



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

**TEACHER LEADERSHIP TRACK PROGRAM LEADING
TO LICENSURE IN ELEMENTARY EDUCATION**

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TABLE OF CONTENTS

Section I: Program Overview.....	1
<i>Levels Offered</i>	1
<i>Special Characteristics</i>	1
<i>Program of Study</i>	1
<i>Program Coordinator and Individual Full-time to the Institution Licensed in and Involved with the Program Area</i>	4
<i>Number of Candidates and Enrollment Trends</i>	5
 Section II: Conceptual Framework.....	 6
<i>Conceptual Framework and the Knowledge Base that Informs It</i>	6
<i>Evaluation and Continuous Revision of the Conceptual Framework</i>	6
<i>Evidence of the Conceptual Framework in the Program</i>	8
 Section III: Standard I – Candidate Knowledge, Skills, and Dispositions.....	 9
<i>Alignment of Conceptual Framework with Program Standards</i>	9
<i>Evidence that Candidates Meet the Core Standards</i>	20
<i>Involvement with families</i>	25
<i>Product of Learning</i>	25
<i>Standard 1A: Candidate Qualifications</i>	26
 Section IV: Standard II – Candidate Assessment and Evaluation.....	 27
<i>Individual Candidate Assessment</i>	27
<i>Program and Program Operations Assessment</i>	29
<i>Annual Review of the Program</i>	29
<i>Summary of Data Collected and Analyzed</i>	30
 Section V: Standards III – Field Experiences and Clinical Practice.....	 33
<i>Field Experiences/Clinical Practices</i>	33
<i>Involvement of P-12 Partners</i>	33
<i>Involvement of P-12 partners in Field Experiences and Clinical Practice</i>	34
<i>Process used for Selecting Mentors and Making Field Placements</i>	34
<i>Procedures for Preparing Cooperating Teachers</i>	34
<i>Supervision and Evaluation for Teacher Candidates</i>	34
<i>Evaluation of Field Experiences and Clinical Practic</i>	34
 Section VI: Standard IV – Diversity.....	 35
<i>How Diversity is Addressed in the Curriculum</i>	35
<i>Diversity of the Higher Education Faculty</i>	35
<i>How the M.Ed. in Elementary Education-TLT program Provides Opportunities and Experiences for Students to Interact with Diverse Higher Education and School Faculty</i>	35
<i>Diversity of candidates in the M.Ed. in Elementary Education-TLT Program</i>	36
<i>Diversity of entire Elementary Education Program including Graduates and Undergraduates</i>	36
<i>How Elementary Education-TLT Candidates Interact with Other Diverse Candidates</i>	36

<i>Diversity of the P-12 Students the Elementary Education-TLT Work with</i>	36
<i>How the Program Ensures that Candidates Interact with Diverse P-12 Students</i>	37
Section VII: Standard V – Faculty Qualifications, Performance, and Development	38
<i>M.Ed. in Elementary Education-TLT Program Coordination.....</i>	40
<i>Teaching Practices used by Faculty in the M.Ed. in Elementary Education-TLT Program</i>	40
<i>M.Ed. in Elementary Education-Classroom Practice Track Faculty Scholarship.....</i>	42
<i>M.Ed. in Elementary Education-Teacher Leadership Track Faculty Service to the Profession</i>	45
<i>M.Ed. in Elementary Education-Teacher Leadership Track Faculty Evaluation Process.....</i>	45
<i>M.Ed. in Elementary Education-Teacher Leadership Track Faculty service to the Institution, and Collaboration with Colleagues in the Disciplines.....</i>	46
<i>M.Ed. in Elementary Education-Teacher Leadership Track Faculty Involvement and Collaboration with and Service to the Public Schools</i>	46
<i>M.Ed. in Elementary Education-Teacher Leadership Track Faculty Assessment of Their Own Effectiveness as Related to Candidate Performance.....</i>	46
<i>How Faculty Evaluations Inform Teaching, Scholarship, and Service</i>	47
<i>Professional Development Opportunities Provided to Faculty</i>	47
<i>Practices for selecting, Orienting, Communicating with, and evaluating M.Ed. in Elementary Education-Teacher Leadership Track Faculty to Ensure Program Quality...</i>	48
Section VIII: Standard VI – Program Governance and Resources.....	49
<i>Organizational Structure for the M.Ed. in Elementary Ed-TLT Program</i>	49
<i>Adequacy of Faculty and Non-faculty Personnel for the M.Ed. in Elementary Ed-TLT Program</i>	49
<i>Unit Leadership and Authority</i>	49
<i>Standard 6A: Working Conditions.....</i>	52

LIST OF TABLES

Table 1. Program of Study for M.Ed. in Elementary Education – Teacher Leadership Track.	2
Table 2. Revised Plan of Study for the M.Ed. in Elementary Education – Teacher Leadership Track Program (effective Fall 2006).....	3
Table 3. Enrollment Trends	5
Table 4. Standards Alignment of Conceptual Framework with various North Carolina and National Program Standards for the M.Ed. in Elementary Education-Teacher Leadership Track Program	9
Table 5. Evidence for NC Advanced Competencies of a Master Teacher and the NC Standards for Elementary Teachers	11
Table 6. Evidence for M.Ed. in Elementary Education-Teacher Leadership Program	20
Table 7. Assessment Plan for the M.Ed. in Elementary Education – Teacher Leadership Program.....	27
Table 8. Pass rates and number of M.Ed. in Elementary Education-TLT students completing their M.Ed. Portfolio	30
Table 9. Summary of Program Improvements and Program Operations in the M.Ed. in Elementary-TLT Program since 2001:	31
Table 10. # and % of currently enrolled elementary education majors by ethnicity and gender	36
Table 11. Diversity of P-12 students the M.Ed. in Elementary Education-TLT students work with in school districts surrounding UNCG:	36
Table 12. Faculty teaching in the M.Ed. in Elementary Education-TLT program, their qualifications, and their teaching assignments:	38
Table 13. Teaching Practices used in Required Courses for all M.Ed.-ElemEd-TLT students:	41

Section I: Program Overview

Levels Offered

The M.Ed. in Elementary Education-Teacher Leadership Track (TLT) program is for students who have an undergraduate degree in Education and an initial ("A") license for elementary grades K-6 and at least two years of classroom experience.

Special Characteristics

The M.Ed. in Elementary Education-TLT program can be taken on a full-time or part-time basis, although the vast majority of graduate students in this program take courses on part-time basis while they continue teaching fulltime. The program is aligned with the North Carolina Advanced Competencies of a Master Teacher (ACs) and the National Board for Professional Teaching Standards (NBPTS) as set forth in the Excellent Schools Act of 1997. This 39-hour program is oriented toward improving results in teaching practice, as well as gaining critical knowledge, skills, and dispositions in action research, professional development, leadership, and working successfully with diverse learners in elementary schools.

A culminating portfolio is required for the M.Ed. in Elementary Education-Teacher Leadership Track program. This Portfolio is organized around the NC Advanced Competencies of a Master Teacher (M.Ed.-AC) and the teachers in this program are supported in such a way that they display mastery of these competencies through essays and artifacts in their portfolio. Given that we have aligned the M.Ed.-Advanced Competencies with other sets of standards, by mastering the M.Ed.-ACs candidates are also meeting these standards: (a) the North Carolina Standards for Elementary Teachers (NC) established by the North Carolina Board for Professional Teacher Standards, (b) National Board for Professional Teaching Standards (NB), and (c) the ACEI Standards for preparing Elementary Teachers that are aligned with the NCATE Standards (ACEI). Information about the M.Ed. Portfolio is available in the M.Ed. Handbook, in the document box, and in an online document titled the M.Ed. Portfolio Guidelines located under M.Ed. Programs on the CUI website at <http://www.uncg.edu/cui>. Examples of M.Ed. Portfolio essays and evidence can be found in the document boxes.

Program of Study

This 39-hour M.Ed. degree program requires (a) 9 hours of Core Courses focused on the socio-cultural, and the psychological and developmental foundations for teaching, plus a choice of courses on either educational measurement & evaluation or educational research, (b) 21 hours of courses selected by the student with advisement to advance their Pedagogical Expertise as Elementary Education teachers, including a required course in Differentiated Instruction (CUI 622); and (c) 9 hours of coursework designed to enhance the capacity to provide Professional Development and Leadership. This Plan of Study has been in effect since 2001. See the Program of Study for M.Ed. in Elementary Education-Teacher Leadership Track Program that has been effect since 2001 on the next page.

Table 1. Program of Study for M.Ed. in Elementary Education – Teacher Leadership Track

Course prefix & #	Course Title	Hours	Regular Instructors
CORE COURSES (9 hours):			
CUI 669	Educational Implications of Learning and Developmental Theory	3	Miller, Greenberg
CUI 545	Diverse Learners	3	Cooper, Baber
ERM 605 or ERM 604	Methods of Educational Research or Educational Measurement & Evaluation	3	Epanchin, Bartz, Goldman
PEDAGOGICAL EXPERTISE (21 hours): *12 hours elected on basis of an approved Plan of Study plus **6 hours minimum from outside CUI			
CUI 622	Differentiated Instruction	3	Miller, Webb
*		3	
*		3	
*		3	
*		3	
**		3	
**		3	
PROFESSIONAL DEVELOPMENT and LEADERSHIP (9 hours):			
CUI 628 or ELC 697	Trends & Issues in Curriculum & Instruction or Selected Critical Issues in American Education or an approved substitute	3	Levin, Salas, Duffy
CUI 675	Teacher As Researcher (to be taken during the last year)	3	Merritt, Massey
CUI 656	Teacher As Leader (to be taken at the end)	3	Webb, Mangrum

* Examples of courses often selected under Pedagogical Expertise include:

- CUI 610: Integrating Technology into Subject Matter Instruction
- CUI 614: Word Study
- CUI 615: Literacy in the Early Years
- CUI 616: Literacy Development and Instruction Across the Grades
- CUI 617a: Diagnosis and Correction of Reading Problems
- CUI 623: Environmental Education in the K-12 Classroom
- CUI 650: The Interaction of Classroom Management and Instruction
- CUI 640: Writing Instruction in the Elementary and Middle Grades
- CUI 654: Teaching Models and Analysis of Instruction

** Examples of some of the courses available to M.Ed. in Elementary Education-TLT students that are outside of CUI include:

- ELC 615: Curriculum Planning

- ELC 675: Schools as Centers of Inquiry
- ELC 688: Changing Families, Changing Schools
- ELC 688: Popular Culture and Education
- ELC 688: Race and Education
- ELC 688: Violence and Schools
- ELC 696: Philosophies in Education
- LIS 618: Materials for Children
- LIS 647: Seminar - Emerging Trends in Technology
- LIS688C: Award Winning Resources for Youth
- SES 540: Introduction to Exceptional Individuals
- SES 543: Inclusion of Individuals with Special Needs
- SES 601: Programs and Policies in Early Intervention
- SES 641 Assessment of Individuals with Special Needs
- SES 643 Issues in Education Individuals with Special Needs
- SES 655 Introduction to Learning Disabilities
- SES 656 Methods for Teaching Students with Learning Disabilities
- SES 657 Introduction to Behavior/Emotional Disabilities
- SES 658 Methods for Teaching Students with Behavior/Emotional Disabilities
- SES 659 Behavior Management
- SES 660 Families, Schools, and Students with Exceptionalities

Effective Fall 2006 we have made some modifications to the Plan of Study for the M.Ed. in Elementary Education-Teacher Leadership Track program based on feedback from our students and the success of the M.Ed. in Reading Plan of Study. That is, from now on we will require a year-long, 6 credit CUI 675 (Teacher as Researcher) course so that the teachers in our program cannot only learn about and plan for teacher action research but also carry an action research project, collect data in their setting, analyze their data, and write up and present the results of their action research. This means that we will move the CUI 628 (Trends & Issues in CUI course) and the ELC 697 (Selected Issues in American Education) or approved substitute so that these courses will be a choice along with CUI 622 (Differentiated Instruction). The revised Plan of Study for the M.Ed. in Elementary Education-TLT program effective Fall 2006 is shown on the next page.

