productivity.
- D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

#### **VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES**

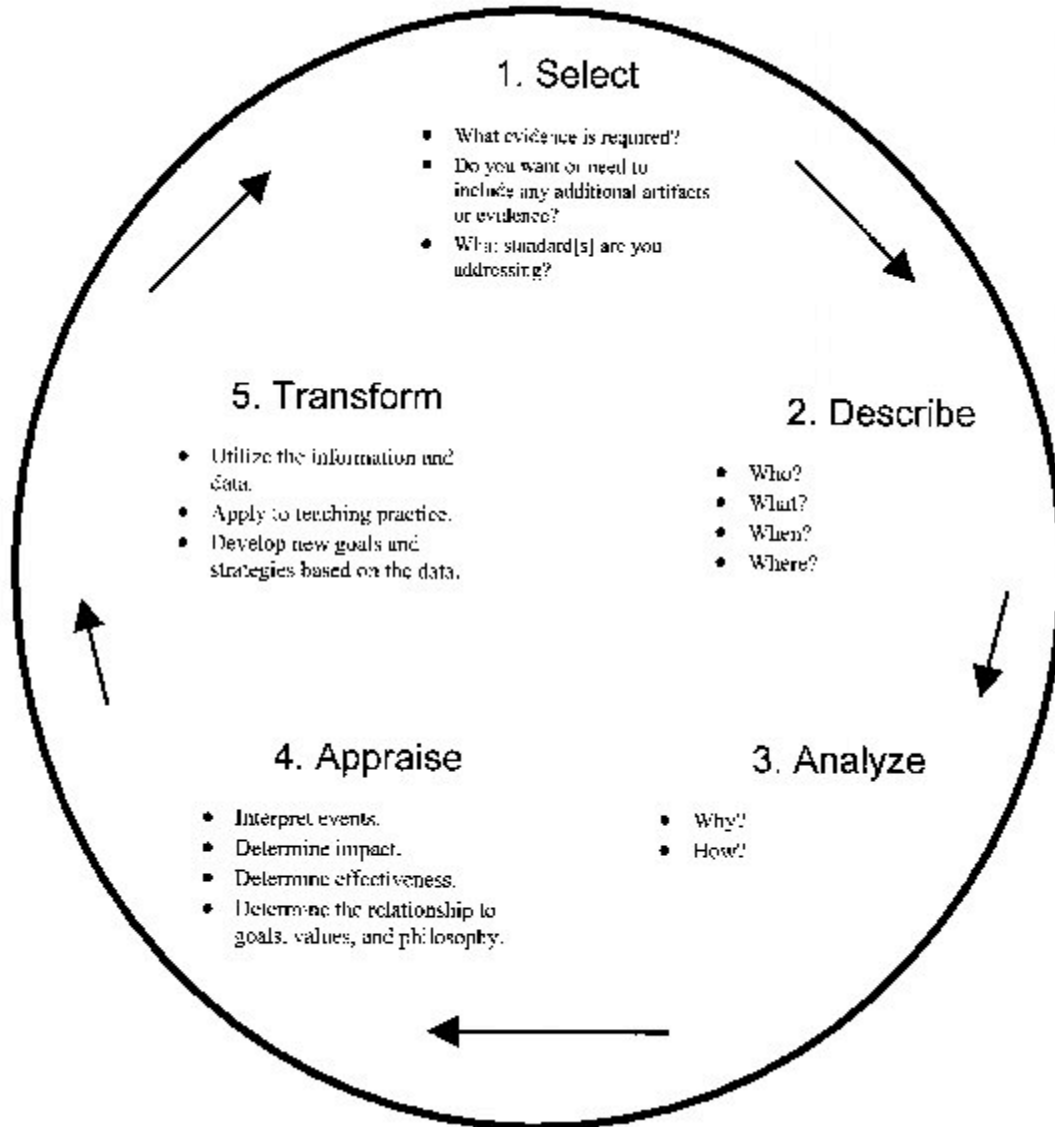
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Teachers:

- A. Model and teach legal and ethical practice related to technology use.
- B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. Identify and use technology resources that affirm diversity
- D. Promote safe and healthy use of technology resources.
- E. Facilitate equitable access to technology resources for all students.

