



THE UNIVERSITY *of* NORTH CAROLINA  
**GREENSBORO**

## **Continuing Accreditation Report**

for

**North Carolina Department of Public Instruction  
National Council for Accreditation of Teacher Education**

**Ph.D. Program in Curriculum and Teaching  
Concentration in Teacher Education and Development**

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## Section I: Program Overview

### *Levels Offered*

The Department of Curriculum and Instruction offers the Teacher Education and Development (TED) concentration in its Ph.D. in Curriculum and Teaching for candidates who wish to pursue careers as teacher educators in university-based teacher education programs or who wish to pursue careers in curriculum and/or instructional administration in schools and districts. This report requests approval for graduates of this program to be licensed and paid at the doctoral-level if they choose to return to or remain working in local school districts in North Carolina.

### *Special Characteristics*

This doctoral program specializes in preparing educators with outstanding knowledge plus teaching, supervision, and research skills in the areas of teacher education and development. The faculty is nationally known in their areas of interest. They provide learning and working environments for students that are collegial, supportive, and developmental, while maintaining the quality and rigor that characterize this nationally recognized graduate. This 72-hour program can be taken on a full-time or part-time basis, which includes 60 hours of coursework and 12 hours of dissertation work based on an individualized Plan of Study. In addition to the core, research, and concentration requirements of the Ph.D. program, those students desiring to return to work NC public school careers in curriculum and/or instructional administration and who wish to be paid at the doctoral level will prepare a Portfolio based on Association for Teacher Educators (ATE) Standards. Information about the Ph.D. Portfolio will be discussed in the initial course required of all new doctoral students (CUI 750), and is also found in the Doctoral Handbook located under Ph.D. Programs on the CUI website at <http://www.uncg.edu/cui>, and is in the document box.

### *Program of Study*

#### Program Description: Teacher Education and Development

Doctoral students in the Teacher Education and Development Concentration engage in a 60+ semester-hour program that offers substantive opportunities to develop knowledge and skills in teaching, supervision, scholarship, professional service, and leadership in teacher education and development. Students in the program can focus their studies in the areas of literacy, elementary education, middle grades education, general curriculum and instruction, or technology.

#### Pre-requisites/Co-requisites:

- Masters degree in education or related field
- Teaching experience

#### Curriculum

##### *Core Courses (12 hours):*

- CUI 750 (3) Issues in Curriculum and Instruction (to be taken as the first course in the

- doctoral program)
- CUI 748 (3) Seminar in Student Cognition and Motivation
  - CUI 654 (3) Teaching Models and the Analysis of Instruction
  - One course from CUI, SES, LIS, or other area as approved by doctoral committee.

*Research Courses (21 hour minimum):*

- ERM 681 (3) Intermediate Statistics
- One course in qualitative research
- Three courses in research design
- At least two elective courses in research as approved by the doctoral committee

*Concentration (15 hour minimum):*

- Course work as approved by student's doctoral committee and consistent with student's focus (literacy, elementary or middle grades, technology, or general curriculum and instruction)

*Dissertation (12 hour minimum):*

- Dissertation topic and study design developed and conducted by student with consultation and approval of doctoral committee.

***Program Coordinator and Individual Full-time to the Institution Licensed in and Involved with the Program Area***

Dr. Barbara Levin, a full-time faculty member in the Curriculum and Instruction Department is the Director of Graduate Studies for the CUI department. Currently, 11 other full-time CUI faculty teach doctoral-level courses in this program including Dr. Ceola Ross Baber, Dr. Heidi Carlone, Dr. Jewell Cooper, Dr. Gerry Duffy, Dr. Colleen Fairbanks, Dr. Beverly Faircloth, Dr. Francine Johnston, Dr. Catherine Matthews, Dr. Sam Miller, Dr. Kathryn Prater, and Dr. Kerri Richardson. Doctoral students also take courses in the Educational Research Methods Department and may elect to take courses in other departments in the School of Education or other UNCG departments as well.

***Number of Candidates and Enrollment Trends***

Enrollment in the Teacher Education and Development (TED) concentration of the Ph.D. in Curriculum and Teaching averages about 50 students. Each year about 10-15 new students are admitted to the concentration in Teacher Education and Development. Less than 10% of these students return to work in local schools and district in North Carolina once they have completed their Ph.D. program.

## Section II: Conceptual Framework

### ***Teachers Academy CONCEPTAL FRAMEWORK::***

#### UNCG Teachers Academy 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 and cultural diversity and recognizes the importance of a strong knowledge base, reflection, and integration of theory and practice.*

*UNCG's professional education programs are guided by shared commitments to:*

- *equity and excellence in teaching, research, and service*
- *integrity and ethical deliberation in working with students, their families, and university, school and community colleagues*
- *construction of a professional knowledge base through collaboration and collegiality*
- *dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel*

*We believe that caring, collaborative and competent professionals possess a strong knowledge base comprised of five types of knowledge:*

- *content knowledge*
- *professional knowledge and skills*
- *pedagogical content knowledge*
- *sociocultural knowledge*
- *critical and reflective knowledge and skills*

*Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Candidates should display behaviors that are:*

- *reflective*
- *ethical*
- *inclusive*
- *engaged in and committed to professional practice*
- *dedicated to life-long learning*
- *self-efficacious*
- *receptive to feedback*
- *affirming of diversity*
- *professionally responsible*
- *collaborative*

#### Performance Expectations

*Education is a culturally-relevant, caring enterprise that engages students, candidates, faculty, as well as school and agency partners in opportunities to collaboratively construct meaningful and productive futures. Educators must be responsive to the varied racial, ethnic, linguistic, gender, disability, and socioeconomic experiences of all learners. Therefore, all candidates must acquire content and pedagogical knowledge, utilize current evidence-based practice, and make ethical decisions in a changing and culturally diverse world. UNCG's professional education programs present candidates with opportunities to master the knowledge base, acquire the skills, and develop the dispositions that are the foundation of competent professional practice.*

### ***Evaluation and Continuous Revision of the Conceptual Framework (CF)***

In 2005-2006 a subcommittee was formed to study the 2001 Conceptual Framework (CF) and several changes in order to assure that the CF would reflect current thinking. Greater emphasis was placed on diversity in the revised CF, including an expanded definition and description of the multiple ways in which we are a diverse society and to clearly emphasize our commitment to the learning of all students. The 2001 CF identified four dispositions. The 2006 CF now identifies 10 dispositions. Dr. Levin, who is the CUI Director of Graduate Studies, attended all of these meetings, contributed to, and benefited from those discussions.

### ***Evidence of the Conceptual Framework in the Ph.D. Program***

The Teachers Academy Conceptual Framework is highly congruent with the mission of the CUI doctoral degree in Curriculum and Teaching with a concentration in Teacher Education and Development. The Teachers Academy CF states that 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 setting*, which is certainly the goal of the Ph.D. program as well. The Ph.D. mission statement was developed in 2005-2006 during a series of Task Force meetings led by Drs. Baber and Duffy. Consensus was arrived at through face-to-face and electronic discussions. Specifically,

*The mission of the Ph.D. program is to develop scholar-researchers, scholar-teachers and scholar-activists who generate, understand and apply usable new knowledge related to the education of novice and experienced teachers. Such scholarship connects research with practice, is informed by our mutual belief in constructivist theories of how people learn, promotes the advocacy of excellence and equity in education for all learners, and facilitates the development of teachers as leaders.* Furthermore, the mission of the doctoral degree in Curriculum and Teaching with a concentration in Teacher Education and Development is grounded in the following beliefs that are very akin to the caring, competent, and collaborative educators in the Teachers Academy CF, including a strong emphasis on equity and excellence:

*Scholar-researchers* are professional educators who are committed to the generation of new knowledge related to the education of new and experienced teachers, and to the

dissemination of such knowledge through scholarly publications. They conduct their research with (not on) other professionals, often in classrooms and schools.

