



Continuing Accreditation Report

for

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

English as a Second Language Report

**ADD-ON LICENSURE AND GRADUATE DEGREE PROGRAMS LEADING
TO LICENSURE IN ESL**

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JUNE, 2006

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Section I: Program Overview

Levels Offered

The **English as a Second Language (ESL) Programs** at UNCG include (1) the ESL Add-on Licensure program, and (2) the M.Ed. in ESL-Teacher Leadership Track program. We also offer an ESL Certificate, but it is not connected to licensure and therefore will not be discussed in this report.

Special Characteristics

- The **ESL Add-On Licensure program** is a 15-hour program of study designed to prepare licensed teachers to provide students of other languages and cultures equal access to and full participation in the total curriculum. We believe this goal is accomplished by developing in language-minority students the ability to understand, speak, read, and write English, thus preparing them to function on par academically with their English-speaking peers in all content areas. Students in the ESL Add-On Licensure program are typically part-time students who may be (1) licensed teachers studying English as a Second Language to gain add-on ESL licensure; (2) degree-seeking students (e.g., Masters of Education) who want to acquire an add-on ESL license with their degree (based on careful advising); or (3) other individuals who teach in ESL programs that serve adult populations (e.g., community college teachers, libraries, volunteer organizations) and who do not seek a NC public school licensure or a degree. ESL Add-on Licensure candidates must hold an initial or "A" license for teaching and show evidence of having studied a foreign language.
- The **M.Ed. in ESL-Teacher Leadership Track (TLT) program** is a 39-hour program of study for experienced teachers who have an undergraduate degree and already hold an initial "A" license for teaching and who want to work with English language learners in K-12 schools in North Carolina. The M.Ed. in ESL-TLT degree program can be taken on full-time or part-time basis. The program's curriculum is aligned with the North Carolina Advanced Competencies of a Master Teacher (ACs), ESL standards as set forth by the North Carolina Professional Teaching Standards Commission, and the core propositions of the National Board for Professional Teaching Standards (NBPTS). A culminating portfolio based on these sets of standards is required. The program is oriented toward improving results in teaching practices and work with students and families in K-12 contexts whose first language is not English and who come from other cultures through gaining critical knowledge, skills, and dispositions in ESL as well as in action research, professional development, and leadership skills.

Program of Study

Since 2001 the ESL Add-on Licensure program has consisted of 15 hours of ESL-focused courses designed to provide core knowledge of linguistics, developmental psycholinguistics, ESL teaching methods, modern English grammar, and foundational knowledge about the legal, historical, and cultural issues in ESL. These five ESL core courses are also required for the M.Ed. in ESL-TLT students:

- CUI 523 – Legal, Historical, and Cultural Implications of ESL
- CUI 526 – Teaching English as a Second Language (Methods)
- CUI 605 – Developmental Psycholinguistics
- CUI 613 – ESL Linguistics for Teachers
- ENG 660 – Modern Language Theory

In 2005-2006 the ESL Program Committee revised the required ESL core courses to better align with the ESL standards as set forth by the North Carolina Professional Teaching Standards Commission placing a stronger emphasis on literacy instruction for ELLs (CUI 603 and CUI 614), developing a more applied version of linguistics for teachers (CUI 604), and adding two practicum courses that will include tutoring English language learners (ELLs) after school (CUI 603 and CUI 618). Beginning in Fall 2006 the revised ESL Add-on Licensure program will require the following 15 hours of coursework:

- CUI 523 - Legal, Historical & Cultural Implications of ESL
- CUI 603 - Literacy Instruction for English Language Learners w/ practicum
- CUI 604 - Applied Linguistics
- CUI 614 - Word Study
- CUI 618 - Teaching English as a Second Language w/ practicum

The Program of Study in effect since 2001 (next page) for the 39-hour M.Ed. in ESL-Teacher Leadership Track includes (a) 9 hours of Core Courses focused on socio-cultural, psychological, and developmental foundations for teaching and learning, and a choice of courses on either educational measurement & evaluation or educational research, (b) 21 hours of Pedagogical Expertise courses focused on developing a knowledge base, pedagogical skills, and appropriate dispositions for teaching English language learners including five ESL core course requirements and two electives selected under advisement from the literacy courses offered in the CUI Department; plus (c) 9 hours of coursework designed to enhance the ESL teacher's capacity to provide Professional Development and Leadership. Elective courses typically selected by students in the M.Ed. in ESL-TLT program include the following:

- CUI 614 – Word Study
- CUI 615 - Literacy in the Early Years
- CUI 616 - Literacy Development and Instruction Across the Grades
- CUI 617a - Diagnosis and Correction of Reading Problems
- CUI 640 - Writing Instruction in the Elementary and Middle Grades

Table 1. Program of Study for M.Ed. in ESL-Teacher Leadership Track Program

Course prefix & #	Course Title	Hours	Regular Instructors
CORE COURSES (9 hours):			
CUI 669	Educational Implications of Learning and Developmental Theory	3	Miller, Greenberg
CUI 545	Diverse Learners	3	Cooper, Baber
ERM 605 or ERM 604	Methods of Educational Research or Educational Measurement & Evaluation	3	Epanchin, Bartz, Goldman
PEDAGOGICAL EXPERTISE (21 hours): 15 of ESL core courses plus 6 hours electives			
CUI 523	Legal, Historical, and Cultural Implications of ESL	3	He, Antonek, Hart
CUI 526	Teaching English as a Second Language	3	Salas, McLaughlin, Alshaar
CUI 605	Developmental Psycholinguistics	3	He, Antonek, Alshaar, Hart
CUI 613	ESL Linguistics for Teachers	3	Coleman
ENG 660	Modern Language Theory	3	Meyers, Wurr
Elective	Select Literacy courses from CUI 614, 615, 616, 617A, 640	3	Johnston, Massey, Miller, Merritt, Salas
Elective	Select Literacy courses from CUI 614, 615, 616, 617A, 640	3	Johnston, Massey, Miller, Merritt, Salas,
PROFESSIONAL DEVELOPMENT and LEADERSHIP (9 hours):			
CUI 628 or ELC 697	Trends & Issues in Curriculum & Instruction <u>or</u> Selected Critical Issues in American Education <u>or</u> an approved substitute	3	Levin, Salas, Duffy
CUI 675	Teacher As Researcher (to be taken during the last year)	3	Merritt
CUI 656	Teacher As Leader (to be taken at the end)	3	Thornton, Webb, Mangrum

Beginning in Fall 2006 the revised M.Ed. in ESL-Teacher Leadership Track program plan (see next page) includes both the new ESL core courses that better align with the content of the ESL standards as set forth by the North Carolina Professional Teaching Standards Commission as well as a year-long Teacher as Researcher course so that teachers in this program can not only plan but also carry out an action research project with their students.

Table 2. Revised Program of Study for M.Ed. in ESL-TLT Program effective Fall 2006

Course prefix & #	Course Title	Hours	Regular Instructors
CORE COURSES (9 hours):			
CUI 669	Educational Implications of Learning and Developmental Theory	3	Miller, Greenberg
CUI 646	Introduction to Equity Education	3	Baber
ERM 605 or ERM 604	Methods of Educational Research or Educational Measurement & Evaluation	3	Epanchin, Bartz,
PEDAGOGICAL EXPERTISE (18 hours):			
CUI 523	Legal, Historical, and Cultural Implications of ESL	3	He
CUI 603	Literacy Instruction for English Language Learners w/ practicum	3	Salas, Prater
CUI 604	Applied Linguistics	3	He
CUI 618	Teaching English as a Second Language w/ practicum	3	Prater
Elective	Select Literacy courses from CUI 614, CUI 615, CUI 616, or CUI 640	3	Johnston, Massey, Miller, Salas
Elective	Select Literacy courses from CUI 614, CUI 615, CUI 616, or CUI 640	3	Johnston, Massey, Miller, Salas
PROFESSIONAL DEVELOPMENT and LEADERSHIP (12 hours):			
CUI 628 or ELC 697	Trends & Issues in Curriculum & Instruction or Selected Critical Issues in American Education or an approved substitute	3	Levin, Salas, Duffy
CUI 675	Teacher As Researcher (to be consecutively in Fall-Spring of final year)	6	Massey, Webb
CUI 656	Teacher As Leader (to be taken at the end)	3	Webb

NOTE: Documentation for these new courses and revisions to the Add-on Licensure program as well as the M.Ed. in ESL-Teacher Leadership program described next can be found in the Document Box.

Program Coordinator and Full-time Faculty

The **English as a Second Language Programs** is coordinated by a team of full-time faculty members in the Curriculum and Instruction Department with background and experience in ESL and/or Elementary Education: Dr. Kathryn Prater, Dr. Rachel Salas, Dr. Barbara Levin, and Dr. Ye He. Due to changes in faculty in recent years, Dr. Levin did the advising for this program in her capacity as CUI Director of Graduate Studies with the help of Dr. Salas beginning in Fall 2004. Since Fall 2005 Dr. He and Dr. Salas have done the advising for this program and taught some of the courses. As of Fall 2006 Dr. Prater and Dr. He will do the advising and teach courses in this program. Dr. Levin will continue to be a part of this team in role as CUI Director of Graduate Studies.

Number of Program Completers, Candidates and Enrollment Trends

Enrollment trends in both the ESL Add-on Licensure program and the M.Ed. in ESL seem to be increasing in recent years, although we always have more students in our ESL classes than are enrolled in these programs because people take these classes either as VISIONS (visiting, non-degree seeking) students or in the summer through the Division of Continual Learning while getting licensed through the RALCs rather than applying to our programs. Nevertheless, we have inquiries about our ESL program offerings every week, and each year we have 10-15 applicants for Add-on Licensure program, and about 5-10 for the M.Ed. in ESL. Many of the Add-on Licensure students decide to go on and complete the M.Ed. in ESL once they have completed the 15 hours of core courses in ESL and passed the ESL PRAXIS exam, which indicates their satisfaction with our program offerings and a desire to complete an advanced degree. About half of the teachers in both the Add-on Licensure program and the M.Ed. program in ESL are already employed by their districts to work with English language learners (ELLs) and about half are preparing for such positions.

Table 3. Number of Program Completers, Candidates and Praxis Pass Rates

Number of Licensure Completers		Number of Candidates Currently Enrolled		Aggregated Praxis Pass Rates
ESL Add-On	M.Ed. in ESL	ESL Add-On	M.Ed. in ESL	
2001 = 7	2001 = 1	N= 15	N =15	100%
2002 = 23	2002 = 0			
2003 = 9	2003 = 0			
2004 = 3	2004 = 1			
2005 = 2	2005 = 3			
2006 = 1	2006 = 3			

Section II: Conceptual Framework

Conceptual Framework and the Knowledge Base that Informs It

The ESL programs at UNCG aim to provide learning opportunities throughout the ESL program to develop teachers who are caring, competent, and collaborative and who can teach successfully in linguistically and culturally diverse classrooms. Therefore, we adopted the Conceptual Framework of the Teachers Academy in 2001 because it fit perfectly with our ESL program goals. Since that time the Conceptual Framework has been added to every ESL course syllabus so that our students are well aware of our core values. In addition, every assignment in every course is linked to our Conceptual Framework as well as to various sets of standards, especially the NC Professional Teaching Standards for ESL, the North Carolina Advanced Competencies of a Master Teacher (ACs), and the core propositions of the National Board for Professional Teaching Standards (NBPTS).

2001 Teachers Academy CONCEPTUAL FRAMEWORK:

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. The mission is carried 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 the 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.

Evaluation and Continuous Revision of the Conceptual Framework (CF)

Since the development of our Conceptual Framework (CF) in 2001, there have been several meetings of the Teachers Academy Council of Program Coordinators and of the Executive Committee of the Teacher Academy to discuss potential revisions and ways to make the CF a living, breathing document by implementing the things we say we believe. In 2005-2006 a subcommittee was formed to study the CF and we made several changes in order to assure that the CF is a reflection of our current thinking. Greater emphasis was placed on diversity, with the CF having an expanded definition/description of the multiple ways in which we are a diverse society and with a clear emphasis on our commitment to the learning of all students. This increased emphasis on diversity was certainly a good fit for the ESL program. Dr. Levin, who coordinates the M.Ed. in Elementary Education-TLT program, was on these committees, attended all of these meetings, and contributed to and benefited from those discussions.

Revised Teachers Academy CONCEPTAL FRAMEWORK adopted in 2005:

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.

The ESL program adopted the original Conceptual Framework in 2001 and has embraced the revisions made in 2005-2006 *to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings.* Furthermore, we strongly believe that *Educators must be responsive to the varied racial, ethnic, linguistic, gender, disability, and socioeconomic experiences of all learners. Therefore, all candidates* in the ESL program *must acquire content and pedagogical knowledge, utilize current evidence-based practice, and make ethical decisions in a changing and culturally diverse world.* Assignments and in-class activities for teachers in the ESL Add-on Licensure program and the M.Ed. in ESL-TLT program seek to exemplify all aspects of the revised Conceptual Framework. For example, the ABC project in CUI 523 (Legal, Historical, and Cultural Issues in ESL) requires students to write their own (A)utobiography, then work with an ELL to develop that person's (B)iohistory, and then complete a (C)ross-Cultural Comparison of the ESL teacher's cultural background with that of ELL and his or her family. This is followed up by determining the implications of the ABC project for instruction for the specific ELL and for ELLs in general. All teachers in the M.Ed. in ESL-TLT program have also taken CUI 545 (Diverse Learners) to help them better understand the diverse backgrounds of their students and learn to differentiate instruction for their students. Beginning in Fall 2006 they will take CUI 646 (Introduction to Equity Education), which is an even more in-depth course about issues of equity and diversity. Many in-class activities and assignments in the ESL core courses for the ESL Add-on Licensure program and the M.Ed. in ESL-TLT program require collaboration with peers and the sharing of individual teacher expertise and craft knowledge so that teachers are learning from other teachers in collaborative ways during this program. In the M.Ed. in ESL-TLT program assignments such as teacher action research projects in CUI 675 (Teacher as Researcher) and professional development presentations in CUI 656 (Teacher as Leader) help prospective ESL teachers develop and apply their pedagogical and professional expertise and display their developing competence as teacher leaders. And, the application of the research literature to classroom practice is emphasized in many courses to further enhance their competence as knowledgeable educators. The Conceptual Framework is found on every course syllabus for this program since 2001 when it was first developed so that our students are well aware of our core values and the revised CF will now be placed on all course syllabi and addressed by the activities in the ES Plan of Study.

North Carolina ESL Specialty Area Standards:

In addition to the Conceptual Framework, the following 14 standards in the areas of content, pedagogy, diversity and professional standards for teachers of English as a Second Language, which were developed by the NC Professional Teaching Standards Commission and accepted by DPI as the specialty areas standards for ESL teachers, guide our program curricula and the ESL courses at UNCG:

- **Standard 1:** Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.
- **Standard 2:** Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.

- **Standard 3:** Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.
- **Standard 4:** Teachers demonstrate understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.
- **Standard 5:** Teachers apply effective methods, practices, and strategies based on second language acquisition theories and research to plan, implement, and manage ESL and content instruction.
- **Standard 6:** Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction.
- **Standard 7:** Teachers develop literacy in limited English proficient students.
- **Standard 8:** Teachers use a variety of assessments as they relate to the education of limited English proficient students.
- **Standard 9:** Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language.
- **Standard 10:** Teachers value the diversity in the languages and cultures of limited English proficient students.
- **Standard 11:** Teachers affirm that all students with limited English proficiency can learn English
- **Standard 12:** Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs.
- **Standard 13:** Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools.
- **Standard 14:** Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.

