



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

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

ELEMENTARY EDUCATION REPORT

**UNDERGRADUATE DEGREE PROGRAM LEADING
TO LICENSURE IN ELEMENTARY EDUCATION**

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Section I: Program overview

The Elementary Education program at the University of North Carolina at Greensboro offers licensure in Grades K through 6. It is housed in the Department of Curriculum and Instruction, one of five departments in the School of Education. Within the School of Education, the Teachers Academy coordinates teacher education programs. The Elementary Education Program's organization is based on the Professional Development School model. Students' first entry into the program begins with their enrollment in CUI 250 *Teaching as a Profession*. This course has a 30-hour internship. If students pass the entry criteria (grade point average ≥ 2.75 , Praxis completion, and a C minimum grade in CUI 250), they then are assigned to an inquiry team of 25-30 members and proceed through a series of systematic field experiences in conjunction with methods courses and weekly seminars. Over a two-year (4 semester) period, juniors and seniors spend ten hours per week in PDS classrooms culminating with full-time student teaching during the final semester. Students are required to have an internship at the K-2 and 3-5 grade spans during their internships.

CUI faculty members either serve as team leaders or as methods' instructors. We plan with public school teachers, whom we call On-Site Teacher Educators (OSTEs), to plan a range of "theory into practice" experiences. Dr. Francine Johnston, a full-time associate professor with elementary education licensure, chairs the Elementary Education Program committee and they oversee the program's operation. Dr. Ann Harrington will chair this committee starting in the Fall of 2006. Dr. Jean Rohr serves as the PDS coordinator. A minimum of 8 tenure-track faculty, 4 full time instructors, 10 part-time instructors, and 6 to 8 doctoral students are involved with the program's operation. Additional individuals assist with the supervision of internships and student teaching.

Students' success with the Praxis is quite high. Since the Fall of 2001, %98.44 (n=320) of our graduates have successfully passed the content tests for initial teacher preparation.

Program of Study

Table 1 provides a possible sequence of courses for the Elementary Education program. This sequence varies based on the students'/faculty's interest and availability of instructors. Despite variations in the sequence, all of the courses listed are required within a two-year span. For licensure, elementary education students also take ESS 341 (Methods for Teaching Physical Education), HEA 341 (Methods for Teaching Health), and the following fine arts courses for teaching ART 367, DCE 345, MUS 361, or THE 315. A one-credit Introduction to Technology in Educational Settings is strongly recommended for students to complete their basic technology competencies. Copies of the CUI program courses are included in the Document Box (See Artifact #1).

Table 1. Program of study for Elementary Education Undergraduate Teacher Education *

Junior Year		Senior Year	
Fall Semester	Spring Semester	Fall Semester	Spring Semester
CUI 350 - Inquiry Seminar I	CUI 375W- Inquiry Seminar II	CUI 400S - Inquiry Seminary III	CUI 461 - Student Teaching & Seminar
CUI 346 - Children's Literature and Instructional Media	CUI 320 - Language Arts Education	CUI 360 - Elementary Social Studies Education	
CUI 370 - Science Education in the Elementary Schools	CUI 380 - Mathematics Education	CUI 420 - Reading Education	

* The sequencing of methods' courses varies based on the number of teams, availability of faculty, and a PDS' team possible area of interest, e.g., literacy, mathematics, or science.

Enrollment remained stable for the three cohorts in years 2000-2001, 2001-2002, and 2002-2003 with approximately 75 students admitted each year. In 2003-2004, enrollment increased to 100 students and in 2004-2005 it increased to 142 students.

Section II: Conceptual Framework

The Elementary Teacher Education Program has adopted the same Conceptual Framework (CF) as the Teachers Academy. Our mission of professional education at UNCG is *to prepare and support the professional development of caring, collaborative, and competent educators who can teach successfully in diverse classrooms*. The mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and the integration of theory and practice. It has been added to every course syllabus for this program since 2001, when it was first developed, so that our students are well aware of our core values.

Since the development of our Conceptual Framework (CF) in 2001, the Teachers Academy Council of Program Coordinators and its Executive Committee of the Teacher Academy met to discuss potential revisions and ways to make the CF a living, breathing document. 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. The 2001 CF identified four dispositions. The 2006 CF now identifies 10 dispositions. This is in alignment with our 2004-05 study of dispositions and the development and commitment to the ten dispositions that we measure with our Dispositions Rubric. Dr. Levin, who is our Graduate Coordinator and Assistant Department Chair, served on these committees, attended all of these meetings, and contributed to and communicated any changes to our faculty. A copy of the Conceptual Framework is included in the Document Box (See Artifact #2).

UNCG Revised Teachers Academy Mission Statement (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.

This conceptual framework is implemented in the day-to-day operation of the elementary education program in several ways. Overall, we aligned student performance expectations for caring, collaborative, and competent educators with relevant and appropriate standards, principles, or core propositions from the Interstate New Teacher Assessment and Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), North Carolina Standards Board for Public School Administration (NCSBPSA), and International Society for Technology in Education (ISTE).

Regarding caring professionals, students are expected during courses, internships, and student teaching to:

- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners (INTASC 3; NBPTS 3)
- use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (INTASC 5)
- respect and care about their students (NCPTSC 6)
- be committed to students and their learning (NBPTS 1)
- facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (NCSBPSA 1)
- act with integrity, fairness, and in an ethical manner (NCSBPSA 4)
- understand, respond to, and influence the larger political, social, economic, legal, and cultural context of schooling (ISLLC 6)

Regarding collaborative professionals, students are expected during courses, internships, and student teaching to:

- actively seek out opportunities to grow professionally (INTASC 9)
- foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (INTASC 10)
- become leaders (NCPTSC 4; NCSBPSA 8)

- become members of learning communities who pursue lifelong learning (NBPTS 5; NCSBPISA 10)
- collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources (NCSBPISA 5, 7)

Regarding competent professionals, students are expected during courses, internships, and student teaching to:

- understand the central concepts, tools of inquiry, and structures of the disciplines they teach and create learning experiences that make these aspects of subject matter meaningful for students (INTASC\ 1; \NCPTSC\ 1; \NBPTS\ 2)
- understand how children learn and develop, and provide learning opportunities that support a child's intellectual, social, and personal development (INTASC 2; NCPTSC 2)
- understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (INTASC 4; NCPTSC 2; ISTE 3)
- use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (INTASC 6; NCPTSC 2)
- demonstrate a sound understanding of technology operations and concepts
- plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals (INTASC 7; NCPTSC 2; ISTE 2)
- understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner (INTASC 8; NCPTSC 2; ISTE 4; NCSBPISA 9)
- be reflective practitioners who continually evaluate the impact of their choices and actions on students, parents, and other professionals (INTASC 9; NCPTSC 5)
- be responsible for managing and monitoring student learning (NBPTS 3)
- think systematically about their practice and learn from experience (NBPTS 4)
- advocate, nurture and sustain a school culture and instructional program conducive to student learning and promote success of all students (NCSBPISA 2, 3, 8, 10)
- promote a safe, efficient, and effective learning environment (NCSBPISA 6, 7)

Candidates are continuously assessed on these performance expectations from entry into the professional education program through the culminating experience by way of portfolio assessment, clinical practice, written examinations, and licensure examinations. In addition, graduates are evaluated through the state's Performance-Based Licensure process during the first three years of teaching. To this point, faculty has adapted the conceptual framework at the department level through program meetings or through discussions in the Teachers Academy. Since its adoption, no substantive changes have occurred with the conceptual framework: instead, we've discussed its application towards our programs, resulting mainly in points of clarification.

Our conceptual framework is consistent with the mission statement of the School of Education. The mission is to improve education, early childhood through older adulthood, in all educational settings. This mission is to be accomplished through the education of professional personnel, including teachers, counselors, librarians, administrators, and allied professionals; through research, demonstration, and other creative activities intended to increase our knowledge about the most effective educational practices; and through competent and ethical professional services based on the best educational practices. Believing that our mission can be achieved through productive interaction among teaching, service, and research, the School seeks to provide exemplary pre-service teacher education programs that can serve as teaching/learning models for the state and nation.

Section III: Standard I – Candidate Knowledge, Skill, and Disposition

Measures

Prior to presenting evidence related to the core, technology, and diversity standards, a discussion of the measures will be presented. Central to our data collection efforts was the development of Critical Performance assignments, a Disposition Rating Scale, and the adoption of the Teacher Growth and Assessment for Pre-Service (TGAP) instrument. Copies of these measures are included in the Document Box (See Artifact #3).

Critical Performances are intended to evaluate a student's ability (1) to coordinate national, state, and local standards with lesson plans, (2) to relate such plans to diverse learners' needs and interests, (3) to assess the impact of instruction, and (4) to reflect on how the lesson might be refined for future use. Critical Performances allow us to evaluate the extent to which our students have acquired and can apply the appropriate content knowledge, professional knowledge, pedagogical content knowledge, and critical and reflective knowledge and skills across the elementary school core curricula. Student work samples from each of the core discipline areas for the Critical Performances are included in the Document Box (See Artifact #4).

The Disposition Rating Scale evaluates the extent to which students are (1) reflective, (2) ethical, (3) inclusive, (4) engaged and committed to professional practice, (5) dedicated to life-long learning, (6) self-efficacious, (7) receptive to feedback, (8) affirming of diversity, (9) responsible, and (10) collaborative. These dispositions are evaluated by team leaders and OSTEs each semester and are considered critical to the development of caring, collaborative, and competent teachers.

