



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

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

**NC DPI REPORT for M.Ed. in Spanish and French-Teacher
Leadership Track Program (M licensure)**

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Section I: Program Overview

Levels Offered and Special Characteristics

The M.Ed. in Spanish and French-Teacher Leadership Track (TLT) program is for students who have an undergraduate degree in Spanish or French and an initial ("A") license for Spanish or French K-12 and at least two years of classroom experience. The M.Ed. in Spanish and French-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 K-12 Spanish or French classrooms.

A culminating portfolio is required for the M.Ed. in Spanish and French-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 Second Language Teachers (NC) established by the North Carolina Board for Professional Teacher Standards, (b) National Board for Professional Teaching Standards (NB). 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 for M.Ed. in Spanish and French-Teacher Leadership Track

The M.A. in French and Spanish are housed in the Department of Romance Languages in the College of Arts and Sciences, while the M. Ed. with concentration in Spanish or French is housed in the School of Education, Department of Curriculum and Instruction. The degree has two possible tracks: the Classroom Practice Track and the Teacher Leadership Track. The Classroom Practice Track is designed for candidates who have a bachelor's degree in a field other than education and who wish to be licensed to teach while earning a master's degree. The Teacher Leadership Track is designed for candidates who already hold an initial Standard Professional I license to teach and who wish to pursue more advanced study in a field of education.

The content courses that students take in the Department of Romance Languages do not differ for the either program (M.A./ M.Ed.) and/or track. Detail information about the

graduate level programs is available on-line at both the Department of Romance Languages and Department of Curriculum and Instruction web sites.

The 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 Spanish and French teachers, including a required course in Differentiated Instruction (CUI 622) and a required course on Trends in Teaching Practices and Curriculum in Foreign Languages (CUI 633); with fifteen of the hours are taken in the Romance Language Department; 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.

Table 1. Program of Study

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	Methods of Educational Research	3	Epanchin, Bartz, Goldman
or	or		
ERM 604	Educational Measurement & Evaluation		
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
CUI 633	Trends in Teaching and Curriculum in FL	3	Antonek
*	SPA or FRE	3	
*		3	
*		3	
*		3	
*		3	
PROFESSIONAL DEVELOPMENT and LEADERSHIP (9 hours):			

CUI 628	Trends & Issues in Curriculum & Instruction	3	Levin, Salas, Duffy
or	or		
ELC 697	Selected Critical Issues in American Education		
	or an approved substitute		
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

*In keeping with the mission of the Department, **the French concentration within the Master of Arts in Romance Languages** is aimed broadly at students desiring to pursue advanced studies in French language and literature. To that end, the graduate curriculum in French offers a broad spectrum of courses in language, culture/civilization, and literature. It also offers special courses with a pedagogical orientation (FRE 507: Teaching French through Literature) and professional application (FRE 511: Theory and Practice of French Translation). The masters program in French at UNCG is the oldest and most successful of the three existing French MA programs in the state (excluding Chapel Hill, which subsumes its MA within its larger PhD program). Its reputation for academic quality is attested by its consistent enrollments and the ability of graduates to enter PhD programs, to find employment in teaching (at local community colleges and in public and private schools throughout the region), and to secure jobs in the private sector (e.g., translation positions in Volvo International).*

The graduate curriculum in French is more “topics”-oriented than most other programs. This orientation allows for great flexibility in content and staffing (the latter being a critical consideration under current circumstances). The actual topics covered in any course, however, are comparable to those of other programs (masters and doctoral).

Otherwise, all language used in courses is “communicatively” appropriate to the course content, whatever it may be. Student interests are a high priority. We regularly ask students what types of courses they would like to see added to the curriculum (at the graduate dinners, via the Frenchgrads listserv, during individual appointments, etc.). The translation course (FRE 511), for example, was created in response to an interest in having an applied translation course in the curriculum. Likewise in response to student suggestions, a recent version of FRE 557: Advanced Topics in Fr. Lit., focused on the topic of magic, and FRE 653: Seminar in Fr. Lit., revolves around the reading list for the masters comps in connection with the problematic idea of a “classic” work of literature.