Table 2. Revised Plan of Study for the M.Ed. in Elementary Education – Teacher Leadership Track Program (effective Fall 2006)

Course prefix & #	Course Title	Hours	Regular Instructors
CORE COURSES (9 hours):			
CUI 669	Educational Implications of Learning and Developmental Theory	3	Miller, Greenberg
CUI 545	Diverse Learners	3	Cooper, Baber
ERM 605 or ERM 604	Methods of Educational Research or Educational Measurement & Evaluation	3	Epanchin, Bartz, Goldman
PEDAGOGICAL EXPERTISE (21 hours): *12 hours elected on basis of an approved Plan of Study plus **6 hours minimum from outside CUI			
CUI 622 or CUI 628 or ELC 697	Differentiated Instruction, or Trends & Issues in Curriculum & Instruction, or Selected Critical Issues in American Education, or an approved substitute	3	Miller, Webb, Rohr, Levin, Salas, Duffy
*		3	
*		3	
*		3	
*		3	
**		3	
**		3	
PROFESSIONAL DEVELOPMENT and LEADERSHIP (9 hours):			
CUI 675	Teacher As Researcher (to be taken during the Fall and Spring semesters of final year)	6	Merritt, Massey
CUI 656	Teacher As Leader (to be taken at the end)	3	Webb, Mangrum, Levin

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

Dr. Barbara Levin, a full-time faculty member in the Curriculum and Instruction Department with licensure in Elementary Education, coordinates and advises students in the M.Ed. in Elementary Education-TLT program. Several other full-time CUI faculty licensed in Elementary Education teach courses in this program including Dr. Gerry Duffy, Dr. Ann Harrington, Dr. Francine Johnston, Dr. Sam Miller, Dr. Kathryn Prater, Dr. Rachel Salas, and Dr. Sandy Webb.

Number of Candidates and Enrollment Trends

Enrollment trends in the M.Ed. in Elementary Education-Teacher Leadership Track program have been about the same since 1998-99 when we revamped all our Masters programs to meet the Excellent Schools Act of 1997 in order to offer the M license in place of the G license. That is, we admit about 5-15 new students every year. The numbers admitted and finishing the program depend on whether we have off-campus cohorts of M.Ed. students or not.

Table 3. Enrollment Trends

Number of M.Ed. Elementary Ed-TLT completers since 2001	Number of M.Ed. Elementary Ed -TLT students active as of Spring 2006	Aggregated Pass Rates for M.Ed. Elementary Ed -TLT students on PRAXIS II
2002 = ~5 2003 = 5 2004 = 11 2005 = 2 2006 = 3	N= 19 with 5-6 planning to graduate Fall 2006	n/a

Section II: Conceptual Framework

Conceptual Framework and the Knowledge Base that Informs It

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. The mission is carried in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and the integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.

Evaluation and Continuous Revision of the Conceptual Framework (CF)

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

Revised Teachers Academy CONCEPTAL FRAMEWORK adopted in 2005:

UNCG Teachers Academy Mission Statement

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual and cultural diversity and recognizes the importance of a strong knowledge base, reflection, and integration of theory and practice.

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

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

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

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

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

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

Performance Expectations

Education is a culturally-relevant, caring enterprise that engages students, candidates, faculty, as well as school and agency partners in opportunities to collaboratively construct meaningful and productive futures. Educators must be responsive to the varied racial,

ethnic, linguistic, gender, disability, and socioeconomic experiences of all learners. Therefore, all candidates must acquire content and pedagogical knowledge, utilize current evidence-based practice, and make ethical decisions in a changing and culturally diverse world. UNCG's professional education programs present candidates with opportunities to master the knowledge base, acquire the skills, and develop the dispositions that are the foundation of competent professional practice.

Evidence of the Conceptual Framework in the Program

The M.Ed. in Elementary Education-TLT program adopted the Conceptual Framework in 2001, embraced the revisions made in 2005-2006, and *aims to provide learning opportunities to help experienced teachers in this program develop the knowledge, skills, and dispositions of Master Elementary Teachers who are caring, competent, and collaborative and who can teach successfully in diverse classrooms.* Assignments and in-class activities for teachers in the M.Ed. in Elementary Education-TLT program exemplify all aspects of the Conceptual Framework and develop content, professional, pedagogical, socio-cultural, critical, and reflective knowledge. For example, all teachers in the M.Ed. in Elementary Education-TLT program take CUI 545 (Diverse Learners) and CUI 622 (Differentiated Instruction) to help them better understand the diverse backgrounds of their students and learn to differentiate instruction for their students. Many in-class activities and assignments require collaboration with peers and the sharing of individual teacher expertise and craft knowledge so that teachers are learning from other teachers in collaborative ways during this program. Assignments such as teacher action research projects in CUI 675 (Teacher as Researcher) and professional development presentations in CUI 656 (Teacher as Leader) help our teachers to both develop and apply their pedagogical and professional expertise and display their developing competence as teacher leaders. And, the application of the research literature to classroom practice is emphasized in many courses to further enhance their competence as knowledgeable educators. The Conceptual Framework is found on every course syllabus for this program since 2001 when it was first developed so that our students are well aware of our core values.

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

As can be seen in the table below, the M.Ed. in Elementary Education-Teacher Leadership Track program is designed to align our Conceptual Framework with several sets of North Carolina and national standards so that by meeting one set of standards we are meeting other sets of standards and being true to our Conceptual Framework and providing evidence for the UNCG’s Teachers Academy Portfolio Rubric. The best way to understand this table is to read down each column to see which standards indicate how the graduates of the M.Ed. in Elementary Education-Teacher Leadership Track program are caring professionals, competent professionals, and collaborative professionals – and how by meeting the NC Advanced Competencies of a Master Teacher (M.Ed.-AC) they are also meeting other standards that align with the M.Ed.-ACs.

Alignment of Conceptual Framework with Program Standards

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

KEY:

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

NC = North Carolina Standards for Elementary Teachers

NB = National Board for Professional Teaching Standards

ACEI = Association for Childhood Education International

TA = UNCG Teachers Academy Portfolio Rubric

Conceptual Framework: <i>Teacher as Caring Professional</i>	Conceptual Framework: <i>Teacher as Competent Professional</i>	Conceptual Framework: <i>Teacher as Collaborative Professional</i>
M.Ed.-AC 1: Instructional Expertise M.Ed.-AC 2: Knowledge of Learners	M.Ed.-AC 1: Instructional Expertise M.Ed.-AC 2: Knowledge of Learners M.Ed.-AC 3: Research Expertise M.Ed.-AC 4: Content Knowledge	M.Ed.-AC 5: Prof. Development and Leadership
NC 7: Developmental Appropriateness NC 14 & 15: Diverse & Underrepresented	NC 1: Knowledge of concepts in English Language arts and literacy NC 2: Knowledge of concepts in Mathematics NC 3: Knowledge of concepts in Science NC 4: Knowledge of concepts in Social Studies	NC 16: School Leaders

	<p>NC 6: Knowledge of concepts in the arts</p> <p>NC 6: Knowledge of concepts of healthful living</p> <p>NC 7: Developmental appropriateness of instruction in all areas of the elementary curriculum</p> <p>NC 8: Users of language</p> <p>NC 9 & 10: Reasoning in Mathematics & Inquiry in Science</p> <p>NC 11: Content fields & SS in the broad curriculum</p> <p>NC 12- the Arts, 13-Health, 14-Safety</p>	
<p>NB 1: Committed to student learning</p> <p>NB3: Monitor student learning</p> <p>NB 4: Reflective practice</p>	<p>NB 2: Knowledge of subject matter/pedagogy</p> <p>NB3: Monitor student learning</p> <p>NB 4: Reflective practice</p>	<p>NB3: Monitor student learning</p> <p>NB 4: Reflective practice</p> <p>NB 5: Members of learning communities</p>
<p>ACEI 1: Development, Learning & Motivation</p>	<p>ACEI 1: Development, Learning & Motivation</p> <p>ACEI 2: Curriculum</p> <p>ACEI 3: Instruction</p> <p>ACEI 4: Assessment</p>	<p>ACEI 5: Professionalism</p>
<p>TA 1: Knowledge of diverse cultures and perspectives</p> <p>TA 2: High expectations of all learners</p> <p>TA 5: Knowledge of and experience with families</p> <p>TA 7: Instructional adjustments based on assessment data</p> <p>TA 8: Monitoring student learning</p>	<p>TA 1: Knowledge of diverse cultures and perspectives</p> <p>TA 2: High expectations of all learners</p> <p>TA 3: Reflective practice</p> <p>TA 6: Assessment of learning goals and objectives</p> <p>TA 7: Instructional adjustments based on assessment data</p> <p>TA 8: Monitoring student learning</p> <p>TA: Positive impact on student learning</p> <p>TA 10: Content depth</p> <p>TA 11: Content breadth</p> <p>TA 12: Use of research-based professional practice</p>	<p>TA 4: Collaboration</p> <p>TA 5: Knowledge of and experience with families</p>

In addition to the above correlation chart of all the standards the M.Ed. in Elementary Education-Teacher Leadership Track program addresses, the following tables show how NC Advanced Competencies of a Master Teacher (M.Ed.-AC) correlate with the NC North Carolina Standards for Elementary Teachers and where in the Program of Study these competencies and standards are met, the kinds of evidence we collect and evaluate in these courses, and what types of assessment data we have collected. In other words, these tables show how our data is connected to courses in this program and to standards that guide the assignments in those courses.