Evidence of the Conceptual Framework in the Program

While these standards guide our ESL curriculum they are also correlated with the North Carolina Advanced Competencies of a Master Teacher (ACs) that are used to structure the M.Ed. Portfolio, which is the product of learning for the M.Ed. in ESL-TLT students. Hence, when the M.Ed. in ESL-TLT students complete their coursework and select evidence to put into their Masters Portfolio they showing mastery of the NC Advanced Competencies of a Master Teacher (ACs) and the specialty areas standards for ESL teachers established by the NC Professional Teaching Standards Commission. Reading down each column in the chart below also shows how these standards correlate with our Conceptual Framework, the National Board Core Propositions, and our UNCG Teachers Academy Portfolio Rubric.

Table 4. Standards Alignment of Conceptual Framework with various North Carolina and National Program Standards for the M.Ed. in Elementary Education-Teacher Leadership Track Program

KEY:

M.Ed.-AC = NC Advanced Competencies of a Master Teacher

ESL = North Carolina Standards for ESL Teachers

NB = National Board for Professional Teaching Standards

TA = UNCG Teachers Academy Portfolio Rubric

Conceptual Framework: <i>Teacher as Caring Professional</i>	Conceptual Framework: <i>Teacher as Competent Professional</i>	Conceptual Framework: <i>Teacher as Collaborative Professional</i>
<p>M.Ed.-AC 1: Instructional Expertise M.Ed.-AC 2: Knowledge of Learners</p>	<p>M.Ed.-AC 1: Instructional Expertise M.Ed.-AC 2: Knowledge of Learners M.Ed.-AC 3: Research Expertise M.Ed.-AC 4: Content Knowledge</p>	<p>M.Ed.-AC 5: Prof. Development and Leadership</p>
<p>ESL 3 - Knowledge of theory & research re culture ESL 4- Knowledge of ESL laws, regulations, and policies ESL 5- Knowledge of ESL instructional methods ESL 9 – Recognize influence of diverse backgrounds of ELLs ESL 10 – Value diverse language and culture ESL 11 – Believe all ELLs can learn English ESL 13 - Advocate for LEP students and ESL programs ESL 14-Collaborate with Peers, families, and the community</p>	<p>ESL 1 – Knowledge of and competence with English ESL 2 – Knowledge of language acquisition and literacy development ESL 3 - Knowledge of theory & research re culture ESL 4- Knowledge of ESL laws, regulations, and policies ESL 5- Knowledge of ESL instructional methods ESL 6 – Materials and resources for ESL ESL 7 – Literacy ESL 8 – Assessment ESL 9 – Recognize influence of diverse backgrounds of ELLS ESL 12 – Knowledge of current on research, trends, policies, and legal mandates affecting ESL programs.</p>	<p>ESL 9 – Recognize influence of diverse backgrounds of ELLs ESL 13 - Advocate for LEP students and ESL programs ESL 14-Collaborate with Peers, families, and the community</p>

<p>NB 1: Committed to student learning NB3: Monitor student learning NB 4: Reflective practice</p>	<p>NB 2: Knowledge of subject matter/pedagogy NB3: Monitor student learning NB 4: Reflective practice</p>	<p>NB3: Monitor student learning NB 4: Reflective practice NB 5: Members of learning communities</p>
<p>TA 1: Knowledge of diverse cultures and perspectives TA 2: High expectations of all learners TA 5: Knowledge of and experience with families TA 7: Instructional adjustments based on assessment data TA 8: Monitoring student learning</p>	<p>TA 1: Knowledge of diverse cultures and perspectives TA 2: High expectations of all learners TA 3: Reflective practice TA 6: Assessment of learning goals and objectives TA 7: Instructional adjustments based on assessment data TA 8: Monitoring student learning TA: Positive impact on student learning TA 10: Content depth TA 11: Content breadth TA 12: Use of research-based professional practice</p>	<p>TA 4: Collaboration TA 5: Knowledge of and experience with families</p>

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

The following tables show how teachers in the ESL Add-on Licensure program and the M.Ed.in ESL-Teacher Leadership Track program meet the ESL Specialty Area Standards and also the NC Advanced Competencies of a Master Teacher (ACs). These tables indicate where in the Program of Study these competencies and standards are met, the kinds of evidence we collect and evaluate in these courses, and what types of assessment data we have been collecting. In other words, these tables show how our data about these programs is connected to courses in this program and to standards that guide the assignments in those courses. Please note that the original ESL course numbers are used here, given that the new courses were only approved in Spring 2006 and will become effective in Fall 2006.

Alignment of the Program of Study with the North Carolina Standards for ESL Teachers

Table 5. Alignment of the Program of Study with the North Carolina ESL Standards

Standards:	Where taught:	Evidence of learning:	Assessments:
<p>ESL Standard 1 – Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.</p>			
<p>1:1 – Demonstrate oral and written proficiency in social and academic English.</p>	<p>CUI 523, 526, 605, 613, 628, 656, 669, 675, ELC 697, ENG 660 (CUI 614, 615, 616, 617A, 640)</p> <p><i>CUI 603, 604, 618 (effective FA06)</i></p>	<p>Research and position papers, lessons and unit plans, course readings, exams.</p>	<p>Rubrics for assignments, quizzes, exams, course grades, Praxis II</p>
<p>1:2 – Understand elements of phonetics and phonology, describe similarities and differences between the phonology of English and other languages, and recognize the nature of sound-symbol correspondence with respect to literacy development.</p>	<p>CUI 605, 613, ENG 660</p> <p><i>CUI 603, 604, 618 (effective FA06)</i></p>	<p>Readings, class discussions, assignments, language acquisition topic summary project in CUI 605, phonological analysis project in ENG 660, phonetic transcription exercise, world language webliography project and Wende language projects in CUI 613</p>	<p>Rubrics for assignments, quizzes, exams, course grades, Praxis II</p>
<p>1:3 – Understand how morphemes are combined to form words in English, describe similarities and differences between the morphology of English and other languages, and recognize the role of morphology in literacy.</p>	<p>CUI 605, 613, ENG 660</p> <p><i>CUI 603, 604, 618 (effective FA06)</i></p>	<p>Readings, class discussions, assignments, language acquisition topic summary project in CUI 605, morphological analysis exercise, world language webliography project and Wende language projects in CUI 613</p>	<p>Rubrics for assignments, quizzes, exams, course grades, Praxis II</p>

Standards:	Where taught:	Evidence of learning:	Assessments:
1:4 – Identify the major syntactic structures and the semantic system of English and understand how these rule-governed structures fit together to determine meaning.	CUI 605, 613, ENG 660 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, language acquisition topic summary project in CUI 605, world language webliography project and Wende language projects in CUI 613	Rubrics for assignments, quizzes, exams, course grades, Praxis II
1:5 – Understand how context affects oral and written language and recognize language variation in terms of a variety of pragmatic factors (e.g., politeness expressions, nonverbal communication, colloquial usages, and the styles, organizations, and conventions of texts).	CUI 523, 605, 613, ENG 660 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, case discussions in CUI 523, language acquisition topic summary project in CUI 605, world language webliography project and Wende language projects in CUI 613	Rubrics for assignments, quizzes, exams, course grades, Praxis II
ESL Standard 2 – Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.			
2:1 – Identify major theories, concepts, and research in the field of second language acquisition and learning and their relationship to first language acquisition.	CUI 605 <i>CUI 604 (effective FA06)</i>	Readings, class discussions, assignments, first and second language acquisition comparison project in CUI 605	Rubrics for assignments, quizzes, exams, grade for CUI 605, Praxis II
2:2 – Identify cognitive, psychological, developmental, social, and home-related variables that affect language acquisition and learning.	CUI 523, 526, 605 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, language acquisition topic summary project in CUI 605	Rubrics for assignments, quizzes, exams, course grades, Praxis II
2:3 – Describe the stages of literacy development and identify major social, cultural, and psychological factors affecting that development.	CUI 523, 605, 617 <i>CUI 604 (effective FA06)</i>	Readings, class discussions, assignments, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, language acquisition topic summary project in CUI 605	Rubrics for assignments, quizzes, exams, course grades, Praxis II

Standards:	Where taught:	Evidence of learning:	Assessments:
2:4 – Understand the relationship between students’ home language and English and recognize this relationship as a foundation for English language acquisition and literacy development.	CUI 523, 605, 613, ENG 660 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, case discussions and Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, language acquisition topic summary project in CUI 605, world language webliography project and Wende language projects in CUI 613	Rubrics for assignments, quizzes, exams, course grades, Praxis II
2:5 – Identify effective learning strategies that support students’ social and academic language development.	CUI 526, 605, 617 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, lessons plans, tutoring project	Rubrics for assignments, quizzes, exams, course grades, Praxis II
2:6 – Experience learning or acquiring a second language and describe the process.	CUI 613 <i>CUI 604 (effective FA06)</i>	Wende language projects in CUI 613	Rubrics for assignments, quizzes, exams, reflections, grade for Wende language projects in CUI 613
2:7 – Identify various program models for limited English proficient students and understand their rationale.	CUI 526 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, teaching method evaluation project, and lesson plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, grade for CUI 526
ESL Standard 3 – Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.			
3:1 – Understand major concepts about culture (e.g., cultural diversity, dynamics, relativism, universalism, acculturation, and assimilation) and their relationship to limited English proficient students and their families.	CUI 523	Readings, class discussions, assignments, case discussions and Autobiography, Biography, and Cross-cultural Comparison project in CUI 523	Rubrics for assignments, quizzes, exams, grade for CUI 523, Praxis II
3:2 – Gain knowledge about world cultures and languages using a range of resources.	CUI 523, 613 <i>CUI 604 (effective FA06)</i>	Readings, class discussions, assignments, case discussions in CUI 523, world language webliography project in CUI 613	Rubrics for assignments, quizzes, exams, grades for CUI 523 and CUI 613, Praxis II

Standards:	Where taught:	Evidence of learning:	Assessments:
3:3 – Understand cultural differences between the home and the school that affect student learning or school/parent partnership.	CUI 523, 613 <i>CUI 604 (effective FA06)</i>	Readings, class discussions, assignments, case discussions in CUI 523, world language webliography project in CUI 613	Rubrics for assignments, quizzes, exams, grades for CUI 523 and CUI 613, Praxis II
3:4 – Understand the effects of racism, stereotyping, and discrimination on student learning (e.g., social interaction, curriculum, assessment, and teaching materials).	CUI 523, 613 <i>CUI 604 (effective FA06)</i>	Readings, class discussions, assignments, case discussions in CUI 523, world language webliography project in CUI 613	Rubrics for assignments, quizzes, exams, grades for CUI 523 and CUI 613, Praxis II
3:5 – Understand potential cultural conflicts within the ESL classroom and model positive cross-cultural interactions.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, case discussions and recommendations for classroom teaching in CUI 523, lesson plans and reflections in CUI 526	Rubrics for assignments, quizzes, exams, grades for CUI 523 and CUI 526, Praxis II
3:6 – Understand that individual identities are formed and transformed by sociocultural factors.	CUI 523	Readings, class discussions, assignments, case discussions and Autobiography, Biography, and Cross-cultural Comparison project in CUI 523	Rubrics for assignments, quizzes, exams, grade for CUI 523, reflections
ESL Standard 4 – Teachers demonstrate understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.			
4:1 – Demonstrate knowledge of major federal and state legal mandates related to serving limited English proficient students.	CUI 523	Readings, class discussions, assignments, case discussions and legislative historical timeline project in CUI 523	Rubrics for assignments, quizzes, exams, grade for CUI 523

Standards:	Where taught:	Evidence of learning:	Assessments:
4:2 – Demonstrate knowledge of historical development of laws and regulations which have influenced the educational opportunities for limited English proficient students.	CUI 523	Readings, class discussions, assignments, case discussions and legislative historical timeline project in CUI 523	Rubrics for assignments, quizzes, exams, grade for CUI 523
4:3 – Demonstrate knowledge of current trends and research on language policy, legislative regulations, and procedures.	CUI 523	Readings, class discussions, assignments, case discussions, legislative historical timeline project, and reflections in CUI 523	Rubrics for assignments, quizzes, exams, grade for CUI 523
ESL Standard 5 – Teachers apply effective methods, practices, and strategies base on second language acquisition theories and research to plan, implement, and manage ESL and content instruction.			
5:1 – Apply strategies based on the distinct ways in which children, young adolescents, adolescents, and adults learn second language.	CUI 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, workshop project, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, grade for CUI 526
5:2 – Tailor instructional strategies to meet the individual needs of limited English proficient students.	CUI 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, workshop project, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, grade for CUI 526
5:3 – Design content lessons that are appropriate to grade and language proficiency levels of limited English proficient students.	CUI 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, workshop project, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, grade for CUI 526
5:4 – Sequence instruction based on an understanding of the simple to complex and familiar to unfamiliar progression of topics, content, and language.	CUI 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, workshop project, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, grade for CUI 526

Standards:	Where taught:	Evidence of learning:	Assessments:
5:5 – Incorporate the North Carolina Standard Course of Study content area objectives into the teaching of ESL.	CUI 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, workshop project, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, grade for CUI 526
ESL Standard 6 – Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction.			
6:1 – Evaluate, select, and design materials that appropriately address language and content goals for limited English proficient students.	CUI 523, 526, 605 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, website review project in CUI 523, Lesson and unit plans in CUI 526, journal review project in CUI 605	Rubrics for assignments, quizzes, exams, grade for courses
6:2 – Adapt textbooks and other materials to align with the language and content instructional objectives for limited English proficient students.	CUI 523, 526, 605 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, website review project in CUI 523, Lesson and unit plans in CUI 526, journal review project in CUI 605	Rubrics for assignments, quizzes, exams, grade for courses
6:3 – Use technology to address English language acquisition and content instructional objectives.	CUI 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, lesson plans in CUI 526	Rubrics for assignments, quizzes, exams, grade for CUI 526
ESL Standard 7 – Teachers develop literacy in limited English proficient students.			
7:1 – Base literacy instruction on a knowledge of processes of reading and writing in first and second languages.	CUI 523, 526, 605, 613, 617, ENG 660 <i>CUI 603, 604, 618 (effective FA06)</i>	Research and position papers, lessons and unit plans, course readings, exams, language acquisition topic summary project in CUI 605, world language webliography project and Wende language projects in CUI 613	Rubrics for assignments, quizzes, exams, course grades, Praxis II

Standards:	Where taught:	Evidence of learning:	Assessments:
7:2 – Use literacy strategies to help limited English proficient students by employing strategies that take into account the students’ English language proficiency and the students’ literacy skills in their primary language.	CUI 523, 526, 605, 613, 617, ENG 660 <i>CUI 603, 604, 618 (effective FA06)</i>	Research and position papers, course readings, exams, lessons and unit plans in CUI 526, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523	Rubrics for assignments, quizzes, exams, course grades
7:3 – Individualize the teaching of literacy to limited English proficient students by employing strategies that take into account the students’ English language proficiency and the students’ literacy skills in their primary language.	CUI 523, 526, 605, 613, 617, ENG 660 <i>CUI 603, 604, 618 (effective FA06)</i>	Research and position papers, course readings, exams, lessons and unit plans in CUI 526, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523	Rubrics for assignments, quizzes, exams, course grades
ESL Standard 8 – Teachers use a variety of assessments as they related to the education of limited English proficient students.			
8:1 – Evaluate and administer language proficiency assessment instruments.	CUI 526, 605 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, Lesson and unit plans in CUI 526, assessment analysis project in CUI 605	Rubrics for assignments, quizzes, exams, course grades, Praxis II
8:2 – Use formal and informal language proficiency and diagnostic assessment data to identify, place, monitor, and exit limited English proficiency student.	CUI 523, 526, 605, 617 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, Lesson and unit plans in CUI 526, assessment analysis project in CUI 605, reading performance assessment in CUI 617	Rubrics for assignments, quizzes, exams, course grades
8:3 – Develop and use formal and informal assessments appropriate to language and content instructional objectives.	CUI 523, 526, 605, 617 <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, Lesson and unit plans in CUI 526, assessment analysis project in CUI 605, reading performance assessment in CUI 617	Rubrics for assignments, quizzes, exams, course grades

Standards:	Where taught:	Evidence of learning:	Assessments:
8:4 – Demonstrate understanding of the state accountability system as it applies to limited English proficient students.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, Lesson and unit plans in CUI 526, legislative timeline project and reflections in CUI 523	Rubrics for assignments, quizzes, exams, course grades for CUI 523, 526
8:5 – Collaborate with other teachers and support personnel to prepare limited English proficient students for statewide assessment.	CUI 523, 526, 605, 613, 628, 656, 669, 675, ELC 697, ENG 660 (CUI 614, 615, 616, 617A, 640) <i>CUI 603, 604, 618 (effective FA06)</i>	Readings, class discussions, assignments, group projects in class	Rubrics for assignments, quizzes, exams, course grades
ESL Standard 9 – Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language.			
9:1 – Adapt instruction to address individual learning styles and abilities.	CUI 523, 526, 545, 669 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, course grades
9:2 – Recognize academic and intellectual giftedness among limited English proficient students.	CUI 523, 526, 545 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, course grades
9:3 – Craft their instruction to include the families of limited English proficient students as a resource.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, course grades of CUI 523, 526
ESL Standard 10 – Teachers utilize and respect the diversity in the languages and cultures of limited English proficient students.			