The Teacher Growth and Assessment for Pre-Service (TGAP) instrument was adopted from a similar instrument developed by SERVE, one of ten federally funded laboratories, located at UNCG. It provides research-based information and services to all 50 states and territories. The instrument evaluates a teacher's ability to (1) plan instruction [a. Long range planning & sequencing, b. curriculum alignment, & c. use of materials/equipment]; (2) provide instruction [a. context of the lesson, b. content knowledge, c. pacing, d. use of technology, d. effectiveness of instructional strategies, e. strategies for under-achieving students, & f. questioning techniques]; (3) assess [a. analysis of assessment results, b. provide meaningful work assignments, & c. quality of feedback]; (4) motivate students and manage the classroom [a. expectations procedures, b. expectations for student success, c. student interest & participation, & d. classroom climate]; (5) teacher impact [a. student progress towards goals, & b., contribution to school climate]; and (6) professional growth and contributions [a. alignment of professional development, b. interactions with parents, & c. teacher records]. Within each of the dimensions students are expected to demonstrate greater and greater responsibilities; therefore, the number of items on the survey to which they are held accountable increases each semester.

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 support. We believe all learners can achieve mastery when the particular standards are clearly articulated and defined, when assessments accurately measure the students' progress toward performance of 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 students and they go through the revision process for each assignment. The majority of candidates

in the program, therefore, are rated as acceptable/proficient or higher based on the mastery learning model.

Core Standard 1 – Teachers know the content they teach.	
Indicator 1:1 – Have a broad knowledge of content.	
Indicator 1:2 – Know the content appropriate to their teaching specialty.	
Indicator 1:3 -- Understand the ways in which their teaching area connects to the broad curriculum.	
Indicator 1:4 – Know relevant applications of the content they teach.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Final grades in CUI 350, 375, 400, 320, 346, 360, 370, 380, 420, CUI 461 (minimum grade of C).	Academic years: 2005-2006 350: 93.5%, (x = 3.65 gpa) 375: 98.0%, (x = 3.73 gpa) 400: 98.5%, (x = 3.84 gpa) 320: 99.0%, (x = 3.67 gpa) 346: 99.0%, (x = 3.55 gpa) 360: 99.5% (x = 3.82 gpa) 370: 100%, (x = 3.69 gpa) 380: 100%, (x = 3.81 gpa) 420: 100%, (x = 3.62 gpa) 461: 99.5% (pass/fail grading):
Praxis II scores	Academic years: 2005-2006
Scores on TGAP during internships: Planning -- Instruction – Assessment – Student Motivation & Management – Teacher Impact -	Academic years: 2005-2006 99% (5.28/6.0) 97% (5.14/6.0) 98% (5.11/6.0) 98% (5.32/6.0) 100% (5.22/6.0)
Scores on TGAP during Student Teaching Planning -- Instruction – Assessment – Student Motivation & Management – Teacher Impact -	Academic years: 2005-2006 100% (5.34/6.0) 100% (5.20/6.0) 100% (5.34/6.0) 100% (5.35/6.0) 100% (5.41/6.0)
Scores on Critical Performances during internships: Learning Goals - Understanding Students as Learners – Analysis & Evaluation of Impact on Student Learning -	Academic years: 2005-2006 99% (3.46/4.0) 100% (3.44/4.0) 100% 3.26/4.0
Ratings on Dispositions: Content -	Academic Year: 2004-2005 93.2%

Core Standard 2 – Teachers know how to teach students.	
Indicator 2:1 – Know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social and emotional development of the students.	
Indicator 2:2 – Use a variety of methods to teach students.	
Indicator 2:3 – Are expert communicators.	
Indicator 2:4 – Able to use communication skills to circumvent or manage conflict as it arises in the classroom.	
Indicator 2:5 – Have strong and current technology skills.	
Indicator 2:6 – Plan instruction that is appropriate for the students they teach.	
Indicator 2:7 – Use a variety of methods to assess what students have learned.	
Indicator 2:8 – Teach communication, thinking, and problem solving skills.	
Indicator 2:9 – Help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. Understand the importance of building a positive classroom climate through emphasizing constructive communication.	
Indicator 2:10 – Instill a love of learning and self-confidence based on achievement.	
Indicator 2:11 – Align their instruction with the required curriculum.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Scores on TGAP during internships: Instruction -- Teacher Impact -- Assessment --	Academic years: 2005-2006 94% (5.01/6.0) 99% (5.35/6.0) 98% (5.30/6.0)
Scores on TGAP during student teaching: Planning -- Instruction -- Assessment -- Student Motivation and Management -- Teacher Impact --	Academic years: 2005-2006 100% (5.38/6.0) 100% (5.24/6.0) 100% (5.33/6.0) 100% (5.38/6.0) 100% (5.52/6.0)
Scores on Critical Performances during internships: Learning Goals: Understanding Students as Learners: Analysis & Evaluation of Impact on Student Learning:	Academic years: 2005-2006 99% (3.46/4.0) 100% (3.44/4.0) 100% 3.26/4.0

Core Standard 3 – Teachers are successful in teaching a diverse population of students.

- Indicator 3:1 – Demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.
- Indicator 3:2 – Treat students as individuals.
- Indicator 3:3 – Know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child’s development and personality. Understand how an individual’s belief system affects behavior.
- Indicator 3:4 – Adapt their teaching for the benefit of students with special needs.
- Indicator 3:5 – Work collaboratively with the families and significant adults in the lives of their students.

Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Critical performances in methods courses: Understanding students as learners-- Analysis and Evaluation of Impact on Student Learning--	Academic years: 2005-2006 100% (3.44/4.0) 100% 3.26/4.0
Grades in methods courses.	Academic years: 2005-2006 98%
Ratings on Dispositions: Inclusive & Responsible -- Affirming of Diversity --	Academic years: 2005 – 2006: 100% (5.53/6.0) 100% (3.44/4.0)

Core Standard 4 – Teachers are leaders.

- Indicator 4:1 – Lead in their classrooms.
- Indicator 4:2 – Lead in the school.
- Indicator 4:3 – Lead in advocating for schools and children.
- Indicator 4:4 – Function effectively in a complex, dynamic environment.
- Indicator 4:5 – Meet high ethical standards of practice.
- Indicator 4:6 – Support the teaching profession.

Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on TGAP: Professional Growth & Contributions --	Academic years: 2005-2006 100% (5.17/6.0)
Ratings on Dispositions during Internships: Reflective – Dedicated to Life-Long Learning --	Academic years: 2005 – 2006: 97% (4.22/6.0) 98% (4.28/6.0)

Core Standard 5 – Teachers are reflective about their practice.	
Indicator 5:1 – Analyze the results of teaching.	
Indicator 5:2 – Collaborate with their colleagues.	
Indicator 5:3 – Use research in their classrooms.	
Indicator 5:4 – Continue to grow professionally.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings in critical performances: Analysis & Evaluation of Impact on Student Learning – Reflection & Refinement --	Academic years: 2005-2006 98% (3.66/4.0) 97% (3.37/4.0)
Scores on TGAP during student teaching: Professional Growth & Contributions --	Academic years: 2005-2006 100% (5.17/6.0)
Ratings on Dispositions (Reflective)	Academic years: 2005 – 2006 100% (5.33/6.0)

Core Standard 6 – Teachers respect and care about students.	
Indicator 6:1 – Enjoy spending time in the company of children and young adults.	
Indicator 6:2 – Learn all they can about each of their students.	
Indicator 6:3 – Maintain the dignity of each student.	
Indicator 6:4 – Express pride in their student’s accomplishments.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings for Dispositions: Teacher as Caring Professional --	Academic years: 2004 – 2005: 99.5%
Ratings for Dispositions: Engaged & Committed to Professional Practice -- Responsible, Inclusive, & Ethical --	Academic years: 2005 – 2006 100% (5.59/6.0) 100% (5.53/6.0)
Grades for Student Teaching	Academic years: 2005-2006 98%

Diversity Standard 1 – Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	
Indicator 1:1 – Select, evaluate and incorporate unbiased instructional materials.	
Indicator 1:2 – Use multiple strategies to address the needs of individual learners.	
Indicator 1:3 – Create a safe, inclusive and caring environment in which all students can learn.	
Indicator 1:4 – Understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.	
Indicator 1:5 – Use a variety of assessment procedures/instruments.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings for Critical Performances: Learning Goals -- Understanding Students as Learners – Reflection and Refinement --	Academic years: 2005-2006 98% (3.46/4.0) 100% (3.44/4.0) 99% (3.37/4.0)
Ratings for TGAP: Planning – Instruction – Student Motivation & Management – Assessment --	Academic years: 2005-2006 100% (5.34/6.0) 100% (5.20/6.0) 100% (5.35/6.0) 100% (5.14)
Grades in Student Teaching	Academic years: 2005-2006 98%
Ratings on Dispositions: Affirming of Diversity -- Inclusive & Responsible --	Academic Year: 2005 – 2006 100% (5.47/6.0) 100% (5.24/6.0)