*Scholar-teachers* are professional educators who understand and value theory and research as they inform and are informed by practice. They use research to inform their own practice and they share research with other professionals through their teaching and leadership by offering (or providing) professional development at the school and district level.

*Scholar-activists* are researchers who understand and value that they and their research serve as advocates for making K-12 environments conducive to effective teaching and high levels of student success. They use their research to proactively affect educational policy and practice.

*Usable knowledge* is research that provides knowledge to help educators do their jobs. Its role is to discover, test, and certify the knowledge, skills, and tools educators can use to facilitate learning and instructional practice (Lagermann, 2006 ).

*Constructivist theories of learning* emphasize the role of learners in constructing their own knowledge through the use of learner-centered, integrated curricula and through learning opportunities that are collaborative, dialogic, reflective, and that promote metacognitive thinking. The role of teachers in a constructivist classroom is to design and facilitate learning opportunities that are connected to their students' needs and interests. Constructivism includes a range of perspectives such as (1) knowledge is constructed by individuals based on their interactions with their environment; (2) language and social interaction are essential to knowledge construction of individuals and groups; and (3) knowledge is subjective in that it depends on one's own experience (Marlowe and Page, 1998; Richardson, 1997; von Glaserfeld, 1995)

*Equity and excellence* acknowledges cultural, linguistic, social class, and other forms of knowledge based on diversity; insists on student voice as a primary element in curriculum and classroom pedagogy; and promotes analyses of schooling inequities based on class, gender, or racial/ethnic inequities (Cochran-Smith, 2004; Enns and Sinacore, 2005; Ladson-Billings, 2005; Nieto, 2000)

### **Section III: Standard I – Candidate Knowledge, Skills, and Dispositions**

#### *Alignment of Conceptual Framework with Program Standards*

For the purpose of supporting doctoral students in the Ph.D. in Curriculum and Teaching with a concentration in Teacher Education and Development who desire to return to work NC public schools and who wish to be paid at the doctoral level in their school district, the Association for Teacher Educators (ATE) Standards for a Master Teacher Educator (<http://www.ate1.org/pubs/Standards.cfm>) were selected to serve as the framework for such candidates to display the knowledge, skills, and dispositions acquired during their Ph.D. program that are relevant to their work in schools and school districts. These standards will guide the structure of a paper-based portfolio that doctoral candidates may present to their dissertation advisory committee for review and evaluation, if they desire to be licensed at the Ph.D. level. The evidence presented in this portfolio will come from their work and experience at both the IHE and the LEA. This portfolio does not replace the requirement of the Ph.D. dissertation, but is supplementary. Doctoral students choosing to complete this portfolio may use coursework or other evidence to show that they have met the ATE standards. At least two pieces of evidence is required for each of the seven ATE Standards with a brief rationale explaining how the evidence presented addresses the standards. The Ph.D. Portfolio will address the following ATE Standards for a Master Teacher Educator through evidence selected and presented by the candidates:

**Standard 1** Master teacher educators:

Model professional teaching practices that demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education.

**Standard 2** Master teacher educators:

Inquire into and contribute to one or more areas of scholarly activity that are related to teaching, learning, and/or teacher education.

**Standard 3** Master teacher educators:

Inquire systematically into, and reflect on, their own practice and demonstrate commitment to lifelong professional development.

**Standard 4** Master teacher educators:

Provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice.

**Standard 5** Master teacher educators:

Collaborate regularly and in significant ways with representatives of schools, universities, state education agencies, professional associations, and communities to improve teaching, learning, and teacher education.

**Standard 6** Master teacher educators:

Serve as informed, constructively critical advocates for high-quality education for all

students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions.

**Standard 7** Master teacher educators:  
Contribute to improving the teacher education profession.

*Table 1. Alignment of Ph.D. Conceptual Framework with ATE Standards*

<b>Conceptual Framework for the Ph.D. in Curriculum and Teaching with a Concentration in Teacher Education and Development</b>		
<b>Scholar-Researchers</b>	<b>Scholar-Teachers</b>	<b>Scholar-Activists</b>
<p><b>ATE Standard 2</b> Master teacher educators: Inquire into and contribute to one or more areas of scholarly activity that are related to teaching, learning and/or teacher education.</p> <p><b>ATE Standard 7</b> Master teacher educators: Contribute to improving the teacher education profession.</p>	<p><b>ATE Standard 1</b> Master teacher educators: Model professional teaching practices that demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education</p> <p><b>ATE Standard 3</b> Master teacher educators: Inquire systematically into, and reflect on, their own practice and demonstrate commitment to lifelong professional development.</p> <p><b>ATE Standard 7</b> Master teacher educators: Contribute to improving the teacher education profession.</p>	<p><b>ATE Standard 4</b> Master teacher educators: Provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice.</p> <p><b>ATE Standard 5</b> Master teacher educators: Collaborate regularly and in significant ways with representatives of schools, universities, state education agencies, professional associations, and communities to improve teaching, learning, and teacher education.</p> <p><b>ATE Standard 6</b> Master teacher educators: Serve as informed, constructively critical advocates for high-quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions.</p>

***Evidence that Candidates Meet Core Standards***

Table 2 show how the ATE Standards of a Master Teacher Educator can be met in the Ph.D. program in Curriculum and Teaching with a concentration in Teacher Education and the kinds of evidence a doctoral student might submit to meet each standard. This table show how our Ph.D. program connects to the standards selected for this portfolio, which is the product of learning for licensure, in addition to the successful completion of a dissertation research study.

***Table 2. Potential Evidence for that ATE Standards of a Master Teacher Educator***

<b>ATE Standards and Indicators</b>	<b>Evidence of Learning: Potential Evidence</b>	<b>Evidence for Assessment</b>
<p><b>ATE Standard 1</b> Master teacher educators: Model professional teaching practices that demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education</p>	<ul style="list-style-type: none"> <li>• CUI 646 (Intro to Equity Education) and 745 (Research in Equity Education)– Promote practices that enhance and understanding of diversity and instruction that meets the needs of society</li> <li>• CUI 654 (Models of Teaching and Analysis of Instruction) – Use a variety of instructional methods, matching learning objectives with student needs and appropriate teaching strategies</li> <li>• CUI 675 (Teacher as researcher) – Apply specialized knowledge and processes of inquiry which are central to teacher education</li> <li>• CUI 646 (Intro to Equity Education) and 745 (Research in Equity Education)– Demonstrate an understanding of the influence of school context and culture upon teacher education</li> <li>• CUI 748 (Cognition and Motivation) and CUI 750 (Issues in Curriculum and Instruction) and CUI 785 (Research on Teaching and Teacher Education) – Demonstrate currency of knowledge regarding issues critical to education, and especially teacher education</li> <li>• Comprehensive exams – Scores on</li> </ul>	<p>CUI 646 and 745- Research papers, Position papers, Book Reviews</p> <p>CUI 654-Analysis of 6 model lessons</p> <p>CUI 675 – Action Research paper</p> <p>CUI 748 – Research papers</p> <p>CUI 750 – Mini proposals</p> <p>CUI 785-Research proposals</p> <p>Comprehensive exam</p>