Standards:	Where taught:	Evidence of learning:	Assessments:
10:1 – Discern the cultural values/perspectives of each student.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, Autobiography, Biography, and Cross-cultural Comparison project and reflections in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades of CUI 523, 526
10:2 – Look for opportunities to integrate each student’s culture into their curriculum.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, Autobiography, Biography, and Cross-cultural Comparison project and reflections in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades of CUI 523, 526
10:3 – Communicate to their students the value of their native languages and allow students to maintain those language skills as they are instructed in English.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, Autobiography, Biography, and Cross-cultural Comparison project and reflections in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades of CUI 523, 526
10:4 – Create opportunities for individual learners to share their language and culture in the classroom.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, Autobiography, Biography, and Cross-cultural Comparison project and reflections in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades of CUI 523, 526
ESL Standard 11 – Teachers affirm that all students with limited English proficiency can learn English.			
11:1 – Distinguish between limited English proficiency and exceptionalities among diverse learners.	CUI 526, 545 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, reflections, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades of CUI 526, 545
11:2 – Acknowledge that limited English proficient students with special needs can learn English.	CUI 526, 545 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, reflections, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades of CUI 526, 545

Standards:	Where taught:	Evidence of learning:	Assessments:
11:3 – Accommodate the diverse educational backgrounds of English language learners.	CUI 526, 545 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, reflections, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades of CUI 526, 545
ESL Standard 12 – Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs.			
12:1 – Access and use current information from a variety of sources to plan and evaluate instruction and programs.	CUI 523, 605, 628, 675 <i>CUI 604 (effective FA06)</i>	Readings, class discussions, assignments, website review project in CUI 523, journal review project in CUI 605, and action research project in CUI 675	Rubrics for assignments, quizzes, exams, reflections, course grades
12:2 – Know how to gather and analyze data to improve teaching and learning.	CUI 675	Readings, class discussions, assignments, reflections, and action research project in CUI 675	Rubrics for assignments, quizzes, exams, reflections, course grades of CUI 675
12:3 – Reflect on their practice in order to establish goals for professional development.	CUI 656, 675	Readings, class discussions, assignments, reflections, professional development project in CUI 656, and action research project in CUI 675	Rubrics for assignments, quizzes, exams, reflections, course grades of CUI 656, 675
12:4 – Continue their professional growth through coursework and/or participation in professional organizations, training opportunities and conferences at the local, state, national, or international level.	CUI 656, 675	Readings, class discussions, assignments, reflections, professional development project in CUI 656, and action research project in CUI 675	Rubrics for assignments, quizzes, exams, reflections, course grades of CUI 656, 675
ESL Standard 13 – Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools.			
13:1 – Identify and access resources and services available to limited English proficient students and their families.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, reflections, website review project, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades for CUI 523, 526

Standards:	Where taught:	Evidence of learning:	Assessments:
13:2 – Develop strategies for two-way communication with families of limited English proficient students.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, reflections, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades for CUI 523, 526
13:3 – Outline a plan for identifying potential ESL volunteers and paraprofessionals in the community.	CUI 526, 656, 675 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, reflections, and lesson plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades for CUI 526, 675
13:4 – Develop strategies to encourage family involvement in the education of limited English proficient students.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, reflections, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades for CUI 523, 526
13:5 – Encourage student and community participation in multicultural events.	CUI 523, 526 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, reflections, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, Lesson and unit plans in CUI 526	Rubrics for assignments, quizzes, exams, reflections, course grades for CUI 523, 526
13:6 – Collaborate within the educational community in support of the needs of limited English proficient students and the ESL program.	CUI 656, 675	Readings, class discussions, assignments, reflections, professional development project in CUI 656, action research project in CUI 675	Rubrics for assignments, quizzes, exams, reflections, course grades
ESL Standard 14 – Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.			
14:1 – Are prepared to represent their ESL program on committees, panels, boards, and in presentations to community and educational groups.	CUI 523, 526, 656, 669, 675, ELC 697 <i>CUI 603, 618 (effective FA06)</i>	Readings, class discussions, assignments, reflections, Autobiography, Biography, and Cross-cultural Comparison project in CUI 523, Lesson and unit plans in CUI 526, professional development project in CUI 656, action research project in CUI 675	Rubrics for assignments, quizzes, exams, reflections, course grades

Standards:	Where taught:	Evidence of learning:	Assessments:
14:2 – Understand how educational decisions are made, how those decisions affect limited English proficient students, and how to represent the ESL program in the decision-making process.	CUI 656, 669, 675, ELC 697	Readings, class discussions, assignments, reflections, professional development project in CUI 656, action research project in CUI 675	Rubrics for assignments, quizzes, exams, reflections, course grades
14:3 – Are prepared to participate in the planning and delivery of staff-development activities on limited English proficient students.	CUI 656, 675, ELC 697	Readings, class discussions, assignments, reflections, professional development project in CUI 656, action research project in CUI 675	Rubrics for assignments, quizzes, exams, reflections, course grades

This table shows how the NC Advanced Competencies of a Master Teacher (ACs) correlate with the NC ESL Special Area Standards (ESL), where these standards are met in the program, what evidence of learning we collect, and how we assess it.

Table 6. Alignment of the Program of Study with the NC Advanced Competencies of a Master Teacher and NC ESL Special Area Standards

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
<p>Masters Standard 1: Instructional Expertise - The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>ESL Standard 1 – Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.</p> <p>ESL Standard 2 – Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.</p> <p>ESL Standard 3 – Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.</p>	<p>M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners</p> <p>ESL Core Courses: CUI 523- Legal, Historical, and Cultural Implications of ESL CUI 526- Teaching English as a Second Language CUI 605- Developmental Psycholinguistics CUI 613- ESL Linguistics for Teachers ENG 660- Modern Language Theory</p> <p><i>CUI 603,604, 618 (effective FA06)</i></p>	<p>Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, revised lesson/unit plans, observations, and reflections.</p>	<p>Examinations, course grades, grades on papers and projects. M.Ed. Portfolio rubrics</p>
<p>1:1 - The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and</p>	<p>1:1 - The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and</p>	<p>All courses</p>	<p>Lesson and unit plans, observations, reflections, case discussions, and research papers</p>	<p>Course grades, grades and rubrics on assignments, and M.Ed. Portfolio rubric</p>

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
philosophical base and best practices emerging from educational research.	ESL Standard 4 – Teachers demonstrate understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.			
1:2 - The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.	ESL Standard 5 – Teachers apply effective methods, practices, and strategies base on second language acquisition theories and research to plan, implement, and manage ESL and content instruction. ESL Standard 6 – Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction.	CUI 526- Teaching English as a Second Language CUI 675-Teacher as Researcher <i>CUI 603-Literacy Instruction for English Language Learners w/ Practicum (effective FA06)</i> <i>CUI 618-Teaching English as a Second Language w/ Practicum (effective FA06)</i> *Plus various course elected under Pedagogical Expertise	Modified lessons and unit plans, action research project	Course grades, grades and rubrics on assignments, and M.Ed. Portfolio rubric
1:3 - The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.	ESL Standard 7 – Teachers develop literacy in limited English proficient students. ESL Standard 8 – Teachers use a variety of assessments as they related to the education of limited English proficient students.	CUI 526- Teaching English as a Second Language CUI 675-Teacher as Researcher	Modified lessons and unit plans, action research project	Course grades, grades and rubrics on assignments, and M.Ed. Portfolio rubric

CUI 603-Literacy Instruction for English Language Learners w/ Practicum (effective FA06)

CUI 618-Teaching English

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
		<p><i>as a Second Language w/ Practicum (effective FA06)</i></p> <p>*Plus various course elected under Pedagogical Expertise</p>		
<p>1:4 - The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.</p>		<p>All courses</p>	<p>Modified lessons and unit plans, action research project</p>	<p>Course grades, grades and rubrics on assignments, and M.Ed. Portfolio rubric</p>
<p>1:5 - The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.</p>		<p>M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners</p> <p>ESL Core Courses: CUI 523- Legal, Historical, and Cultural Implications of ESL CUI 526- Teaching</p>	<p>Modified lessons and unit plans, action research project</p>	<p>Course grades, grades and rubrics on assignments, and M.Ed. Portfolio rubric</p>

English as a Second Language

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CUI 603-Literacy Instruction for English Language Learners w/ Practicum (effective FA06)

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
		<p><i>(effective FA06)</i></p> <p>*Plus various course elected under Pedagogical Expertise</p>		
<p>1:6 - The candidate uses technology to create learning environments that support students' learning.</p>		<p>ESL Core Courses: CUI 523- Legal, Historical, and Cultural Implications of ESL CUI 526- Teaching English as a Second Language <i>CUI 603-Literacy Instruction for English Language Learners w/ Practicum (effective FA06)</i></p> <p><i>CUI 618-Teaching English as a Second Language w/ Practicum (effective FA06)</i></p> <p>CUI 628-Trends and Issues in Curriculum and Instruction</p>	<p>Modified lesson and unit plans</p>	<p>Course grades, grades and rubrics on assignments, and M.Ed. Portfolio rubric</p>
<p>1:7 - The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.</p>		<p>All courses</p>	<p>Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, evaluation projects, revised lesson and unit plans, and reflections</p>	<p>Course grades, grades and rubrics on assignments, and M.Ed. Portfolio rubric</p>

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
1:8 - The candidate demonstrates the ability to integrate literacy across the curriculum.		All courses	Modified lessons and unit plans, action research project	Course grades, grades and rubrics on assignments, and M.Ed. Portfolio rubric
<p>Masters Standard 2: Knowledge of Learners - The candidate incorporates knowledge of the nature to the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</p>	<p>ESL Standard 2 – Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.</p> <p>ESL Standard 3 – Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.</p> <p>ESL Standard 4 – Teachers demonstrate understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.</p> <p>ESL Standard 9 – Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second</p>	<p>M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners</p> <p>ESL Core Courses: CUI 523- Legal, Historical, and Cultural Implications of ESL CUI 526- Teaching English as a Second Language <i>CUI 603-Literacy Instruction for English Language Learners w/ Practicum (effective FA06)</i></p> <p><i>CUI 618-Teaching English as a Second Language w/ Practicum (effective FA06)</i></p> <p>Professional Development and Leadership: CUI 675-Teacher as Researcher</p> <p>*Plus various course elected under Pedagogical Expertise</p>	Modified lessons and unit plans, action research project	Course grades, grades on assignments, and M.Ed. Portfolio rubric

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
<p>2:1 - The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.</p>	<p>language. ESL Standard 10 – Teachers utilize and respect the diversity in the languages and cultures of limited English proficient students. ESL Standard 11 – Teachers affirm that all students with limited English proficiency can learn English.</p>	<p>M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners</p> <p>ESL Core Courses: CUI 523- Legal, Historical, and Cultural Implications of ESL CUI 526- Teaching English as a Second Language <i>CUI 603-Literacy Instruction for English Language Learners w/ Practicum (effective FA06)</i></p> <p><i>CUI 618-Teaching English as a Second Language w/ Practicum (effective FA06)</i></p> <p>*Plus various course elected under Pedagogical Expertise</p>	<p>Modified lessons and unit plans, action research project, Autobiography, Biography, and Cross-cultural Comparison project</p>	<p>Course grades, grades on assignments, and M.Ed. Portfolio rubric</p>
<p>2:2 - The candidate designs and delivers instruction that is responsive to differences among all learners.</p>		<p>CUI 526- Teaching English as a Second Language CUI 675-Teacher as Researcher <i>CUI 603-Literacy Instruction for English Language Learners w/ Practicum (effective FA06)</i></p>	<p>Modified lessons and unit plans, action research project</p>	<p>Course grades, grades on assignments, and M.Ed. Portfolio rubric</p>

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
		<p><i>CUI 618-Teaching English as a Second Language w/ Practicum (effective FA06)</i></p> <p>*Plus various course elected under Pedagogical Expertise</p>		
<p>2:3 - The candidate reflects on and modifies instruction that fosters student learning.</p>		<p>CUI 526- Teaching English as a Second Language CUI 628-Trends and Issues in Curriculum and Instruction CUI 675-Teacher as Researcher *Plus various course elected under Pedagogical Expertise <i>CUI 603-Literacy Instruction for English Language Learners w/ Practicum (effective FA06)</i></p> <p><i>CUI 618-Teaching English as a Second Language w/ Practicum (effective FA06)</i></p>	<p>Modified lessons and unit plans, action research project</p>	<p>Course grades, grades on assignments, and M.Ed. Portfolio rubric</p>
<p>2:4 - The candidate understands and respects differences between the learning behaviors and outcomes expected in</p>		<p>M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners</p>	<p>Modified lessons and unit plans, action research project, Autobiography, Biography, and Cross-cultural Comparison project</p>	<p>Course grades, grades on assignments, and M.Ed. Portfolio rubric</p>