Diversity Standard 2 – Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	
Indicator 2:1 – Seek and apply good matches among instructional goals, methods, and materials and students’ skills and abilities.	
Indicator 2:2 – Assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.	
Indicator 1:3 – Create a safe, inclusive and caring environment in which all students can learn.	
Indicator 1:4 – Understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.	
Indicator 1:5 – Use a variety of assessment procedures/instruments.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings for Critical Performances:	Academic years: 2005-2006
Learning Goals -	98% (3.46/4.0)
Understanding Students as Learners –	100% (3.44/4.0)
Analysis & Evaluation of Impact on Student Learning -	96% ((3.25/4.0)
Ratings for TGAP:	Academic years: 2005-2006
Planning –	100% (5.28/6.0)
Assessment –	100% (5.14/6.0)
Student Motivation and Management –	100% (5.33/4.0)
Teaching Impact --	100% (5.16/4.0)
Grades in Student Teaching	Academic years: 2005-2006 98%
Ratings on Dispositions	Academic years: 2005 – 2006
Affirming of Diversity –	100% (5.47/6.0)
Responsible –	100% (5.53/6.0)
Ethical --	100% (5.61/6.0)

Diversity Standard 3 – Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	
Indicator 3:1 – Develop strategies to communicate with the families of their students, helps them understand and value the educational process and encourage their participation in a variety of school activities.	
Indicator 3:2 – Recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related tasks.	
Indicator 3:3 – Make links with the learners’ other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.	
Indicator 3:4 – Talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings for TGAP Professional Growth & Contributions --	Academic years: 2005-2006 100% (5.13/6.0)
Ratings for Dispositions Engaged and Committed to Professional Practice—	Academic years: 2005-2006
Self-Efficacious --	100% (5.59/6.0)
Receptive to Feedback --	100% (5.35/6.0)
Collaborative --	100% (5.47/6.0)
Student Teaching Grades	Academic years: 2005-2006 98%

Diversity Standard 4 – Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	
Indicator 4:1 – Become knowledgeable of diverse cultures and encourages families to share the richness of their backgrounds.	
Indicator 4:2 – Provided opportunities for students and their families to share their diversities.	
Indicator 4:3 – Promote appreciation and respect for diversity by rejecting the use of stereotypes.	
Indicator 4:4 – Provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings for Critical Performances Learning Goals-- Understanding Students as Learners --	Academic years: 2005-2006 98% (3.46/4.0) 100% (3.44/4.0)
Ratings for TGAP Student Motivation & Management -- Professional Growth & Contributions --	Academic years: 2005-2006 100% (5.35/6.0) 100% (5.17/6.0)
Grades for CUI 375 --	Academic years: 2005-2006 97%

Diversity Standard 5 – Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
Indicator 5:1 – Become strong advocates for educational equity.	
Indicator 5:2 – Continually refine practices that address the individual needs of diverse learners.	
Indicator 5:3 – Are proactive and deliberate in promoting and fostering respect among students.	
Evidence	
Assessments (Knowledge, Skills & Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings for TGAP Professional Growth & Contributions --	Academic years: 2005-2006 100% (5.16/6.0)
Grades in Student Teaching	Academic years: 2005-2006 98%
Ratings on Dispositions Affirming Diversity --	Academic years: 2005-2006 100% (5.47/6.0)

Diversity Standard 6 – Teachers of diverse students are reflective practitioners who are committed to educational equity.	
Indicator 6:1 – Identify own biases and reflect on them in terms of practice.	
Indicator 6:2 – Provide equity and access to learning in classroom.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings for TGAP Professional Growth & Contributions --	Academic years: 2005-2006 100% (5.13/6.0)
Grades in Student Teaching	Academic years: 2005-2006 98%

Technology Standard 1 – Teachers demonstrate a sound understanding of technology operations and concepts.		
Indicator 1:1 – Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.		
Indicator 1:2 – Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or higher by Academic Year	
Ratings for Technology Assignments	Academic years: 2004 – 2005 100%	Academic years: 2005-2006 100%

Technology Standard 2 – Teachers plan and design effective learning environments and experiences supported by technology.		
Indicator 2:1 – Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		
Indicator 2:2 – Apply current research on teaching and learning with technology when planning learning environments and experiences.		
Indicator 2:3 – Identify and locate technology resources and evaluate them for accuracy and suitability.		
Indicator 2:4 – Plan for the management of technology resources within the context of learning activities.		
Indicator 2:5 – Plan strategies to manage student learning in a technology-enhanced environment.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher	
Ratings on Critical Performances from methods courses with technology requirement (total score)	Academic years: 2005-2006 97% (3.25/4.0)	
Ratings on Technology Portfolio	Academic years: 2005-2006 100%	

Technology Standard 3 – Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	
Indicator 3:1 – Facilitate technology-enhanced experiences that address content standards and student technology standards.	
Indicator 3:2 – Use technology to support learner-centered strategies that address the diverse needs of students.	
Indicator 3:3 – Apply technology to develop students’ higher order skills and creativity.	
Indicator 3:4 – Manage student learning activities in a technology-enhanced environment.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances from methods courses with technology requirement (total score)	Academic years: 2005-2006 97% (3.25/4.0)
Ratings on Technology Assignments	Academic years: 2005-2006 100%

Technology Standard 4 – Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
Indicator 4:1 – Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	
Indicator 4:2 – Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	
Indicator 4:3 – Apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances from methods courses with technology requirement Analysis & Evaluation of Impact on Student Learning --	Academic years: 2005-2006 100% (3.16/4.0)

Technology Standard 5 – Teachers use technology to enhance their productivity and professional practice.	
Indicator 5:1 – Use technology resources to engage in ongoing professional development and lifelong learning.	
Indicator 5:2 – Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.	
Indicator 5:3 – Apply technology to increase productivity.	
Indicator 5:4 – Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances from methods courses with technology requirement Reflection & Refinement --	Academic years: 2005-2006 99% (3.29/4.0)
Ratings on Technology Assignments	Academic years: 2005-2006 100%

Technology Standard 6 – Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	
Indicator 6:1 – Model and teach legal and ethical practice related to technology use.	
Indicator 6:2 – Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	
Indicator 6:3 – Identify and use technology resources that affirm diversity.	
Indicator 6:4 – Promote safe and healthy use of technology resources.	
Indicator 6:5 – Facilitate equitable access to technology resources for all students.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Technology Ethical Standards --	Academic years: 2005-2006 100%

Elementary Standard 1 – Elementary teachers have a broad knowledge and understanding of the major concepts in English Language Arts and Literacy.

Indicator 1:1 – Know the developmental stages of language acquisition.
Indicator 1:2 – Know and understand influences on dialect.
Indicator 1:3 – Know and understand a diverse range of historical and contemporary literatures, including various genres of American, British, and World, as well as literatures written by women and authors of colors and works written for children and young adults.
Indicator 1:4 – Understand the elementary school child’s social, cultural, linguistic, cognitive, and affective backgrounds as they relate to the ability to develop effective communication processes (listening, speaking, reading and writing).
Indicator 1:5 – Know and understand that reading is taught as a process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.
Indicator 1:6 – Understand the importance of literacy for personal and social growth.
Indicator 1:7 – Know and understand that the English language continually changes.
Indicator 1:8 – Know and understand written and oral composition processes.

Evidence

Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances for literacy methods courses	Academic years: 2005-2006
Learning Goals -- Understanding Students as Learners --	100% (3.40/4.0)
Analysis & Evaluation of Impact on Student Learning --	100% (3.60/4.0)
Grades in literacy methods courses	100% (3.44/4.0)
Children’s Literature—	Academic years: 2005-2006
Reading Methods –	99%
Language Arts Methods --	96%
	97%

Elementary Standard 2 – Elementary teachers have a broad knowledge and understanding of the major concepts in mathematics.	
Indicator 2:1 – Have knowledge of number sense, numeration, and numerical operation.	
Indicator 2:2 – Have knowledge of geometry and measurement.	
Indicator 2:3 – Have knowledge of patterns, relationships, functions, symbols and models.	
Indicator 2:4 – Have knowledge of data, probability, and statistics.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances for mathematics methods course	Academic years: 2005-2006
Learning Goals --	100% (3.53/4.0)
Understanding Students as Learners --	100% (3.33/4.0)
Analysis & Evaluation of Impact on Student Learning --	100% (3.28/4.0)
Grades in mathematics methods course	Academic years: 2005-2006 98%

Elementary Standard 3 – Elementary teachers have a broad knowledge and understanding of the major concepts in science.	
Indicator 3:1 – Have knowledge of basic life science concepts.	
Indicator 3:2 – Have knowledge of basic physical science concepts.	
Indicator 3:3 – Have knowledge of basic earth science concepts	
Indicator 3:4 – Have knowledge of controversial issues and how they impact learning, including evolution and genetics.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances for science methods course	Academic years: 2005-2006
Learning Goals --	100% (3.49/4.0)
Understanding Students as Learners --	100% (3.22/4.0)
Analysis & Evaluation of Impact on Student Learning --	100% (3.09/4.0)
Grades in science methods course	Academic years: 2005-2006 98%

Elementary Standard 4 – Elementary teachers have a broad knowledge and understanding of the major concepts in social studies.