	test of knowledge of central concepts in teacher education and subject matter of the candidate's discipline	
<b>ATE Standard 2</b> Master teacher educators: Inquire into and contribute to one or more areas of scholarly activity that are related to teaching, learning, and teacher education.	<ul style="list-style-type: none"> <li>• Dissertation proposal – Theory development</li> <li>• Presentations at scholarly meetings</li> <li>• Publications</li> <li>• Evidence from LEA work related to curriculum and program development, influence on other programs, institutions, or professionals, funded research grant proposals,</li> </ul>	<p>Dissertation proposal</p> <p>Paper presentations at scholarly meetings</p> <p>Publications</p>
<b>ATE Standard 3</b> Master teacher educators: Inquire systematically into, and reflect on, the own practice and demonstrate commitment to lifelong professional development.	<ul style="list-style-type: none"> <li>• Professional Growth Plan that includes self assessment and plan for further development</li> <li>• Plan of Study for Ph.D. program</li> <li>• Evidence of participation in professional associations and learned societies</li> <li>• Statement of philosophy of teaching education and its relationship to professional goals and accomplishments</li> <li>• List and description of experiences in schools over past 3 years</li> <li>• List of professional meetings and workshops attended, books read, and other professional development</li> <li>• Journals of reflective examination of own practice</li> </ul>	<p>Completed Professional Growth Plan from LEA</p> <p>CUI 750- Signed Plan of Study</p> <p>Evidence of participation in professional associations and learned societies</p> <p>Statement of philosophy of teaching education</p> <p>List and description of experiences in schools over past 3 years</p> <p>List of professional meetings and workshops attended, books read, and other professional development</p> <p>Journals of reflective examination of own practice</p>
<b>ATE Standard 4</b> Master	<ul style="list-style-type: none"> <li>• Evidence of leadership in designing</li> </ul>	PDS Team Handbook

<p>teacher educators: Provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice.</p>	<p>and developing a teacher education program</p> <ul style="list-style-type: none"> <li>• Provide university/school-based leadership at local state or national levels through boards or committees related to program development, approval, or accreditation</li> <li>• Contribute to research that focuses on effectiveness of teacher education program</li> <li>• Make decisions based on theory, research, and best practice</li> <li>• Promote diversity in programs and participants</li> </ul>	<p>or course syllabi for CUI 350, 375, 400 or 461</p> <p>Ph.D. Dissertation study or other PDS research activity</p> <p>Action Research</p> <p>Lists and descriptions of recognition and program awards through LEA</p> <p>Documentation of leadership roles in preserves or inservice programs, including specific contributions</p> <p>Documentation of participation in professional societies and associations</p>
<p><b>ATE Standard 5</b> Master teacher educators: Collaborate regularly and in significant ways with representatives of schools, universities, state education agencies, professional associations and communities to improve teaching, learning, and teacher education.</p>	<ul style="list-style-type: none"> <li>• Are actively involved in collaborative projects among schools, community groups, businesses, social service professionals, and intra-university constituencies</li> <li>• Initiate and sustain meaningful contributions to schools and other institutions concerned with schooling and teacher education and within the university community</li> <li>• Work closely with schools/colleges of education, teacher education, professional organizations and other agencies</li> </ul>	<p>Evidence from LEA and/or IHE of active involvement including: Description of activities, materials related to activities, recognition of participation and collaboration, statements from collaborators, other evidence as appropriate to candidate's role and responsibilities</p>

<p><b>ATE Standard 6</b> Master teacher educators: Serve as informed, constructively critical advocates for high-quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions.</p>	<ul style="list-style-type: none"> <li>• Promote education through community forums, activities with other professionals, and work with policymakers</li> <li>• Informs and educates those involved in making governmental policies and regulations at local, state, and national levels to improve teaching and teacher education</li> <li>• Actively addresses policy issues which affect the profession</li> <li>• Promote diversity in all aspects of education</li> </ul>	<p>Documentation of having served as an advocate for high-quality teaching and teacher education in own institution as well as at the local, state, or national levels</p> <p>Papers, presentations or other media events designed to enhance the public's understanding of education and teacher education</p> <p>Other evidence as appropriate to the candidate's role and responsibilities</p>
<p><b>ATE Standard 7</b> Master teacher educators: Contribute to improving the teacher education profession.</p>		

***Product of Learning***

The product of learning will be a portfolio based on the ATE Standards described above. If doctoral candidates desire to be licensed at the Ph.D. level, doctoral candidates may present their completed portfolio to their dissertation advisory committee for review and evaluation. Evidence presented in this portfolio will come from their work and experience at both the IHE and the LEA. Doctoral students choosing to complete this portfolio may use coursework or other evidence to show that they have met the ATE standards. At least two pieces of evidence is required for each of the seven ATE Standards with a brief rationale explaining how the evidence presented addresses the standards. The product of learning, the ATE-based portfolio, will be reviewed and evaluated on a scale of 1-6 by the candidate's dissertation advisory committee within 6 months after the dissertation is completed. If members of the dissertation committee have left the university or are otherwise unavailable, an ad hoc committee of three members of the Graduate faculty in the CUI Dept. will be convened by the CUI Director of Graduate Studies to review and evaluate the portfolio

### *Candidate Qualifications*

Doctoral students completing this portfolio will have already been admitted to and completed the requirements for the Ph.D. in Curriculum and Teaching with a concentration in Teacher Education and Development. This portfolio does not replace any of the requirements of the Ph.D. degree, but is an additional requirement in order to apply for licensure at the Ph.D. level.

## Section IV: Standard II – Candidate Assessment and Evaluation

### *Individual Candidate Assessment*

The basic assessment plan for the Ph.D. in Curriculum and Teaching with a concentration in Teacher Education and Development is described in Table 3.

***Table 3. Assessment Plan for Ph.D. in Curriculum and Teaching with concentration in Teacher Education and Development***

<b>Assessment</b>	<b>Admission to Program</b>	<b>Midway in Program</b>	<b>End of Program</b>	<b>Follow-up</b>
<b>Content Knowledge</b>	Assessment of undergraduate and graduate transcripts GRE scores	Plan of Study established by 18 hours Grades in courses	Written Comprehensive Examination Oral Defense of Comprehensive Exam	
<b>Grades</b>	3.0 GPA required for admission	3.0 GPA required for continuation Advisor monitors as needed CUI Dept. reviews all Ph.D. students annually	Degree clearance	
<b>Candidate Satisfaction</b>		Course evaluations (every course, every semester)	UNCG Graduates Survey Feedback solicited by CUI Dept.	CUI Dept. and School of Education surveys
<b>Licensure Status</b>	Information presented in CUI 750 about Ph.D. Portfolio based on ATE Standards for students desiring to return to NC public schools	Information about Ph.D. Portfolio located in CUI Doctoral Handbook online at <a href="http://www.uncg.edu/cui">http://www.uncg.edu/cui</a> Advisor monitors progress	Evaluation of Ph.D. Portfolio based on ATE Standards by Ph.D. committee	Teachers Academy keeps record of licensure application
<b>Employment status</b>				Checked at end of 2 <sup>nd</sup> year by School of Education

<b>Employer Satisfaction</b>				School of Education Survey solicited at end of 2 <sup>nd</sup> year
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***Program and Program Operations Assessment***

Students in the Ph.D. program in Curriculum and Teaching with a concentration in Teacher Education and Development provide feedback about their courses and instructors through the required course evaluation process at the end of every semester. They also provide feedback through informal conversations before, during, and after classes as well as during advising sessions and doctoral committee meetings. If a faculty member receives negative course evaluations the CUI Department Chair works with that person and may reassign them to other courses where they are more effective. The main feedback we get from our doctoral students is that they learn a lot from the CUI faculty and that they are assisted in their development as scholar-teacher, scholar-researchers, and scholar-activists who see the value of theory and who continue to develop as leaders in their schools and districts.