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
diverse communities.		*Plus various course elected under Pedagogical Expertise		
2:5 - The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.		All M.Ed. Required Courses, especially: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners CUI 675-Teacher as Researcher *Plus various course elected under Pedagogical Expertise	Readings, class and online discussions, revised lesson and unit plans, reflections	Rubrics and grades on assignments, M.Ed. Portfolio rubric
Masters Standard 3: Research - The candidate uses research to examine and improve instructional effectiveness and student achievement.	ESL Standard 2 – Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students. ESL Standard 3 – Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual	CUI 526- Teaching English as a Second Language CUI 675-Teacher as Researcher <i>CUI 603-Literacy Instruction for English Language Learners w/ Practicum (effective FA06)</i> <i>CUI 618-Teaching English as a Second Language w/ Practicum (effective FA06)</i> *Plus various course elected under Pedagogical Expertise	Modified lessons and unit plans, action research project	Course grades, grades on assignments, and M.Ed. Portfolio rubric

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
<p>3:1 - The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.</p>	<p>identities. ESL Standard 12 – Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs.</p>	<p>M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners CUI 675- Teacher as Researcher</p> <p>*Plus various course elected under Pedagogical Expertise</p>	<p>Modified lessons and unit plans, action research project, Autobiography, Biography, and Cross-cultural Comparison project</p>	<p>Course grades, grades on assignments, and M.Ed. Portfolio rubric</p>
<p>3:2 - The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.</p>		<p>CUI 545-Diverse Learners CUI 523- Legal, Historical, and Cultural Implications of ESL CUI 526- Teaching English as a Second Language CUI 605- Developmental Psycholinguistics CUI 675-Teacher as Researcher <i>CUI 603-Literacy Instruction for English Language Learners w/ Practicum (effective FA06)</i> <i>CUI 604-Applied Linguistics (effective FA06)</i> <i>CUI 618-Teaching English as a Second Language w/ Practicum (effective FA06)</i></p>	<p>Modified lessons and unit plans, Autobiography, Biography, and Cross-cultural Comparison project, action research project, assessment analysis project, professional development plans</p>	<p>Rubrics and grades on assignments, and M.Ed. Portfolio rubric</p>

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
3:3 - The candidate investigates educational problems through action research.		CUI 675-Teacher as Researcher	Teacher action research project	Rubrics and grades on assignments, and M.Ed. Portfolio rubric
<p>Masters Standard 4: Content Knowledge - The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</p>	<p>ESL Standard 1 – Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.</p> <p>ESL Standard 2 – Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.</p> <p>ESL Standard 3 – Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.</p> <p>ESL Standard 4 – Teachers demonstrate understanding</p>	<p>M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners</p> <p>ESL Core Courses: CUI 523- Legal, Historical, and Cultural Implications of ESL CUI 526- Teaching English as a Second Language CUI 605- Developmental Psycholinguistics CUI 613- ESL Linguistics for Teachers ENG 660- Modern Language Theory³⁴</p> <p><i>CUI 603-Literacy Instruction for English</i></p>	Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, revised lesson/unit plans, observations, and reflections.	Examinations, course grades, grades on papers and projects. M.Ed. Portfolio rubrics

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
	of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.	*Plus various course elected under Pedagogical Expertise		
4:1 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.	ESL Standard 12 – Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs.	M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners ESL Core Courses: CUI 526- Teaching English as a Second Language CUI 605- Developmental Psycholinguistics CUI 613- ESL Linguistics for Teachers *Plus various course elected under Pedagogical Expertise	Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, revised lesson/unit plans, observations, and reflections.	Examinations, course grades, grades on papers and projects. M.Ed. Portfolio rubrics
4:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across the disciplines.		M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners Professional Development and Leadership: CUI 675-Teacher as Researcher	Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, revised lesson/unit plans, observations, and reflections.	Examinations, course grades, grades on papers and projects. M.Ed. Portfolio rubrics

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
		Expertise		
4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.		<p>M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners</p> <p>ESL Core Courses: CUI 526- Teaching English as a Second Language CUI 605- Developmental Psycholinguistics CUI 613- ESL Linguistics for Teachers</p> <p>*Plus various course elected under Pedagogical Expertise</p>	Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, revised lesson/unit plans, observations, and reflections.	Examinations, course grades, grades on papers and projects. M.Ed. Portfolio rubrics
4:4 - The candidate understands current knowledge and trends in education.		<p>M.Ed. Core Courses: CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners</p> <p>Professional Development and Leadership: CUI 675-Teacher as Researcher CUI 628-Trends and Issues in Curriculum and Instruction</p>	Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, revised lesson/unit plans, observations, and reflections.	Examinations, course grades, grades on papers and projects. M.Ed. Portfolio rubrics

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
		*Plus various course elected under Pedagogical Expertise		
Masters Standard 5: Professional Development and Leadership - The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.	ESL Standard 12 – Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs. ESL Standard 13 – Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools.	CUI 675-Teacher as Researcher CUI 656-Teacher as Leader	Modified lessons and unit plans, action research project, professional development plans, classroom and online discussions, research article reviews, reflections	Rubrics and grades on assignments, and M.Ed. Portfolio rubric
5:1 - The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.	ESL Standard 14 – Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.	CUI 669-Educational Implications for learning and Developmental Theory CUI 545-Diverse Learners CUI 675-Teacher as Researcher CUI 656-Teacher as Leader	Research papers, position papers, article critiques, action research projects, professional development projects	Rubrics and grades on assignments, and M.Ed. Portfolio rubric
5:2 - The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.		CUI 675-Teacher as Researcher CUI 656-Teacher as Leader	Reflections, school case studies, action research projects, professional development projects	Rubrics and grades on assignments, and M.Ed. Portfolio rubric

NC Masters Standards:	ESL Specialty Standards.	Where taught:	Evidence of learning:	Assessments:
5:3 - The candidate participates, formally and informally, in appropriate professional communities.		All courses	Readings, online and in-class discussions, case discussions, book clubs, various group projects and presentations	Rubrics and grades on assignments, and M.Ed. Portfolio rubric
5:4 - The candidate participates in collaborative leadership to address educational problems.		CUI 675-Teacher as Researcher CUI 656-Teacher as Leader	School case studies, action research projects, professional development projects	Rubrics and grades on assignments, and M.Ed. Portfolio rubric
5:5 - The candidate provides leadership in working with parents and strengthening the home-school partnership.		CUI 675-Teacher as Researcher	School case studies, action research projects, professional development projects	Rubrics and grades on assignments, and M.Ed. Portfolio rubric

Evidence for the Candidates in ESL-Add-on Licensure Program Meet the Standards

Teachers must complete 15 hours of ESL core courses and pass the ESL PRAXIS II to be licensed. PRAXIS II scores for teachers completing our program have been 100% for the past 5 years and grades in the 5 ESL Core courses have been superior. These data are displayed below in tables as evidence for the ESL Add-on Licensure program:

Evidence for ESL Add-on Licensure	2001	2002	2003	2004	2005
ESL PRAXIS II Pass Rates	N=7 100%	N=23 100%	N=9 100%	N=3 100%	Not available
Average GPA in multiple sections of CUI 523 (Legal, Historical, and Cultural Issues in ESL)	3.58	3.96 4.00 3.65 3.60	4.00	4.00	3.98
Average GPA in multiple sections of CUI 526 (ESL Methods)	Not available	3.97 4.00 3.84	3.97 4.00 3.91	3.92	Not available
Average GPA in multiple sections of CUI 605 (Developmental Psycholinguistics)	Not available	3.98 3.96 4.00	3.90 3.30 4.00	3.81	3.97
Average GPA in multiple sections of CUI 613 (ESL Linguistics for Teachers)	Not available	3.74	3.86 4.00 3.80	3.82 3.85	Not offered
Average GPA in ENG 660 (Modern Language Theory)	Not available	Not available	Not available	Not available	Not available

Product of Learning

Teachers in the ESL Add-on Licensure program must take and pass the five core ESL courses and the ESL PRAXIS II exam to earn their ESL teaching license. Teachers in the M.Ed. in ESL-Teacher Leadership Track program must also pass the ESL PRAXIS II exam for licensure, and complete a M.Ed. Portfolio as their product of learning. The M.Ed. Portfolio, organized around the five North Carolina Advanced Competencies of a Master Teacher (M.Ed.-ACs), is the capstone project for teachers in the M.Ed. in ESL-TLT program. This standards-based portfolio is compiled by the each M.Ed. candidate during the final semester of the M.Ed. program and evaluated independently by two UNCG faculty members and one school partner (either the candidate's administrator, or a National Board Certified Teacher). The M.Ed. Portfolio consists of seven reflective essays: one addressing each of the five North Carolina Advanced Competencies of a Master Teacher (M.Ed.-ACs), plus initial and concluding reflective essays about the value of the M.Ed. experience. Each of the five AC essays is supported by at least three artifacts from the universe of M.Ed. course assignments, projects, lesson/unit plans, assessments, etc. that serve as evidence of meeting each M.Ed.-AC. In addition, teachers in this program who are already Nationally Board Certified Teachers (NBCTs) may use evidence from their National Board portfolios because the ACs are correlated with National Board Core Propositions. Examples of M.Ed. Portfolio from graduates of the program rated as good to excellent can be found in the document

boxes. Please note that we have recently revised our M.Ed. Portfolio scoring rubric so that instead of scoring each essay and the supporting evidence on a scale ranging from (U)nsatisfactory to (S)atisfactory, to (E)xcellent we are now scoring the M.Ed. portfolios on a scale from 0-2 and computing a grand mean based on the three evaluators' scores. This change will allow us to see which ACs are scored higher or lower and to aggregate students' final scores over time.

Evidence for Candidates in the M.Ed. in ESL-TLT program Meet the Standards

Evidence regarding how teacher candidates in the M.Ed. in ESL-TLT program meet the above sets of standards follows. Please note that these data are organized and presented through the five North Carolina Advanced Competencies of a Master Teacher (ACs) because they are correlated with the North Carolina ESL Teacher Standards established by the North Carolina Board for Professional Teacher Standards. Evidence for each indicator is correlated with the ESL core courses (called Pedagogical Expertise courses on the Plan of Study) where those indicators are met.

Candidates' competency is assessed using the mastery learning model. Mastery learning is an instructional philosophy based on the belief that all learners can learn if given the appropriate amount of time and the appropriate instructional opportunities. We believe that learners can achieve mastery when the curricular standards are clearly articulated and defined, when assessments accurately measure the students' progress toward performance of the objectives, and when instruction is aligned to the curriculum. Based on the premises that all individuals can learn and learn in different ways and at different rates, instructors provide individualized feedback to learners and learners go through the revision process for each assignment. The majority of the candidates in the program, therefore, are rated as acceptable/proficient or higher based on the mastery learning model.

Masters Standard 1: Instructional Expertise - The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical stance and with best practices emerging from educational research.
Indicator 1:1 – The candidate reads educational literature critically, including theoretical, philosophical, and research materials.
Indicator 1:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice.
Indicator 1:3 - The candidate designs and modifies instruction based on well articulated theory, philosophy, educational research and best practice.
Indicator 1:4 - The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.
Indicator 1:5 - The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.
Indicator 1:6 - The candidate uses technology to create learning environments that support students' learning.
Indicator 1:7 - The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.

Indicator 1:8 - The candidate demonstrates the ability to integrate literacy across the curriculum.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #1 (Instructional Expertise)	Spring 2005 Fall 2005 Spring 2006	100% 100% 100%
Pedagogical Expertise Course: CUI 526 grades [1.1, 1.2, 1.3, 1.6, 1.7, 1.8]	Spring 2002 Spring 2002 Fall 2002 Spring 2003 Spring 2003 Fall 2003 Fall 2004	Avg. GPA = 3.97 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.84 – 100% Avg. GPA = 3.97– 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.91 – 100% Avg. GPA = 3.92 – 100%
Pedagogical Expertise Course: CUI 605 grades [1.3, 1.4, 1.5, 1.7]	Spring 2002 Fall 2002 Fall 2002 Spring 2003 Spring 2003 Spring 2003 Spring 2004 Summer 2005	Avg. GPA = 3.98 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.96 – 100% Avg. GPA = 3.90 – 100% Avg. GPA = 3.30 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.81 – 100% Avg. GPA = 3.97 – 100%
Core Class: CUI 669 grades [1.1, 1.2, 1.4]	Spring 2002 Summer 2002 Spring 2003 Summer 2003 Spring 2004 Summer 2004 Spring 2005 Summer 2005 Spring 2006	Avg. GPA = 3.74 – 100% Avg. GPA = 3.88 – 100% Avg. GPA=3.94 -100% Avg. GPA=3.98 -100% Avg. GPA=3.99 -100% Avg. GPA=3.87 -100% Avg. GPA=3.96 -100% Avg. GPA=4.00 -100%
Core Class: CUI 545 grades [1.2, 1.5, 1.6]	Summer 2002 Summer 2003 Summer 2004 Summer 2005	Avg. GPA=3.91 -100% Avg. GPA=4.00 -100% Avg. GPA=3.92 -100% Avg. GPA=3.99 -100%
Required Class: CUI 675 Action research project grade [1.1, 1.2, 1.3, 1.4, 1.5, 1.7]	Fall 2002 Fall 2003 Fall 2004 Fall 2005	Avg. GPA=3.75 -100% Avg. GPA=3.91 -100% Avg. GPA=3.67-100%

Masters Standard 2: Knowledge of Learners - The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

Indicator 2:1 - The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.

Indicator 2:2 - The candidate designs and delivers instruction that is responsive to differences among all learners that are influenced by development, exceptionalities, and diversity.

Indicator 2:3 - The candidate reflects on and modifies instruction that fosters student learning.

Indicator 2:4 - The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.