Indicator 4:1 – Have a basic knowledge and understanding of the tapestry of world cultures.
Indicator 4:2 – Understand the social studies disciplines.
Indicator 4:3 – Know and understand the developmental progression from the individual to the nation: Self and family, home and school, neighborhoods, communities, state, nation.
Indicator 4:4 – Have knowledge of and appreciation for multicultural children’s literature. Select appropriate literature that is free from racist and sexist bias.
Indicator 4:5 – Have a basic knowledge of local and national traditions.
Indicator 4:6 – Understand basic geographic concepts and how they can be integrated.
Indicator 4:7 – Understand basic economic concepts.
Indicator 4:8 – Have knowledge of history and historical concepts.
Indicator 4:9 – Have knowledge of political science.
Indicator 4:10 – Demonstrate a knowledge and understanding of physical, regional, and cultural geography and their effects on the relationship between people and their environments.
Indicator 4:11 – Promote the basic principles of being a citizen as vital to the development of responsible members of society by promoting an understanding of character development including: Responsibility, Integrity, Self-Discipline, Caring, Respect, Perseverance, Courage, and Citizenship.
Indicator 4:12 – Present historical perspectives.
Indicator 4:13 – Enhance understanding of global interdependence.
Indicator 4:14 – Apply content to life skills.
Indicator 4:15 – Develop spatial perspectives.

Evidence

Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances for social science methods course	Academic years: 2005-2006
Learning Goals -- Understanding Students as Learners --	97% (3.58/4.0)
Analysis & Evaluation of Impact on Student Learning --	100% (3.62/4.0)
Grades in social science methods course	97% (3.42/4.0)
	Academic years: 2005-2006
	99%

Elementary Standard 5 – Elementary teachers have an understanding of the major concepts of healthful living.	
Indicator 5:1 – Understand the foundations of good health and help students understand the benefits of a healthy lifestyle.	
Indicator 5:2 – Are alert to major health issues related to children.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Grades in HEA 347	Academic years: 2005-2006 100%

Elementary Standard 6 – Elementary teachers have an understanding of the basic concepts of the arts.	
Indicator 6:1 – Understand the basic vocabularies, materials, techniques, and thinking processes of each arts discipline (art, music, theatre, dance).	
Indicator 6:2 – Have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Grades in methods courses	Academic years: 2005-2006
Art 367 --	100%
Music 261 --	100%
Dance 345 --	100%
Theater 341 --	100%

Elementary Standard 7 – Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.

Indicator 7:1 – Develop and implement the pacing and alignment of curriculum that is consistent with the NC SCOS, LEA standards and pacing guides, and national standards in all subject areas.

Indicator 7:2 – Understand and use an interdisciplinary approach to teaching by connecting and integrating language arts, mathematics, science, social studies, healthful living, and arts concepts and processes, with appropriate technologies to enhance their teaching.

Indicator 7:3 – Promote new learning by using students’ prior knowledge, misconceptions, and interests when designing lessons.

Indicator 7:4 – Implement a variety of teaching and communication strategies for instruction.

Indicator 7:5 – Assist students in developing multiple learning strategies to address discipline specific content, critical thinking, and problem solving skills.

Indicator 7:6 – Modify instruction and assessments to meet the needs of individual students.

Indicator 7:7 – Develop and use a variety of formal and alternative assessment strategies as an integral part of instruction and learning appropriate for assessing individual, peer, team and collaborative skills.

Evidence

Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Grades for Student Teaching	Academic years: 2005-2006 98%
Ratings for Dispositions: Engaged & Committed to Professional Practice -- Responsible, Inclusive, & Ethical --	Academic years: 2005 – 2006 100% (5.59/6.0) 100% (5.53/6.0)
Scores on TGAP during student teaching: Professional Growth & Contributions --	Academic years: 2005-2006 100% (5.17/6.0)

Elementary Standard 8 – Teachers design instructional programs and strategies that build on students’ experiences and existing language skills to help students become competent, effective users of language.

- Indicator 8:1 – Teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), context (semantic and syntactic), and text that has meaning for students.
- Indicator 8:2 – Help students use a variety of strategies to monitor their own reading comprehension.
- Indicator 8:3 – Guide and encourage students to think critically about what they write and read.
- Indicator 8:4 – Encourage students’ enjoyment of reading.
- Indicator 8:5 – Provide students opportunities to explore the use of different genres of writing and speaking to a variety of audiences.
- Indicator 8:6 – Model Standard English.

Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances	Academic years: 2005 – 2006
Learning Goals--	100% (3.25/4.0)
Understanding Students as Learners—	100% (3.30/4.0)
Analysis & Evaluation of Impact on Student Learning --	100% (3.30/4.0)
Grades in Student Teaching	Academic years: 2005 – 2006 99%

Elementary Standard 9 – Elementary teachers understand and use the processes of problem solving, reasoning and proof, communication, connection, and representation as the foundation for the teaching and learning of mathematics.

- Indicator 9:1 – Develop instruction in problem solving.
- Indicator 9:2 – Develop instruction in reasoning.
- Indicator 9:3 – Develop instruction in communication.
- Indicator 9:4 – Develop instruction in making connections.
- Indicator 9:5 – Develop instruction in representation.

Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances for mathematics methods course	Academic years: 2005 – 2006
Learning Goals --	100% (3.61/4.0)
Understanding Students as Learners --	100% (3.33/4.0)
Grades in mathematics methods course	Academic years: 2005 – 2006 99%

Elementary Standard 10 – Teachers provide active inquiry experiences in the teaching of science by using various questioning skills and developing science processing skills (predicting, classifying, measuring, inferring, interpreting, analyzing, and synthesizing).

Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances for science methods course	Academic years: 2005 – 2006
Learning Goals – Understanding Students as Learners --	100% (3.61/4.0)
	100% (3.22/4.0)
Grades in science methods course	Academic years: 2005 – 2006
	99%

Elementary Standard 11 – Elementary teachers connect social studies with the broad curriculum.

Indicator 11:1 – Incorporate communication in their lessons.	
Indicator 11:2 – Enhance students understanding of the humanities.	
Indicator 11:3 – Enhance social studies lessons by making connections with scientific discoveries and technological innovations.	
Indicator 11:4 – Incorporate mathematics in their social studies lessons.	
Indicator 11:5 – Incorporate technology skills in their social studies lessons through collecting data, organizing and sorting data, and displaying data in a variety of ways.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or higher by Academic Year
Ratings on Critical Performances for social science methods course	Academic years: 2005 – 2006
Learning Goals -- Understanding Students as Learners --	100% (3.61/4.0)
	100% (3.62/4.0)
Grades in social science methods course	Academic years: 2005 – 2006
	100%

Elementary Standard 12 – Working alone, or with arts specialist teachers and/or other qualified arts professionals, elementary teachers are able to integrate the arts into the elementary curriculum.

Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or higher by Academic Year
Grades in Art 367, Music 261, Dance 345, & Theater 341 methods courses	Academic years: 2005 – 2006 100%

Elementary Standard 13 – Working alone, or with healthful living specialists, elementary teachers create opportunities for student development and practice of skills that contribute to good health.

Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Grades in Health 347	Academic years: 2005 – 2006 100%

Elementary Standard 14 – Elementary teachers develop strategies to address topics that are controversial to diverse groups.

Indicator 14:1 – Understand and respect that families and communities may have diverse attitudes about the educational process.	
Indicator 14:2 – Promote the open-minded discussion of controversial issues by developing and using various strategies such as debates, use of data gathering and analysis for informed decision making, and recognition of bias and propaganda.	
Indicator 14:3 – Guide students in developing rational solutions to controversial problems.	
Indicator 14:4 – Explore multiple viewpoints and respect values consistent with a democratic community by recognizing and valuing the family roles in educating children of diversity.	
Indicator 14:5 – Discourage prejudice, derogatory comments and stereotypical perspectives by modeling and selecting bias free instructional materials.	
Indicator 14:6 – Search for more effective means of educating all students in creating effective instructional goals, methods, materials, and skills that match the diversity of students.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on Critical Performances for Social Studies (All components)	Academic years: 2005 – 2006 100%

Elementary Standard 15 – Elementary teachers encourage underrepresented groups to engage in the schooling process, especially math and science.

Indicator 15:1 – Use a variety of strategies to encourage underrepresented groups to engage in the schooling process, especially math and science.

Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Critical Performances in math methods course (All Components)	Academic years: 2005 – 2006 100% (3.38/4.0)
Critical Performances in science methods course (All Components)	Academic years: 2005 – 2006 100% (3.24/4.0)

Elementary Standard 16 – Elementary teachers develop as leaders in their schools and communities by staying informed about educational policy issues and supporting professional development. Participate in co-curricular activities, provide leadership in student and curriculum involvement, and connect these activities to the development of citizenship ideals in their students.

Indicator 16:1 – When developing as leaders in their schools and communities, elementary teachers involve students in activities outside the classroom.

Indicator 16:2 – Participate in meetings that establish policy.

Indicator 16:3 – Communicate with parents, guardians, and caretakers to build partnerships between home and school.

Indicator 16:4 – Participate in the selection of textbooks and resource materials that augment the elementary curriculum such as atlases, maps, children’s literature, and software.

Indicator 16:5 – Communicate with administrators concerning their needs including funds for field trips and guest speakers, materials unique to specific subjects and special projects, and professional development study and travel.

Indicator 16:6 – Welcome classroom observation by other professionals and initiate professional dialogue regarding teaching methods and instructional delivery.

Indicator 16:7 – Encourage participation in civic and volunteer activities.

Indicator 16:8 – Research and learn to apply best practices in elementary education and participate in the dissemination of those ideas.