***Annual Review of the Program***

Review of this program will occur twice a year when CUI Graduate Faculty members meet every October and January, as well as when the portfolios are reviewed, and the CUI Director of Graduate Studies will enact any changes recommended by the CUI Graduate Faculty.

***Summarize the Data that have been Collected and Analyzed***

As this is a proposal for the approval of licensure for Ph.D.s from UNCG who seek to be licensed and paid at the doctoral-level if they choose to return to or remain working in local school districts in North Carolina, we have no data yet.

## **Section V: Standards III – Field Experiences and Clinical Practice**

### ***Field Experiences and Clinical Practice***

Most of the doctoral students in this program are currently or have very recently been full-time teachers for many years, so they bring extensive field experience into the program with them. While the Ph.D. in Curriculum and Teaching with a concentration in Teacher Education and Development is a research degree, those doctoral students who opt to complete the portfolio for Ph.D. licensure will probably continue to work in schools and districts throughout their degree program and will include in their portfolio evidence from the field and their practice.

### ***Involvement of P-12 Partners***

To the extent that any doctoral student's dissertation research question relates to P-12 education in some way, the student will work closely with the school(s) and district(s) involved including but not limited to getting approval to collect data from the school(s), and/or district(s) involved as well as from the University.

### ***Involvement of P-12 partners in Field Experiences and Clinical Practice***

**n/a** for this program that leads to a Ph.D.

### ***Process used for Selecting Mentors and Making Field Placements***

**n/a** for this program that leads to a Ph.D.

### ***Procedures for Preparing Cooperating Teachers***

**n/a** for this program that leads to a Ph.D.

### ***Supervision and Evaluation for Teacher Candidates***

**n/a** for this program that leads to a Ph.D.

### ***Evaluation of Field Experiences and Clinical Practice***

**n/a** for this program that leads to a Ph.D.

## **Section VI: Standard IV – Diversity**

### ***How Diversity is Addressed in the Curriculum***

Diversity is addressed in several ways in every core and concentration course in the Ph.D. program because our faculty is committed to the advocacy of excellence and equity in education for all learners. Toward this end, all doctoral students will read, discuss, and critique research that addresses the needs of diverse learners from the perspective of each particular course. In fact, Conceptual Framework/Mission Statement explicitly addresses that:

*Equity and excellence acknowledges cultural, linguistic, social class, and other forms of knowledge based on diversity; insists on student voice as a primary element in curriculum and classroom pedagogy; and promotes analyses of schooling inequities based on class, gender, or racial/ethnic inequities.*

In addition, several courses in our Ph.D. curriculum specifically address diversity, and it is highly likely that every doctoral student will take one or more of these courses as a part of their Plan of Study, or all of them as a part of a cognate in equity education:

CUI 646 – Introduction to Equity Education

CUI 711 – Cultural Perspectives on Teaching and Learning

CUI 745- Higher Education: Equity, Inclusion, and Learning

CUI 765- Research in Equity Education

### ***Diversity of the Higher Education Faculty***

The higher education faculty in the School of Education who teach the courses that doctoral students take are fairly diverse with regard to race/ethnicity (about 25%) and gender, and in the CUI Department we have currently two full-time, tenure-track faculty who are women of color and three males. Last year we had a female faculty member of Hispanic descent and an African-American male, but they have moved on to other universities. Guest speakers invited to make presentations in courses in this program may often represent diverse backgrounds and perspectives as well.

***How the Ph.D.-TED Program Provides Opportunities and Experiences for Students to Interact with Diverse Higher Education and School Faculty***

In addition to the diverse faculty in the School of Education and the diverse nature of area schools we know our Ph.D. students are interacting regularly with other professional educators (administrators, school/media coordinators, curriculum coordinators, other teachers, and other staff members) as well as parents who are ethnic and/or linguistic minorities.

***Diversity of Candidates in the Ph.D.-TED Program***

Of the 52 currently active students in the Ph.D.-TED program in the CUI Department, about 25% are students of color – mainly African-American women, two Hispanics, and one Native American.

***How Ph.D. Candidates Interact with Other Diverse Candidates***

The percentage of doctoral students enrolled in the Ph.D. program at UNCG who are ethnically or linguistically diverse is about 25%. Students in this program have multiple opportunities to work together in their classes on courses assignments, group projects, and in various small and large group discussions – both face-to-face and online. This mimics their experiences at their schools and districts, where most of the teachers in this program work with other teachers, administrators, and school staff who are ethnically and/or linguistically diverse.

***Diversity of the P-12 Students the Ph.D. Students Work with***

n/a for this program that leads to a Ph.D.

***How the Program Ensures that Candidates Interact with Diverse P-12 Students***

n/a for this program that leads to a Ph.D.

## **Section VII: Standard V – Faculty Qualifications, Performance, and Development**

### ***Ph.D.-TED Program Coordination***

Dr. Barbara Levin, a full-time faculty member in the Curriculum and Instruction Department is the Director of Graduate Studies for the CUI department. Dr. Barbara Levin has served in this capacity since 2000. Her responsibilities as CUI Graduate Director include corresponding with and interviewing potential program applicants, processing all application files, academic advising for potential Ph.D. students, curriculum and program evaluation, recruitment activities, attending meetings of the Graduate Studies Committee, and fulfilling any other needs of the program and faculty. Dr. Levin will coordinate dissemination of information about the portfolio for Ph.D. licensure and will also coordinate the review of any portfolios where the candidate's doctoral committee is no longer available to do so. She will report candidate's eligibility to apply for this licensure to the Teachers Academy.

### ***Teaching Practices used by Faculty in the Ph.D. Program***

Instructional strategies are consistent with good pedagogical practices and with our Conceptual Framework in that they promote scholarly research and teaching (readings, lectures, book clubs, research papers, data analysis, action research, etc.), scholarly activity (class discussions, cooperative learning, reflective writing, case discussions, etc.) and collaboration (book clubs, class discussion, online discussions, jigsaw, role plays, simulations, oral presentations, etc.) In addition, all faculty in this program regularly integrate technology into their courses in several ways: We use of Blackboard for online discussions and group work, incorporation of Internet resources for teaching and learning, use of videos, PowerPoint presentations, and other software appropriate to the course, etc. Furthermore, all faculty members make regular use of the teaching stations in our classrooms to display information, project Internet resources, access Blackboard, etc.