Table 5. Evidence for NC Advanced Competencies of a Master Teacher and the NC Standards for Elementary Teachers

Masters Standards:	Correlation with NC DPI Elementary Education Specialty Area Standards.	Where taught:	Evidence of learning:	Assessments:
Masters Standard 1 - Instructional Expertise - The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.	Elementary Standard 1 – Elementary teachers have a broad knowledge and understanding of the major concepts in English Language and Literacy. Elementary Standard 2 – Elementary teachers have a broad knowledge and understanding of the major concepts in mathematics. Elementary Standard 3 – Elementary teachers have a broad knowledge and understanding of the major concepts in science. Elementary Standard 4 – Elementary teachers have a broad knowledge and understanding of the major concepts in social studies. Elementary Standard 6 – Elementary teachers have an understanding of the basic concepts of the arts.	M.Ed. Core Courses CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 622-Differentiated Instruction Plus various courses elected under Pedagogical Expertise	Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics

Masters Standards:	Correlation with NC DPI Elementary Education Specialty Area Standards.	Where taught:	Evidence of learning:	Assessments:
	<p>Elementary Standard 7 – Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.</p> <p>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.</p> <p>Elementary Standard 9 – Elementary teachers understand and use the process of problem solving, reasoning and problem communication, connection, and representation as the foundation for the teaching and learning of mathematics.</p>			

Masters Standards:	Correlation with NC DPI Elementary Education Specialist Area Standards.	Where taught:	Evidence of learning:	Assessments:
1:1 - The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerge from educational research.	Elementary Standard 10 – Teachers provide active inquiry experiences in the teaching of science using various questioning skills and developing science processing skills (predicting, classifying, measuring, inferring, interpreting, analyzing, and synthesizing).	All courses	Lesson and unit plans, ORPIED, action research project	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics
1:2 - The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.	Elementary Standard 11 – Elementary teachers connect social studies with the broader curriculum.	CUI 622-Differentiated Instruction CUI 675-Teacher as Researcher Plus various courses selected under Pedagogical Expertise	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades on assignments, M.Ed. Portfolio rubrics
1:3 - The candidate monitors the effects of instructional actions, selection of material, and other instructional decisions on student learning and behavior.	Elementary Standard 12 – Working alone with arts specialist teachers and/or other qualified arts professionals, elementary teachers are able to integrate the arts into the elementary curriculum.	CUI 622-Differentiated Instruction CUI 675-Teacher as Researcher Plus various courses selected under Pedagogical Expertise	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades on assignments, M.Ed. Portfolio rubrics
1:4 - The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.	Elementary Standard 13 – Working alone with healthful living specialists, elementary teachers create	All courses	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades on assignments, M.Ed. Portfolio rubrics

Masters Standards:	Correlation with NC DPI Elementary Education Specialist Area Standards.	Where taught:	Evidence of learning:	Assessments:
1:5 - The candidate understands and links subject matter and students' development and diverse needs in context of school settings.	opportunities for student development and practice of skill that contribute to good health.	M.Ed. Core Courses CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 622-Differentiated Instruction CUI 675-Teacher Researcher Plus various courses elected under Pedagogical Expertise	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades assignments, M.Ed. Portfolio rubrics
1:6 - The candidate uses technology to create learning environments that support students learning.		CUI 622-Differentiated Instruction CUI 628-Trends and Issues in Curriculum and Instruction Courses elected under Pedagogical Expertise	Modified lesson and unit plans	Course grades, grades assignments, M.Ed. Portfolio rubrics
1:7 - The candidate seeks, implements, and evaluates the best pedagogical practice for the subjects taught within the context of specific school settings.		All courses	Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.	Course grades, grades assignments, M.Ed. Portfolio rubrics
1:8 - The candidate demonstrates the ability to integrate literacy across the curriculum.		All courses	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades assignments, M.Ed. Portfolio rubrics

Masters Standards:	Correlation with NC DPI Elementary Education Specialist Area Standards.	Where taught:	Evidence of learning:	Assessments:
Masters Standard 2 Knowledge of Learners - The candidate incorporates knowledge of the nature to the learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.	Elementary Standard 5 – Elementary teachers have an understanding of the major concepts of healthful living. Elementary Standard 7 – Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.	All M.Ed. Required Courses, especially: CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 622-Differentiated Instruction CUI 675-Teacher Researcher Plus various courses elected under Pedagogical Expertise	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades assignments, M.Ed. Portfolio rubrics
2:1 - The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.	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. Elementary Standard 14 – Elementary teachers develop strategies to address topics that are controversial to diverse groups.	All M.Ed. Required Courses, especially: CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 622-Differentiated Instruction CUI 675-Teacher Researcher Plus various courses elected under Pedagogical Expertise	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades assignments, M.Ed. Portfolio rubrics
2:2 - The candidate designs and delivers instruction that is responsive to differences among all learners.	Elementary Standard 15 – Elementary	CUI 622-Differentiated Instruction CUI 675-Teacher Researcher Plus various courses elected under Pedagogical Expertise	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades assignments, M.Ed. Portfolio rubrics

Masters Standards:	Correlation with NC DPI Elementary Education Specialist Area Standards.	Where taught:	Evidence of learning:	Assessments:
2:3 - The candidate reflects on and modifies instruction that fosters student learning.	<p>teachers encourage underrepresented groups to engage in the schooling process especially math and science.</p> <p>Elementary Standard 17 – Elementary teachers understand safety and liability issues in elementary and advocate for appropriate safety materials and enforcement practices in the classroom.</p>	<p>CUI 622-Differentiated Instruction</p> <p>CUI 675-Teacher as Researcher</p> <p>CUI 628-Trends and Issues in Curriculum and Instruction</p> <p>Plus various courses elected under Pedagogical Expertise</p>	<p>Modified lesson and unit plans, ORPIED, action research project</p>	<p>Course grades, grades on assignments, M.Ed. Portfolio rubrics</p>
2:4 - The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.	<p>Elementary Standard 17 – Elementary teachers understand safety and liability issues in elementary and advocate for appropriate safety materials and enforcement practices in the classroom.</p>	<p>M.Ed. Core Courses</p> <p>CUI 669-Educational Implications for Learning and Developmental Theories</p> <p>CUI 545-Diverse Learners</p> <p>CUI 622-Differentiated Instruction</p> <p>Plus various courses elected under Pedagogical Expertise</p>	<p>Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.</p>	<p>Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics</p>
2:5 - The candidate creates and maintains a classroom environment conducive to learning which all learners feel welcome and can be successful.	<p>Elementary Standard 17 – Elementary teachers understand safety and liability issues in elementary and advocate for appropriate safety materials and enforcement practices in the classroom.</p>	<p>All M.Ed. Required Courses, especially:</p> <p>CUI 669-Educational Implications for Learning and Developmental Theories</p> <p>CUI 545-Diverse Learners</p> <p>CUI 622-Differentiated Instruction</p> <p>CUI 675-Teacher as Researcher</p> <p>Plus various courses elected under Pedagogical Expertise</p>	<p>Reflections on revised lesson/unit plans, in class and online discussions</p>	<p>Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics</p>

Masters Standards:	Correlation with NC DPI Elementary Education Specialist Area Standards.	Where taught:	Evidence of learning:	Assessments:
Masters Standard 3:1 - Research - The candidate uses research to examine and improve instructional effectiveness and student achievement.		CUI 622-Differentiated Instruction CUI 675-Teacher as Researcher	Modified lesson and unit plans, ORPIED, action research project	Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics
3:1 - The candidate critically reads and applies historical and contemporary educational literature including theoretical, philosophical, and research materials.		M.Ed. Core Courses CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 622-Differentiated Instruction Plus various courses elected under Pedagogical Expertise	Assigned readings from books and research articles, examinations, online discussions of readings, case discussion research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics
3:2 - The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.		CUI 545-Diverse Learners CUI 622-Differentiated Instruction CUI 675-Teacher as Researcher CUI 656-Teacher as Leader	School case studies and presentations, Modified lesson and unit plans, ORPIED, action research project, analysis of leadership capacity at school sites, professional development plans	Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics
3:3 - The candidate investigates educational problems through action research.		CUI 675-Teacher as Researcher	Teacher action research project	Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics
Masters Standard 4: Content Knowledge - The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.	See correlations under Masters Standards	M.Ed. Core Courses CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 622-Differentiated Instruction Plus various courses elected under Pedagogical Expertise	Assigned readings from books and research articles, examinations, online discussions of readings, case discussion research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics

Masters Standards:	Correlation with NC DPI Elementary Education Specialist Area Standards.	Where taught:	Evidence of learning:	Assessments:
4:1 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.		M.Ed. Core Courses CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 622-Differentiated Instruction Plus various courses elected under Pedagogical Expertise	Assigned readings from books and research articles, examinations, online discussions of readings, case discussions, research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics
4:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across the disciplines.		M.Ed. Core Courses CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 622-Differentiated Instruction Plus various courses elected under Pedagogical Expertise	Assigned readings from books and research articles, examinations, online discussions of readings, case discussions, research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics
4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.		M.Ed. Core Courses CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 622-Differentiated Instruction Plus various courses elected under Pedagogical Expertise	Assigned readings from books and research articles, examinations, online discussions of readings, case discussions, research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics
4:4 - The candidate understands current knowledge and trends in education.		M.Ed. Core Courses CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 622-Differentiated Instruction CUI 628-Trends and Issues in Curriculum and Instruction Plus various courses elected under Pedagogical Expertise	Assigned readings from books and research articles, examinations, online discussions of readings, case discussions, research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics

Masters Standards:	Correlation with NC DPI Elementary Education Specialist Area Standards.	Where taught:	Evidence of learning:	Assessments:
Masters Standard 5: Professional Development and Leadership - The candidate engages in continued professional development and provides leadership in the classroom, school and community level and within the profession.		CUI 675-Teacher as Researcher CUI 656-Teacher as Leader	School case studies and presentations, Modified lesson and unit plans, ORPIED, action research project, analysis of leadership capacity at school sites, professional development plans	Rubrics and/or grades assignments, M.Ed. Portfolio rubrics
5:1 - The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.	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.	CUI 669-Educational Implications for Learning and Developmental Theories CUI 545-Diverse Learners CUI 675-Teacher as Researcher CUI 656-Teacher as Leader	Research papers, position papers, article critiques ORPIED, action research projects, professional development projects	Rubrics and/or grades assignments, M.Ed. Portfolio rubrics
5:2 - The candidate seeks, evaluates, and acts on appropriate input from educators, parents, students, and other members of the community for continuous improvement.		CUI 675-Teacher as Researcher CUI 656-Teacher as Leader	Reflections, school case studies, action research projects, professional development projects	Rubrics and/or grades assignments, M.Ed. Portfolio rubrics
5:3 - The candidate participates, formally and informally, in appropriate professional communities.		All courses	Book clubs, online and class discussions, case discussions, various group projects and presentations	Rubrics and/or grades assignments, M.Ed. Portfolio rubrics
5:4 - The candidate participates in collaborative leadership to address education problems.		CUI 656-Teacher as Leader CUI 675-Teacher as Researcher and various courses under Pedagogical Expertise	School case studies, action research projects, professional development projects	Rubrics and/or grades assignments, M.Ed. Portfolio rubrics
5:5 - The candidate provides leadership working with parents and strengthening the home-school partnership.		CUI 675-Teacher as Researcher	School case studies, action research projects, professional development projects	Rubrics and/or grades assignments, M.Ed. Portfolio rubrics