## APPENDIX E

### The Reflection Cycle



North Carolina Department of Public Instruction

**APPENDIX F**  
**Teacher Performance Appraisal Instrument (TPAI)**

**Classroom Observation Guide for the Preservice Teacher**

Intern: _____	Observer _____	Grade level _____
Date of Observation _____	Number of Students _____	
Time Observation Began: _____	Time Observation Ended: _____	

**KEY:**  $\sqrt{+}$  = Outstanding  $\sqrt{}$  = Satisfactory/Expected  $\sqrt{-}$  = Needs Work Evidences/Comments

**Management of Instructional Time**

- \_\_\_\_\_ Has materials, supplies, and equipment ready ahead of time.
- \_\_\_\_\_ Gets on task promptly.
- \_\_\_\_\_ Maintains a high level of student time-on-task.

**Management of Student Behavior**

- \_\_\_\_\_ Clearly communicates rules and procedures for classroom behavior.
- \_\_\_\_\_ Frequently monitors the behavior of all students.
- \_\_\_\_\_ Stops inappropriate behavior promptly and consistently, yet maintains dignity of the student.
- \_\_\_\_\_ Analyzes classroom environment and makes adjustment to support learning.

**Instructional Presentation**

- \_\_\_\_\_ Begins lesson or instructional activity with review of previous material.
- \_\_\_\_\_ Introduces the lesson or instructional activity and specifies learning objectives when appropriate.
- \_\_\_\_\_ Creates learning activities that make the central concepts, tools of inquiry, and structures of the discipline(s) understandable and meaningful for students.
- \_\_\_\_\_ Speaks fluently and precisely.
- \_\_\_\_\_ Presents the lesson or instructional activity using concepts and language understandable to the students.
- \_\_\_\_\_ Provides relevant examples and demonstrations to illustrate concept and skills.
- \_\_\_\_\_ Asks appropriate levels of questions and assigns tasks that students handle with a reasonable rate of success.
- \_\_\_\_\_ Makes sure the assignment is clear.
- \_\_\_\_\_ Conducts lesson or instructional activity at an appropriate pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.
- \_\_\_\_\_ Makes transitions between lessons and between instructional activities within lessons efficiently and smoothly.
- \_\_\_\_\_ Summarizes the main point(s) if the lesson at the end of the lesson or instructional activity.
- \_\_\_\_\_ Creates instructional opportunities that are adapted to diverse learners.
- \_\_\_\_\_ Uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.
- \_\_\_\_\_ Uses technology to support instruction.
- \_\_\_\_\_ Encourages students to be engaged in and responsible for their own learning.

### **Instructional Monitoring of Student Performance**

- Circulates during class to check all students' performance.
- Routinely uses oral, written, and other work products to check student progress.
- Maintains clear, firm, and reasonable work standards and due dates.
- Poses questions clearly and one at a time.
- Uses student responses to adjust teaching as necessary.

### **Instructional Feedback**

- Provides supportive feedback on the quality of in-class work to encourage student growth.
- Regularly provides prompt feedback on assigned out-of-class work.
- Provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.
- Affirms a correct oral response appropriately and moves on.
- Uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **Facilitating Instruction**

- Has an instructional plan, which is compatible with the school and system-wide curricular goals.
- Maintains accurate records to document student performance.
- Has instructional plan that matches/aligns objectives, learning strategies, assessment and student needs at the appropriate level of difficulty.
- Uses available human and material resources to support the instructional program.
- Uses diagnostic information obtained from tests and other formal and informal assessments to evaluate and ensure the continuous development of the learner.
- Understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty.

### **Communicating Within the Educational Environment**

- Treats all students in a fair and equitable manner.
- Interacts effectively with students, co-workers, and school community.
- Fosters relationships with school colleagues, parents, and community agencies to support students' learning and well being.

### **Performing Professional Duties**

- Carries out job related responsibilities.
- Observes professional standards and policies.
- Follows an agreed upon plan for professional development and demonstrates evidence of growth.
- Follows an agreed upon plan for professional development and actively seeks opportunities to grow professionally.
- Reflects continually and evaluates the effects decisions and actions on students, parents, and other professionals in the learning community.