### ***Qualifications of the Faculty in the Ph.D.-TED program***

UNCG professional faculty members are well qualified for their roles and model best professional practices in scholarship, service and teaching. They demonstrate a longstanding tradition of excellence in teaching, garnering awards at local and state levels. They engage in collaborative and interdisciplinary research and scholarship. They model professional service through leadership positions in professional organizations at the state, regional and national levels, and they are actively engaged within the community related to professional issues and concerns. All faculty teaching in the Ph.D. program in Curriculum and Teaching with a concentration in Teacher Education and Development have Ph.D. degrees in their field, are engaged in scholarly research activities, make presentations and publish regularly, and are engaged actively in their professional organizations.

**Table 4. Full-time, Tenure-Track Faculty Teaching in the Ph.D.-TED program, their qualifications, rank, and their teaching assignments**

<b>Faculty Names</b>	<b>Highest degree, university, research interests,</b>	<b>Rank</b>	<b>Courses taught</b>
Dr. Ceola Ross Baber	Ph.D., Purdue University Social Studies, Multicultural Ed, Secondary Ed	Professor	CUI 646 CUI 765
Dr. Heidi Carlone	Ph.D., Univ. Colorado-Boulder Science Education, Equity in Science Ed	Assistant Professor	CUI 711 CUI 730
Dr. Jewell Cooper	Ph.D., Curriculum & Teaching, UNCG Human Development, Multicultural Education	Assistant Professor	CUI 654 CUI 646
Dr. Gerry Duffy	Ed.D., Northern Illinois Univ. Reading & Language Arts, Teacher Development,	Professor, Moran Distinguished Professor in Literacy	CUI 628
Dr. Colleen Fairbanks	Ph.D., Univ. Michigan Ed Psych and Literacy	Professor	CUI 688
Dr. Beverly Faircloth	Ph.D., UNC-Chapel Hill Ed Psychology, Adolescents	Assistant Professor	CUI 748
Dr. Barbara Levin	Ph.D., UC-Berkeley Ed. Psych and Elem Ed	Professor, Director of Graduate Studie Assistant CUI Dept. Chair	CUI 785 CUI 711 CUI 628
Dr. Francine Johnston	Ed.D., Univ. of Virginia Language Arts, Emergent Literacy, Spelling	Associate Professor	CUI 614 CUI 615 CUI 617A CUI 617B
Dr. Catherine Matthews	Ph.D. Univ. Kansas Science Education, Multicultural Ed	Associate Professor	CUI 623 CUI 654
Dr. Kathryn Prater	Ph.D., Univ. Texas-Austin Literacy development and Biligual Ed	Assistant Professor	CUI 619
Dr. Sam Miller	Ph.D. Univ. Michigan Ed Psych, Literacy, Motivation, Teacher Education	Professor, CUI Dept. Chair	CUI 748 CUI 750
Dr. Kerri Richardson	Ph.D., Univ. of Oklahoma, Math Education	Assistant Professor	CUI 628

### *Ph.D.-TED Faculty Scholarship*

The CVs of CUI Department tenure-track faculty members who teach in the Ph.D.-TED program are available in the document room. However, a few examples of recent publications and presentations of the faculty who teach courses in this program are listed in the table below:

**Table 5. Ph.D.-TED Faculty Scholarship**

<b>Ph.D.-TED Faculty</b>	<b>Recent Publications or Presentations</b>
Dr. Ceola Ross Baber	<ul style="list-style-type: none"> <li>• Baber, C. R. &amp; Cooper, J. (2006). Do you believe I can Fly? Understanding the connection between racial/ethnic identity development and academic achievement. In R. Milner &amp; E.W. Ross (Ed.) <i>Race, ethnicity, and education: The influence of racial and ethnic identity on teaching and learning</i>. Westport, CT: Greenwood.</li> <li>• Baber, C. R., (2003). From liberal teacher to liberated teacher education: A reflection on my journey through the profession. In Gloria Ladson-Billings (Ed.) <i>Critical race theory perspectives on the social studies: The profession, policies, and curriculum</i>, (pp. 45-67). Greenwich, CT: Information Age Publishing.</li> <li>• Baber, C. R., (2000). Multicultural education. In A.E. Kazdin (Ed.) <i>Encyclopedia of Psychology</i>, (pp. 0944-1 to 0944-14). New York: APA and Oxford University Press.</li> <li>• Baber, C. R., Cox, B., &amp; Matthews, C. (1996). Teaching and learning English, social studies, and science together. <i>North Carolina Journal of Teacher Education</i>, 8 (2), 80-97.</li> </ul>
Dr. Heidi Carlone	<ul style="list-style-type: none"> <li>• Buxton, C., Carlone, H. B., &amp; Carlone, D. (2006). Boundary spanners as bridges of student and school discourses in an urban science and math high school. <i>School Science and Mathematics Education in the 21st Century</i>, 34(1), 1-12.</li> <li>• Carlone, H. &amp; Webb, S. (2006). On (not) overcoming our history of hierarchy: Complexities of university/school collaboration. <i>Science Education</i>.</li> <li>• Carlone, H. (2004). The cultural production of science in reform-based physics: Girls access, participation, and resistance. <i>Journal of Research in Science Teaching</i>, 41 (4), 392-414.</li> <li>• Strahan, D., Carlone H., Horn, S., Dallas, F., &amp; Ware, A. (2003). Beating the odds at Archer Elementary School: Developing a shared stance toward learning. <i>Journal of Curriculum and Supervision</i>, 18, 204-221.</li> </ul>
Dr. Jewell Cooper	<ul style="list-style-type: none"> <li>• Cooper, J. E. (in press). Strengthening the case for community-based learning in teacher education. <i>Journal of Teacher Education</i>.</li> <li>• Baber, C. R. &amp; Cooper, J. (2006). Do you believe that I can</li> </ul>

	<p>fly?: Understanding the connection between racial/ethnic identity development and academic achievement. In Rich Milner &amp; E. Wayne Ross (Ed.) <i>Race, Ethnicity, and Education: The Influence of Racial and Ethnic Identity on Teaching and Learning</i>. Greenwood Press.</p> <ul style="list-style-type: none"> <li>• Cooper, J. E., Horn, S. E., &amp; Strahan, D. B. (2005). If they would only do their homework: Promoting self-regulation in high school English classrooms. <i>The High School Journal</i>, 88 (3), 10-25.</li> <li>• Cooper, J. E. &amp; Matthews, C. E. (2005). A decade of concern: A review of multicultural science education issues in <i>The Science Teacher</i>. <i>Science Teacher</i>, 72 (3), 48-52.</li> </ul>
Dr. Gerry Duffy	<ul style="list-style-type: none"> <li>• Duffy, G. G., (2005). Metacognition and the development of reading teachers. In C. Block, S. Israel, K. Kinnucan-Welsch, &amp; K. Bauserman (Ed.) <i>Metacognition and literacy learning</i>, (pp 299-314). Mahwah, NJ: Erlbaum.</li> <li>• Duffy, G. G., (2003). Teachers who improve reading achievement: What they do and how to develop them. In D. Strickland &amp; M. Kamil (Ed.) <i>Improving Reading Achievement through Professional Development</i>. NY: Christopher-Gordon.</li> <li>• Duffy, G. G. (2003). <i>Improving Comprehension: Ten Research based Principles</i>, Washington, DC: National Education Association.</li> <li>• Duffy, G. G. (2003). <i>Explaining Reading: A Teacher's Resource for Teaching Concepts, Skills and Strategies</i>, NY: Guilford</li> </ul>
Dr. Francine Johnston	<ul style="list-style-type: none"> <li>• Johnston, F. R., Bear, D., Hellman, L., Templeton, M. &amp; Templeton, S. (2006). <i>Words their way for English language learners</i>, Upper Saddle River, NJ: Pearson/ Merrill Prentice Hall.</li> <li>• Johnston, F. R., Bear, D. &amp; Invernizzi, M. (2005). <i>Word sorts for emergent spellers</i>, Upper Saddle River, NJ: Pearson/ Merrill Prentice Hall.</li> <li>• Johnston, F. R., Bear, D. &amp; Invernizzi, M. (2005). <i>Word sorts for derivational relations spellers</i>, Upper Saddle River, NJ: Pearson/ Merrill Prentice Hall.</li> <li>• Johnston, F. R., Invernizzi, M. &amp; Bear, D. (2004). <i>Word sorts for syllable and affixes spellers</i>, Upper Saddle River, NJ: Pearson/ Merrill Prentice Hall.</li> </ul>
Dr. Barbara Levin	<ul style="list-style-type: none"> <li>• Kurtts, S.L., Hibbard, K.L., &amp; Levin, B.B. (2006). Collaborative online problem solving with preservice general education teachers and special education teachers. <i>Journal of Technology and Teacher Education</i>.</li> <li>• Antonek, J.L., Matthews, C.E., &amp; Levin, B.B. (2005). A theme-based, cohort approach to Professional Development Schools: An analysis of the benefits and shortcomings for teacher education faculty. <i>Teacher Education Quarterly</i>, 32</li> </ul>