Indicator 16:9 – Understand the importance of collaborating with colleagues to strengthen content, research, and pedagogy as well as with the community to provide quality instruction that meets state competencies.

Indicator 16:10 – Advocate for the rights and welfare of their students by involving appropriate school and community human resources in meeting the individual needs of each student.

Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Ratings on TGAP (All Components)	Academic years: 2005 – 2006 98 (5.19/4.0)
Grades in Student Teaching	Academic years: 2005 – 2006 98%

Elementary Standard 17 – Elementary teachers understand safety and liability issues in elementary and advocate for appropriate safety materials and enforcement practices in the classroom.

Indicator 17:1 – Ensure that safety issues are included in instruction and provide supervision during lab activities and field experiences.	
Indicator 17:2 – Analyze the lab/activities for safety and research materials/chemicals to know safety issues before they are used.	
Indicator 17:3 – Have a working knowledge <u>and</u> comply with the science <i>Safety Laws, Codes, and Standards</i> .	
Indicator 17:4 – Model and communicate appropriate safety behaviors.	
Indicator 17:5 – Develop a short and long-term plan for improvement of school safety.	
Evidence	
Assessments (Knowledge, Skills and Dispositions)	% of Candidates Rated as Acceptable/Proficient or Higher
Grades in Student Teaching	Academic years: 2005 – 2006 98%

Involvement with Families

Throughout their internships and student teaching experiences teacher candidates have multiple opportunities to interact with and learn to work together with the parents and families of the students in their field placements. For example, they first meet parents and family members at Open House and Back to School Night and also interact with them during formal and informal Parent Conferences during their internships and student teaching. During both internship semesters, teacher candidates in this program are encouraged to attend PTA meetings and other special school functions where parents and family members are involved such as School Carnivals, Book Fairs, Skate Night, etc.

Methods instructors require assignments to promote greater family involvement. The Math instructors require a newsletter to the parents explaining the math curriculum in math-friendly language. Reading methods instructors in the literacy schools require tutoring projects and they culminate in a presentation to parents. Social studies instructors ask preservice teachers to develop a family oral history. Finally, Drs. Rohr and Miller collaborated with Hunter Elementary School to present a parents', teachers', and administrators' seminar dealing with parents' perceptions of schools' attempts to involve them in their children's education. This event was videotaped and placed on a DVD for use in CUI 250 *Teaching as a Profession*. Copies of photos, DVD, and assignments are included in the Document Box (See Artifact #5).

Standard 1A: Undergraduate Candidate Qualifications

Admission criteria:

Candidates applying to the Elementary Education Program need a minimum grade point average (GPA) of 2.75, a grade of C or better in CUI 250 Teaching as a Profession, completion of all courses needed to fulfill the General Education Requirements, and a passing score on Praxis I. Students usually apply to the program after completing CUI 250 in their sophomore year. Since students do not have student teaching until the last semester of their senior year, they are enrolled in the program for three semesters prior to this point.

At the end of each semester, team leaders in coordination with classroom teachers, methods instructors, and students rate Critical Performances, Disposition Rating Scale, and Teacher Growth and Assessment Profile (TGAP). This data is stored on Taskstream. Table 2 provides an overview of the process. Additional description is provided relative to different person's responsibilities. At the end of each semester, team leaders check students' qualifications to see if anyone no longer qualifies for the program.

Table 2. Assessment Plans for 2005-2006 for Elementary Ed Pre-Service Teachers

What is evaluated	Who does the evaluation	When is it evaluated	Where is the assessment located	Evidence in TaskStream posted by students
Formative feedback on lessons using Classroom Observation Feedback Form	OSTEs and Team Leaders	During/after lesson observations.	Classroom Observation Feedback Forms are located in the CUI Dept. Office	Students scan & post observation feedback each semester under CUI 350, 375, 400, and 461
SERVE-TGAP (summative feedback)	OSTEs and Team Leaders	End of each semester	TaskStream DRF	Students scan feedback forms (same as above) and submit for evaluation
Dispositions	OSTEs and Team Leaders	End of each semester	TaskStream DRF	Students write brief reflection (self-evaluation) and submit for evaluation
Critical Performances	Methods Instructors	Due date established in each Methods course	TaskStream DRF	Students upload all parts of CP and submit for evaluation by due date
Other evidence of learning (Students choose or OSTE/Methods Instructors recommend)	Not evaluated	Before end of each semester	Not evaluated	Students upload additional evidence of learning to TaskStream

General guidelines regarding assessments:

- Team Leaders should provide copies of the **revised Teacher Growth and Assessment (TGAP)** and the **Dispositions form** to all OSTEs and Interns at the beginning of each semester. These forms can be found in Blackboard under the CUI Dept Organization and the CPC Organization.
- The purpose of the **TGAP** and the **Dispositions** is threefold: (a) for self-assessment by Interns, (b) as a guide for OSTEs and Team Leaders when providing feedback and for setting goals with Interns and Student Teachers, and (c) as a summative evaluation of the student's performance and dispositions during the entire Internship or Student Teaching experience every semester.
- Interns and Student Teachers should receive both verbal and written feedback as ongoing, formative assessment from OSTEs and Team Leaders on Critical Performances and any other lesson observations during the semester. Their evaluation scores and comments on the TGAP and Dispositions will be scored on TaskStream as summative evaluation of their field experiences each semester. These scores and comments will be reconciled by

the Team Leader, released to each student, and discussed in final individual conferences at the end of the semester.

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Ongoing, Formative Assessment during Internships and Student Teaching:

- Verbal feedback is offered weekly by OSTE and Team Leaders,
- Written feedback is provided to Interns using the **Classroom Observation Feedback Form** following every scheduled observation. This 3-part carbonless form is located in CUI Dept. Office.
- Interns and Student Teachers will be responsible for scanning this feedback and posting it on TaskStream each semester under CUI 350, 375, 400, and 461 as evidence of their field experiences.

Summative Assessment of Field Experiences for Interns and Student Teachers (TGAP):

- The **Teacher Growth and Assessment for Preservice (TGAP)** rubric must be completed by each OSTE and Team Leader using TaskStream at the end of semester as a summative evaluation of each pre-service teacher's overall performance in the classroom across the entire semester.
- Team Leaders will be responsible for reminding each student when it is time to submit their evidence posted on TaskStream for CUI 350, 375, 400, and 461 for evaluation. Students should select their OSTE and their Team Leader as their evaluators.
- Team Leaders will inform OSTE when it is time for them to do their evaluations on TaskStream.
- Team Leaders will complete their evaluations on TaskStream after the OSTE, will reconcile the evaluations, and release the scores and comments to the students.
- Team Leaders will conference with each Intern and Student Teacher to discuss their own and the OSTE's evaluations of the TGAP and Dispositions.

Dispositions:

- Team Leaders remind Interns and Student Teachers before the end of semester to submit Dispositions to their OSTE and Team Leader for evaluation on TaskStream.
- Team Leaders will inform OSTE when it is time for them to do their evaluations on TaskStream. OSTE should evaluate Dispositions on TaskStream before Team Leaders.
- Team Leaders should evaluate Dispositions after the OSTE, reconcile them, and release scores/comments to students.
- Team Leader will discuss Dispositions with each student during end-of-semester conference.

Critical Performances (CP):

- Team Leaders should meet with Methods faculty to learn about expectations for the Critical Performances that their Interns will be teaching.
- Methods faculty must require one Critical Performance in each Methods class. See Critical Performance Rubrics in TaskStream to determine which NETS (technology) requirements must be part of the Critical Performance in their course.
- Methods faculty must remind students to post all parts of Critical Performance on TaskStream by due date and select and submit their CP to the Methods Instructor for evaluation.
- Methods faculty should evaluate the Critical Performance on TaskStream using the Critical Performance Rubric. Methods faculty have flexibility in determining weight of CP in their course, may assign additional points or grade the Critical Performance as they

wish in course, but must evaluate the Critical Performance using the Rubric on TaskStream.

- Methods faculty should share expectations for the Critical Performance assignment with Team Leaders and OSTEs who will be observing these lessons.

Section IV: Standard II ---- Candidate Assessment and Evaluation

Progress through the Program

Teacher candidates in the Elementary Education Program complete internships each semester prior to their student teaching. During these internships, university personnel closely supervise their progress. Dispositions are assessed each semester, grade point averages are monitored, the Teacher Growth and Assessment Profile (TGAP) is completed yearly. Throughout the program, students must maintain a 2.75 grade point average and receive at least a grade of C in all courses.

Program and Program Operations Assessment

The Elementary Teacher Education Program provides close supervision of its students and maintains frequent contacts with PDS sites. UNCG's supervisors in the field for at least 70% of the time whenever our internships occur. Each team has a leader, faculty, a doctoral student, or a retired teacher, and an assistant who maintain weekly contacts with public school teachers and officials. A webpage connects our preservice teachers, PDS personnel, classroom teachers and building-level administrators via email. Team leaders and university faculty meet monthly in the Elementary Education Program meeting to discuss the program's operation.

Drs. Duffy, Miller, and Rohr meet monthly with the curriculum coordinators from selected PDS sites to discuss issues of joint concern. This committee serves as an advisory committee. We selected curriculum facilitators to serve as members since they are our liaisons at the schools and principals usually are too busy to attend. The minutes from these meetings are included in the Document Box (See Artifact #6).