In keeping with the Department Romance Languages’ mission for the graduate program, humanistic education is clearly at the center of the French concentration. Professional training is primarily of interest in FRE 507 and 511, though all courses in the curriculum may be considered professionally applicable for future teachers. Specific courses on pedagogy are offered by the Department of Curriculum and Instruction. Linguistic theory is a strong feature of FRE 511 and 615, and is central to ROM 600 (Foreign Language Methodologies). Literary theory is a priority of ROM 601. An interdisciplinary approach

has been an important feature of courses like FRE 507 and FRE 553: Mannerism. The primary skill foci of the French graduate curriculum are reading and writing, though students are regularly required to give oral “comptes rendus” in their graduate courses (excluding on-line courses).

The members of the French Program have been very active developing on-line offerings: FRE 507 (introduced in 1999), 511: Theory and Practice of Fr. Translation (introduced in 2002), 553: Mannerism (introduced on-line in 2000), and 557: Paris (introduced in 2001). NOTE: 557 has subsequently been modified into a web-enhanced on-campus course. From its inauguration in 2002, the UNCG Summer Program in Angers has afforded qualified interested graduate students the opportunity to spend a month in France as “program assistant.” Official duties include tutoring, supervising students in the residence hall and on excursions, and rendering secretarial assistance to the program director. Beginning in fall 2005, one UNCG graduate student per year also has the opportunity to take French courses and teach English in Angers as part of a new exchange partnership involving UNCG and the Université d’Angers.

Each semester new, continuing and prospective graduate students are hosted at a dinner-meeting with the French faculty at a local restaurant. Students are also regularly “kept in the loop” regarding program activities and opportunities via the Frenchgrads listserv. Many also attend the monthly meetings of the Café Causette, Ciné Club, and Dîner du lundi.

Students receive a Graduate Handbook at the beginning of their studies and are advised by the Director of French Graduate Studies via email, in appointments, and at the semester graduate dinner. Other written materials include a copy of the course publicity flyer distributed at meetings of the FLANC and AATF. The flyer affords an overview of the next semester options, with course descriptions, name of assigned faculty, and meeting days and times.

The Spanish concentration within the Master of Arts in Romance Languages offers a balanced course of study in linguistics, literature and culture that has a record of providing excellent preparation for students who intend to pursue a Ph.D. or wish to teach at the Community College or secondary levels. Its comprehensive curriculum also provides a sound base for a career in government/ international relations, the social services or business. Its evening and summer classes are scheduled to serve the needs of working professionals who enroll part-time, as well as full-time students who frequently receive daytime teaching or graduate assistantships in the Department. The program has a long history of attracting both regional and international students, who value its flexibility, its opportunities to study abroad or to gain teaching experience, its close faculty involvement, and its academic rigor.

At UNCG phonetics is offered at the undergraduate level. Graduate-level courses in Romance Languages include Methods of Teaching Romance Languages (ROM 600) and Research Methods & Critical Analysis (ROM 601). Other courses include Topics in Spanish Literature and in Spanish American Literature (based on themes, geographical areas, outstanding figures, genres, or periods), Seminars in Spanish Literature and in

Spanish American Literature, Spanish Civilization, Spanish American Civilization, US Latino/a Cultural Studies, Studies in Film Genre, Introduction to Spanish Syntax, and History of the Spanish Language. The 500-level Experimental Course and the 600-level Special Topics have been used to try out offerings on US Latino Culture (now formally approved as SPA 535), interdisciplinary studies such as “Arte y Letras,” and other advanced topics such as Bilingualism & Dialectology. Directed Study (695) and Thesis (699) provide opportunities for independent work, and 695 could also be used in the future to provide internship opportunities at the graduate level. At the graduate level, we should attempt to expand on-line course offerings, in order to make courses more accessible to students in other parts of the state.

The Two-Week Seminar in Hispanic Studies for Teachers in Madrid, Spain, provides graduate students in the M.Ed. program and in service teachers a wonderful opportunity to study and travel in Spain. (See attached brochure).

The Summer Program in Spain regularly affords qualified interested graduate students the opportunity to spend five weeks in Spain as “program assistant.” Official duties include tutoring and supervising students on excursions and cultural activities.

Although not technically “our” graduate students, we have for many years provided a rewarding teaching experience to the Spanish and French majors in the M.Ed. program in those languages.