Evidence that Candidates Meet the Core Standards

Evidence regarding how teacher candidates in the M.Ed. in Elementary Education-TLT program meet the above sets of standards follows. Please note that these data are organized and presented through the five North Carolina Advanced Competencies of a Master Teacher (ACs) because they are correlated with the North Carolina Standards for Elementary Teachers established by the North Carolina Board for Professional Teacher Standards, the ACEI Standards for preparing Elementary Teachers that are aligned with the NCATE Standards, and the National Board Core Propositions as described in the above chart. Therefore these data are not repeated multiple times in multiple charts. The specialty area standards (ACEI) are included in the above standards alignment even though they were met by the fact that the students in this program are licensed teachers who have already taken and passed the PRAXIS II exam because they correlate with the NCATE Standards,

Table 6. Evidence for M.Ed. in Elementary Education-Teacher Leadership Program

Masters Standard 1: Instructional Expertise - The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for education practice in P-12 settings to improve student learning. The candidate plans, implements and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical stance and with best practices emerging from educational research.		
Indicator 1:1 – The candidate reads educational literature critically, including theoretical, philosophical, and research materials.		
Indicator 1:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice.		
Indicator 1:3 - The candidate designs and modifies instruction based on well articulated theory, philosophy, educational research and best practice.		
Indicator 1:4 - The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.		
Indicator 1:5 - The candidate understands and links subject matter and students’ developmental and diverse needs in the context of school settings.		
Indicator 1:6 - The candidate uses technology to create learning environments that support students’ learning.		
Indicator 1:7 - The candidate seeks, implements, and evaluates the best pedagogical practice for the subjects taught within the context of a specific school setting.		
Indicator 1:8 - The candidate demonstrates the ability to integrate literacy across the curriculum.		
Evidence		
Assessments of (Knowledge, Skills, and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #1	Spring 2005 Fall 2005 Spring 2006	100% 100% 100%
Core Class: CUI 669 grades [1.1, 1.2, 1.4]	Spring 2002 Summer 2002	Avg. Grade = 3.74 – 100% Avg. Grade = 3.88 – 100%

	Spring 2003 Summer 2003 Spring 2004 Summer 2004 Spring 2005 Summer 2005 Spring 2006	Avg. Grade=3.94 -100% Avg. Grade=3.98 -100% Avg. Grade=3.99 -100% Avg. Grade=3.87 -100% Avg. Grade=3.96 -100% Avg. Grade=4.00 -100%
Core Class: CUI 545 grades [1.2, 1.5, 1.6]	Summer 2002 Summer 2003 Summer 2004 Summer 2005	Avg. Grade=3.91 -100% Avg. Grade=4.00 -100% Avg. Grade=3.92 -100% Avg. Grade=3.99 -100%
Required Class: CUI 622 [1.3, 1.4, 1.5, 1.6, 1.7, 1.8] grades	Fall 2002 Fall 2003 Fall 2004 Spring 2005 Fall 2005	Avg. Grade=3.63 -96% Avg. Grade=3.68 -97% Avg. Grade=3.99 -100% Avg. Grade=3.85 -95%
Required Class: CUI 675 Action research project grade [1.1, 1.2, 1.3, 1.4, 1.5, 1.7]	Fall 2002 Fall 2003 Fall 2004 Fall 2005	Avg. Grade=3.75 -100% Avg. Grade=3.91 -100% Avg. Grade=3.67-100%

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

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

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

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

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

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

Evidence		
Assessments of (Knowledge, Skills, and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #2	Spring 2005	100%
	Fall 2005	100%
	Spring 2006	100%
Core Course: CUI 669 grades [2.1, 2.4]	Spring 2002	Avg. Grade = 3.74 – 100%
	Summer 2002	Avg. Grade = 3.88 – 100%
	Spring 2003	Avg. Grade=3.94 -100%
	Summer 2003	Avg. Grade=3.98 -100%

	Spring 2004 Summer 2004 Spring 2005 Summer 2005 Spring 2006	Avg. Grade=3.99 -100% Avg. Grade=3.87 -100% Avg. Grade=3.96 -100% Avg. Grade=4.00 -100%
Core Course: CUI 545 grades [2.1, 2.4]	Summer 2002 Summer 2003 Summer 2004 Summer 2005	Avg. Grade=3.91 -100% Avg. Grade=4.00 -100% Avg. Grade=3.92 -100% Avg. Grade=3.99 -100%
Required Course: CUI 622 grades [2.1, 2.2, 2.3, 2.4, 2.5]	Fall 2002 Fall 2003 Fall 2004 Spring 2005 Fall 2005	Avg. Grade=3.63 -96% Avg. Grade=3.68 -97% Avg. Grade=3.99 -100% Avg. Grade=3.85 -95%
Required Course: CUI 675 Action research project grade [2.1, 2.2, 2.3, 2.4, 2.5]	Fall 2002 Fall 2003 Fall 2004 Fall 2005	Avg. Grade=3.75 -100% Avg. Grade=3.91 -100% Avg. Grade=3.67-100%

Masters Standard 3: Research - The candidate uses research to examine and improve instructional effectiveness and student achievement.

Indicator 3:1 - The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.

Indicator 3:2 - The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.

Indicator 3:3 - The candidate investigates educational problems through action research.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #3	Spring 2005 Fall 2005 Spring 2006	100% 100% 100%
Core Course: CUI 669 grades [3.1]	Spring 2002 Summer 2002 Spring 2003 Summer 2003 Spring 2004 Summer 2004 Spring 2005 Summer 2005 Spring 2006	Avg. Grade = 3.74 – 100% Avg. Grade = 3.88 – 100% Avg. Grade=3.94 -100% Avg. Grade=3.98 -100% Avg. Grade=3.99 -100% Avg. Grade=3.87 -100% Avg. Grade=3.96 -100% Avg. Grade=4.00 -100%
Required Course: CUI 675 Action research project grade [3.1, 3.2., 3.3]	Fall 2002 Fall 2003 Fall 2004	Avg. Grade=3.75 -100% Avg. Grade=3.91 -100% Avg. Grade=3.67-100%

	Fall 2005	
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Masters Standard 4: Content Knowledge - The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.		
Indicator 4:1 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.		
Indicator 4:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.		
Indicator 4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.		
Indicator 4:4 - The candidate understands current knowledge and trends in education.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #4	Spring 2005 (for Connecting Subject Matter to Learners)	100%
	Fall 2005 (for Connecting Subject Matter to Learners)	100%
	Spring 2006	100%
Core Course: CUI 669 grades [4.1, 4.2, 4.3]	Spring 2002 Summer 2002 Spring 2003 Summer 2003 Spring 2004 Summer 2004 Spring 2005 Summer 2005 Spring 2006	Avg. Grade = 3.74 – 100% Avg. Grade = 3.88 – 100% Avg. Grade=3.94 -100% Avg. Grade=3.98 -100% Avg. Grade=3.99 -100% Avg. Grade=3.87 -100% Avg. Grade=3.96 -100% Avg. Grade=4.00 -100%
Required Course: CUI 622 grades [4.1, 4.2, 4.3, 4.4]	Fall 2002 Fall 2003 Fall 2004 Spring 2005 Fall 2005	Avg. Grade=3.63 -96% Avg. Grade=3.68 -97% Avg. Grade=3.99 -100% Avg. Grade=3.85 -95%
Required Course: CUI 675 Action Research project grade [4.3]	Fall 2002 Fall 2003 Fall 2004 Fall 2005	Avg. Grade=3.75 -100% Avg. Grade=3.91 -100% Avg. Grade=3.67-100%

Masters Standard 5: Professional Development and Leadership - The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.		
Indicator 5:1 - The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.		
Indicator 5:2 - The candidate seeks, evaluates, and as appropriate, acts on input from		

educators, parents, students, and other members of the community for continuous improvement.		
Indicator 5:3 - The candidate participates, formally and informally, in appropriate professional communities.		
Indicator 5:4 - The candidate participates in collaborative leadership to address educational problems at the levels of classroom, school building, school system, and community.		
Indicator 5:5 - The candidate provides leadership in working with parents and strengthening the home-school partnership.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #5	Spring 2005 Fall 2005 Spring 2006	100% 100% 100%
Core Course: CUI 669 grades [5.1, 5.3]	Spring 2002 Summer 2002 Spring 2003 Summer 2003 Spring 2004 Summer 2004 Spring 2005 Summer 2005 Spring 2006	Avg. Grade = 3.74 – 100% Avg. Grade = 3.88 – 100% Avg. Grade=3.94 -100% Avg. Grade=3.98 -100% Avg. Grade=3.99 -100% Avg. Grade=3.87 -100% Avg. Grade=3.96 -100% Avg. Grade=4.00 -100%
Core Course: CUI 545 grades [5.2]	Summer 2002 Summer 2003 Summer 2004 Summer 2005	Avg. Grade=3.91 -100% Avg. Grade=4.00 -100% Avg. Grade=3.92 -100% Avg. Grade=3.99 -100%
Required Course: CUI 622 grades [5.2, 5.3]	Fall 2002 Fall 2003 Fall 2004 Spring 2005 Fall 2005	Avg. Grade=3.63 -96% Avg. Grade=3.68 -97% Avg. Grade=3.99 -100% Avg. Grade=3.85 -95%
Required Course: CUI 656 grades [5.3, 5.4, 5.5]	Spring 2002 Spring 2003 Spring 2004 Spring 2005 Spring 2006	Avg. Grade = 3.89 – 98% Avg. Grade=3.93 -100% Avg. Grade=4.00 -100% Avg. Grade=3.73 -93%
Required Course: CUI 675 grades [5.1, 5.3, 5.5]	Fall 2002 Fall 2003 Fall 2004 Fall 2005	Avg. Grade=3.75 -100% Avg. Grade=3.91 -100% Avg. Grade=3.67-100%

Involvement with families

In their coursework, and through their experiences in the classroom, experienced teachers enrolled in the M.Ed. in Elementary Education-TLT program have multiple opportunities to interact with and learn from the parents and families of their students. Among their many roles as classroom teachers they will meet parents and family members every year at Open House, Back to School Night, PTA meetings, and at other school-wide events. They also communicate with parents and family members during formal and informal conferences during the school year. In their coursework there is a strong emphasis on learning more about ways to involve parents and families in CUI 545 (Diverse Learners), CUI 669 (Educational Implications of Learning and Developmental Theory), and CUI 622 (Differentiated Instruction). This includes learning about children and families from different cultural, religious, ethnic, and economic backgrounds, better understanding how family configurations are different, discussing ways to involve parents and family members in supporting their children's learning, and learning more about ways to motivate students and meet individual needs. Through readings, discussions, and assignments about working effectively with parents and families, both positive and negative experiences are shared, and potential and real problems are brought to the surface and often solved during class discussions. The experienced teachers in this program are often parents themselves, as well as teachers, and therefore share their experiences and perspectives with other teachers who are not parents. Continuing to help our M.Ed-TLT teachers develop positive and welcoming dispositions towards parents and families who are diverse in their backgrounds is an ongoing goal for this program.