Indicator 2:5 - The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #2	Spring 2005 Fall 2005 Spring 2006	100% 100% 100%
Pedagogical Expertise Course: CUI 523 grades [2.1, 2.4, 2.5]	Spring 2001 Fall 2002 Fall 2002 Fall 2002 Fall 2002 Spring 2003 Spring 2004 Spring 2005	Avg. GPA = 3.58 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.96 – 100% Avg. GPA = 3.60 – 100% Avg. GPA = 3.65 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.98 – 100%
Pedagogical Expertise Course: CUI 526 grades [2.2, 2.3, 2.4, 2.5]	Spring 2002 Spring 2002 Fall 2002 Spring 2003 Spring 2003 Fall 2003 Fall 2004	Avg. GPA = 3.97 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.84 – 100% Avg. GPA = 3.97 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.91 – 100% Avg. GPA = 3.92 – 100%
Pedagogical Expertise Course: CUI 605 grades [2.1, 2.4]	Spring 2002 Fall 2002 Fall 2003 Spring 2003 Spring 2003 Spring 2003 Spring 2004 Summer 2005 Spring 2006	Avg. GPA = 3.98 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.96 – 100% Avg. GPA = 3.90 – 100% Avg. GPA = 3.30 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.81 – 100% Avg. GPA = 3.97 – 100%
Core Course: CUI 669 grades [2.1, 2.4]	Spring 2002 Summer 2002 Spring 2003 Summer 2003	Avg. GPA = 3.74 – 100% Avg. GPA = 3.88 – 100% Avg. GPA = 3.94 – 100% Avg. GPA = 3.98 – 100%

	Spring 2004 Summer 2004 Spring 2005 Summer 2005 Spring 2006	Avg. GPA=3.99 -100% Avg. GPA=3.87 -100% Avg. GPA=3.96 -100% Avg. GPA=4.00 -100%
Core Course: CUI 545 grades [2.1, 2.4]	Summer 2002 Summer 2003 Summer 2004 Summer 2005	Avg. GPA=3.91 -100% Avg. GPA=4.00 -100% Avg. GPA=3.92 -100% Avg. GPA=3.99 -100%
Required Course: CUI 675 Action research project grade [2.1, 2.2, 2.3, 2.4, 2.5]	Fall 2002 Fall 2003 Fall 2004 Fall 2005	Avg. GPA=3.75 -100% Avg. GPA=3.91 -100% Avg. GPA=3.67-100%

Masters Standard 3: Research - The candidate uses research to examine and improve instructional effectiveness and student achievement.		
Indicator 3:1 - The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.		
Indicator 3:2 - The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.		
Indicator 3:3 - The candidate investigates educational problems through action research.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #3	Spring 2005 Fall 2005 Spring 2006	100% 100% 100%
Pedagogical Expertise Course: CUI 605 grades [3.1, 3.2, 3.3]	Spring 2002 Fall 2002 Fall 2002 Spring 2003 Spring 2003 Spring 2004 Summer 2005 Spring 2006	Avg. GPA = 3.98 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.96 – 100% Avg. GPA = 3.90 – 100% Avg. GPA = 3.30 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.81 – 100% Avg. GPA = 3.97 – 100%
Core Course: CUI 669 grades [3.1, 3.2, 3.3]	Spring 2002 Summer 2002 Spring 2003 Summer 2003 Spring 2004 Summer 2004 Spring 2005 Summer 2005 Spring 2006	Avg. GPA = 3.74 – 100% Avg. GPA = 3.88 – 100% Avg. GPA=3.94 -100% Avg. GPA=3.98 -100% Avg. GPA=3.99 -100% Avg. GPA=3.87 -100% Avg. GPA=3.96 -100% Avg. GPA=4.00 -100%
Required Course: CUI 675 Action research project grade [3.1, 3.2., 3.3]	Fall 2002 Fall 2003 Fall 2004	Avg. GPA=3.75 -100% Avg. GPA=3.91 -100% Avg. GPA=3.67-100%

	Fall 2005	
Required Course: ERM 605 grades [3.1, 3.2, 3.3]	Summer 2001 Summer 2002 Summer 2003 Summer 2004 Summer 2005	Avg. GPA=3.80 -100% Avg. GPA=3.85 -100% Avg. GPA=4.00 -100% Avg. GPA=4.00 -100% Avg. GPA=3.96 -100%

Masters Standard 4: Content Knowledge - The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

- Indicator 4:1 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.
- Indicator 4:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.
- Indicator 4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.
- Indicator 4:4 - The candidate understands current knowledge and trends in education.

Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #4	Spring 2005 (for Connecting Subject Matter to Learners)	100%
	Fall 2005 (for Connecting Subject Matter to Learners)	100%
	Spring 2006	100%
Pedagogical Expertise Course: CUI 605 grades [4.1, 4.2, 4.3, 4.4]	Spring 2002	Avg. GPA = 3.98 – 100%
	Fall 2002	Avg. GPA = 4.00 – 100%
	Fall 2002	Avg. GPA = 3.96 – 100%
	Spring 2003	Avg. GPA = 3.90 – 100%
	Spring 2003	Avg. GPA = 3.30 – 100%
	Spring 2004	Avg. GPA = 4.00 – 100%
	Summer 2005	Avg. GPA = 3.81 – 100%
Pedagogical Expertise Course: CUI 613 grades [4.1, 4.2, 4.3, 4.4]	Spring 2006	Avg. GPA = 3.97 – 100%
	Summer 2002	Avg. GPA = 3.74 – 100%
	Summer 2003	Avg. GPA = 3.86 – 100%
	Summer 2003	Avg. GPA = 4.00 – 100%
	Fall 2003	Avg. GPA = 3.80 – 100%
	Summer 2004	Avg. GPA = 3.82 – 100%
Pedagogical Expertise Course: ENG 660 grades [4.1, 4.2, 4.3, 4.4]	Fall 2004	Avg. GPA = 3.85 – 100%
	Summer 2001	Avg. GPA= 4.00 -100%
	Summer 2002	Avg. GPA= 3.80 -93%
	Summer 2003	Avg. GPA= 3.68 -100%
	Summer 2004	Avg. GPA= 4.00 -100%
Core Course: CUI 669 grades [4.2, 4.3]	Summer 2005	Avg. GPA= 3.70 -100%
	Spring 2002	Avg. GPA = 3.74 – 100%
	Summer 2002	Avg. GPA = 3.88 – 100%
	Spring 2003	Avg. GPA=3.94 -100%
	Summer 2003	Avg. GPA=3.98 -100%
	Spring 2004	Avg. GPA=3.99 -100%

	Summer 2004 Spring 2005 Summer 2005	Avg. GPA=3.87 -100% Avg. GPA=3.96 -100% Avg. GPA=4.00 -100%
Required Course: CUI 675 Action Research project grade [4.3]	Fall 2002 Fall 2003 Fall 2004 Fall 2005	Avg. GPA=3.75 -100% Avg. GPA=3.91 -100% Avg. GPA=3.67-100%

Masters Standard 5: Professional Development and Leadership - The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

Indicator 5:1 - The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.

Indicator 5:2 - The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.

Indicator 5:3 - The candidate participates, formally and informally, in appropriate professional communities.

Indicator 5:4 - The candidate participates in collaborative leadership to address educational problems at the levels of classroom, school building, school system, and community.

Indicator 5:5 - The candidate provides leadership in working with parents and strengthening the home-school partnership.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #5	Spring 2005 Fall 2005 Spring 2006	100% 100% 100%
Pedagogical Expertise Course: CUI 523 grades [5.1, 5.2, 5.4, 5.5]	Spring 2001 Fall 2002 Fall 2002 Fall 2002 Spring 2003 Spring 2004 Spring 2005	Avg. GPA = 3.58 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.96 – 100% Avg. GPA = 3.60 – 100% Avg. GPA = 3.65 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 4.00 – 100% Avg. GPA = 3.98 – 100%
Core Course: CUI 669 grades [5.3]	Spring 2002 Summer 2002 Spring 2003 Summer 2003 Spring 2004 Summer 2004 Spring 2005 Summer 2005	Avg. GPA = 3.74 – 100% Avg. GPA = 3.88 – 100% Avg. GPA=3.94 -100% Avg. GPA=3.98 -100% Avg. GPA=3.99 -100% Avg. GPA=3.87 -100% Avg. GPA=3.96 -100% Avg. GPA=4.00 -100%
Core Course: CUI 545 grades [5.3]	Summer 2002 Summer 2003 Summer 2004	Avg. GPA=3.91 -100% Avg. GPA=4.00 -100% Avg. GPA=3.92 -100%

	Summer 2005	Avg. GPA=3.99 -100%
Required Course: CUI 656 grade [5.3, 5.4, 5.5]	Spring 2002 Spring 2003 Spring 2004 Spring 2005	Avg. GPA = 3.89 – 98% Avg. GPA=3.93 -100% Avg. GPA=4.00 -100% Avg. GPA=3.73 -93%
Required Course: CUI 675 grade [5.1, 5.3, 5.5]	Fall 2002 Fall 2003 Fall 2004 Fall 2005	Avg. GPA=3.75 -100% Avg. GPA=3.91 -100% Avg. GPA=3.67-100%

Evidence that Candidates Can Work with Families to Support Student Learning

Throughout the ESL courses, and especially in CUI 526 (Methods for Teaching ESL) and CUI 523 (Legal, Historical, and Cultural Implications of ESL), teachers have multiple opportunities to learn about and practice ways to involve the families of English language learners. For example, in CUI 523, students complete an extensive, semester-long Autobiography, Biography, and Cross-Cultural Comparison project, known as the ABCs project. For the ABC project students first write their own autobiography with special attention to their home, school, and cultural learning experiences. Next they select a K-12 ESL student and write a biography of this student. In order to do this well, CUI 523 students have to get to know their ESL student and their student’s family well enough to construct a thorough biography of this student’s home, school, and cultural learning experiences. The third part of this assignment requires comparing one’s autobiography with the student’s biography, analyzing similarities and differences with regard to family background, home language, school experiences, travel experiences, etcetera, and concluding with specific suggestions for adapting the curriculum based on what was learned about this ESL student’s cultural and family background and school experience. In CUI 526, teaching methods for ESL, which can be used both in the ESL classroom and sent home with ESL students to involve limited-English speaking family members, are the focus. Methods for over-coming cross-cultural communication difficulties and for understanding various cultural and family values of a variety of ESL students are also highlighted throughout the ESL coursework. Also, because most of the students in the ESL programs (add-on licensure and the M.Ed.) are full-time teachers, they regularly meet parents and family members at Open House and Back to School Night and also interact with them during formal and informal Parent Conferences. They also attend PTA meetings and other special school functions where parents and family members are involved such as School Carnivals, Book Fairs, Skate Night, etc. Through readings and discussions, concerns about working effectively with parents of ESL students who may not be proficient in English are shared. Although teachers in the ESL courses come to us predisposed to wanting to work with their ESL students’ families, they still need knowledge and skills to deal successfully with language and cultural differences. Therefore, providing such knowledge and fostering positive and welcoming attitudes towards the families of ESL students is an ongoing goal of the program.

Standard 1A: Candidate Qualifications

Admission criteria: Licensure only

Candidates for the ESL Add-on Licensure program (licensure only) must already have an “A” teaching license, some experience with learning a foreign language, and be able to express their reasons and goals for wanting to work with ELL students in a written statement of purpose. Because this is not a degree program, there are no entrance exams or GPA requirements for candidates for the ESL Add-on Licensure program.

Admission criteria: M.Ed. degree with ESL licensure

Candidates applying to the M.Ed. in ESL-Teacher Leadership Track program are required to already have an “A” teaching license, a 3.0 or better undergraduate GPA, and must take the GRE. Average scores for students admitted to the M.Ed. are 400-500 for Verbal, 400-500 for Quantitative, and 4.0 for Writing (on a scale of 1-6). This pattern of scores has remained consistent for the past 5 years. Teachers applying to the M.Ed. in ESL-TLT program must also have a 3.0 or higher undergraduate GPA, or will be admitted provisionally with GPA above 2.75. The typical provision is to maintain a 3.0 GPA for the first 9 hours in the program, which virtually all provisionally-admitted students are able to meet. Dispositions are assessed prior to admission through letters of recommendation and/or interviews with the program coordinator. Students who complete the ESL Add-on Licensure courses often choose to continue their education by applying to the M.Ed. in ESL-TLT program. In this case they must take the GRE and then their ESL coursework can be applied toward the M.Ed. degree course requirements. In all cases, the teachers who choose to go on to the M.Ed. in ESL have been excellent students with superior grades who have earned ESL Add-on licensure and are teaching ELLs fulltime in the schools.

Section IV: Standard II – Candidate Assessment and Evaluation

Based on the mastery learning model, the majority of the candidates received excellent grades (B or better) in the required courses in our program. More formative evaluation data, such as the number of times candidate were required to revise for each assignment, and/or the content/skill areas that posed the most difficulty to candidates, will be collected in the future for both program and candidate evaluation purposes.

The basic assessment plan for the M.Ed. in ESL-TLT program includes three points when candidates are assessed and advised:

Upon Entry into Program	During Program (Midpoint)	Upon Program Completion
<ul style="list-style-type: none"> • GRE scores • Undergraduate Grades • Dispositions based on letters of recommendation and personal statement • Assigned an advisor 	<ul style="list-style-type: none"> • Meeting with advisor at about 18 hours into program • Signs Preliminary Plan of Study • Grades checked • Advised about deadlines for M.Ed. Portfolio and application graduation 	<ul style="list-style-type: none"> • Meeting with advisor at beginning of final semester • Signs Final Plan of Study • Grades checked • Advised about support and assessment procedures for M.Ed. Portfolio • Advised about application for M license

Individual Candidate Assessment

Advisors and course instructors monitor M.Ed. students’ progress through the program in the following ways:

- (a) Every new student in the ESL Add-on Licensure program and the M.Ed. in ESL-TLT program is assigned a faculty member as an advisor. Dr. Levin, Dr. Salas, and Dr. He have been advising the ESL students in recent years, and Dr. Prater also advises teachers in the M.Ed. program, although she just came to UNCG in Fall 2005. Advisees are always available by phone, email, drop in, or by appointment.
- (b) Advisors meet with and sign each student’s Plan of Study by the time s/he has taken 18 hours, if there is a change in the Plan of Study, and at the start of the final semester in the program.
- (c) ESL course instructors who are also advisors for the ESL program check with the students enrolled in their classes each semester to find out if they have applied for admission to the ESL program, to determine where they are in their program of study, and to see if the M.Ed. in ESL students are familiar the M.Ed. Portfolio Guidelines. Instructors also make suggestions on their course syllabus about how their class assignments meet specific M.Ed.-ACs.
- (d) The M.Ed. Portfolio Guidelines are in the M.Ed. Handbook and in a separate document, which are both available on the CUI website at <http://www.uncg.edu/cui> called the M.Ed. All the M.Ed.-ACs, details about how to construct the M.Ed. Portfolio, rubrics, and sign-off forms are in the M.Ed. Portfolio Guidelines and the M.Ed. Handbook available in this online handout. Copies of these documents are also in the document box.
- (e) Advisors provide support/advice for completion of the M.Ed. Portfolio and then assess it. Advisors are willing to read drafts of portfolio entries and provide verbal and written feedback until the student is comfortable with the format expected for the essays. Mastery of

the competencies for the M.Ed. Portfolio is expected and support is provided until it is achieved.

(f) Support for completing the M.Ed. Portfolio is also offered during the CUI 656 (Teacher as Leader) course for completing the M.Ed. Portfolio and in the future ESL students taking the year-long version of CUI 675 (Teacher as Researcher) will complete their M.Ed. Portfolio as a part of the requirements for this course and present their portfolio at the end of the course to peers and other invited guests. Evaluation by two faculty and one school partner will remain the same but the new scoring scheme for the rubric will be in place.

(g) Academic progress is assessed on every assignment and through course grades. Students in this program must maintain a 3.0 GPA in their coursework and can have no more than two grades of C in any course, which is very rare.

(h) Because teachers in this program are already licensed and employed, dispositions are assessed prior to admission through evaluation of required letters of recommendation and/or interviews with the program coordinator. However, the Teachers Academy Dispositions rubric developed in 2005 is now being used by faculty members to convey their expectations to students in their courses, and as a rubric for formative evaluation rather than as a formal, summative evaluation because we do not have the opportunity to observe these experienced teachers actions or dispositions directly in their classrooms and schools. Rather we can and do use the Dispositions rubric as a lens to assess their discourse and performance during our classes and in their written work.

(i) Because teachers in this program apply a lot of what they learn in the M.Ed. courses to their classrooms, there is a continuous feedback loop from the schools back to the University about the effectiveness and relevance of what is being taught and what teachers are experiencing in their classrooms. Advisors and course instructors learn from conversations and from reviewing the M.Ed. Portfolios what assignments are particularly useful to students' learning and development as master teachers.

(j) The culminating M.Ed. Portfolio is evaluated independently by two UNCG faculty members and one school partner (either the candidate's administrator, or a National Board Certified Teacher) based on a rubric that focuses on (1) the quality of the reflective essays and (2) the supporting evidence provided.

(k) Teachers in the ESL Add-on licensure program apply to the Teachers Academy for licensure after completing the 15-hour program and passing the ESL PRAXIS II. However, teachers in the M.Ed. in ESL-TLT program apply for the M license after completing all coursework successfully, successfully passing the assessment of their M.Ed. Portfolio, and completing the ESL PRAXIS II exam.