Examples of some of the courses available to M.Ed. in Spanish and French-TLT students that are in the Romance Language Department include:

SPA 562 Studies in Film Genre

SPA 603: Seminar in Spanish Literature

SPA 604: Seminar in Spanish American Literature

SPA 610: History of the Spanish Language

SPA 693: Special Topics in Spanish Language and/or Literature

SPA 695: Directed Study

FRE 588: Topics in Francophone Literature

FRE 561: The Auteur Director

FRE 615: Advanced Composition for Graduate Students

FRE 653: Seminar in French Literature

FRE 671: French Literary Criticism

FRE 693: Special Problems in French Language and Literature

Faculty Involved with Spanish, French, and German Licensure

Dr. Janis L. Antonek, a part-time faculty member in the Curriculum and Instruction Department with licensure in Spanish, Russian, and ESL, coordinates and advises students in the M.Ed. in Spanish and French-TLT program. Several other full-time UNCG faculty teach courses in this program including Dr. Jewel Cooper, in CUI and Drs. Fein and Campo (French) and Dr. Sotomayor, Dr. Chesak, and Dr. García-Bayonas, (Spanish).

Enrollment Trend

The enrollment trend in the M.Ed. in Spanish and French-Teacher Leadership Track program is that the program is growing. Last year, we had one person complete the program. This year we have 3 students in the program. In 1998-99, 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. However, the significant difference is that the M.Ed. in Spanish or French is now housed in CUI, as opposed to the Romance Language Department. (Spa= Spanish; Fre= French)

**Number of M.Ed.
Spanish French -TLT
completers since 2001**

2002 = Spa 0 Fre 0

2003 = Spa 0 Fre 0

2004 = Spa 0 Fre 0

2005 = Spa 0 Fre 1

2006 = Spa 0 Fre 1

**Number of M.Ed Spanish Aggregated Pass Rates for
French -TLT students active M.Ed. Spanish French -TLT
as of Spring 2006 students on PRAXIS II**

Spa 3 Fre 1

n/a

Section II: Conceptual Framework

Program Conceptual Framework and Knowledge Base that Informs It

Teachers Academy CONCEPTUAL FRAMEWORK developed in 2001:

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. UNCGÆs 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. Janis L. Antonek, who coordinates the M.Ed. in Spanish and French-TLT program contributed to and benefited from discussions on the Conceptual Framework through the Teacher’s Academy.

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 Conceptual Framework in the Program

The M.Ed. in Spanish and French-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 Spanish or French 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 Spanish and French-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 Spanish and French-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. Dr. Janis L. Antonek, the program advisor, makes every effort to model being caring, collaborative, and competent in her interaction with students. Examples include mentoring the one M.Ed. TLT program completer through submitting a FLANC proposal. His proposal was accepted and he presented at the Fall 2004 conference. Additionally, M.Ed. TLT program completers are invited to the Professional Dinner for Foreign Language Program Completers hosted in Dr. Antonek's house every spring.

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

Alignment of Conceptual Framework with Program Standards

As can be seen in the table below, the M.Ed. in Spanish and French-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 Spanish and French-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.

Table 2. Standards Alignment of Conceptual Framework with various North Carolina and National Program Standards for the M.Ed. in Spanish and French-Teacher Leadership Track Program

KEY:

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

NC = North Carolina Standards for Second Language Teachers

NB = National Board for Professional Teaching Standards

TA = UNCG Teachers Academy Portfolio Rubric

Conceptual Framework: <i>Teacher as Caring Professional</i>	Conceptual Framework: Teacher as Competent Professional	Conceptual Framework: Teacher as Collaborative Professional
M.Ed.-AC 1: Instructional Expertise	M.Ed.-AC 1: Instructional Expertise	M.Ed.-AC 5: Prof. Development and Leadership
M.Ed.-AC 2: Knowledge of Learners	M.Ed.-AC 2: Knowledge of Learners M.Ed.-AC 3: Research Expertise M.Ed.-AC 4: Content Knowledge	
NC 12: Affirm Diversity NC 13: Heritage Language Learners	NC 1- 4 and 14: Knowledge and use of Spanish/French NC 5: SLA NC 6-11: Pedagogical Expertise	NC 15: Communication, Collaboration, and Advocacy
NB 1: Committed to student learning NB3: Monitor student learning	NB 2: Knowledge of subject matter/pedagogy NB3: Monitor student learning	NB3: Monitor student learning NB 4: Reflective practice NB 5: Members of learning