	<p>(1), 132-150.</p> <ul style="list-style-type: none"> <li>• Levin, B.B., &amp; He Ye (2005). <i>Investigating the Content and Sources of Preservice Teachers' Personal Practical Theories (PPTs)</i>. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 2005.</li> <li>• Levin, B.B. (2005). <i>At a crossroads? What are they thinking about and doing now? Update on a 20-year longitudinal study of factors that influence the personal and professional lives of teachers</i>. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 2005.</li> </ul>
Dr. Catherine Matthews	<ul style="list-style-type: none"> <li>• Matthews, C. E. (2006). <i>Cricket Chronicles</i>.</li> <li>• Matthews, C. E., (2005). Curriculum Integration K-12 Theory and Practice. (in press), <i>Using the Environment as a Context for Integrating the Middle School Curriculum</i>.</li> <li>• Matthews, C. E. (2005). <i>The Turtle Connection: A Passage into the Natural World</i>.</li> <li>• Antonek, J.L., Matthews, C.E., &amp; Levin, B.B. (2005). A theme-based, cohort approach to Professional Development Schools: An analysis of the benefits and shortcomings for teacher education faculty. <i>Teacher Education Quarterly</i>, 32 (1), 132-150.</li> </ul>
Dr. Sam Miller	<ul style="list-style-type: none"> <li>• Gasparello, R., Mercier, S., Miller, S., Rohr, J., &amp; Duffy, G. (2005). Sustaining school reform at Hunter Elementary. <i>Deep Change: Cases and Commentary on Schools and Programs of Successful Reform in High Stakes States</i>. Greenwich, CT: Information Age Publishing.</li> <li>• Miller, S. D., Duffy G. G., Rohr, J., Gasparello, R., &amp; Mercier S. (2005). Preparing teachers for high poverty-schools. <i>Educational Leadership</i>, 62, 62-65.</li> <li>• Miller, S. D. (2003). Partners-in-Reading: Using classroom assistants to provide tutorial assistance to struggling first-grade readers. <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 8, 333-349.</li> <li>• Schunk, D. H. &amp; Miller, S. (2002). Self-efficacy and adolescents' motivation. In F. Pajares &amp; T. Urban (Ed.) <i>Academic Motivation of Adolescents (Vol. II)</i>, (pp. 29-52). Greenwich, CT: Information Age Publishing.</li> </ul>
Dr. Kathryn Prater	<ul style="list-style-type: none"> <li>• Prater, K. A., Worthy, J., &amp; Pennington, J. (2004). It's a Program that looks good on paper. <i>Journal of Literacy Research</i>.</li> <li>• Prater, K. A. &amp; Worthy, J. (2002). I thought about it all night. <i>Reading Teacher</i>.</li> <li>• Prater, K. A. (2004). <i>The response to intervention of English</i></li> </ul>

	<p><i>language learners at risk for reading problems</i>. National Center for Culturally Responsive Educational Systems, National Research Conference.</p> <ul style="list-style-type: none"> <li>• Prater, K. A. (2004). <i>Enhancing the Literacy and Oracy development of English Language Learners</i> National Reading Conference.</li> </ul>
Dr. Kerri Richardson	<ul style="list-style-type: none"> <li>• Richardson, K. (in press). Developing Geometric Reasoning and Problem Solving Cultures in Elementary Classrooms <i>Quit Draw. The Oklahoma Mathematics Teacher Newsletter.</i></li> <li>• Richardson, K., Collins, J., &amp; O' Brien, N. (in press). Contributed bar graph, circle graph, coordinate graph, data analysis, deductive reasoning, inductive reasoning, line graph, logicism, probability, and scatter plot. <i>Greenwood Dictionary Education.</i></li> <li>• Richardson, K. (2004). Deterritorializing the Curriculum: Postcultural logic and dynamic process. <i>Democratic Response in an Era of Standardization.</i></li> </ul>

***Ph.D. Faculty Service to the Profession***

As can be seen in the table above, CUI faculty who teach in the Ph.D.–TED program are engaged in research and scholarly writing for publication and presentation, and they also review manuscripts for various professional journals, and are heavily involved with their professional organizations at the state and national level (e.g., AERA, IRA, NAME, NRA, NCSTA, NSTA, NCSS, NCTM, etc.). By presenting at state, regional, and national conferences, publishing in a variety of research-focused and practitioner journals, and working on professional committees our faculty are providing service to the profession. See the CVs of tenure-track faculty who teach in the Ph.D. program in the document room.

***Ph.D.-TED Faculty Evaluation Process***

All faculty members who teach courses in the Ph.D. program must do student course evaluations for every course every semester. These evaluations then go to the CUI Department Chair and finally back to the faculty members. If there are any “red flags” the CUI Department Chair consults with the individual faculty member to make corrections. All new and untenured faculty are provided with a mentor team, consisting of two tenured faculty mentors. Each mentor team meets twice a year to help set goals for teaching, research, and service, and to evaluate achievements. The mentor team leader writes up minutes of the mentor team meetings and shares these with all parties and the CUI Dept. Chair.

***Ph.D.-TED Faculty service to the Institution, and Collaboration with Colleagues in the Disciplines***

The coordinator of the Ph.D.-TED program, Dr. Barbara Levin, is a member of the Teachers Academy Council of Program Coordinators, and she also serves of the Executive Committee

for the Teachers Academy. These venues offer regular opportunities to serve the department and the institution and to collaborate with other professionals at UNCG who are involved with teacher education. Several other faculty who teach in the Ph.D.-TED program also attend the Council of Program Coordinator meetings.