### **Additional Comments:**

APPENDIX G

**Required Course Syllabus Template**

**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

(UNIT: e.g. School of Education)

(DEPT: e.g. Curriculum & Instruction)

**COURSE SYLLABUS - (SEM/YR: e.g. F00, S01, SS01)**

- 1. Course Prefix and Number:**
- 2. Course Title:**
- 3. Credits:**
- 4. Course Prerequisites/Corequisites:**
- 5. For Whom Planned:** Indicate program and descriptive information such as level or required or elective course in the undergraduate program or core, support, specialty, or required or elective course in the \_\_\_\_\_ concentration at the graduate level.
- 6. Instructor Information:** Office numbers, office hours, phone numbers, and email address should be listed
- 7. Course Purpose/Catalog Description:**
- 8. Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
- 9. Course Goals and/or Objectives/Student Learning Outcomes:** Instructor's statement of learning outcomes OR goals/objectives from state or national professional standards (please identify the organization, e.g. DPI, CEC, etc.)
- 10. Teaching Strategies:** For example, lecture, class discussion, group work, conferences, student presentations, electronic chat room, etc.

- 11. Evaluation Methods and Guidelines for Assignments:** Statement of how students will be evaluated in the course and/or list of course requirements
- 12. Required Text(s)/Readings/References:** Use full citations
- 13. Topical Outline:** This might also be your calendar. The course outline should contain sufficient detail to permit assessment of agreement between actual content and stated objectives and catalog description.
- 14. Other Information:** Any other items you normally include on your course syllabus such as Academic Honor Code, Attendance Policy, Additional Requirements, etc.
- 15. Recommended Text(s) and/or Readings:** A bibliography or list of references highlighting recent scholarship (pedagogy and research) in the subject area
- 16. Alignment with State and National Standards:** Attach a matrix aligning the course goals/objectives with INTASC and/or NBPTS, DPI guidelines or competencies, standards of your professional organization (CEC, NCTM, NCTE, NCSS, NASD, etc.). See the CUI 553 matrix as an example. **If these were included as part of the course goals/objectives listed #9, you do not have to repeat them in a matrix.**

**Appendix H**

**Condensed Curriculum Vita  
(Name, terminal degree)  
Date**

**CURRENT POSITION:**

**CONTACT INFORMATION:**

**Office Address:**

**Phone:**

**E-mail:**

**PRIMARY SPECIALIZATION(S):** List areas of teaching and research expertise

**EDUCATION:**

(Year) (Degree) (Institution)

(Year) (Degree) (Institution)

**LICENSURE/CERTIFICATION:** List all licenses/certificates currently held

**PROFESSIONAL EXPERIENCE (1996-Present):**

**University**

(Years) Position; institution

**Site-Based (schools, community agencies, etc.)**

(Years) Position; subject and/or grade level

**Other Related Experience**

(Years) Position; primary duties and responsibilities

**Summary Statement of Professional Experience prior to 1996:** Summarize categories and years of experience prior to 1996 ) e.g. 6 years teaching high school English; 2 years school-based administration; 5 years university administration; 10 years university teaching)

**TEACHING (1996-Present):** List courses taught, dissertations and/or masters theses directed

**SCHOLARSHIP (1996-Present):**

**Publications and/or Performances** List publications/performances since 1996

**Funded Research** List funded projects with amount of funding since 1996--*EMPHASIZE COLLABORATIVE, SCHOOL-BASED AND/OR AGENCY-BASED PROJECTS*

**Presentations** List state, regional, national, international presentations since 1996 --*EMPHASIZE COLLABORATIVE PRESENTATIONS*

## **Other Scholarship**

**Summary Statement of Scholarship prior to 1996:** Summarize categories and quantitative data prior to 1996 (e.g., 20 articles in regional and national journals; \$500,000 in externally funded grants including \$250,000 from the USDED; over 30 presentations at state, regional and national conferences including NCTE, AERA, IRA, etc)

**SERVICE (1996-Present):** Emphasize service to state, national, international professional organizations and to schools and/or agencies

**CONTINUING PROFESSIONAL DEVELOPMENT (1996-Present):** List professional development activities (e.g., attendance at conferences and meetings--if not listed in presentations section; participation in workshops, institutes, etc.)

**SELECTED HONORS & AWARDS:** Emphasize honors and awards related to teaching, scholarship and service