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

In addition to the above correlation chart of all the standards the M.Ed. in Spanish and French-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 Second Language 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 3. Correlation between M.Ed.-AC and the NC Standards

Standards:	Correlation with NC DPI Spanish and French Specialty Area Standards.	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
Masters Standard 1: Instructional Expertise - The candidate demonstrates instructional expertise by applying the	Second Language SCOS Standards 1-4: Related to language expertise as it related to teaching	M.Ed. Core Courses: CUI 669- Educational Implications for Learning and Developmental Theory	Assigned readings from textbooks and research articles, examinations, online discussions of readings, case discussions, research papers, position papers,	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics, Averaged critical performance rating of teaching

<p>theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>5: SLA 6: Motivation & Management 7: Multiple Strategies 8: Materials 9: Articulation 10: Connections to Broader Curriculum 11: Assessment 12 and 13: Accommodating Diversity, Including Heritage Language Learner</p>	<p>CUI 545-Diverse Learners CUI 622-Differentiated Instruction Plus various courses elected under Pedagogical Expertise</p>	<p>revisions to lesson/unit plans based on research and best practice articles, etc.</p>	<p>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 emerging from educational research.</p>	<p>Second Language Teacher Standards 1-4: Related to language expertise as it related to teaching 5: SLA 6: Motivation & Management 7: Multiple Strategies 8: Materials 9: Articulation 10: Connections to Broader Curriculum 11: Assessment 12 and 13: Accommodating Diversity,</p>	<p>All courses</p>	<p>Lesson and unit plans, ORPIED, action research project</p>	<p>Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics</p>
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**Including
Heritage
Language
Learner**

1:2 - The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.	Second Language Teacher Standard 11: Assessment	CUI 622- Differentiated Instruction CUI 675- Teacher as Researcher CUI 633— Trends and Issues FL	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 materials, and other instructional decisions on students/learning and behavior.	Second Language Teacher Standard 6: Motivation and Management Standard 8: Materials	CUI 622- Differentiated Instruction CUI 675- Teacher as Researcher CUI 633: FL Trends & Issues	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.		All courses	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades on assignments, M.Ed. Portfolio rubrics
1:5 - The candidate understands and links subject matter and	Second Language Teacher Standard 5: SLA	M.Ed. Core Courses: CUI 669- Educational	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades on assignments, M.Ed. Portfolio rubrics

students developmental and diverse needs in the context of school settings.	Standards 1-4: Language Related Standard 9: Articulation	Implications for Learning and Developmental Theory CUI 545-Diverse Learners CUI 622-Differentiated Instruction CUI 675-Teacher as Researcher		
1:6 - The candidate uses technology to create learning environments that support students learning.	Second Language Teacher Standard 6: Management (with appropriate technology) Standard 8: Materials	CUI 633 CUI 622-Differentiated Instruction CUI 628-Trends and Issues in Curriculum and Instruction CUI 633	Modified lesson and unit plans	Course grades, grades on assignments, M.Ed. Portfolio rubrics
1:7 - The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.		All CUI 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 on assignments, M.Ed. Portfolio rubrics
1:8 - The candidate demonstrates the ability to integrate literacy across the		All CUI courses	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades on assignments, M.Ed. Portfolio rubrics

curriculum.

Masters Standard 2: Knowledge of Learners - The candidate incorporates knowledge of the nature to the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.	Second Language Teacher Standard 6: Motivation and management Standard 7: Use of Strategies Standard 11: Assessment Standard 12: Learner Diversity Standard 13: Heritage Language Learners Standard 15: Advocacy and Fostering Relationships with Families	All M.Ed. Required Courses, especially: CUI 669- Educational Implications for Learning and Developmental Theory CUI 545- Diverse Learners CUI 622- Differentiated Instruction CUI 675- Teacher as Researcher CUI 633: FL Trends and Issues	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades on assignments, M.Ed. Portfolio rubrics, Averaged critical performance rating of teaching
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2:1 - The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.	Second Language Teacher Standard 12: Learner Diversity Standard 13: Heritage Language Learners	All M.Ed. Required Courses, especially: CUI 669- Educational Implications for Learning and Developmental Theory CUI 545- Diverse Learners CUI 622-	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades on assignments, M.Ed. Portfolio rubrics
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	Differentiated Instruction CUI 675- Teacher as Researcher CUI 633: Trends and Issues in FL		
2:2 - The candidate designs and delivers instruction that is responsive to differences among all learners.	CUI 622- Differentiated Instruction CUI 675- Teacher as Researcher CUI 633: Trends and Issues in FL	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades on assignments, M.Ed. Portfolio rubrics
2:3 - The candidate reflects on and modifies instruction that fosters student learning.	CUI 622- Differentiated Instruction CUI 675- Teacher as Researcher CUI 628-Trends and Issues in Curriculum and Instruction CUI 633: Trends and Issues in FL	Modified lesson and unit plans, ORPIED, action research project	Course grades, grades on assignments, M.Ed. Portfolio rubrics
2:4 - The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.	M.Ed. Core Courses: CUI 669- Educational Implications for Learning and Developmental Theory CUI 545- Diverse Learners	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