Program and Program Operations Assessment

Teachers in both the ESL Add-on Licensure program and the M.Ed. in ESL-TLT program have the opportunity to provide feedback about their courses and instructors through the required course evaluations every semester. As advisors and instructors in the ESL program, we also get feedback through informal conversations before, during, and after classes, in the open-ended comments in course evaluations, and in writing in their reflective essays in the M.Ed. Portfolios. If an adjunct instructor is not meeting our standards that person is advised by the CUI Department Chair of the problems identified by the students and may not be asked to teach again in this program. If a full-time 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. Both of these situations are very rare. The main feedback we get from the students in this program is that they learn a lot from their instructors, that their teaching practices change as a result of what they have learned, and that they develop into teacher who are leaders in their schools and who see the value of theory and research – both scientific research related to teaching and learning, and their own action research efforts as result of learning about and completing action research projects.

Annual Review of the Program

In both ESL programs we have teachers who have self-selected to get either Add-on Licensure in ESL or a Masters degree in order to become ESL teachers. We find them to be excellent, dedicated teachers and students and we depend on their informal feedback throughout the program and on formal course evaluations for every course every semester as the best way to gather evidence for improving our program. We end up assessing dispositions as well as inferring their success in the field when grading assignments that require them to develop and teach certain kinds of lessons in order to try out new ideas about strategies with their English language learners. Also, the teachers in the ESL program do a lot of focused discussion and reflective writing (in class and on Blackboard). Instructors use these discussions and reflections as opportunities for responding to teachers about appropriate dispositions and practices for working with English language learners and their families.

A more formal program review occurs several times a year when M.Ed. Portfolios are reviewed in fall, spring, and summer and when course evaluations are returned to faculty. The ESL Program Committee (Professors He, Levin, Prater, and Salas) meets each semester to discuss any needed changes in the program based on the results of various assessments including the M.Ed. Portfolio assessment and feedback from students and instructors about the success of course assignments. Sharing the results of written reflections, examples, of student work, and instructional plans allows the ESL Program Committee to infer how successful teachers in the ESL program are at implementing new strategies learned in their courses. The teachers in this program do a lot of reflective writing and instructors use this as vehicle for responding to teachers about their dispositions as well as practices. Ultimately, evaluating the M.Ed. Portfolios provides us with good evidence of how these teachers have mastered the M.Ed.-ACs competencies and are developing into Master Teachers. We also get feedback from current, former, and future students when they talk with us, and email us about changes in the field regarding the status, the laws, the assessments, and the general needs of ELLs they teach. Finally, evaluating the M.Ed. Portfolios allows us to see what kinds of evidence, in the form of assignments selected as evidence for mastering the ACs, that our ESL students feel have contributed to their developing into effective ESL teachers. Furthermore, graduates of our ESL program are quite successful on the ESL PRAXIS II exam, which provides another measure for program review. A passing score on the ESL PRAXIS II exam in North Carolina is 520. UNCG scores from 5/01/02 to 5/20/05 are above state and national trends and all but a single score of 42 students who have taken this test was below the NC state standard.

The ESL Program Committee recently reviewed the curriculum to make needed changes based on revisions to ESL program standards, a content analysis of the ESL PRAXIS II, and new expectations from the field. We also surveyed the teacher enrolled in ESL courses offered in Fall

2005 to get their input and to do a needs analysis, as they are the ones working everyday in the schools with ELLs. Based on the results of all this input in 2005, the ESL Program Committee made the decision to drop two courses, revise existing courses to include a practicum component, and to develop some new courses to better align with the NC Standards for ESL Teachers. The revised Plans of Study for both ESL Add-on Licensure and the M.Ed. in ESL-TLT programs were shown in Standard I.

Summarize the Data that have been Collected and Analyzed

Based on course grades, as can be seen in the charts provided earlier, all the students in the ESL Add-on Licensure program and in the M.Ed.-ESL-TLT program earned excellent grades in the required ESL core courses (CUI 523, CUI 526, CUI 605, CUI 613, and ENG 660) with 100% receiving B or better grades in these courses over the past 5 years. In fact, >90% of these students earn grades of A or A- in these required courses. The passing rate on the M.Ed. Portfolio for the M.Ed-ESL-TLT students has always been 100%. In fact, no one has been asked to redo their portfolio after the assessment process begins because anyone who is at all unsure about our expectations meets with their advisor and can request advisors to read drafts of their AC essays. We seek mastery of each AC and ask teachers to revise and resubmit any essays that appear to be weak before we do any actual scoring of their M.Ed. Portfolio entries. Furthermore, in CUI 656 (Teacher as Leader), the instructor provides time in class for students working on their M.Ed. Portfolios to get peer feedback, and also provides direct feedback on initial essays until the student meets our expectations. Once a student is on the right track they do quite well on the remainder of their M.Ed. Portfolio essays. Therefore the pass rates for the M.Ed. Portfolio have been 100% every year for the past several years. However, as described above, we have recently changed our scoring on the M.Ed. Portfolio Rubric to quantify the scores in order to gather numeric rather than qualitative ratings on these portfolios. A 6-point scale Portfolio Rubric will be applied in the future.

Table 7. Pass rates and number of M.Ed. in ESL-TLT students completing their M.Ed. Portfolio

Spring, Summer, and Fall 2004	Spring, Summer, and Fall 2005	Spring 2006 and Summer 2006
N=3 *Portfolio pass rate=100%	N=3 *Portfolio pass rate=100%	N=3 Portfolio pass rate=100% **Mean score 1.82/2

* Based on the original M.Ed. Portfolio Rubric of Unsatisfactory, Satisfactory, or Excellent.

** Based on the revised M.Ed. scoring scale of 0-2 and computing a grand mean based on the three evaluators scores.

Improvements in the Program

The following table describes the problems and concerns in the ESL program since 2001 and provides the revision and improvements in the program and program operations.

Table 8. Changes in the ESL Program since 2001:

Problem/Concern	Change to Program
<ul style="list-style-type: none"> • Dr. Antonek, ESL Program Coordinator, decides not to go up for tenure and promotion – leaves UNCG as a full-time faculty member. SP2003 	<ul style="list-style-type: none"> • Dr. Levin, CUI Director of Graduate Studies, becomes the Interim ESL Program Coordinator for 2003-04. FA2003
<ul style="list-style-type: none"> • Need instructors for several of Dr. Antonek’s courses. FA03-SP04 	<ul style="list-style-type: none"> • Two advanced doctoral candidates in CUI, both with Masters degrees in Applied Linguistics and extensive ESL teaching experience, take over Dr. Antonek’s courses: Basma Alshaar teaches CUI 526 in FA03, and Ye He teaches CUI 523 in SP04.
<ul style="list-style-type: none"> • Search for a new ESL faculty member is unsuccessful (SP2004), but Dr. Salas is hired with a background in ESL Literacy (FA2004). 	<ul style="list-style-type: none"> • Dr. Levin continues as Interim ESL Program Coordinator for 2004-05 with the help of Dr. Rachel Salas.
<ul style="list-style-type: none"> • Need instructors for ESL courses. FA04-SP05-SU05 	<ul style="list-style-type: none"> • Dr. Joy McLaughlin, ESL Director for Asheboro City Schools teaches CUI 526 in FA04, Ye He teaches CUI 523 again for SP05 and also teaches CUI 605 for SU05.
<ul style="list-style-type: none"> • ESL Certificate was advertised on our website as being available but was never officially approved. FA04 	<ul style="list-style-type: none"> • Dr. Levin and Ye He get the 18-hour ESL Certificate for non-licensure ESL students approved. FA04
<ul style="list-style-type: none"> • Many phone calls from prospective students seeking initial licensure in ESL. 2003-2005. 	<ul style="list-style-type: none"> • Discussion among the faculty and with the CUI Dept. Chair about whether we could offer a M.Ed. in ESL-Classroom Practice Track program that would provide initial licensure in ESL at the Masters level. SP04
<ul style="list-style-type: none"> • Analysis of NC ESL Standards for Teachers shows that our ESL core courses need to include more literacy instruction for ELLs. SP05 	<ul style="list-style-type: none"> • Dr. Salas offers CUI 628 focused Literacy Instruction for ELLs. Course is well attended by teachers in the ESL program as well as others. SU05
<ul style="list-style-type: none"> • Search for a new ESL faculty member is discontinued due to limited number of viable applicants (SP2005), but Dr. Prater is hired with a background in Bilingual Education and Literacy (FA05). 	<ul style="list-style-type: none"> • ESL Program Committee takes on oversight of the ESL program for 2005-06: Drs. He, Levin, Prater, and Salas. Dr. He and Dr. Salas take over most of ESL advising beginning FA05.

Problem/Concern	Change to Program
<ul style="list-style-type: none"> • Inquiries from prospective students seeking initial licensure in ESL continue. • Analysis of ESL PRAXIS shows areas of emphasis on this assessment. Developmental Psycholinguistics is not a big emphasis. • ESL Program Committee encouraged by CUI Dept. Chair to plan for a new ESL M.Ed. program at the Classroom Practice Track Level. • Teachers in CUI 526 surveyed regarding usefulness of ESL courses and areas of perceived need. (FA05) • Feedback from instructors indicates that some students in ESL programs are not working with ELLs daily and would benefit from a practicum experience. 2005-2006 	<ul style="list-style-type: none"> • ESL Program Committee revised current set of ESL core courses to better fit with NC ESL Standards for Teachers. Drs. He, Prater, and Salas develop 3 new courses. Practicum to two courses: CUI 603 (Literacy Instruction for English Language Learners w/ practicum) and CUI 618 (ESL Methods w/practicum). Decision made to drop CUI 613 (Developmental Psycholinguistics) and ENG 660 (Modern Language Theory) and replace with CUI 604 (Applied Linguistics for ESL Teachers) and CUI 614 (Word Study). Also change CUI 675 (Teacher as Researcher) into yearlong course for 6 credits. (Changes approved SP06 to start FA06)
<ul style="list-style-type: none"> • Faculty observe that there is no way to gather quantitative data on the M.Ed. Portfolio ratings because the rubric scores the M.Ed. portfolios a range from Unsatisfactory to Satisfactory to Excellent (U→S→E). 	<ul style="list-style-type: none"> • Change made to M.Ed. Portfolio rubric to score each AC as it as 0→1→2 and to calculate a grand mean across all three reviewers scores. (SP06).

Section V: Standards III – Field Experiences and Clinical Practice

Teachers admitted to the ESL Add-on Licensure program and the M.Ed. in ESL-Teacher Leadership Track program are fully-licensed, full-time classroom teachers working in the school districts surrounding UNCG. Many are already working with ELLs but may not be fully licensed, and others are preparing themselves for ESL licensure in the hope of changing jobs so they can work with ELLs. On the rare occasions when we admit an international student to the ESL M.Ed. program, one who obviously is not licensed in North Carolina, we offer the M.Ed. degree without licensure. Because the vast majority of teachers in these programs are already licensed and working full-time in their own classrooms every day we offer many assignments allowing them to work with their own ELL students in their classrooms to try out new instructional strategies or to do action research. For example, when taking CUI 545 (Diverse Learners) they must analyze the diversity present in their school and evaluate how the needs of the diverse learners in their school are currently being met. When taking CUI 614 (Word Study) they must carry out many spelling and phonics lesson activities within a classroom and prepare a PowerPoint presentation about some aspect of Word Study in order to provide professional development for a school faculty. When taking CUI 523 (Legal, Historical and Cultural Issues in ESL) they carry out the ABCs project described earlier, and when taking CUI 526 (ESL Methods) they prepare and try out several different kinds of instructional strategies designed for ELLs that also make for better instruction for all their students. When taking CUI 675 (Teacher as Researcher) they must plan and carry out an action research project in their classroom or school. When taking CUI 656 (Teacher as Researcher) they must assess the professional development needs of their school and plan for and offer professional development to their staff. These are just some of the classroom and school-based assignments required in this program. Matrices to show how the North Carolina Competencies of a Master Teacher (ACs) correlate with the NC DPI Elementary Education Specialty Area Standards and where these standards are met in the Program of Study, what kinds of evidence of learning occurs in those courses, and how learning is assessed were described earlier and are located in the document boxes.

Early Field Experiences and Student Teaching

Because our ESL programs are for experienced teachers who already have Standard Professional I license, no early field experiences or student teaching is required in the programs.

Involvement of P-12 Partners in Field Experience

When we first developed our M.Ed. programs in response to the Excellent Schools Act we surveyed experienced teachers and administrators in the field to determine their perceptions of the kinds of courses and experiences a Master Teacher should have during an advanced degree program. As a result of that survey and some face-to-face discussions with teachers/administrators we developed several core courses that all M.Ed. students would take in addition to specific content and pedagogy courses in their specialty area: CUI 545 (Diverse Learners), CUI 656 (Teachers as Leader) and CUI 675 (Teacher as Researcher). Currently, we involve our school partners at the beginning and the end of our program to help recommend and screen candidates for the M.Ed. and the M license. They do this by

providing letters of recommendation and then by participating in the M.Ed. Portfolio assessment process. In addition, we often invite administrators or teachers with particular experiences and expertise to share as guest speakers in our courses. Sometimes we seek out and hire experienced teachers from our P-12 partner schools with advanced degrees in ESL and/or particular expertise with ELLs to teach some of the courses in the ESL program. We have offered courses in this program in the schools of our P-12 partners whenever we have had an off-campus M.Ed. cohort. Beginning Fall 2006 the two ESL core courses with practicum experiences added to them will be taught at a nearby school with a large ELL population in their after-school program. Teachers enrolled in CUI 603 (Literacy for ELLs) and CUI 618 (Teaching ESL) will tutor ELL students for the first hour of class and then stay onsite for the remainder of their class.

Process Used for Selecting Mentors and Making Field Placements

Because our ESL programs are for experienced teachers who already have Standard Professional I license, no early field experiences or student teaching is required in the programs. No field placements are conducted.

Procedures for Preparing Cooperating Teachers

Because our ESL programs are for experienced teachers who already have Standard Professional I license, no cooperating teachers are involved in the programs.

Supervision and Evaluation of Teacher Candidate

Because our ESL programs are for experienced teachers who already have Standard Professional I license, the teacher candidates in the programs are evaluated by their site administrators on the job.

Evaluation of Field Experiences and Clinical Practice

Because our ESL programs are for experienced teachers who already have Standard Professional I license, the teacher candidates in the programs are evaluated by their site administrators on the job.

Section VI: Standard IV – Diversity

How Diversity is Addressed in the Curriculum and in Clinical Practice

Every core curriculum in the ESL Add-on Licensure and M.Ed. in ESL program of study is infused with and focused on understanding diversity – especially linguistic and cultural diversity. CUI 523 (Legal, Historical, and Cultural Implications of ESL) makes learning about and using their diversity to support ESL students an explicit focus in every assignment. The same is true for CUI 526 (Teaching English as a Second Language), which focuses on teaching methods for diverse learners – especially English language learners. In the M.Ed. in ESL program two other courses focus on diversity even more broadly through readings, discussions, and assignments: CUI 545 (Diverse Learners) and CUI 669 (Educational Implications of Learning and Developmental Theory). These courses address not only ethnic and linguistic diversity but also diversity with regard to age, gender, sexual preference, learning (dis)abilities, and socioeconomic status. As described above, in Section V, Standard III, teachers in our ESL programs are full-time teachers. To the extent that they try out the things they are learning in their own classrooms, they are using their own diverse classrooms as learning laboratories and their regular teaching positions become their field experiences.