Product of Learning

The M.Ed. Portfolio, organized around the five North Carolina Advanced Competencies of a Master Teacher (M.Ed.-ACs), is the capstone project for teachers in the M.Ed. in Elementary Education-TLT program. This standards-based portfolio is compiled by each M.Ed. candidate during the final semester of the M.Ed. program and evaluated independently by two UNCG faculty members and one school partner (either the candidate's administrator, or a National Board Certified Teacher). The M.Ed. Portfolio consists of seven reflective essays: one addressing each of the five North Carolina Advanced Competencies of a Master Teacher (M.Ed.-ACs), plus initial and concluding reflective essays about the value of the M.Ed. experience. Each of the five AC essays is supported by at least three artifacts from the universe of M.Ed. course assignments, projects, lesson/unit plans, assessments, etc. that serve as evidence of meeting each M.Ed.-AC. In addition, teachers in this program who are already Nationally Board Certified Teachers (NBCTs) may use evidence from their National Board portfolios because the ACs correlate with National Board Core Propositions. Examples of M.Ed. Portfolio from graduates of the program rated as good to excellent can be found in the document boxes. **Please note that we have recently revised our M.Ed. Portfolio scoring rubric so that instead of scoring each essay and the supporting evidence on a scale ranging from (U)nsatisfactory to (S)atisfactory, to (E)xcellent we are now scoring the M.Ed. portfolios on a scale from 0-2 and computing a grand mean based on the three evaluators scores. This change will allow us to see which ACs are scored higher or lower and to aggregate students' final scores over time.**

Standard 1A: Candidate Qualifications

Program admission criteria

Candidates applying to the M.Ed. in Elementary Education-TLT program are required to take the GRE exam for admission to Graduate School. Average scores for prospective teachers applying to this program since 2000 are 443 on the Verbal section of the GRE , 521 on the Quantitative section, and 4.42 on the Analytic Writing section (based on a scale of 1-6). Teachers applying to the M.Ed. in Elementary Education-TLT program must also have a 3.0 or higher undergraduate GPA, or will be admitted provisionally with GPAs above 2.75. The typical provision is to maintain a 3.0 Grade for the first 9 hours in the program, which virtually all provisionally-admitted students are able to meet. Dispositions are assessed prior to admission through required letters of recommendation (usually from administrators and co-workers) and/or interviews with the program coordinator.

Section IV: Standard II – Candidate Assessment and Evaluation

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

Table 7. Assessment Plan for the M.Ed. in Elementary Education – Teacher Leadership Program

Upon Entry into Program	During Program (Midpoint)	Near Program Completion
<ul style="list-style-type: none"> • GRE scores • Undergraduate Grades • Dispositions based on letter of recommendation and personal statement • Assigned an advisor 	<ul style="list-style-type: none"> • Meeting with advisor at 12-18 hours into program • Signs Preliminary Plan of Study • Grades checked • Advised about deadlines for M.Ed. Portfolio and application graduation 	<ul style="list-style-type: none"> • Meeting with advisor at beginning of final semester • Signs Final Plan of Study • Grades checked • Advised about support and assessment procedures for M.Ed. Portfolio • Advised about application for M license

Individual Candidate Assessment

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

- (a) Every new student in the M.Ed. in Elementary Education-TLT program is assigned a faculty member as an advisor. Dr. Levin currently advises the vast majority of M.Ed. in Elementary Education-TLT students, but Dr. Carlone and Dr. Prater have a few advisees from this program. Advisees are always available by phone, e-mail, drop in, or by appointment.
- (b) Advisors meet with and sign each student's Plan of Study by the time s/he has taken 18 hours, if there is a change in the Plan of Study, and at the start of the final semester in the program.
- (c) Instructors inquire about students' progress on the M.Ed. Portfolio at the start of every course, and make suggestions on their course syllabus about how their class assignments meet specific M.Ed.-ACs.
- (d) The M.Ed. Portfolio Guidelines are in the M.Ed. Handbook and in a separate document, which are both available on the CUI website at <http://www.uncg.edu/cui> called the M.Ed. All the M.Ed.-ACs, details about how to construct the M.Ed. Portfolio, rubrics, and sign-off forms are in the M.Ed. Portfolio Guidelines and the M.Ed. Handbook available in this online handout. Copies of these documents are also in the document box.
- (e) Advisors provide support/advice for completion of the M.Ed. Portfolio and then assess it. Advisors are willing to read drafts of portfolio entries and provide verbal and written feedback until the student is comfortable with the format expected for the essays. Mastery of the competencies for the M.Ed. Portfolio is expected and support is provided until it is achieved.
- (f) Support for completing the M.Ed. Portfolio is also offered during the CUI 656 (Teacher as Leader) course for completing the M.Ed. Portfolio and in the future students taking the year-long version of CUI 675 (Teacher as Researcher) will complete their M.Ed. Portfolio as a

part of the requirements for this course and present their portfolio at the end of the course to peers and other invited guests. Evaluation by two faculty and one school partner will remain the same but the new scoring scheme for the rubric will be in place.

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

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

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

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

(k) Finally, students finishing this program apply to the Teachers Academy for the M license after completing all coursework successfully, successfully passing the assessment of their M.Ed. Portfolio, and completing the PRAXIS II exam, if it is required (only for students with degrees and experience in fields other than elementary education).

Program and Program Operations Assessment

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

Annual Review of the Program

Review of this program occurs several times a year when M.Ed. Portfolios are reviewed in fall, spring, and summer and when course evaluations are returned to faculty. On-going review of this program happens in the Elementary Education Committee meetings as well. That committee is where potential program changes are discussed and decisions are made. We do not have a formal mechanism for assessing dispositions or performance in the field for this program in the same way we do for programs that lead to initial teacher licensure because the teachers in this program are evaluated by their site administrators on the job. Teachers who enter the M.Ed. in Elementary Education-TLT program have proven to be excellent graduate students and seem to be competent teachers based on the excellent work they do throughout this program. These are teachers who have self-selected to get a Masters degree in order to become better teachers and to learn more about their craft. So, we depend a lot on feedback from students received informally throughout the program and on formal course evaluations for every course every semester as the best way to gather any evidence for improving our program. Informally we assess dispositions based on classroom discussions, observations of interactions during group work, and on their written assignments and reflections. We also infer their success in the field when grading assignments that require them to develop and teach lessons/units in order to try out new ideas about content and pedagogy. Using their written reflections, examples, of student work, and instructional plans allows us to infer how successful these experienced teachers are at implementing new strategies learned in their courses. The teachers in this program do a lot of reflective writing and instructors use this as vehicle for responding to teachers about their dispositions as well as practices. Ultimately, evaluating the M.Ed. Portfolios allows us to see what kinds of evidence (in the form of course assignments) these teachers feel have really contributed to their mastering the competencies in the M.Ed.-ACs and developing into Master Teachers. The review of M.Ed. Portfolios each semester also provides us with feedback about the program and the quality of the M.Ed. Portfolios has reinforced our observations that we have

excellent teachers enrolled in the M.Ed. in Elementary Education-TLT program. See examples of several recent M.Ed. in Elementary Education-TLT portfolios in the document box that were rated between good and excellent.

Summary of Data Collected and Analyzed

Based on course grades, as can be seen in AC charts provided earlier, all the M.Ed.-TLT students taking the required core courses in this program (CUI 669, 545, 622, 656, 675, and ERM 604 or 605) have received excellent grades with 96-100% receiving B or better grades in these courses over the past 5 years. In fact, >90% of these students earn grades of A or A- in these required courses. The passing rate on the M.Ed. Portfolio for the M.Ed.-Elementary Education-TLT students has always been 100%. In fact, no one has been asked to redo their portfolio after the assessment process begins because anyone who is at all unsure about our expectations meets with their advisor and can request advisors to read drafts of their AC essays. We seek mastery of each AC and ask teachers to revise and resubmit any essays that appear to be weak before we do any actual scoring of their M.Ed. Portfolio entries. Furthermore, in CUI 656 (Teacher as Leader), the instructor provides time in class for students working on their M.Ed. Portfolios to get peer feedback, and also provides direct feedback on initial essays until the student is on track and understands our expectations. Once a student is on the right track they do quite well on the remainder of their M.Ed. Portfolio essays. Therefore the pass rates for the M.Ed. Portfolio have been 100% every year for the past several years. However, as described above, we have recently changed our scoring on the M.Ed. Portfolio Rubric to quantify the scores so that we can gather numeric rather than qualitative ratings on these portfolios in the future.

Table 8. Pass rates and number of M.Ed. in Elementary Education-TLT students completing their M.Ed. Portfolio

Spring, Summer, and Fall 2003	Spring, Summer, and Fall 2004	Spring, Summer, and Fall 2005	Spring 2006 and Summer 2006
N=5 Portfolio pass rate= 100%	N=5 Portfolio pass rate= 100%	N=5 Portfolio pass rate= 100%	N=3 Portfolio pass rate= 100%

Note: There are currently 19 students active in the M.Ed. in Elementary Education-TLT program and 5-6 students expecting to graduate in December 2006.