<p>2:5 - The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.</p>	<p>CUI 622- Differentiated Instruction</p> <p>CUI 633: Trends and Issues in FL</p> <p>All M.Ed. Required Courses, especially: CUI 669- Educational Implications for Learning and Developmental Theory CUI 545- Diverse Learners CUI 622- Differentiated Instruction CUI 675- Teacher as Researcher CUI 633: Trends and Issues in FL</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>
<p>Masters Standard 3: Research - The candidate uses research to examine and improve instructional effectiveness and student achievement.</p>	<p>CUI 622- Differentiated Instruction CUI 675- Teacher as Researcher</p>	<p>Modified lesson and unit plans, ORPIED, action research project</p>	<p>Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics</p>
<p>3:1 - The candidate critically reads and applies</p>	<p>M.Ed. Core Courses: CUI 669-</p>	<p>Assigned readings from books and research articles, examinations,</p>	<p>Examinations, course grades, grades on papers/projects,</p>

historical and contemporary educational literature, including theoretical, philosophical, and research materials.		Educational Implications for Learning and Developmental Theory CUI 545-Diverse Learners CUI 622-Differentiated Instruction Plus various courses elected under Pedagogical Expertise	online discussions of readings, case discussions, research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.	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	NC Standards 1-4 and 14: Spanish and French teachers know Spanish or French well enough to be Master teachers. They	M.Ed. Core Courses: CUI 669-Educational Implications for Learning and Developmental Theory CUI 545-Diverse Learners	Assigned readings from books and research articles, examinations, online discussions of readings, case discussions, research papers, position papers, revisions to	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics

academic discipline and in education.	are users and lifelong learners of the language.	CUI 622- Differentiated Instruction CUI 633: Trends and issues in FL Plus the 15 hours of SPA or FRE courses elected under Pedagogical Expertise	lesson/unit plans based on research and best practice articles, etc.	
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 Theory CUI 545- Diverse Learners CUI 622- Differentiated Instruction CUI 633 Trends and Issues in FL	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 Theory CUI 545- Diverse Learners CUI 622- Differentiated Instruction CUI 633: Trends and Issues in FL	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		15 hours of SPA	Assigned readings	Examinations,

<p>candidate demonstrates theoretical and applied advanced content knowledge.</p>		<p>or FRE courses elected under Pedagogical Expertise</p>	<p>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.</p>	<p>course grades, grades on papers/projects, M.Ed. Portfolio rubrics</p>
<p>4:4 - The candidate understands current knowledge and trends in education.</p>		<p>M.Ed. Core Courses: CUI 669- Educational Implications for Learning and Developmental Theory CUI 545- Diverse Learners CUI 622- Differentiated Instruction CUI 628-Trends and Issues in Curriculum and Instruction CUI 633: Trends and Issues in FL</p>	<p>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.</p>	<p>Examinations, course grades, grades on papers/projects, M.Ed. Portfolio rubrics</p>
<p>Masters Standard 5: Professional Development and Leadership - The candidate engages in continued professional development and provides leadership at</p>	<p>Second Language Standard 15: Second language teachers develop as leaders in their schools and communities by staying informed on</p>	<p>CUI 675- Teacher as Researcher CUI 656- Teacher as Leader CUI 633</p>	<p>School case studies and presentations, Modified lesson and unit plans, action research project, analysis of leadership capacity at school sites, professional development plans</p>	<p>Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics</p>

the classroom, school, and community levels, and within the profession.

educational policy issues related to second language learning. Second Language Teachers advocate for their programs & promote second language education.