Preservice teachers provide feedback about their courses through evaluations. These forms are reviewed by the Department Chair and discussed with individual faculty. A Student Advisory Council meets yearly and provides feedback. See Document Box (See Artifact #7) for minutes from this meeting. Additionally, teacher candidates and OSTE's complete yearly evaluations of the program and we assess the perceptions of our graduates after three years of teaching. Copies of the evaluation instruments and graduates' surveys are included in the Document Box (See Artifact #8).

Formal Annual Review of the Program

Data collected from the Dispositions, TGAP, and grades are analyzed at the end of each semester by the Director of Assessment and discussed with the CUI Department Chair. These data showed that the program is reaching its intended goals and most students progress in an expected manner through the program. Teaching and Technology portfolios are evaluated on an ongoing basis and completed prior to the end of student teaching. Results from formal and informal evaluation measures are discussed regularly during meetings of the Elementary Education Committee and weaknesses or concerns are addressed. See Table 3 for documentation of changes in the program since 2001.

Table 3. Changes in the Elementary Education Program since 2001

Problem/Concern	Change to the program
Experiment with different models to improve relationships with schools (2001/2003). Concern raised at monthly meetings with curriculum coordinators and discussed in program meeting.	Shared responsibility for teams so that each faculty member worked with one school, facilitating the development of university-public school relations at a single school.
Develop dispositions to evaluate preservice teachers (2003/2006) Outcome of discussions at in the Teachers Academy.	Develop, pilot, and revise dispositions for teacher education program
Increase faculty teaching of methods' courses (2003/2006). Faculty discussions and student concerns.	Switch faculty from team leadership to methods' courses.
Increase probability of PDS teams positively influencing students' achievement (2003/2006). Concern raised at monthly meetings with curriculum coordinators and discussed in program meeting.	Develop, implement, and revise critical performances in methods' courses. See article from Educational Leadership in Document Box (See Artifact #9).
Change the requirements for second academic concentrations to reflect changes in SDPI guidelines (2002/2004). Initiated by State Department of Public Instruction.	Develop new set of interdisciplinary concentrations and identify course work for new 18-hour concentrations. Included in the Document Box (See Artifact #10).
Help classroom teachers to understand their roles as teacher educators (2004/2005). Concern raised at monthly meetings with curriculum coordinators.	Develop a manual for classroom teachers to clarify their roles and responsibilities as on-site-teacher educators. This manual was revised during the summer and fall of 2005 based on concerns. Included in the Document Box (See Artifact #11).
Change the wording on the TGAP to reflect a more formative versus summative assessment emphasis (2004/2005). Teachers from Hunter Elementary School piloted the data and raised the concern.	Met with SERVE to modify wording and scoring rubric.
Strengthen relationships with school districts regarding expectations for both partners (2004/2005). Raised at monthly program meetings, discussions with top administrators in Guilford County, and after school meetings with teachers.	Develop memorandum of agreement with public school partners and use the memorandum for fall, 2005. This document was revised in May of 2006. Both documents are included in the Document Box (See Artifact #12).
Strengthen multicultural emphasis of seminars and internships (2004--). Raised by team leaders and teachers of diversity classes based on student evaluations.	Developed meeting of interested faculty to develop new framework for multicultural studies across seminars and internships. An AERA (2006) presentation of this effort is included in the Document Box (See Artifact #13).
Current teacher observation instrument is no longer valid given concerns regarding the types of instructional models promoted by various school districts (2003--). Overall general complaints raised during student teaching by	Worked with SERVE to modify their instrument, <i>Teacher Growth and Assessment Profile</i> , for use with our students.

OSTE, preservice teachers, and faculty.	
CUI 250 not evaluated positively by students (2004/2006). Student evaluations and interviews with students in the first semester of the junior year.	Revise CUI 250's content to focus more on teacher visioning and implement small group discussions to make instruction more student-focused.
Offer science and math teams in PDS on a yearly basis given student demand for these foci (2004/2006). Students' self-selection of teams from Fall, 2003.	Hire adjuncts and faculty with the appropriate specialties and offer these foci on a yearly basis.
Attempt to link students' visioning to their development as expert teachers (2004-). Faculty frustrations with teaching the introductory course and the supervising preservice teachers once they are placed on teams.	Develop a procedure for assessing visioning and follow students as they enter the program. Started with CUI250 and will continue throughout internships and student teaching. A dissertation study of students' visions is included in the Document Box (See Artifact #14).
Develop more appropriate way to assess graduates' performance in the program, satisfaction with the program and with the support they receive in the first three years of teaching (2004-). A concern raised by everyone involved in the program given current retention rates in North Carolina.	Identification of appropriate instruments and piloting with graduates. Included in the Document Box (See Artifact #15).
Develop a better understanding of how teacher expertise, referred to as thoughtfully adaptive teaching, develops in various methods' courses and instructional activities (2004-). A concern raised by everyone involved in the program given current retention rates in North Carolina.	Development of model for thoughtfully adaptive teaching and evaluation of its presence in various instructional activities. An AERA (2006) of this study is included in the Document Box (See Artifact #16).
Alter the nature of the field experiences for CUI 250 Introduction to Teaching (2004-). Raised by student evaluations and faculty concerns of course's instructors.	Prior to this point, students were expected to provide small group instruction. We changed this expectation given the lack of preparation and supervision for this activity. As a result, we thought this expectation was inappropriate at this point in their education. Now, students are expected to shadow an at-risk student, to keep a journal on their impressions, and to then discuss them in the discussion groups. The syllabus is included in the Document Box (See Artifact #17).
Modify the assignments for CUI 250 to address weaknesses on Praxis 1 assessment (August, 2005). Praxis results from entry course in August, 2005.	The greatest difficulties with Praxis 1 occurred with reading comprehension (53% passing rate). Students told us that they seldom read for extended time periods so we increased the amount of reading required and used post-reading essay questions as accountability measures. Their responses are evaluated by individual faculty in discussion groups.
Due to increased enrollments develop more formal procedures for a summative evaluation	In the process of developing an instrument and procedure for this evaluation. Piloted April,

of PDS program that extends beyond existing student satisfaction and performance measures (August, 2005). A concern raised by everyone involved in the program given current retention rates in North Carolina.	2006. Included in the Document Box (See Artifact #18).
Due to increased enrollments, it is becoming difficult to visit all sites on a regular basis. Need a better way to communicate (August, 2005)	Use Blackboard to enhance communication among different participants.
Develop website to enhance communication across schools and teachers (August, 2005). Raised at monthly meetings of curriculum coordinators.	Use Blackboard to strengthen communication among teachers and administrators in PDS sites. It was never really adopted by the public schools.
Develop a new plan to deal with issues of diversity. At present, too much emphasis is placed on issues of diversity within a single course. We want to make it more central to the fabric of our program (July, 2005). Student evaluations of diversity seminar and faculty perceptions of students' understanding of this topic.	Starting with select teams, implement a series of activities starting with the first semester seminars and internships. See AERA presentation and proposal for NRC conference.
Based on Praxis scores showing the greatest difficulties to be with reading comprehension, we need to help students to become better readers (December, 2005)	We have altered the nature of the readings in CUI250 and have made their discussions more in-depth and focused. Students now bring detailed written reports of their writing to us in seminars. See syllabus for CUI 250.
Coordination of professional development activities across schools (January, 2006). Based on monthly conversations with curriculum coordinators.	Development of a schedule of offerings with coordination by PDS coordinator. See profession development plan for academic year 2005-2006 in Document Box (See Artifact #19).
Match expectations with resources – development of a stage model where schools are placed on a continuum from being a partnership school to full-fledged PDS. Differences relate to the types of conversations within schools, the emphasis on research, and monitoring of achievement (February, 2006)	In process of deciding how best to implement given present resources and the difficulty of identifying levels. See new school contract in Document Box (See Artifact #20).

Summary

Over the past five years, over 98% of our elementary students pass the Praxis 2. I think this accomplishment reflects the quality of the program. There are over 40 individuals—professors, masters and doctoral students, and retired teachers-- involved in the program and their hard work pays off. Students' scores on the preceding tables are high but this level of performance should be expected given our preservice teachers' success rates on the Praxis 2.

Section V: Standard III --Field Experiences and Clinical Practice

Early Field Experiences/Student Teaching

Teacher candidates in the Elementary Education Program spend 30 hours in the schools during CUI 250 Teaching as a Profession. This course provides an introduction to the responsibilities of teaching. Students are expected to observe struggling students and to provide assistance. In the internships, students spend 10 hours per week, primarily in Title 1 schools, during the first three semesters prior to student teaching in Professional Development Schools (PDS). Each student has an internship in a K-2 and 3-5 classrooms during their first year and a half. Students stay in their designated PDS sites for student teaching (15 weeks, all day, every day). See Tables 4 & 5 for a list of sites for field experiences by team leaders and for the ethnic backgrounds of the students. These sites offer a great deal of diversity across schools. While we would wish for each student to spend time in a variety of schools, we have opted to keep teams in one or two schools so that our teacher candidates can develop strong relationships with the OSTEs.