Diversity of the Higher Education Faculty

The higher education faculty in the School of Education who have taught and currently teach the courses in the ESL program are quite diverse with regard to their linguistic, ethnic, and cultural diversity. For example, in the CUI Department the students in the ESL Add-on Licensure and the M.Ed.-ESL programs are very likely to have Dr. Cooper or Dr. Baber, both African-American professors, for CUI 545 (Diverse Learners) or CUI 646 (Introduction to Equity Education), or Dr. Ye He who is from China for CUI 523 (Historical, Legal and Cultural Issues in ESL) or for CUI 605 (Developmental Psycholinguistics), or Dr. Rachel Salas, a Latina professor, for CUI 526 (ESL Methods).

Opportunities and Experiences for Students to Interact with Diverse Higher Education and School Faculty

Faculty teaching in the ESL program over the past five years are quite diverse. Instructors for required ESL core courses have included advanced doctoral students with Masters degrees in Applied Linguistics from Shanghai, China (now Dr. Ye He) and Kuwait (Basma Alshaar). In addition, Dr. Rachel Salas, a tenure-track Assistant Professor of Mexican-American heritage, and Dr. Jewell Cooper, also a tenure-track Assistant Professor of African-American heritage, teach CUI 526 and CUI 545 respectively. Teachers in the M.Ed. in ESL program get even more exposure to diverse faculty members because they take 8 more courses in addition to the ESL core courses. Therefore they may take classes from some of the male faculty members in CUI. Also, due to the diverse nature of area schools and of our own diverse student body in the School of Education, we know our M.Ed. 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 ESL Programs

The linguistic, cultural, and ethnic diversity of students in the ESL Add-on Licensure and the M.Ed. in ESL programs is greater than in some of our other degree programs (about 20% compared to >10%), but it is still the case that there are very few teachers of color pursuing this degree. While the teachers in these programs are mostly white and mono-lingual, just like the majority of teachers currently in the field, we clearly need to recruit more minority teachers into our programs through better communication and by offering scholarships. We do have some teachers who are originally from other countries in the ESL programs, and they bring a degree of diversity. However, Dr. He's dissertation showed that while a large number of ESL teachers in our programs have some cross-cultural experiences, not all of them do have such experiences and often their cross-cultural experiences are not of long duration. Hence, the ABCs project has been effective in helping teachers with limited cross-cultural experiences learn more about the ELLs and their families.

How ESL Candidates Interact with Other Diverse Candidates

The percentage of teachers enrolled in the two ESL programs at UNCG who are ethnically or linguistically diverse is about 20%. The range of cross-cultural experiences and fluency in a second language of these teachers is quite large. Some teachers in our ESL courses speak one or more languages and were born in other countries, some have lived and worked in other countries, while many are mono-lingual and have very limited cross-cultural experience beyond perhaps a brief trip to another country. Nevertheless, these teachers have multiple opportunities to work together in their classes. They work together on courses assignments, group projects, lesson and unit plans, and in various small and large group discussions – both face-to-face and online. This mimics their experiences at their schools, where most of the teachers in this program work with other teachers, parents and family member, administrators, and school staff who are ethnically and/or linguistically diverse. Guest speakers invited to make presentations in the ESL courses, or in other courses in the M.Ed. program, often represent diverse backgrounds and perspectives as well.

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

Given that the students in this program are full-time teachers working in area schools (either already working as ESL teachers or preparing to be ESL teachers), they are highly likely to have a diverse group of students in their classrooms. For example, in the Guilford County Schools, 4.7% of the elementary-age students are Asian, 40.8% are Black, 7.6% are Hispanic, 41.6% are White, and 4.6% are multi-racial. In addition, in Guilford County there are students from over 100 countries who speak over 85 different languages. In the 2004-05 school year, 4811 students in Guilford County Schools were classified as ESL, nearly 7.1% of the entire student population. While these numbers may be somewhat different in other counties, there is an increasing amount of linguistic diversity in all schools (especially in Spanish speakers from a variety of countries), and there is certainly a great diversity in the economic background of students, and also in their learning styles and their academic achievement levels. The chart below shows the

ethnic diversity of the P-12 students in surrounding counties where most of the ESL teachers work. Unfortunately, linguistic data is not as readily available as is ethnic data.

Table 9. Diversity of P-12 students that students in the ESL Add-on Licensure and M.Ed. in ESL programs work with in school districts surrounding UNCG:

School District	Asian	Black	Hispanic	White	American Indian
Alamance-Burlington	1.4%	26.8%	11.6%	59.9%	0.3%
Guilford	4.4%	43.9%	5.4%	45.8%	0.7%
Randolph	0.7%	6.6%	7.3%	84.9%	0.4%
Rockingham	0.4%	27.3%	4.8%	67.3%	0.3%
Winston-Salem/Forsyth	1.3%	37.6%	11.1%	49.8%	0.2%

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

Program Faculty, Qualifications, and Teaching Assignments

The following table provides the list of faculty teaching in the ESL add-on licensure program and the M.Ed. in ESL program, together with their qualifications and their teaching assignments.

Table 10. Program Faculty, Qualification and Teaching Assignments

Faculty Names	Highest degree, discipline, university	Tenure Track Faculty	Clinical Faculty or Adjunct	Courses taught	Full-time	Part-time	Service/School Involvement
Dr. Kathryn Prater	Ph.D. Univ. of Texas-Austin Literacy, Bilingual Ed	x		CUI 618 CUI 517 CUI 521 CUI 420	x		ESL Program Coordinator, Advisor, and Instructor
Dr. Rachel Salas	Ph.D., Bilingual/Multicultural Special Education, Univ. Texas	x		CUI 526 CUI 628 CUI 616 CUI 346	x		ESL Program Coordinator, Advisor, and Instructor
Dr. Ye He	Ph.D. Curriculum & Teaching, ESL, UNCG		x	CUI 523 CUI 605 CUI 450	x		ESL Program Committee and Instructor
Dr. Barbara Levin	Ph.D., Ed. Psych UC-Berkeley	x		CUI 628	x		Director of Graduate Studies, ESL Interim Advisor
Dr. Ceola Ross Baber	Ph.D., Social Studies, U. of Indiana	x		CUI 545 CUI 646	x		Instructor
Dr. Jewell Cooper	Ph.D. Curriculum & Teaching UNCG	x		CUI 545 CUI 654 CUI 646	x		Instructor
Dr. Gerry Duffy	Ed.D., Reading & Language Arts Northern Illinois	x		CUI 628	x		Instructor
Dr. Francine Johnston	Ed.D., Reading and Early Childhood, Univ. of Virginia	x		CUI 516 CUI 614 CUI 615 CUI 617A CUI 617B	x		Instructor
Dr. Sherri Merritt	Ph.D., English Education, NC State	x		CUI 675 CUI 656 CUI 640	x		Instructor
Dr. Sam Miller	Ph.D., Ed Psych, Reading & LA, Univ. of Michigan	x		CUI 669	x		Instructor

Faculty Names	Highest degree, discipline, university	Tenure Track Faculty	Clinical Faculty or Adjunct	Courses taught	Full-time	Part-time	Service/School Involvement
Dr. Sandy Webb	Ph.D., Curriculum & Teaching, Literacy, UNCG,		x	CUI 656	x		Instructor
Dr. Ann Harrington	Ph.D., Literacy, Univ. Georgia		x	CUI 616 CUI 617A CUI 619 CUI 640	x		Instructor

ESL Program Coordination

For a few years after the resignation of Dr. Antonek, the ESL program was overseen Dr. Barbara Levin, the CUI Department's Director of Graduate Studies and a full-time faculty member while we searched for a tenure-track faculty member to take over this program. These searches were unsuccessful in 2004 and 2005, but two new tenure-track faculty members in Literacy with background and experience in ESL were hired (Dr. Rachel Salas in 2004 and Dr. Kathryn Prater in 2005), and we formed an ESL Committee. In 2005, Dr. Ye He, a recent graduate of the doctoral program in Curriculum and Teaching at UNCG with a focus on ESL teacher education and now a full-time Clinical Faculty member in CUI, joined the ESL Committee. While serving as interim ESL Program Coordinator Dr. Levin's responsibilities included corresponding with and interviewing potential ESL program applicants to answer questions about admission requirements and about the ESL curriculum, heading the ESL Search Committee in 2004 and 2005, processing all ESL application files, recommending candidates for adjunct faculty positions to teach ESL courses to the CUI Department Chair, providing academic advising for ESL students, coordinating curriculum revisions and program evaluations for ESL, engaging in M.Ed. Portfolio evaluations for some ESL Masters students, and fulfilling other needs of the ESL program. Beginning in 2004, Dr. Salas assisted with advising, program coordination, teaching ESL courses, and evaluating M.Ed. portfolios. Beginning in 2005, Dr. Prater took on these same duties, and Dr. He took over correspondence with potential ESL program applicants and the majority of the advising, processing the ESL application files, and doing M.Ed. Portfolio evaluation, along with teaching two of the ESL program courses. Because working as a team has been very successful and productive for us, we intend to continue the ESL Committee as the coordinating body for this program. However, given that Dr. Salas is leaving UNCG in Summer 2006, Dr. Prater will become the ESL Program Coordinator beginning Fall 2006 and Dr. He and Dr. Levin will assist with recruiting, advising, curriculum development, and M.Ed. Portfolio review.

Teaching Practices Used by Faculty

The following table provides a list of instructional methods used in the courses for the ESL programs.

Table 11. Instructional Methods Use in M.Ed. in English as a Second Language (ESL) courses:

Courses	Lecture	Readings	Whole class discussions	Small group discussions	Online discussions	Coop learning/Jigsaw	Case analysis/discussions	Research papers	Lesson/Unit plans	Group Oral Presentations	Reflective Writing	Data Analysis	Portfolios	Video
Core Courses required for the M.Ed. in ESL only:														
CUI 669	X	X	X	X		X		X		X	X			X
CUI 545	X	X	X	X		X		X		X	X			X
ERM 604	X	X	X							X				
ERM 605	X	X	X	X						X				
ESL Core Course (Pedagogical Expertise in ESL) for the ESL Add-on Licensure and M.Ed. in ESL Programs:														
CUI 523	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CUI 526	X	X	X	X		X	X		X		X		X	X
CUI 605	X	X	X	X	X	X	X	X		X	X	X		X
CUI 613		X			X						X	X		
ENG 660	X	X	X	X							X	X		
Professional Development and Leadership Courses for the M.Ed. in ESL only:														
CUI 628	X	X	X	X	X	X		X		X	X			
ELC 697	X	X	X	X				X		X	X			
CUI 675	X	X	X	X	X	X		X		Action Research	X	X		
CUI 656	X	X	X	X	X	X		X		X	X			

ESL Program Faculty Service to the Institution, and Collaboration with Colleagues in the Disciplines

The interim coordinator of the ESL program for a few years, Dr. Barbara Levin, is a member of the Teachers Academy Council of Program Coordinators, serves of the Executive Committee for the Teachers Academy, and is also the Director of Graduate Studies and Assistant Department Chair for Curriculum and Instruction. These duties offer regular opportunities to serve and provide leadership to the CUI department, the School of Education, the Teachers Academy, and the institution. Her duties also allow her to collaborate with other professionals at UNCG who are involved with teacher preparation. For example, Dr. Levin has taken the lead in pioneering electronic portfolios, piloting TaskStream, and working with SERVE to adopt the Teacher Growth and Performance Assessment Matrix for use as the exit criteria for all student teaching placements and for summative assessment each semester. She also shepherded the ESL Post-Baccalaureate Certificate through the curriculum process so that people interested in garnering expertise in ESL teaching who are not licensed teachers could benefit from the ESL curriculum offered at UNCG. Dr. Levin also coordinated with faculty in the English Department (Dr. Nancy Meyers, Dr. Adrian Wurr) regarding the ENG 660 course, which is an ESL core course. Other CUI faculty, Dr. Rachel Salas and Dr. Kathryn Prater, who serve on the ESL Program Committee and teach some of the ESL courses, also serve on the Elementary Education and Literacy faculty committees and collaborate with fellow teacher educators. Being new to UNCG, they are just learning who everyone is and finding ways to serve outside of the CUI Department. This committee oversees needed program and/or curriculum changes. Dr. Salas and Dr. Prater bring their expertise in teaching reading and language arts, and in bilingual education, to the ESL program.

ESL Program Faculty Involvement and Collaboration with and Service to the Public Schools

In the past, when Dr. Antonek was in charge of the ESL program she offered professional development sessions during the summer through the Teachers Academy to area teachers about teaching ESL students. Dr. Antonek also volunteered to be a guest speaker in several elementary education classes to apprise prospective teachers about strategies for working with ESL students. She also led an undergraduate PDS team for two years that had as its theme learning to work well with English language learners in the general education classroom. Currently, Dr. Salas and Dr. Prater both have service and research agendas that involve working with Hispanic children and families in surrounding public school systems. Dr. Salas has been working with Archer Elementary teachers and offering professional development in writing instruction and working with ELLs, and she recruited Archer Elementary as a site for one of the new practicum courses (CUI 603-Literacy for ELLs). Dr. Prater is just beginning to develop connections with the public schools and is currently looking for a Middle or Secondary school partner for her practicum course (CUI 618-ESL Teaching Methods). Dr. He volunteered her time every Wednesday during Fall 2005 at Siler City Elementary School collaborating with the ESL teachers there and helping the UNCG Junior Interns at that school understand the needs of the ELLs there.

M.Ed. in Elementary Education-Classroom Practice Track Faculty Scholarship

The CVs of CUI Department tenure-track faculty, clinical faculty, and adjuncts who teach in the M.Ed. in Elementary Ed-TLT program are available in the document room. However, a few examples of recent publications and presentations of the elementary faculty who teach courses in this program are listed in the table below:

Elementary Education Facul	Recent Publications or Presentations
Dr. Kathryn Prater	<ul style="list-style-type: none"> • Prater, K. A., Worthy, J., & Pennington, J. (2004). It's Program that looks good on paper. <i>Journal of Literacy Research</i>. • Prater, K. A. & Worthy, J. (2002). I thought about it all night. <i>Reading Teacher</i>. • Prater, K. A. (2004). <i>The response to intervention of English language learners at risk for reading problems</i> National Center for Culturally Responsive Educational Systems, National Research Conference. • Prater, K. A. (2004). <i>Enhancing the Literacy and Oracy development of English Language Learners</i> National Reading Conference.
Dr. Rachel Salas	<ul style="list-style-type: none"> • Salas, R.G., Tierce, M. B., & Pennington, J. L. (2005). The best of multicultural children's literature for the new millennium: Great books for a culturally and linguistically diverse society and classroom. <i>International Reading Association Annual Meeting</i>. San Antonio, Texas, 2005. • Hoffman, J., Paris, S., Patterson, B., Salas, R., & Assaf, L. (2003). High-stakes assessment in the language arts: The piper plays, the players dance, but who pays the price?. In J. Flood, D. Lapp, J. Squire & J. Jensen (Ed.) <i>Handbook of Research on Teaching the Language Arts</i>, (pp. 619-630). Mahwah, NJ: Erlbaum Associates. • Worthy, J., Patterson B., Salas, R., Prater, S., & Turner, M. (2002). More than just reading: The human factor in reaching resistant readers. <i>Reading Research and Instruction</i>, 41 (2), 177-202. • Salas, R. G., Lucido, F., & Canales, J. (2001). Multicultural Literature: Broadening young children's experiences. In J. Cassidy & S. Garrett (Ed.) <i>Early Childhood Literacy: Programs & strategies to develop cultural, linguistic, scientific and healthcare literacy for very young children & their families</i>, (pp. 139-150). Corpus Christi, TX: Center for Educational Development Evaluation & Research Annual Yearbook.