FLANC
Conference
Proposal

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

CUI 669- Educational Implications for Learning and Developmental Theory
CUI 545- Diverse Learners
CUI 675- Teacher as Researcher
CUI 656- Teacher as Leader
CUI 633: FL Trends and Issues

Research papers, position papers, article critiques, ORPIED, action research projects, professional development projects

Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics

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

CUI 675- Teacher as Researcher
CUI 656- Teacher as Leader

CUI 633: FL Trends and Issues

Reflections, school case studies, action research projects, professional development projects

Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics

5:3 - The candidate participates, formally and informally, in appropriate professional communities.	All courses in CUI as well as Romance Language Department	Online (Blackboard) and in-class discussions, case discussions, various group projects and presentations.	Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics
5:4 - The candidate participates in collaborative leadership to address educational problems.	CUI 656- Teacher as Leader CUI 675- Teacher as Researcher CUI 633- FL Trends and Issues	School case studies, action research projects, professional development projects FLANC Proposal (in portfolio)	Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics
5:5 - The candidate provides leadership in working with parents and strengthening the home-school partnership.	CUI 675- Teacher as Researcher CUI 633: FL Trends and Issues	School case studies, action research projects, professional development projects	Rubrics and/or grades on assignments, M.Ed. Portfolio rubrics

Evidence that Candidates Meet the Core Standards

Evidence regarding how teacher candidates in the M.Ed. in Spanish and French-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 Second Language Teachers established by the North Carolina Board for Professional Teacher 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 second language specialty area standards 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 I and II exams and because they correlate with the NCATE Standards, Historically, Teachers in the Spanish and French M.Ed. TLT track decide what evidence they want to put into their portfolio to provide evidence of the given standards and indicators.

Table 4. Evidence that Candidates Meet the Core Standards

Masters Standard 1: Instructional Expertise - The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical stance and with best practices emerging from educational research.

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

Indicator 1:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice.

Indicator 1:3 - The candidate designs and modifies instruction based on well articulated theory, philosophy, educational research and best practice.

Indicator 1:4 - The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.

Indicator 1:5 - The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.

Indicator 1:6 - The candidate uses technology to create learning environments that support students' learning.

Indicator 1:7 - The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.

Indicator 1:8 - The candidate demonstrates the ability to integrate literacy across the curriculum.

Assessments of (Knowledge, Skills, and Dispositions)	Evidence 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 (only one candidate has matriculated to date in this program)	100%
Core Class: CUI 669 grades [1.1, 1.2, 1.4]	Fall 2004	Avg. GPA = 3.00 - 100%
Content Pedagogy: CUI 633 [1.3, 1.5, 1.6, 1.7, 1.8]	Spring 2005	Avg. GPA= 4.0 -100%
Required Class: CUI 622 grades [1.2, 1.5, 1.6]	Spring 2005	Avg. GPA=3.9 100%
Required Class: CUI 675 Action research project grade [1.1, 1.2, 1.3, 1.4, 1.5, 1.7]	Fall 2004	Avg. GPA=3.00 -100%
Critical Performance Rating [1.7]	Spring 2005	Average = 3- 100%

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

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

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

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

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

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

Evidence

Assessments 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%
Core Course: CUI 669 grades [2.1, 2.4]	Fall 2004	Avg. GPA = 3.00 100%
Core Course: CUI 545— CUI 543 approved substitution-- grades [2.1, 2.4]	Spring 1998	Avg. GPA= 4.0 -100%
Required Course: CUI 622 grades [2.1, 2.2, 2.3, 2.4, 2.5]	Spring 2005	Avg. GPA=3.9 -100%
Required Course: CUI 675 Action research project grade [2.1, 2.2, 2.3, 2.4, 2.5]	Fall 2004	Avg. GPA=3.00 -100%
Required Course: CUI 633 [2.1- 2.5]	Spring 2005	Avg. GPA= 4.00 100%
Critical Performance Rubric [2.1-2.5]	Spring 2005	Average Score 3.00

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	100%
Core Course: CUI 669 grades [3.1]	Fall 2004	Avg. GPA = 3.90 100%
Required Course: CUI 675 Action research project grade [3.1, 3.2., 3.3]	Fall 2004	Avg. GPA=3.00 -100%

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

Indicator 4:1 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.