Table 4. Clinical/Field Experiences for Elementary Education since 2001

Fall 2001 – Spring 03	Alderman Elementary School, Guilford County	Dr. Dixie Massey
Fall 2001 --	Archer Elementary School, Guilford County	Dr. Heidi Carlone Dr. Molly Lloyd Dr. Amy Thornburg Ms. Katherine Kear
Fall 2001-	Dilliard Elementary School, Rockingham County	Dr. Ann Duffy Harrington Dr. Kristen Bennett Dr. Helen Cook Dr. Terry Tomasek
Fall 2003 -	Foust Elementary School, Guilford County	Dr. Molly Lloyd Ms. LaVonne Brown Mr. Richie Mihans Dr. Amy Thornburg
Fall 2001 -	General Greene Elementary School, Guilford County	Dr. Catherine Matthews Ms. Terry Tomasek Dr. Helen Cook
Fall 2003	Gillespie Elementary School, Guilford County	Dr. Jennifer Mangrum Ms. LaVonne Brown
Fall 1996	Hunter Elementary School, Guilford County	Dr. Sam Miller Dr. Sandra Webb Dr. Jean Rohr Ms. Roya Leiphart
Fall 2001 -	Huntsville Elementary School, Rockingham County	Dr. Ann Duffy Harrington Dr. Kristen Bennett Ms. Terry Tomasek
Fall 2001 – Spring 2002	Jamestown Elementary School, Guilford County	Ms. Marilyn Preddy
Fall 2005	Jones Elementary School, Guilford County	Ms. Margaret Kennedy
Fall 2001	Lindley Elementary School, Guilford County	Dr. Catherine Matthews Ms. Terry Tomasek Dr. Helen Cook

Fall 2003	New Vision School of Math and Technology, Rockingham County	Dr. Kristen Bennett Ms. Terry Tomasek
Fall 2004 -	Parkview Elementary School	Ms. Ellen Winnett
Fall 2002-Spring 2003	Pilot Elementary School, Guilford County	Dr. Francine Johnston
Fall 2005 -	Piney Grove Elementary School, Guilford County	Dr. Helen Cook Ms. Terry Tomasek
Fall 2003 -	Southwest Elementary School, Guilford County	Ms. Marilyn Preddy
Fall 2004 --	Union Hill Elementary School, Guilford County	Ms. Marilyn Preddy
Fall 2002-Spring 2003	Union Hill Elementary School, Guilford County	Dr. Francine Johnston
Fall 2005	Vandalia Elementary School Guilford County	Ms. Margaret Kennedy
Fall 2005 -	Siler City Elementary School	Dr. Ann Harrington
Fall 2005 -	Thomasville Primary School Thomasville City Schools	Ms. Marilyn Preddy
Fall 2005 -	Liberty Drive Elementary School Thomasville City Schools	Ms. Marilyn Preddy

Table 5. Schools used for clinical/field experiences for students in undergraduate elementary education program.

	% American Indian	% Asian	% Hispanic	% Black	% White	% Free or Reduced Lunch
Hunter Elementary School, Guilford County	2	8	15	57	17	77
General Greene Elementary School, Guilford County	0	2	1	41	56	24
Archer Elementary School, Guilford County	1	16	13	64	6	77
Foust Elementary School, Guilford County	2	7	11	73	8	76
Gillespie Elementary School, Guilford County	0	0	0	98	2	90
Lindley Elementary School, Guilford County	1	4	9	48	38	71
Alderman Elementary School, Guilford County	1	15	8	66	11	80
Southwest Elementary School, Guilford County	0	7	4	14	75	13
Union Hill Elementary School, Guilford County	1	8	6	75	10	85
Jamestown Elementary School, Guilford County	0	4	4	50	40	46
Parkview Elementary School, Guilford County	1	2	10	71	17	77
Thomasville Primary School, Thomasville City	0	1	20	48	32	82
Liberty Drive Elementary School, Thomasville City	1	1	16	50	33	76
New Visions Elementary School, Rockingham County	0	1	3	18	78	44
Dilliard Elementary School, Rockingham County	1	1	7	17	76	46

http://www.publicschoolreview.com/county_elementary_schools/stateid/NC/county/37081

http://www.greatschools.net/modperl/browse_district/110/nc/

Involvement of K-12 Partners in Field Experiences

Our OSTEs (cooperating teachers: On site teacher educators) work closely with our staff and provide frequent feedback to our students and personnel. Formally, this feedback includes completing the following measures: dispositions, TGAP, classroom observation feedback form). Informally, teachers converse almost daily with our supervisors regarding the strengths and weaknesses of our program. Staff meets with staffs each semester in an after school meeting to discuss the strengths and weaknesses of the program. OSTEs are selected based on recommendations by principals and their willingness to sign a joint contract with UNCG. To the extent that we are unable to work productively with an OSTE, we confer with the principal.

Supervision and Evaluation for Teacher Candidates

Since UNCG supervisors and personnel are constantly on-site during internships and student teaching, there are frequent discussions about the progress of preservice teachers relative to PDS expectations. When lessons are observed, UNCG personnel and OSTEs discuss how various measures (dispositions, TGAP, classroom observation forms, critical performances) reflect program expectations and requirements. Moreover, semester meetings between UNCG and PDS persons offer an opportunity to discuss supervision and evaluation expectations and requirements. Our PDS manual is updated regularly based on questions raised during these contacts and meetings.

Procedures for Preparing Cooperating Teachers

Whenever a new data instrument is introduced, team leaders meet with faculty to discuss its implementation and procedures. Cooperating teachers also receive copies of all syllabi and other pertinent written information. Because we have a strong presence in the schools, most questions are dealt with in daily conversations. Additionally, we stay in schools for extended time periods so that our practices are well-known. In several schools, many of the faculty members are our graduates, a factor that eases any transition or preparation problems. When we start at a new school, contact is made with the principal and leadership team. We then speak with the faculty, give them time to decide on whether or not they will participate, and then we return for additional conversations.

Evaluation of Field Experiences and Clinical Practice

Field experiences and clinical practice are monitored informally and formally. If concerns are raised about a particular OSTE, principal, or school, discussions are held to evaluate the situation. Our PDS contract was developed as a way of monitoring such events. Since it's implementation in May of 2005, we have decided to not send our interns to a particular site. In most circumstances, however, potential disputes are resolved through meetings with the interested parties and it is discovered that miscommunication caused the problem. Serious problems are rare and most of our school relationships have continued for many years (9 years at Hunter Elementary School).

Section VI: Standard IV: Diversity

How Diversity is Addressed in the Curriculum and Clinical Practice

Since the start of the program, we have addressed issues of diversity in the second semester seminar (CUI 375). Also, we purposely place students in Title 1 schools to further expose students to issues related to diversity (ethnic background & gender). If we have the opportunity to place students in a school with a unique situation such as Siler City Elementary with 90+ Hispanic population, we make every effort to develop a relationship. Based on our observations and students' responses to the seminar, we have extended the diversity emphasis and modified its focus to include opportunities for preservice teachers to reflect on their cultural values and beliefs. Now, instead of having a seminar related to diversity issues, we are experimenting with dealing with diversity issues across the 5 program semesters (including the introductory course, CUI 250). Program modifications will be piloted with certain teams starting in the fall semester, 2005. We will continue to place students in diverse schools. An AERA presentation (2006) is based on this effort. See Table 5 for an overview of the PDS sites and their students' composition.

Diversity of Higher Education and K-12 Faculty

The percentage of minority tenure-track faculty in the CUI Department is 25%. Dr. Rohr is the PDS coordinator and instructor for CUI 250 Teaching as a Profession. Drs. Cooper and Baber serve as discussion leaders for this course. Additionally, Dr. Salas is a methods instructor and Dr. Prater, who is bilingual in Spanish, teaches a literacy course.

How the Program Provides Opportunities and Experiences for Students to Interact with Diverse Higher Education, School Faculty, and Candidates

Due to the nature of our settings, a high percentage of teachers, administrators, and staff are ethnic minorities, thus guaranteeing our students opportunities to interact with various professional educators (principals, assistant principals, classroom teachers, media personnel, classroom assistants, curriculum coordinators, etc.). As stated in the preceding section, African-American and Latina department faculty members provide methods instruction, direct discussion groups in the introductory teaching course, and have input into the nature and design of the program and its activities. Moreover, each year, minority candidates enter our program and work collaboratively with their classmates in classes and field experiences.

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

Elementary Education Undergraduate Program

Dr. Francine Johnston, who work closely with the department's chair (Dr. Sam Miller), assistant chair (Dr. Barbara Levin), and PDS Coordinator (Dr. Jean Rohr) coordinate the elementary education program. Together these individuals monitor daily activities and develop and modify program goals and expectations. This program has a committee comprised of all participating faculty, team leaders, and supervisors and meet monthly to discuss issues related to program operation. A listing of the faculty is included on Table 6.

Teaching Practices used in Elementary Education Program

Seventeen instructional methods are listed for possible use in the Elementary Education Program's methods courses. No one practice or set of practices is germane to a particular course or instructor: instead, since 2001 all of these practices can be found in any one method's course, depending upon the instructor and instructional goals and content. Given the prevalence of different practices, this information is not presented in a table.

Elementary Education Faculty Service to the Institution, and Collaboration with Colleagues in the Disciplines

Due to our organizational structure, CUI faculty in the elementary education program sit on the Teachers Academy Executive Council (Dr. Barbara Levin) and the Teachers Academy Program Coordinators (Drs. Sam Miller & Francine Johnston). These venues offer regular opportunities to serve the department and the institution and to collaborate with other professionals at UNCG who are involved in teacher education.