### ***Ph.D.-TED Faculty Involvement and Collaboration with and Service to the Public Schools***

Most, if not all, of the CUI faculty who teach courses in the Ph.D. program are involved in collaboration with and service to the public schools through professional development by offering professional development workshops to individual schools and school districts in the area, as well as in collaborative projects, including USTEP grants that they have developed with various schools and districts. For example, Dr. Levin has had several USTEP grants in the past 5 years with Jamestown Elementary and Alderman Elementary in Guilford County and another USTEP grant that involves NBCTs from 8 surrounding counties. She has also offered workshops for several years about reflective writing attended mainly by NB candidates. Dr. Carlone has engaged experienced teachers and teacher candidates in professional development through Lesson Study with school faculty in Rockingham County that was funded by USTEP as well. Dr. Miller and Dr. Duffy have offered on-going professional development and done collaborative research with their PDS sites and in surrounding counties, and Dr. Johnston offers many Word Study professional development workshops every year all across the state. Dr. Matthews also provides professional development in science, especially in environmental education for students and teachers, and Dr. Cooper is often called upon to provide leadership in the area of multicultural education and the achievement gap to local schools and districts. These are just a few examples of how the Ph.D.-TED faculty are involved in and collaborate with the public schools.

### ***Ph.D.-TED Faculty Assessment of Their Own Effectiveness as Related to Candidate Performance***

All Ph.D.-TED faculty members use the student course evaluations gathered at the end of every course every semester as an opportunity to reflect on their teaching effectiveness. There is also opportunity for dialogue with other faculty about teaching and about how things are going in general during faculty meetings and more informal faculty lunches. Research teams consisting of faculty and graduate students offer further opportunities for dialogue and reflection. Non-tenured faculty members in CUI have opportunities to assess their effectiveness during their mentor team meetings, as described earlier. We also require peer observations for each non-tenured faculty in the CUI Dept. every year and this offers opportunities for assessing one's effectiveness in teaching. Non-tenured faculty also learn and can assess their effectiveness in guiding dissertation research because they co-chair doctoral committees with a tenured faculty member until they are tenured themselves.

### ***How Faculty Evaluations Inform Teaching, Scholarship, and Service***

As described above, faculty members in the Ph.D.-TED program use their course evaluations to reflect on and refine their teaching, and peer observations and mentor team meetings are

also opportunities for additional discussions about teaching, scholarship, and service. Many faculty members combine their teaching and scholarship interests by conducting research with students they supervise or in the classes they teach. For example, Dr. Levin has used and studied constructivist teaching strategies such as cases and case discussions, problem-based learning (PBL), and ways to integrate of technology into the curriculum (online discussions in various formats, Virtual Fieldtrips, WebQuests, creating eBooks, etc) in several of her courses and then written about these in book chapters and other scholarly publications. She has used the products of research studies she has completed about Professional Development Schools and a longitudinal study of teacher development in teaching her Ph.D. courses (CUI 711 and CUI 785). This example is typical of how most, if not all, of the faculty teaching in the Ph.D.-ED program connect their teaching, scholarship, and service – all of which are informed by feedback from students in their courses.

### ***Professional Development Opportunities Provided to Faculty***

Faculty who teach in the Ph.D.-TED program regularly attend professional meetings dedicated to research and the improvement of teaching (AERA, IRA, NARST, NCTE, NCTM, NECC, NRC, NSTA, SITE, etc.) as a form of professional development related to their discipline. They present papers at these meetings as well as attend sessions led by colleagues in order to keep up-to-date. Travel to these meetings is expected of tenured and tenure-track faculty and is financially supported by the University. In addition, Dr. Gerald Duffy, Moran Distinguished Professor, sponsors several seminars each year. He brings nationally recognized experts in reading and/or teacher education to present their research and interact with our faculty. For example Sheila Valencia and Michael Kamil came during 2004-2005. Faculty can also attend workshops and presentations by national leaders sponsored by the Piedmont Triad Educational Consortium (PTEC) and the Office of [Recruitment, Retention, and Professional Development](#). In addition, faculty have attended BlackBoard training sessions since 2001 to learn how to best use this course management tool in their teaching, and many faculty have attended professional development workshops on Writing and Speaking Across the Curriculum offered by UNCG's Speaking and Writing Center faculty. These experiences in addition to the on-going practice of reading professional journals and books help faculty in the Ph.D.-TED program keep up-to-date in their field.

***Practices for selecting, Orienting, Communicating with, and Evaluating Ph.D.-TED Faculty to Ensure Program Quality***

The CUI Department Chair, Dr. Sam Miller, makes the final decision on all hiring and assignment of faculty to teach courses in the Ph.D.-TED program. Dr. Miller meets with all new faculty members to communicate the expectations of the CUI Dept. and the doctoral program. He looks over course syllabi carefully and makes recommendations. New faculty can also consult with other faculty members who have taught the same course to discuss the course content. Exemplar course syllabi are located on the CUI Dept. website at <http://www.uncg.edu/cui> and hard copies are located in a notebook in the CUI Dept. Office. The Doctoral Handbook is also available online and new faculty members have their mentor teams and co-chairs of any dissertation committees they sit in to learn from. All faculty members can also meet with the School of Education Instructional Technology Consultant to learn how to use Blackboard in their course(s) and with School of Education Instructional Technology Coordinator to learn about other technology expectations. Dr. Miller also uses some of the CUI Department Faculty Meetings to discuss policy issues around grading, graduate student admissions, examinations, etc. Minutes of meetings and other program documents are forwarded via email and are also available on a CUI Dept. Blackboard site for all to see/use.

## **Section VIII: Standard VI – Program Governance and Resources**

### ***Organizational Structure for the Ph.D.-TED Program***

The Ph.D. program in Curriculum and Teaching with a concentration in Teacher Education and Development is one of two concentrations offered by the Department of Curriculum and Instruction within the School of Education at UNCG. The other Ph.D. concentration is in Higher Education Administration. Governance and all decisions about applications, curriculum, policies, staffing, and dissertation requirements rests with the CUI Department but the Teachers Academy, which makes policy decisions about all the teacher licensure programs at UNCG, will be the unit to process doctoral candidates for the Ph.D. licensure upon successful completion of the dissertation and a portfolio based on ATE standards described earlier, as recommended by the CUI Department's Director of Graduate Studies.

### ***Adequacy of Faculty and Non-faculty Personnel for the Ph.D.-TED Program***

Only tenure-track faculty members teach courses in the Ph.D.-TED program. There are currently 12 full-time, tenure-track faculty members in this program, which is adequate for the number of active doctoral students in this concentration (about 50).

### ***Unit Leadership and Authority***

Professional education licensure programs at UNCG are housed in four professional schools (Education, Health and Human Performance, Human Environmental Sciences, Music) and the College of Arts and Sciences. The Teachers Academy serves as the administrative umbrella and governance structure for all professional education programs. The Teachers Academy is administratively located in and is completely funded by the School of Education, the designated administrative unit for professional education programs at UNCG (see [School of Education Organizational Chart](#)).

The director of the Teachers Academy is also an Associate Dean for Teacher Education and School Partnerships in the School of Education. All programs involved in the preparation of teachers, principals, and other school personnel have representatives on the Teachers Academy Council of Program Coordinators (CPC); teacher representatives and relevant administrators are also on the Council.

The CPC acts as the policy-making body of the Teachers Academy, determines what matters shall be delegated to the Executive Committee, and approves changes in program requirements related to licensure [see [Teachers Academy Plan of Governance](#), [CPC minutes](#), and the *Undergraduate* and *Graduate Bulletin* in the general documents box]. Information related to policies and procedures for the Teachers Academy is also located at [http://www.uncg.edu/soe/newsite/teachers\\_academy/index.html](http://www.uncg.edu/soe/newsite/teachers_academy/index.html).