Indicator 4:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.

Indicator 4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.

Indicator 4:4 - The candidate understands current knowledge and trends in education.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Rubric score for essay and artifacts/evidence in M.Ed. Portfolio for AC #4	Spring 2005	100%
Core Course: CUI 669 grades [4.1, 4.2, 4.3]	Fall 2004	Avg. GPA = 3.90 100%
Required Course: CUI 622 grades [4.1, 4.2, 4.3, 4.4]	Fall 2004	Avg. GPA=3.90 100%
Required Course: CUI 675 Action Research project grade [4.3]	Fall 2004	Avg. GPA=3.00 -100%
FRE 693 [4.3]	Spring 2004	Avg. GPA= 4.00- 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 Includes data on FLANC presentation	Spring 2005	100%
Core Course: CUI 669 grades [5.1, 5.3]	Fall 2004	Avg. GPA = 3.90 100%
Core Course: CUI 545—CUI 543 approved substitution grades [5.2]	Spring 1998	Avg. GPA= 4.00 -100%
Required Course: CUI 622 grades [5.2, 5.3]	Spring 2005	Avg. GPA=3.90 100%
Required Course: CUI 656 grades [5.3, 5.4, 5.5]	Spring 2004	Avg. GPA = 4.0= 100%
Required Course: CUI 675 grades [5.1, 5.3, 5.5]	Fall 2004	Avg. GPA=3.00 -100%
Required Course: CUI 633 grades [5.1- 5.5]	Spring 2005	Avg. GPA= 3.00 100%

Involvement with families

In their coursework, and through their experiences in the classroom, experienced teachers enrolled in the M.Ed. in Spanish and French-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 with 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. The one student who completed this program during this review period is a man from Togo (Africa) who was commuting from Greensboro to Rowan County to teach. The families of his students were so appreciative of his teaching and working with their children that they helped him establish residency in their county.

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 Spanish and French-TLT program. This standards-based portfolio is compiled by the each M.Ed. candidate during the final semester of the M.Ed. program and evaluated independently by two UNCG faculty members and one school partner (either the candidate's administrator, or a National Board Certified Teacher). The M.Ed. Portfolio consists of seven reflective essays: one addressing each of the five North Carolina Advanced Competencies of a Master Teacher (M.Ed.-ACs), plus initial and concluding reflective essays about the value of the M.Ed. experience. Each of the five AC essays is supported by at least three artifacts from the universe of M.Ed. course assignments, projects, lesson/unit plans, assessments, etc. that serve as evidence of meeting each M.Ed.-AC. In addition, teachers in this program who are already Nationally Board Certified Teachers (NBCTs) may use evidence from their National Board portfolios because the ACs correlate with National Board Core Propositions. The portfolio from the one M.Ed. TLT completer during this time period can be found in the document box. **Please note that we have recently revised out 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 Spanish and French-TLT program are required to take the GRE exam for admission to Graduate School. Average scores for prospective teachers admitted to this program range between 400-500 for Verbal, 400-500 for Quantitative, and 4.0 for Writing (on a scale of 1-6). This pattern of scores has remained consistent for the past 5 years. Teachers applying to the M.Ed. in Spanish and French-TLT program must also have a 3.0 or higher undergraduate GPA, or will be admitted provisionally with GPA above 2.75. The typical provision is to maintain a 3.0 GPA for the first 9 hours in the program, which virtually all provisionally-admitted students are able to meet. Dispositions are assessed prior to admission through 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 Spanish and French-TLT program includes three points when candidates are assessed and advised:

Table 5. Assessment Plan

Upon Entry into Program	During Program (Midpoint)	Upon Program Completion
<p>GRE scores</p> <p>Undergraduate Grades</p> <p>Dispositions based on letters</p> <p>of recommendation and</p> <p>personal statement</p> <p>Assigned an advisor</p>	<p>Meeting with advisor at about</p> <p>18. ours into program</p> <p>Signs Preliminary Plan of Study</p> <p>Grades checked</p> <p>Advised about deadlines for M.Ed.</p> <p>Portfolio and application graduation</p>	<p>Meeting with advisor at beginning of final semester</p> <p>Signs Final Plan of Study</p> <p>Grades checked</p> <p>Advised about support and assessment procedures for M.Ed.</p> <p>Portfolio</p> <p>Advised about application for M license</p>

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 Spanish and French-TLT program is assigned a faculty member as an advisor. Dr. Antonek currently advises the M.Ed. in Spanish and French-TLT students. Advisees are always available by phone, email, drop in, or by appointment.
- (b) Advisors meet with and sign each students' 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 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.