Table 9. Summary of Program Improvements and Program Operations in the M.Ed. in Elementary-TLT Program since 2001:

Problem/Concern	Change to Program
Based on feedback from students and faculty we needed a place in the M.Ed.-TLT curriculum to support candidates in developing their M.Ed. Portfolios. (beginning Fall 1999)	Instructors teaching CUI 675 (Teacher as Researcher) and CUI 656 (Teacher as Leader) take responsibility for supporting students in completing their M.Ed. Portfolios. (beginning Fall 2001)
Based on feedback from advisees we heard that both instructors of CUI 675 and CUI 656 assumed the instructor in the other course was providing M.Ed. Portfolio support (2000-2001). Upon discussion with the instructor for CUI 675 (Teacher as Researcher) it was determined that the curriculum was already full to include M.Ed. Portfolio support. (Fall 2001)	Instructors for CUI 656 (Teacher as Leader) asked to provide support for M.Ed. Portfolio development. (Spring 2002) <u>and</u> Every Instructor in every M.Ed. course requested to ask students about their progress toward completing M.Ed., and to indicate on syllabus how their assignments meet ACs and therefore can be used in the M.Ed. Portfolio. (Fall 2003) <u>and</u> Portfolio Guidelines with all rubrics and sign-off forms are posted on the CUI Dept. website as a PDF file, as is the latest version of the M.Ed. Handbook. (Fall 2005)
Based on feedback from advisees we learned That it was difficult for students to recruit the (3) CUI faculty members to evaluate every M.Ed. Portfolio. (1999-2003)	Change made to require 2 CUI faculty and 1 school person (administrator or NBCT) to evaluate M.Ed. Portfolios. (Spring, 2004)
Based on advisors feedback about the Plan of Study format, it was difficult to determine if signatures were for Preliminary POS (at 18-hour mark) or Final POS before graduation. (2000-2003).	Revised Plan of Study form to include places for two sets of signatures to indicate Preliminary or Final POS. (Spring 2004)
Based on student feedback and faculty observation of M.Ed. in Reading program, discussions began about requiring two semesters of CUI 675 (Teacher as Researcher) so that teachers in the Elementary Ed M.Ed. could actually carry out the action research project during the second semester that they plan during the first semester. (2004-2005)	Curriculum change requested and approved to change CUI 675 (Teacher as Researcher) to 6 credits to be taken in consecutive semesters Fall-Spring. (beginning Fall 2006).
CUI Dept. Chair began discussions about alternative paths to admission: (a) NBCTs admitted without GRE, (b) Students with A- in two M.Ed. level courses taken as a VISIONS student admitted without GRE, (c) GRE scores in average range. (2004-2005)	Passed by CUI Department as a 3-year pilot tabled by the Graduate Studies Committee at the university level. (Fall 2005)

<p>CUI Dept. Chair began discussions about eliminating the requirement for 2 courses outside of CUI in order to offer more advanced, 600-level methods courses in Math and Social Studies to complement 600-level course offerings already available in Literacy and Science. (2005-2006)</p>	<p>Discussions still in progress</p>
<p>Faculty observe that there is no way to gather quantitative data on the M.Ed. Portfolio rating because the rubric scores the M.Ed. portfolio on a range from Unsatisfactory to Satisfactory to Excellent (U→S→E).</p>	<p>Change made to M.Ed. Portfolio rubric to score each AC as it as 0→1→2 and to calculate a grand mean across all three reviewers scores. (Spring 2006).</p>

Section V: Standards III – Field Experiences and Clinical Practice

Field Experiences/Clinical Practices

Completion of this degree program, the M.Ed. in Elementary Education-Teacher Leadership Track, leads to advanced (M) licensure for already licensed, experienced teachers and 99% of the people admitted to this program are fully-licensed, full-time classroom teachers working in the school districts surrounding UNCG. On the rare occasions when we have a student in this program who is not currently working fulltime in the classroom (e.g., teachers on maternity leave, teachers in transition from out-of-state to getting a teaching job in North Carolina, or teachers taking a leave from the classroom to do other things) we require that they find classrooms in which to carry out assignments that involve teaching children. There are no additional field experiences required of teachers in this program because they are already licensed and working full-time in their own classrooms every day, but because many assignments assume they have their own classrooms as a laboratory to try out new instructional strategies or to do action research, we do require all students in this program must be able to work directly with children. For example, if taking CUI 614 (Word Study) they must carry out many word study lesson activities within a classroom and prepare a PowerPoint presentation about some aspect of Word Study in order to provide professional development for a school faculty. When taking CUI 545 (Diverse Learners) they must analyze the diversity present in their school and evaluate how the needs of the diverse learners in their school are currently being met. When taking CUI 622 (Differentiated Instruction) they must evaluate the learning needs, learning styles, multiple intelligences, and other differences among their students and then plan and teach lessons that are differentiated based on their students various needs. When taking CUI 675 (Teacher as Researcher) they must plan and carry out an action research project in their classroom or school. When taking CUI 656 (Teacher as Researcher) they must assess the professional development needs of their school and plan for and offer professional development to their staff. These are just some of the classroom and school-based assignments required in this program. Matrices to show how the North Carolina Competencies of a Master Teacher (ACs) correlate with the NC DPI Elementary Education Specialty Area Standards and where these standards are met in the Program of Study, what kinds of evidence of learning occurs in those courses, and how learning is assessed are located in the document boxes.

Involvement of P-12 Partners

When we first developed this program in 1998-99 in response to the Excellent Schools Act of 1997 we surveyed experienced teachers and administrators in the field to determine their perceptions of the kinds of courses and experiences a Master Teacher should have during an advanced degree program. As a result of that survey and some face-to-face discussions with teachers/administrators we developed several new courses, such as CUI 545 (Diverse Learners), CUI 622 (Differentiated Instruction), CUI 656 (Teachers as Leader) and CUI 675 (Teacher as Researcher) to complement some of the methods and foundations courses we already offered. Also, as described above, we ask each prospective M.Ed. students for the Elementary Education-TLT program to get recommendation letters for admission to the program and to have either an administrator or a NBCT evaluate their M.Ed. Portfolio at the

end of the program. So, we involve our school partners at the beginning and the end of our program to help recommend and screen candidates for the M.Ed. and the M license. However, these are just some of the ways we involve our P-12 partner schools/districts. In addition, we often invite administrators or teachers with particular experiences and expertise to share as guest speakers in our courses. We also seek out and hire very experienced teachers from our P-12 partner schools with advanced degrees and/or particular expertise to teach some of the courses in the M.Ed. in Elementary Education-TLT program. We like to offer courses in this program in the schools of our P-12 partners whenever feasible, and we have partnered with local school districts to offer special off-campus cohort programs leading to the M.Ed. in Elementary Education-TLT program (e.g., for Rockingham County in 2001-2003 and Randolph County teachers in 2002-2004).

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

As described above, the teachers in the M.Ed. in Elementary Education-TLT program are full-time teachers and part-time M.Ed. students. To the extent that they try out the things they are learning in their own classrooms, they are using their own classrooms as learning laboratories – their regular teaching positions become their field experiences.

Process used for Selecting Mentors and Making Field Placements

n/a for this program that leads to the M license.

Procedures for Preparing Cooperating Teachers

n/a for this program that leads to the M license.

Supervision and Evaluation for Teacher Candidates

n/a for this program that leads to the M license.

Evaluation of Field Experiences and Clinical Practice

n/a for this program that leads to the M license.

Section VI: Standard IV – Diversity

How Diversity is Addressed in the Curriculum

All teachers in the M.Ed. in Elementary Education-TLT program are required to take two courses that focus specifically on understanding diversity and meeting the needs of diverse learners: CUI 545 (Diverse Learners) and CUI 622 (Differentiated Instruction). The advanced educational psychology course (CUI 669) also address issues related to diversity through readings and assignments about theories and best practices for learning and teaching, motivating students, and for assessment. In addition, all other courses that teachers are likely to take during this program address the needs of diverse learners from the perspective of that particular course. For example in many courses, teachers learn specific ways to differentiate instruction and then are asked to create, teach, and assess lesson/unit plans that meet the needs of the diverse learners in their classrooms, whether the diversity relates to linguistic diversity, ethnicity, ability, or disability. Throughout the program and when it comes time to evaluate the M.Ed. Portfolio we look for evidence that every teacher in the M.Ed. in Elementary Education-TLT program is knowledgeable about and responsive to the diverse learners in their classrooms/schools and knows how to connect subject matter with their learners' needs. We often do this through class discussions and in responses to written reflections that accompany most assignments.

Diversity of the Higher Education Faculty

The higher education faculty in the School of Education who teach the courses these students take are fairly diverse with regard to race/ethnicity and gender. For example, in the CUI Department the students in the M.Ed. in Elementary Education-TLT program are very likely to have Dr. Cooper or Dr. Baber for CUI 545 (Diverse Learners), and/or Dr. Jean Rohr for CUI 622 (Differentiated Instruction), or Dr. Rachel Salas for CUI 628 (Trends and Issues in Curriculum and Instruction). These faculty members are all women of color and the percentage of minority tenure-track faculty in the CUI Department is 25%. In addition Drs. Miller, Duffy, and Fi, who are the male faculty members in teacher education, also teach courses in this program.

How the M.Ed. in Elementary Education-TLT program Provides Opportunities and Experiences for Students to Interact with Diverse Higher Education and School Faculty

Dr. Jewell Cooper or Dr. Ceola Ross Baber, both experienced and highly-respected African-American professors, teach CUI 545 to the vast majority of the Elementary Education-TLT students, and students may have Dr. Jean Rohr for CUI 622 or Dr. Rachel Salas, a new faculty member of Hispanic descent, for CUI 628. Also, due to the diverse nature of area schools and of our own diverse student body, we know our M.Ed. students are interacting regularly with other professional educators (administrators, school/media coordinators, curriculum coordinators, other teachers, and other staff members) as well as parents who are ethnic and/or linguistic minorities.

Diversity of Candidates in the M.Ed. in Elementary Education-TLT Program

The diversity of students in the M.Ed. in Elementary Education-TLT program is limited. There are very few teachers of color pursuing this degree, although currently of the 19 students active in this program, two are teachers of color. Two African-American teachers and one Asian teacher completed their M.Ed. in Elementary Education in the Teacher Leadership Track in the past 5 years. While the teachers in this program are mostly white and mono-lingual, just like the majority of elementary teachers currently in the field, we clearly we need to recruit more minority teachers into our program through better communication and by offering scholarships. The off-campus cohorts of M.Ed. students from more rural counties are even less diverse, so we need to recruit more teachers from Greensboro and High Point schools where the teaching population is more diverse.

Diversity of entire Elementary Education Program including Graduates and Undergraduates

Table 10. Number and percentage of currently enrolled graduate-level elementary education majors (CPTS and TLTs) by ethnicity and gender

	Asian	Black	Hispanic	Indian	Other	White
Female	3	3	2		1	53
Male	1	1				3

How Elementary Education-TLT Candidates Interact with Other Diverse Candidates

The percentage of teachers enrolled in the M.Ed. in Elementary Education-TLT program at UNCG who are ethnically or linguistically diverse is about 10%. Nevertheless, teachers in this program have multiple opportunities to work together in their classes. They work together on courses assignments, group projects, lesson and unit plans, and in various small and large group discussions – both face-to-face and online. This mimics their experiences at their schools, where most of the teachers in this program work with other teachers, administrators, and school staff who are ethnically and/or linguistically diverse. Guest speakers invited to make presentations in courses in this program may often represent diverse backgrounds and perspectives as well.

Diversity of the P-12 Students the Elementary Education-TLT Work with

Once again, given that the students in this program are full-time teachers working in area schools, they are highly likely to have a diverse group of students in their classrooms. For example, in the Guilford County Schools, 4.7% of the elementary-age students are Asian, 40.8% are Black, 7.6% are Hispanic, 41.6% are White, and 4.6% are multi-racial. While these numbers may be somewhat different in other surrounding counties, there is an increasing amount of linguistic diversity in all schools (especially in Spanish speakers), and there is certainly a great diversity in the economic backgrounds of students, and also in their learning styles and their academic achievement levels.