Elementary Education Faculty Involvement and Collaboration with and Service to the Public Schools

Frequent collaborations and contacts exist between public school teachers and administrators and UNCG personnel. The Chair or PDS Coordinator visits each team throughout the year and often has an opportunity to discuss PDS workings with administrators and staff. Drs. Gerry Duffy, Sam Miller, and Jean Rohr (PDS Coordinator) meet monthly with the curriculum facilitators who represent the literacy cohorts. Such collaborations have lead to the revision of our program manual and to the development of a memorandum of agreement between the schools and university. Professional development also is offered at sites based on teachers request. Public school officials at every site have input into how interns will serve the schools (e.g., tutoring programs, guided reading, conducting assessments, providing other services such as science fairs for hands-on learning). As stated earlier, we strive to have someone in the building providing supervision whenever our students are present. Since our numbers doubled in the last two years, Dr. Jean Rohr has been hired to assist with the PDS coordination. Throughout our program, faculty members regularly apply for and received USTEP grants to work with public school teachers in our PDS sites. A recent article in Educational Leadership outlines our PDS model of involvement and collaboration with public school teachers and administrators. It is included in the Document Box (See Artifact #21).

Elementary Education Program Faculty Scholarship

Copies of faculty scholarship from their vitas are included in the Document Box (See Artifact #21).

Elementary Education Program Faculty Evaluation Process

All faculty/instructors, who teach courses in the program, must have students complete course evaluations. The course evaluation looks at the clarity of an instructor's presentation, assessment criteria, and expectations as well as availability to students. The CUI Chair reviews the evaluations and discusses any problems with said individuals. To the extent that the problem is not serious and may be improved by a particular intervention such as observing another instructor who teaches the same course, then these actions are taken. If an instructor is unable to provide a minimum level of competence, then she or he is not rehired. If the instructor is a tenure-track faculty member, then she or he would be observed and suggestions offered. Overall, there is rarely ever a problem with instructional quality and whenever one has occurred it has been dealt with quickly. In addition to student evaluations, faculty members are in constant contact with students and public school teachers and administrators who immediately let us know if there is a problem.

Elementary Education Faculty Assessment of Their Own Effectiveness

Tenure track faculty send the Chair their yearly goals each year and the Chair meets with all untenured faculty to discuss their teaching, service, and research goals. Whenever a problem can be addressed or resources provided to improve a situation, then every step is taken to be proactive. Additionally, every tenure track faculty member has a mentor team who meets yearly with the candidate to discuss his or her goals. A member of the mentor team also observes their teaching and provides a written evaluation. These evaluations are submitted to the candidate and the Chair and serve as a basis for further discussions, thereby ensuring program quality. While not scheduled, the Chair discusses with each adjunct and doctoral student about his or her teaching performances.

Professional Development Opportunities Provided to Faculty

The CUI Department receives \$1,500 per year for professional development. Each year a different program is asked to bring in someone who can address program needs or discuss relevant issues with faculty. Additionally, we regularly hold what is referred to as "floating seminars" where outside speakers (Dr. Shelia Valencia, Dr. Michael Kamil, Dr. Richard Allington, Dr. James Mosenthal) discuss their research with the staff or one of our faculty will discuss a topic of interest. These seminars are planned on a monthly basis and are coordinated by our Excellence Professor, Dr. Gerry Duffy. Additional funding is available for special conferences or workshops.

Professional Education Faculty Service to the Profession

See faculty CVs in Document Box (See Artifact #21).

Table 6. List of faculty in Elementary Education Program and Teaching Loads

Faculty Names	Highest Degree, Discipline, University	Rank			Courses Taught	Full-time	Part-Time	Service/School Involvement
		T	T/D	S/Adj.				
Dr. Bennett, Kristen	Ph.D. Curriculum & Instruction, UNCG		X	X	CUI, 346, 350, 375, 400, 461		X	Instructor
LaVonne Brown	MA, Elementary Education UNCG			X	CUI 360, 375, 400, 461		X	Instructor
Dr. Heidi Carlone	Ph.D., Science Education University of Colorado,	X			CUI 350, 370, 375, 400, 461	X		Instructor
Dr. Helen Cook	Ph.D., Curriculum & Instruction, UNCG		X	X	CUI 350, 370		X	Instructor
Dr. Gerald Duffy	Ed.D. U. of Northern Illinois, Curriculum & Instruction	X			CUI 250	X		Instructor
Dr. Shelia Groves	M.A., Reading, UNCG			X	CUI 320, 420		X	Instructor
Dr. Ann Harrington	Ph.D. U of Georgia, Reading	X			CUI 320, 350, 375, 400, 461	X		Instructor
Dr. Tina Heafner	Ph.D. Curriculum & Instruction, UNCG		X	X	CUI 350, 360, 375, 400,		X	Instructor
Dr. Suzanne Horn	Ph.D., Curriculum & Instruction, UNCG		X		CUI 250, 350, 375		X	Instructor
Dr. Francine Johnston	Ph.D. Reading, U of Virginia	X			CUI 346, 350, 375, 400, 461	X		Instructor
Ms. Kathryn Kear	Doctoral Student, Curriculum & Instruction, UNCG		X		CUI 346, 350, 360, 375, 380, 420		X	Instructor
Ms. Margaret Kennedy	Undergraduate Degree,			X	CUI 350, 375, 400, 461,		X	Instructor
Ms. Mary Lou Kyle	MA			X	CUI 320		X	Instructor
Ms. Roya Leiphart	Doctoral Student		X		CUI 320, 346, 350, 375, 400, 461		X	Instructor
Dr. Barbara Levin	Ph.D., Ed. Psych. UC-Berkeley	X			CUI 360	X		Instructor
Dr. Molly Lloyd	Ph.D., Curriculum & Instruction, UNCG		X	X	CUI 320, 356, 350, 375, 400, 420, 461	X		Instructor
Dr. Catherine	Ph.D., Science Education, U of	X			CUI 350, 370, 375, 400, 461	X		Instructor

Matthews	Kansas							
Mr. Richard Mihans	Doctoral Student, A.B.D., UNCG		X		CUI 320, 350, 375, 400, 420, 461		X	Instructor
Dr. Sam Miller	Ph.D., Ed Psych, U. of Michigan	X			CUI 320, 350, 375, 400, 420, 461	X		Instructor
Mr. Seth Parsons	Doctoral Student, Curriculum & Instruction, UNCG		X				X	Supervision
Ms. Patricia Patrick	Doctoral Student, A.B.D., UNCG		X		CUI 370		X	Instructor
Dr. Kathryn Prater	Ph.D., Language & Literacy, U of Texas	X			CUI 320, 346, 420	X		
Ms. Marilyn Preddy	M.Ed.			X	CUI 350, 375, 380, 400, 461		X	Instructor
Dr. Kerri Richardson	Ph.D., Mathematics Education, U. of Oklahoma	X			CUI 380	X		Instructor
Dr. Jean Rohr	Ph.D., Curriculum & Instruction, UNCG		X	X	CUI 250, 350, 375, 400, 461	X		Instructor
Dr. Rachel Salas	Ph.D., Language & Literacy, U of Texas	x			CUI 320, 346, 420	X		Instructor
Ms. Katherine Stein	Doctoral Student, UNCG			X	CUI 380		X	Instructor
Dr. Amy Thornburg	Ph.D., Curriculum & Instruction, UNCG		X	X	CUI 320, 346, 350, 360, 375, 400, 461		X	Instructor
Ms. Terry Tomasek	Doctoral Student, UNCG		X		CUI 350, 370, 375, 400, 461		X	Instructor
Dr. Sandra Webb	Ph.D., Curriculum & Instruction, UNCG		X	X	CUI 350, 370, 375, 400, 461	X		Instructor
Ms. Ellen Winnett	M. Ed. UNCG Reading			X	CUI 346, 350, 375, 400, 420, 461		X	Instructors

Section VIII: Standard VI: Program Governance and Resources

Organizational Structure for Elementary Education Undergraduate Program

This program is one of several offered by the CUI department: overall, we have 3 undergraduate programs and seventeen masters programs. For purposes of licensure, the program also is part of the Teachers Academy that makes policy decisions about all the teacher licensure programs at UNCG.

Adequacy of Faculty and Non-faculty Personnel for Elementary Education Undergraduate Teacher Education Program

Tenure track faculty teach fewer than half of the program's courses and since we moved from three to six teams per year in 2003, faculty no longer are team leaders. Our team leaders are retired teachers, doctoral students, or teachers who have stopped teaching. These persons provide an experienced view on what is required for teaching and offer excellent support to our students. While the number of tenure-track faculty in elementary education has not kept up with recently increasing numbers, we have had consistently excellent teachers and supervisors in our program. Program Facilities, Instructional Resources, Technology Resources.

Standard 6A. Unit Governance and Resources

Unit Leadership and Authority

Professional education licensure programs at UNCG are housed in five professional schools (Education, Health and Human Performance, Human Environmental Sciences, Music, Business & Economics) 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, Artifact #21).

The director of the Teachers Academy is also an Associate Dean for Teacher Education and School Partnerships in the School of Education [see the School of Education Organizational Chart]. 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 [see Teachers Academy Organizational Chart, Artifact #22].

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.

As mentioned previously 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, Artifact #23].

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.

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 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/index.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, Artifact #24].

Unit Facilities and Resources

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.

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_e_equipment.html for more information on technology resources for the Teachers Academy.

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.

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/>).