Priorities for the Teachers Academy and the School of Education include an emphasis on collaboration with members of the professional community. Thus, in addition to having school partners represented on the Teachers Academy CPC and Executive Committee,

school partners also serve on the USTEP Partnership Council and Executive Committee and on various program-specific advisory committees. Further, since our last review two significant leadership partnerships have been implemented. A School of Education Advisory Committee that includes area superintendents, school administrators, and master practitioners has been meeting on a regular basis to provide feedback on School of Education programs and initiatives. And, the Guilford Education Partnership with the Guilford County Schools has been established to help guide policies and priorities for university-school partnerships [see Collaborative Initiatives in the general documents box].

### ***Unit Budget***

The School of Education budget has averaged over \$6.9 million during the past five years. Significant resources have been allocated to installing technology teaching stations in all of the Curry Building classrooms (\$260,000), upgrading faculty and staff technology hardware, establishing a Teacher Resource Center (TRC), and developing an assistive technology classroom. External funding for the School of Education has averaged \$17.5 for the past five years, including state Title II funds to support NCTEACH activities and funds from the NC state legislature to support USTEP program activities. One of the School's affiliated units, SERVE (formerly Southeastern Regional Vision for Education) has been awarded a five-year \$37.7 million federal contract.

### ***Unit Personnel***

Faculty: Faculty loads for teaching do not generally exceed twelve hours for undergraduate teaching and nine hours for graduate teaching. This is a general guideline that is not applicable in all cases due to differences in degree offerings and the varying requirements of instructional, service, and research activity in certain areas. Faculty assignments are negotiated between faculty and the department chair/head. The teaching load for full-time adjuncts is 12 semester hours per semester. Again, this may vary in certain cases based on factors outlined above. The ratio of university supervisor to student teachers has averaged 1 to 6.4 over the past five years [see Chart #6, Policies Related to Faculty Assignment and <http://provost.uncg.edu/publications/personnel/facultyworkload.asp>].

Non-Faculty Personnel: The Teachers Academy administrative staff includes an Associate Dean/Director who is also the licensure officer, and an assistant director who also coordinates the USTEP and NCTEACH programs. Support staff includes a full-time administrative assistant who is responsible for maintaining a Teachers Academy database, a full-time office manager who handles general administrative tasks, and a full-time licensure advisor whose duties include processing licensure applications. Other support staff includes a part-time coordinator and the licensure-only program and four full-time (20 hours per week) graduate assistants.

Other non-faculty positions that strengthen teacher education at UNCG are also available. Virtually all programs in the School of Education have a sufficient number of graduate

assistants and teaching assistants to support program needs. These positions are at both the masters and doctoral levels [see Graduate Assistantship and Teaching Assistantship lists in the general documents box]. A new position of Director of Recruitment, Retention, and Professional Development has been created to strengthen and expand professional partnership possibilities [see <http://www.uncg.edu/soe/newsite/offpd/indes.html>], and a newly hired Director of the Center for Educational Studies and Development has assumed an expanded role in supporting outreach activities for our education programs. In addition, a full-time coordinator of instructional technology, a consultant for distance learning, two full-time technicians, a director of the Teacher Resource Center and a fully staffed Student Advisement and Recruitment Center are available to assist teacher education faculty and students [see Instructional Resources file in the general document box].

### ***Unit Facilities and Resources***

**Faculty space:** Each full-time faculty member has a private office with sufficient space to meet with students and other individuals. Rooms are available for larger meetings on a check out basis. An Associate Dean for Operations in the School of Education is responsible for space planning, including ongoing oversight of renovation and repair needs within faculty offices and classrooms.

**Technology:** All classrooms in the Curry Building are equipped with state of the art teaching stations for student use and modeling by faculty. Equipment includes a computer with network and Internet access, a data projector, large screen, and VCR; some of the teaching stations also have a video visualizer. Curry 304 is a state of the art technology classroom with 25 computer workstations and other equipment that serves as a center for professional development. Technology workshops involving university faculty, school administrators, and teachers are held in Curry 304 on a regular basis. Curry 304 also is available to faculty for their classes and it serves as the teaching classroom for all sections of LIS/CUI 120. The Curry Building is equipped for wireless computing. See [http://www.uncg.edu/soe/newsite//instructional\\_technology/intech\\_soefacilities.html](http://www.uncg.edu/soe/newsite//instructional_technology/intech_soefacilities.html) and [http://www.uncg.edu/soe/newsite//instructional\\_technology/intech\\_so\\_equipement.html](http://www.uncg.edu/soe/newsite//instructional_technology/intech_so_equipement.html) for more information on technology resources for the Teachers Academy.

**Teaching Resource Center:** The Teacher Resource Center (TRC) also supports professional education programs at UNCG. Located in the Ferguson Building (adjacent to the Curry Building), it is designed for use by students and faculty in all professional education programs on campus, as well as to provide professional development for our school and community partners. The TRC houses print and non-print materials including a variety of technology resources to assist candidates and faculty in planning instructional activities on campus and in field experiences and clinical practice. Equipment available for use in the TRC as well as check out includes camcorders, digital camcorders, digital cameras, overhead projectors, an opaque projector, a smart board, and laptop computers. See <http://www.uncg.edu/soe/trc/index.htm> provides additional information on resources available through TRC.

Other instructional resources: A number of other instructional resources are available to support teacher education at UNCG. A new assistive technology classroom has been developed to address needs identified through an extensive faculty survey (see Survey of Competencies for Including Students with Special Needs in the general documents box) and a new interdisciplinary center for e-learning has been established to facilitate the use of technology for teaching and learning (see <http://ice.uncg.edu/>). The Walter Clinton Jackson Library has significant resources to support UNCG's teacher preparation programs (see Library Resources files and <http://library.uncg.edu/>). The University Teaching and Learning Center (TLC) supports the University's instructional programs by providing instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology (see <http://www.uncg.edu/tlc/>).

### ***Approval process for this program***

The Ph.D. degree in Curriculum and Teaching has been active for many years at UNCG. The addition of a Portfolio for those doctoral candidates who wish to pursue careers in curriculum and/or instructional administration in schools and districts and be paid at the Ph.D. level is essentially an internal one developed and approved by the CUI Dept. The content of the Portfolio and the evaluation process described earlier happens within the CUI Department at the doctoral committee level. Once the ATE standards are documented through the Portfolio described earlier, and the Ph.D. candidate has also successfully completed their coursework and dissertation requirements, then the candidate's doctoral committee advisor will notify the Teachers' Academy via a memo and the Teachers Academy will handle the issue of licensure at the Ph.D. level.

### ***Standard 6A: Working Conditions***

#### ***Advising and workload conditions***

Faculty in the CUI Department in general and those who teach and do advising in the Ph.D. program typically teach a 3-2 load, meaning they teach three courses in the Fall and two courses in the Spring. The load in the Spring may be even lighter if faculty are supervising student teachers as part of their load. Typically the CUI faculty will advise between 3-12 Ph.D. students who may be at a variety of places in the doctoral program: taking courses, arranging for a doctoral committee and a signed Plan of Study, doing literature reviews and pilot research studies (CUI 775), studying for comprehensive exams, writing a dissertation proposal, collecting and analyzing dissertation data, writing up and defending their dissertation. Senior (tenured) faculty members typically chair many more dissertation committees than junior (non-tenured faculty) and in all cases junior faculty co-chair doctoral committees with a senior faculty member until they are tenured.