Elementary Education Facul	Recent Publications or Presentations
Dr. Ye He	<ul style="list-style-type: none"> • He, Y. (2006, April). <i>ABC's between School and Home: An Empirical Analysis of ESL Teachers' Cultural Roles</i>. Paper presented at Annual Meeting of the American Educational Research Association, San Francisco, CA. • He, Y. (2006, April). <i>The Application of the ABC's Model in ESL Teacher Education: Patterns and Effects</i>. Paper presented at Annual Meeting of the American Educational Research Association, San Francisco, CA. • He, Y. & Levin, B. (2006, April). <i>Match or Mismatch? How congruent are the beliefs of teacher candidates, teacher educators, and field mentors?</i> Paper presented at Annual Meeting of the American Educational Research Association, San Francisco, CA. • Levin, B., & He, Y. (2006). Comparative analysis of preservice teachers' reflective thinking in synchronous vs. asynchronous online case discussion, <i>Journal of Technology and Teacher Education</i>, 14(3), 439-460. • Levin, B.B., & He, Y. (2005, April). <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.
Dr. Barbara Levin	<ul style="list-style-type: none"> • Kurts, S.L., Hibbard, K.L., & 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>. • Antonek, J.L., Matthews, C.E., & 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. • Levin, B.B., & Ye He (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. • 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

Elementary Education Faculty	Recent Publications or Presentations
	<p>presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 2005.</p>
Dr. Jewell Cooper	<ul style="list-style-type: none"> • Cooper, J. E. (2006). Strengthening the case for community-based learning in teacher education. (in press) <i>Journal of Teacher Education</i>. • Baber, C. R. & Cooper, J. (2006). Do you believe that I can fly?: Understanding the connection between racial/ethnic identity development and academic achievement. In R. Milner & E. W. Ross (Ed.) <i>Race, Ethnicity, and Education: The Influence of Racial and Ethnic Identity on Teaching and Learning</i>. Greenwood Press. • Cooper, J. E., Horn, S. E., & 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 • Cooper, J. E. & 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.
Dr. Francine Johnston	<ul style="list-style-type: none"> • Johnston, F. R., Bear, D., Hellman, L., Templeton, M. & Templeton, S. (2006). <i>Words their way for English language learners</i>, Upper Saddle River, NJ: Pearson/ Merrill Prentice Hall. • Johnston, F. R., Bear, D. & Invernizzi, M. (2005). <i>Words their way for emergent spellers</i>, Upper Saddle River, NJ: Pearson/ Merrill Prentice Hall. • Johnston, F. R., Bear, D. & Invernizzi, M. (2005). <i>Words their way for derivational relations spellers</i>, Upper Saddle River, NJ: Pearson/ Merrill Prentice Hall. • Johnston, F. R. (2004). <i>Words their way: Word study for phonics, vocabulary, and spelling instruction</i>, Upper Saddle River, NJ: Pearson/ Merrill Prentice Hall.
Dr. Gerry Duffy	<ul style="list-style-type: none"> • Duffy, G. G., (2005). Metacognition and the development of reading teachers. In C. Block, S. Israel, K. Kinnucan Welsch & K. Bauserman (Ed.) <i>Metacognition and literacy learning</i>, (pp. 299-314). Mahwah, NJ: Erlbaum • Duffy, G. G., (2003). Teachers who improve reading achievement: What they do and how to develop them. In D. Strickland & M. Kamil (Ed.) <i>Improving Reading Achievement Through Professional Development</i>. NY: Christopher-Gordon. • Duffy, G. G. (2003). <i>Improving Comprehension: Ten Research-based Principles</i>, Washington, DC: National

Elementary Education Faculty	Recent Publications or Presentations
	<p>Education Association.</p> <ul style="list-style-type: none"> • Duffy, G. G. (2003). <i>Explaining Reading: A Teacher's Resource for Teaching Concepts, Skills and Strategies</i>, NY: Guilford
Dr. Ann Harrington	<ul style="list-style-type: none"> • Massey, D. & Duffy, A. (2004). The learning and perceptions of teacher researchers and facilitators in a literacy-focused, teacher-research course: A content analysis of system, learner, and spheres of influence. <i>Journal of Literacy Research</i>, 35 (4), 1019-1050. • Duffy, A., Anderson J. , Durham, C. , Erickson, A. , & Guion, C. , M. Ingram, M. Kirkpatrick, K. Kreger, S. Lambert, M. Lloyd, H. Reeder, W. Sink, (2003). Responding to the rhetoric: Professional educators' perspectives on reading instruction. <i>Reading Teacher</i> , 5 (7), 684-686. • Baumann, J. F. & Duffy-Hester, A. (2002). Making sense of classroom worlds: Methodology in teacher research. M. L. Kamil, P.B. Mosenthal, P. D. Pearson & R. Barr (Ed.) <i>Methods of literacy research: The methodology chapters from the Handbook of Reading Research Volume III</i>, (pp. 1-22). Mahwah, NJ: Erlbaum. • Duffy, A. (2001). Balance, literacy acceleration, and responsive teaching in a summer school literacy program for struggling readers. <i>Reading Research and Instruction</i> 40, 67-100.
Dr. Sam Miller	<ul style="list-style-type: none"> • Gasparello, R., Mercier, S., Miller, S., Rohr, J., & 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. • Miller, S. D., Duffy G. G., Rohr, J., Gasparello, R., & Mercier, S. (2005). Preparing teachers for high poverty schools. <i>Educational Leadership</i>, 62, 62-65. • 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. • Schunk, D. H. & Miller, S. (2002). Self-efficacy and adolescents' motivation. In F. Pajares & T. Urban (Ed.) <i>Academic Motivation of Adolescents (Vol. II)</i>, (pp. 29-52). Greenwich, CT: Information Age Publishing.
Dr. Sandy Webb	<ul style="list-style-type: none"> • Webb, S. J. & Carlone, H. (2005). On (not) overcoming our history of hierarchy: complexities of university/school collaboration. <i>International Journal of Qualitative Research</i>

Elementary Education Facul	Recent Publications or Presentations
	<p data-bbox="737 235 1097 266"><i>Studies in Education (QSE).</i></p> <ul style="list-style-type: none"> <li data-bbox="691 275 1448 415">• Webb, S. J. (2005). <i>Navigating the third space: Negotiating meanings of diversity in a mainstream classroom.</i> Annual meeting of the American Educational Research Association. Montreal, Canada. <li data-bbox="691 424 1448 564">• Webb, S. J. (2005). <i>Creating possibilities for participation of culturally and linguistically diverse students.</i> Annual meeting of the American Educational Research Association. Montreal, Canada. <li data-bbox="691 573 1448 665">• Webb, S. J. & Ponder, G. (2003). The Success Cycle at Hunter Elementary. <i>Journal of Curriculum and Supervision.</i>

ESL Faculty Service to the Profession

As can be seen in the table above, faculty who teach in the ESL program are engaged in research and scholarly writing for publication and presentation, are published in a variety of research-focused and practitioner journals, and they also present at state, regional, and national conferences. Drs. Levin, He, Salas, and Prater are all members of AERA and attend and present their research regularly. Drs. Salas and Prater also attend and present at the International Reading Association and the National Reading Council. They are involved with their professional organizations at the state and national level (e.g., AERA, IRA, NAME, NRA, etc.). The CVs of all tenure-track faculty, clinical faculty, and adjuncts who teach in the ESL program are available in the document box and on Sedona.

ESL Faculty Evaluation Process

All faculty/instructors who teach courses in the ESL Add-on Licensure program and the M.Ed. in ESL program must do student course evaluations for every course every semester. These evaluations first go to the CUI Department Chair and then back to the faculty/instructors. If there are any “red flags” the CUI Department Chair consults with the ESL Program Committee about whether or not to get someone else to teach a particular course where the students perceive problems. However, long before this happens the teachers in these programs let their ESL Program advisors know if there are any problems by email or in person, and the ESL Program Coordinator may follow up by observing and/or talking with the instructor. Before teaching a course, the CUI Department Chair and/or the ESL Program Coordinator or Committee talks with prospective faculty/instructors about program expectations, the syllabus, the importance of correlating assignments to the various standards (especially the NC Professional Teaching Standards for ESL, the North Carolina Advanced Competencies of a Master Teacher), and about any other program expectations. Because all ESL program faculty/instructors are tenure-track faculty, retired faculty, or experienced teachers with advanced degrees, or advanced Ph.D. students with Masters degrees in Applied

Linguistics, and other relevant qualifications related to the courses they teach, there is rarely a problem with the quality of the instruction in the ESL program.

ESL Faculty Assessment of Their Own Effectiveness as Related to Candidate Performance

Faculty/instructors in the ESL program use their student course evaluations as an opportunity to reflect on their effectiveness, and there is also opportunity for dialogue with the ESL Program Coordinator and within the ESL Program Committee about how things are going. However, another way ESL faculty can to assess the effectiveness of their instruction is to see which assignments in their courses are selected by the teachers for their M.Ed. Portfolios and/or written about in their reflective essays.

How Faculty Evaluations Inform Teaching, Scholarship, and Service

As described above, all instructors in the ESL program use their course evaluations to reflect on and refine their teaching and various meetings are also opportunities for discussions about teaching, scholarship, and service. Many faculty members combine their teaching with their own scholarship interests by conducting research with the students in the classes they teach. For example, Dr. He conducted her dissertation study about the ABC project with the students in her CUI 523 (Legal, Historical, and Cultural Issues in ESL) to study the potential benefits of this process on promoting their cultural awareness and work with families. Drs. Salas, Cooper, and Levin recently presented a paper at the LillySouth Conference about the many ways they incorporate Book Clubs into their classes, including classes the ESL students take. These examples are just two of how most, if not all, of the faculty teaching in the ESL 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

ESL program faculty/instructors have opportunities to attend professional development workshops offered by the university at no cost to them. For example, they can attend workshops at UNCG about Writing Across the Curriculum, Speaking Across the Curriculum, and Using Blackboard as a course management tool. Some workshops even offer stipends to faculty as well as to lecturers, adjuncts and graduate assistants. ESL program faculty also regularly attend professional meetings dedicated to research and the improvement of teaching 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 such meetings is expected of tenured and tenure-track faculty and is financially supported by the University. In addition, there are CUI Department, School of Education, and Graduate School funds for attending state, regional, or national conferences for anyone presenting a paper. Faculty, including lecturers, adjuncts and graduate students are always able to consult on an individual basis with the Instructional Technology Coordinator about using technology in their courses and becoming adept with Blackboard as a course management tool.

Practices for Selecting, Orienting, Communicating with, and Evaluating ESL Faculty to Ensure Program Quality

Faculty/instructors selected to teach courses in the ESL program, especially for the five ESL core courses, are recruited based on their knowledge base for teaching a particular course. For example, Dr. Bill Coleman, a retired UNCG English professor regularly taught CUI 613 (ESL Linguistics for Teachers) for several years as a completely online course because of his expertise in both linguistics and distance learning. Dr. Salas (and before her Dr. McLaughlin) were asked to teach CUI 526 (ESL Teaching Methods) because of expertise in and experience with ESL students in K-12 settings and their Ph.D. work in ESL. Dr. He was asked to teach CUI 523 (Legal, Historical, and Cultural Implications of ESL) and CUI 605 (Developmental Psycholinguistics) because of her research focus on ESL teacher education during her Ph.D. program at UNCG and her Masters degree in Applied Linguistics from Shanghai Teachers University. Orientation to the ESL program is accomplished through conversations with the CUI Department Chair and/or the ESL Program Coordinator and also through conversations with ESL course instructors. Communication is accomplished in face-to-face meetings or via email, and evaluation of faculty is mainly through student course evaluations, as described above. The ESL Program Committee meets several times a semester to discuss program needs, including fine-tuning the curriculum and personnel issues.

Section VIII: Standard VI – Program Governance and Resources

Organizational Structure for the ESL Programs

The M.Ed. in ESL-Teacher Leadership Track program is one of many M.Ed. degrees for licensed, experienced teachers offered by the Department of Curriculum and Instruction within the School of Education at UNCG. For purposes of licensure, the M.Ed. in ESL-TLT program is also a part of the Teachers Academy, which makes policy decisions and monitors all the teacher licensure programs at UNCG. The ESL Add-on Licensure program is one of a few add-on licensure offerings in the CUI Department, and it is also governed by the policies of the Teachers Academy, which makes policy decisions and monitors licensure issues. Changes in any of curriculum offerings (including course revisions, new courses, changes in the Plan of Study) for the ESL programs, and all other degree or licensure programs, go through a series of approvals including the CUI Department, the School of Education Curriculum Committee, the Teachers Academy, the School of Education Faculty Assembly, and finally the Graduate Studies Committee at the University level. The ESL Program Committee usually initiates any needed changes in the ESL program. Recently, Dr. Barbara Levin who is a Professor in the CUI Department, Assistant CUI Department Chair, Director of Graduate Studies for CUI, as well as a member of the Council of Program Coordinators for the Teacher Academy, has provided guidance and oversight for the ESL program and remains an active member of the ESL Program Committee.

Adequacy of Faculty and Non-faculty Personnel for the ESL Program

Despite the fact that we lost our full-time, tenure-track ESL faculty member (Dr. Janis Antonek) in 2003, there has been a good balance between tenure-track faculty, adjunct/clinical faculty, and advanced doctoral students teaching the ESL core courses during the past two years. The advantage of having tenure-track faculty teaching courses in these programs is that they provide consistency, coherency, and longevity. However, the strength of having retired professors, experienced K-12 teachers/administrators, and advanced graduate students, all with relevant degrees and ESL experience, teaching in the program is their more recent coursework, research, or K-12 experience. We have had consistently excellent teachers working in the ESL program, and although we were anxious to hire another full-time ESL faculty member, either on a tenure-track or as a clinical faculty member, we have been very satisfied with our team approach. Fortunately, Dr. Salas and Dr. Prater have deep knowledge and extensive experience related to ESL, as well as to literacy, and they have been willing to assume coordination roles. And, Dr. He has been hired as a full-time instructor since Fall 2005, so we feel like we have a strong ESL Program Committee.

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.

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, Southeastern Regional Vision for Education (SERVE) 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 a center for professional development. Technology workshops involving university faculty, school administrators, and teacher 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 and 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/>).

Standard 6a: Working Conditions

Advising and Workload Conditions

Faculty in the CUI Department in general and those who teach and do advising in the ESL programs 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 5-20 M.Ed. students. Dr. Levin's teaching load has been reduced in recent years due to her duties as Director of Graduate Studies for the CUI Department, Assistant CUI Department Chair, and coordinator for several M.Ed. programs, including serving as the interim coordinator for the ESL programs.

Institutional and program policies and practices related to faculty loads including student teacher supervision

Such policies are established by each Department and may vary by need, rank, and other circumstances. As stated above, faculty in the CUI Department in general and those who teach and do advising in the ESL programs typically teach a 3-2 load, meaning they teach three courses in the Fall and two courses in the Spring.