Table 11. Diversity of P-12 students the M.Ed. in Elementary Education-TLT students work with in school districts surrounding UNCG:

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

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

Our philosophy is that teachers must learn to work effectively with all the learners in their care. Our Conceptual Framework starts off by saying that: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse 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.* We support this mission by offering courses like CUI 545 (Diverse Learners), CUI 622 (Differentiated Instruction), CUI 656 (Teachers as Leader) and CUI 675 (Teacher as Researcher), and we also address the needs of the diverse students in our P-12 schools in every course by requiring assignments that ask these experienced teachers to apply current, research-based best practices for instructing all learners in their classrooms. Issues of differentiating instruction to accommodate the diversity of all learners are paramount in all courses. Furthermore, as described above, the students in the M.Ed. in Elementary Education-TLT program are all full-time teachers who work daily with economically, ethnically, and linguistically diverse groups of students and their families in their own schools. Many class discussions and course assignments naturally occur around issues of meeting the needs of diverse learners and working effectively with their families. For example, in CUI 614 (Word Study) part of the final exam is to write a letter to parents explaining how a spelling program structured around word families will help their child develop into a good speller without using any jargon.

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

UNCG professional faculty are well qualified for their roles and model best professional practices in scholarship, service and teaching. They demonstrate a longstanding tradition of excellence in teaching, garnering awards at local and state levels. They engage in collaborative and interdisciplinary research and scholarship. They model professional service through leadership positions in professional organizations at the state, regional and national levels, and they are actively engaged within the community related to professional issues and concerns

Qualification of Faculty

Over 81% of the 656 full-time professional education faculty have earned doctorates. Minimal credentials include a master’s degree and exceptional expertise in the subject area. All clinical faculty have contemporary professional experiences in school settings at the levels they supervise student teachers and interns; several of the clinical faculty are National Board Certified teachers. DPI requires faculty who teach methods courses and/or supervise student teachers, school counselors, media specialists, and principal interns to hold a current license.

Table 12. Faculty teaching in the M.Ed. in Elementary Education-TLT program, their qualifications, and their teaching assignments:

Faculty Names	Highest degree, discipline, university	Tenure Track Faculty	Clinical Faculty or Adjunct	Courses taught	Full-time	Part-time	Service/School Involvement
Dr. Barbara Levin	Ph.D., Ed. Psych UC-Berkeley	x		CUI 628 CUI 650 CUI 610	x		Program coordinator, Instructor
Dr. Jewell Cooper	Ph.D. Curriculum & Teaching UNCG	x		CUI 545 CUI 654 CUI 646	x		Instructor
Dr. Gerry Duffy	Ed.D., Reading & Language Arts Northern Illinois	x		CUI 628	x		Instructor
Dr. Francine Johnston	Ed.D., Reading and Early Childhood, Univ. of Virginia	x		CUI 516 CUI 614 CUI 615 CUI 617A CUI 617B	x		Instructor
Dr. Catherine Matthews	Ph.D. Science Education U. Kansas	x		CUI 623 CUI 654	x		Instructor
Dr. Sherri Merritt	Ph.D., English Education, NC State	x		CUI 675 CUI 656 CUI 640	x		Instructor
Dr. Sam Miller	Ph.D., Ed Psych,	x		CUI 669 CUI 622	x		Instructor

	Reading & LA, Univ. of Michigan						
Dr. Kerri Richardson	Ph.D., Math Ed, Univ. of Oklahoma	x		CUI 628	x		Instructor
Dr. Rachel Salas	Ph.D., Bilingual/Multicultu Special Education, Univ. Texas	x		CUI 628 CUI 616 CUI 526	x		Instructor
Dr. Cos Fi	Ph.D., Math Ed Univ. Iowa	x		CUI 557 CUI 664 CUI 667	x		Instructor
Dr. Sandy Webb	Ph.D., Curriculum &Teaching, Literacy, UNCG,		x	CUI 656	x		Instructor
Dr. Ann Harrington	Ph.D., Literacy, Univ. Georgia		x	CUI 616 CUI 617A CUI 619 CUI 640	x		Instructor
Dr. He Ye	Ph.D. Curriculum & Teaching, ESL, UNCG		x	CUI 523 CUI 605	x		Instructor
Dr. Jean Rohr	Ph.D. Curriculum & Teaching, UNCG		x	CUI 622	x		Instructor
Dr. Dixie Massey	Ph.D., Curriculum &Teaching, Literacy, UNCG		x	CUI 616, CUI 619		x	Instructor
Dr. Deb Bartz	ABD, Western Michigan University Measurement and Evaluation		x	ERM 605		x	Instructor
Dr. Alex Epanchin	Ph.D., Duke Measurement and Statistics		x	ERM 604, ERM 605		x	Instructor
Dr. Bert Goldman	Ed.D., Ed Psychology Univ. Virginia,	x		ERM 605	x		Instructor
Dr. Cheryl Greenberg	Ed.D. Curriculum and Teaching UNCG		x	CUI 669		x	Instructor

M.Ed. in Elementary Education-TLT Program Coordination

The M.Ed. in Elementary Education-TLT program is coordinated by Dr. Barbara Levin, a full-time faculty member with licensure in Elementary Education. Dr. Levin also teaches CUI 650 (Interaction of Classroom Management and Instruction), CUI 628 (Trends and Issues in Curriculum and Instruction), and CUI 610 (Integrating Technology into the K-12 Curriculum) in this program. Her program responsibilities include corresponding with and interviewing potential program applicants, processing all application files, academic advising for assigned students (along with Dr. Heidi Carlone and Dr. Kathryn Prater), curriculum and program evaluation, M.Ed. Portfolio evaluations, and fulfilling any other needs of the program. Dr. Sam Miller assigns instructors for this program in his role as CUI Department Chair.

Teaching Practices used by Faculty in the M.Ed. in Elementary Education-TLT Program

Many of these instructional strategies are consistent with good pedagogical practices and with our Conceptual Framework in that they promote competence (readings, lectures, book clubs, research papers, lesson/unit plans, data analysis, action research, etc.), caring (class discussions, cooperative learning, reflective writing, case discussions, etc.) and certainly collaboration (book clubs, class discussion, online discussions, jigsaw, role plays, simulations, oral presentations, etc.) In addition, all faculty in this program regularly integrate technology into their courses in several ways: use of Blackboard for online discussions and group work, incorporation of Internet resources for teaching and learning, use of videos, PowerPoint presentations, and other software appropriate to the course, etc. Furthermore, they all use the teaching stations in our classrooms to good effect to display information, project Internet resources, access Blackboard, etc. The following chart details many of the teaching practices typically used by faculty M.Ed. in Elementary Education-TLT Program.

Table 13. Teaching Practices used in Required Courses for all M.Ed.-Elem Ed-TLT students:

Teaching Methods	CUI 669	CUI 545	ERM 604 or ERM 605	CUI 622	CUI 628	CUI 656	CUI 675
Lecture	X	X	X	X	X	X	X
Readings	X	X	X	X	X	X	X
Book Clubs		X			X	X	
Whole class discussions	X	X	X	X	X	X	X
Small group discussions	X	X	X	X	X	X	X
Online discussions	X		X	X	X	X	X
Cooperative learning/Jigsaw		X			X	X	X
Case analysis & discussion	X			X			
Simulations/ Role plays		X					X
Research papers	X	X	X	X	X		X
Lesson/ Unit plans	X			X	X		X
Oral Presentations	X	X		X	X	X	X
Reflective Writing	X	X		X	X	X	X
Data Analysis		X	X	X			X
Action Research							X
Class Portfolios			X			X	
Videos/video analysis	X	X		X	X		

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

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

Elementary Education Faculty	Recent Publications or Presentations
Dr. Barbara Levin	<ul style="list-style-type: none"> • Kurtts, S.L., Hibbard, K.L., & Levin, B.B. (2006). Collaborative online problem solving with preservice general education teachers and special education teachers. <i>Journal of Technology and Teacher Education</i>. • Antonek, J.L., Matthews, C.E., & Levin, B.B. (2005). A theme-based, cohort approach to Professional Development Schools: An analysis of the benefits and shortcomings for teacher education faculty. <i>Teacher Education Quarterly</i>, 32 (1), 132-150. • Levin, B.B., & He Ye (2005). <i>Investigating the Content and Sources of Preservice Teachers' Personal Practical Theories (PPTs)</i>. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 2005. • Levin, B.B. (2005). <i>At a crossroads? What are they thinking about and doing now? Update on a 20-year longitudinal study of factors that influence the personal and professional lives of teachers</i>. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 2005.
Dr. Heidi Carlone	<ul style="list-style-type: none"> • Buxton, C., Carlone, H. B., & Carlone, D. (2006). Boundary spanners as bridges of student and school discourses in an urban science and math high school. <i>School Science and Mathematics</i>. • Carlone, H. & Webb, S. (2006). On (not) overcoming our history of hierarchy: Complexities of university/school collaboration. <i>Science Education</i>. • Carlone, H. (2004). The cultural production of science in reform-based physics: Girls access, participation, and resistance. <i>Journal of Research in Science Teaching</i>, 41 (4) 392-414. • Strahan, D., Carlone H. , Horn, S. , Dallas, F. , & Ware, A (2003). Beating the odds at Archer Elementary School: Developing a shared stance toward learning. <i>Journal of Curriculum and Supervision</i>, 18, 204-221.
Dr. Gerry Duffy	<ul style="list-style-type: none"> • Duffy, G. G., (2005). Metacognition and the development reading teachers. In C. Block, S. Israel, K. Kinnucan-Welsch & K. Bauserman (Ed.) <i>Metacognition and literacy</i>

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Dr. Ann Harrington	<ul style="list-style-type: none"> • Massey, D. & Duffy, A. (2004). The learning and perceptions of teacher researchers and facilitators in a literacy-focused, teacher-research course: A content analysis of system, learner, and spheres of influence. <i>Journal of Literacy Research</i>, 35 (4), 1019-1050. • Duffy, A., Anderson J. , Durham, C. , Erickson, A. , & Guion, C. , M. Ingram, M. Kirkpatrick, K. Kreger, S. Lambert, M. Lloyd, H. Reeder, W. Sink, (2003). Responding to the rhetoric: Professional educators' perspectives on reading instruction. <i>Reading Teache</i> , 56 (7), 684-686. • Baumann, J. F. & Duffy-Hester, A. (2002). Making sense classroom worlds: Methodology in teacher research. In M L. Kamil, P.B. Mosenthal, P. D. Pearson & R. Barr (Ed.) <i>Methods of literacy research: The methodology chapters from the Handbook of Reading Research Volume III</i>, (pp. 22). Mahwah, NJ: Erlbaum. • Duffy, A. (2001). Balance, literacy acceleration, and responsive teaching in a summer school literacy program for struggling readers. <i>Reading Research and Instruction</i>, 40, 67-100.
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M.Ed. in Elementary Education-Teacher Leadership Track Faculty Service to the Profession

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

M.Ed. in Elementary Education-Teacher Leadership Track Faculty Evaluation Process

All faculty/instructors who teach courses in the M.Ed. in Elementary Ed-TLT program must do student course evaluations for every course every semester. These evaluations then go to the CUI Department Chair and finally back to the faculty/instructors. If there are any “red flags” the CUI Department Chair consults with the individual faculty member to make corrections. However, long before this happens, students let the CUI Department Chair and/or the Program Coordinator know by email or in person if there are problems. In such cases, the CUI Dept. Chair or the Assistant Dept. Chair (who is also the Program Coordinator for the M.Ed. in Elementary Ed-TLT program) will observe the class and meet with the instructor as needed. Before teaching a new course, the CUI Department Chair talks with the faculty/instructor about program expectations, the scope of the syllabus, and the importance of correlating every assignment to the various standards (ACs, NBPTS, and also with national content standards), and about technology requirements and expectations, and about other departmental and program expectations. Because all M.Ed. in Elementary Education-TLT program faculty/instructors are either regular tenure-track faculty, Clinical Faculty, or very experienced Adjunct faculty with Masters or Doctoral degrees and other specific qualifications, there is rarely a problem with the quality of the instruction. However, if there is, the instructor would first be counseled and provided feedback based on course evaluations and classroom observation. If there is not immediate improvement, they may not teach in this program.

M.Ed. in Elementary Education-Teacher Leadership Track Faculty service to the Institution, and Collaboration with Colleagues in the Disciplines

The coordinator of the M.Ed. in Elementary Ed-TLT program, Dr. Barbara Levin, is a member of the Teachers Academy Council of Program Coordinators and the CUI Department Elementary Education Committee, and she also serves of the Executive Committee for the Teachers Academy. These venues offer regular opportunities to serve the department and the institution and to collaborate with other professionals at UNCG who are involved with teacher preparation. Several other faculty who teach in the M.Ed. in Elementary Ed-TLT program also attend the Council of Program Coordinator meetings, and the clinical and adjunct faculty who teach courses for this program regularly attend in the CUI Elementary Education Committee meetings and are invited to attend the CUI Department faculty meetings.

M.Ed. in Elementary Education-Teacher Leadership Track Faculty Involvement and Collaboration with and Service to the Public Schools

Many of the CUI faculty who teach courses in the M.Ed. in Elementary Ed-TLT program are involved in collaboration with and service to the public schools through USTEP grants they have developed collaboratively with various schools and in offering professional development opportunities to individual schools and to school districts in the area. For example, Dr. Levin, who coordinates the M.Ed. in Elementary Ed-TLT program, has had USTEP grants in the past 5 years with Jamestown Elementary and Alderman Elementary in Guilford County and another USTEP grant that involves NBCTs from 8 surrounding counties. She has also offered workshops for several years about reflective writing attended mainly by NB candidates. Dr. Carlone, who advises some of the M.Ed. students in the M.Ed. in Elementary Ed-TLT program, has engaged in professional development through Lesson Study with school faculty in Rockingham County that was funded by USTEP as well. Other instructors of courses in the M.Ed. in Elementary Ed-TLT program have done a variety things with schools and teachers including workshops, long-terms professional development, collaborative research, and they also give conference presentations at state and regional conferences attended by teachers from the field: Dr. Cooper, Dr. Duffy, Dr. Johnston, Dr. Matthews, Dr. Merritt, Dr. Miller, and Dr. Salas.

M.Ed. in Elementary Education-Teacher Leadership Track Faculty Assessment of Their Own Effectiveness as Related to Candidate Performance

All faculty in the M.Ed. in Elementary Ed-TLT program use the student course evaluations gathered at the end of every course every semester as an opportunity to reflect on their effectiveness. Clinical and adjunct faculty members also receive their course evaluations and have opportunities to reflect on and discuss their teaching in the monthly Elementary Education Committee meetings. Another way to see one's effectiveness is to note whether one's course assignments find their way into the students M.Ed. Portfolios or if they or their course is talked about in any of the essays or final reflection. There is also opportunity for dialogue with other faculty about teaching and about how things are going in general. In fact, non-tenured faculty members in CUI each have a mentoring team consisting of two tenured faculty. These mentoring teams meet twice a year. And we also do peer observations for each non-tenured faculty every year.

How Faculty Evaluations Inform Teaching, Scholarship, and Service

As described above, faculty members in the M.Ed. in Elementary Ed-TLT program use their course evaluations to reflect on and refine their teaching and peer observations and mentor team meetings are also opportunities for discussions about teaching, scholarship, and service. Many faculty members combine their teaching with their own scholarship interests by conducting research with the students in the classes they teach. For example, Dr. Levin has used and studied constructivist teaching strategies such as cases and case discussions, problem-based learning (PBL), and ways to integrate of technology into the curriculum (online discussions in various formats, Virtual Fieldtrips, WebQuests, creating eBooks, etc) in several of her courses and then written about these in book chapters and other scholarly publications. She has applied work done on reflective writing and Paideia seminars in professional development (service setting) to her teaching of M.Ed. courses and also studied these as a part of her research agenda. Dr. Carlone uses Lesson Study with her students, as a tool for professional development with teachers, and writes about it for publication. These examples are typical of how most, if not all, of the faculty teaching in the M.Ed. in Elementary Ed-TLT program connect their teaching, scholarship, and service – all of which are informed by feedback from students in their courses.

Professional Development Opportunities Provided to Faculty

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

Practices for selecting, Orienting, Communicating with, and Evaluating M.Ed. in Elementary Education-Teacher Leadership Track Faculty to Ensure Program Quality

The CUI Department Chair, Dr. Sam Miller, makes the final decision on all hiring and assignment of faculty, clinical faculty, and adjunct faculty to teach courses in the M.Ed. in Elementary Ed-TLT program. When seeking clinical or adjunct faculty to teach in this program, he seeks experienced teachers with advanced degrees and/or particular expertise and experiences to match the courses they teach. For example, he hired a National Board Certified Teacher (NBCT) in Spring 2004 and an advanced doctoral student in Spring 2005, both with many years of teaching experience, to teach CUI 656 (Teacher as Leader). He has also hired experienced teachers who have gotten their Ph.D. in Curriculum and Teaching at UNCG to teach CUI 622 (Differentiated Instruction), and CUI 610 (Integrating Technology into the K-12 Curriculum), and several of the literacy courses are offered in an online format (CUI 615, 616, and 619) by a Ph.D. from UNCG who now lives in Washington. As described above, Dr. Miller meets with all new instructors to communicate expectations for the course and the department and to look over their syllabus. They also consult with other faculty teach the same course to discuss the course content and to see exemplar course syllabi. They meet with the School of Education Instructional Technology Consultant to learn how to use Blackboard in their course(s) and with School of Education Instructional Technology Coordinator to learn about other technology expectations. Dr. Miller also reviews all course evaluations and meets with instructors if there are any problems. Adjunct and clinical faculty attend the Elementary Education Committee meetings and are invited to attend all CUI Department Faculty Meetings. Minutes and other program documents are forwarded via email and are also available on a CUI Dept. Blackboard site for all to see/use.

Section VIII: Standard VI – Program Governance and Resources

Organizational Structure for the M.Ed. in Elementary Ed-TLT Program

This program is one of several M.Ed. degrees at the Teacher Leadership Track level offered by the Department of Curriculum and Instruction within the School of Education at UNCG. For purposes of licensure, the M.Ed. in Elementary Ed-TLT program is also a part of the Teachers Academy, which makes policy decisions about all the teacher licensure programs at UNCG. The Program Coordinator for the M.Ed. in Elementary Ed-TLT program, Dr. Barbara Levin, is a Professor in the CUI Department and a member of the Council of Program Coordinators for the Teacher Academy.

Adequacy of Faculty and Non-faculty Personnel for the M.Ed. in Elementary Ed-TLT Program

There is a very good balance between tenure-track faculty and adjunct/clinical faculty teaching in the M.Ed. in Elementary Ed-TLT program. The advantage of having tenure-track faculty teaching courses in this program is consistency, coherency, and longevity. The strength of having experienced teachers with advanced degrees plus particular expertise and experiences related to a course, and sometimes advanced graduate students (who are also experienced classroom teachers), teaching in this program include their more recent experiences in the public schools and their focused expertise. For example, we had a person teach the CUI 656 (Teacher as Leader) who was a NBCT and National Faculty for the National Paideia Center and the person teaching this course most recently is a recent Ph.D. and has just stepped away from being a fulltime classroom teacher.

Unit Leadership and Authority

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

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

The CPC acts as the policy-making body of the Teachers Academy, determines what matters shall be delegated to the Executive Committee, and approves changes in program requirements related to licensure [see Teachers Academy Plan of Governance, CPC minutes, and the *Undergraduate* and *Graduate Bulletin* in the general documents box]. Information

related to policies and procedures for the Teachers Academy is also located at <http://www.uncg.edu/ted/>.

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

Unit Budget

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

Unit Personnel

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

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

a part-time coordinator and the licensure-only program and four full-time (20 hours per week) graduate assistants.

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

Unit Facilities and Resources

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

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

Teaching Resource Center: The Teacher Resource Center (TRC) also supports professional education programs at UNCG. Located in the Ferguson Building (adjacent to the Curry Building), it is designed for use by students and faculty in all professional education programs on campus, as well as to provide professional development for our school and community partners. The TRC houses print and non-print materials including a variety of technology resources to assist candidates and faculty in planning instructional activities on campus and in field experiences and clinical practice. Equipment available for use in the

TRC as well as check out includes camcorders, digital camcorders, digital cameras, overhead projectors, an opaque projector, a smart board, and laptop computers.

See <http://www.uncg.edu/soe/trc/> provides additional information on resources available through TRC.

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

Standard 6A: Working Conditions

Advising and workload conditions

Faculty in the CUI Department in general and those who teach and do advising in the M.Ed. in Elementary Education-Teacher Leadership Track program typically teach a 3-2 load, meaning they teach three courses in the Fall and two courses in the Spring. The load in the Spring may be even lighter if faculty are supervising student teachers as part of their load. Typically the CUI faculty will advise between 5-20 M.Ed. students. Dr. Levin's teaching load has been reduced in recent years due to her duties as Director of Graduate Studies for the CUI Department, Assistant CUI Department Chair, and coordinator for several M.Ed. programs.

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

Such policies are established by each Department and may vary by need, rank, and other circumstances. As stated above, faculty in the CUI Department in general and those who teach and do advising in the M.Ed. in Elementary Education-Teacher Leadership Track program typically teach a 3-2 load, meaning they teach three courses in the Fall and two courses in the Spring. The load in the Spring may be even lighter if faculty are supervising student teachers as part of their load with a ratio of about 6-8 student teachers being the equivalent to teaching one course.