Program and Program Operations Assessment

Teachers in the M.Ed. in Spanish and French-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 really 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. 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. However, the program does require the candidate to present a video tape of their teaching, which is maintained in their portfolio. Teachers who enter the M.Ed. in Spanish and French-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. This is true of the one completer and the students currently enrolled. 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 Spanish and French-TLT program. See the recent M.Ed. in French-TLT portfolio in the document box that was rated satisfactory. Finally, now that most of the documentation for the undergraduate licensure programs in Spanish/French/German has been placed on Task Stream (an online course manager), for the next review cycle, M.Ed. TLT students will be able to evaluate the program through

Task Stream.

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-Spanish and French-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, 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 6. Pass rates and number of M.Ed. in Spanish and French-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=0	N=0	N=1	N=0
		Portfolio pass rate= 100%	

Note : There are currently 4 students active in the M.Ed. in Spanish and French-TLT program.

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

Table 7. Summary of Program Improvements and Program Operations

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 too full to include M.Ed. Portfolio support. (Fall 2001)	Instructors for CUI 656 (Teacher as Leader) are 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 it was difficult for students to recruit three (3) CUI faculty 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 differentiate if signatures are 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 Spanish and French M.Ed. could actually carry out the action research project during the second semester that they plan during the first semester. (2004-2005)	This change is currently under consideration by the secondary education committee (Spring 2006).
CUI Dept. Chair began discussions about alternative paths to admission: (a) NBCTs admitted without GRE, (b) Students with A or A- in two M.Ed. level courses taken as a	Passed by CUI Department as a 3-year pilot but tabled by the Graduate Studies Committee at the university level. (Fall 2005)

VISIONS student admitted without GRE, (c)
GRE scores in average range. (2004-2005)

Based on inherent difficulties in working in two departments (CUI and Romance Language) and comments from advisees, the two departments make ongoing efforts to work together. M.Ed. students are encouraged to have a Romance Language Faculty Member on their Portfolio Committee. Romance Language faculty are invited to hear portfolio presentations.

Change made Spring 2005.

Faculty observe that there is no way to gather quantitative data on the M.Ed. Portfolio ratings because the rubric scores the M.Ed. portfolios on a range from Unsatisfactory to Satisfactory to Excellent (U Ó S Ó E).

Change made to M.Ed. Portfolio rubric to score each AC as it as 0 Ó 1 Ó 2 and to calculate a grand mean across all three reviewers scores. (Spring 2006).

State and National trends dictate that second language teachers will need to play a more integral role in enhancing first language literacy skills and that programs will need to make efforts to prepare students for the global needs of the 21st Century.

As of Fall 2006, language and literacy and preparing students for the global needs of the 21st century will be a component of the CUI 633 syllabus.

Section V: Standards III Field Experiences and Clinical Practice

Field Experiences/Clinical Practices

Completion of this degree program, the M.Ed. in Spanish and French-Teacher Leadership Track, leads to advanced (M) licensure for already licensed, experienced teachers and 100% of the people admitted to this program are fully-licensed, full-time classroom teachers working in the school districts surrounding UNCG. If there would be a situation where a student in this program were 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 would 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.. 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 Spanish and French 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 Spanish and French-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.

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

As described above, the teachers in the M.Ed. in Spanish and French-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 û 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. However, a critical performance rating of their teaching, based on a submitted video, is part of the portfolio.

Section VI: Standard IV Diversity

How Diversity is Addressed in the Curriculum

teachers in the M.Ed. in Spanish and French-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 Spanish and French-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. Specifically, inherent to the expectations of a second language teacher in North Carolina, in CUI 633, we work to ensure that second language teachers are able to address the needs of the heritage language learners.

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 Spanish and French-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.

Opportunities and Experiences for Candidates to Interact with Diverse 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 Spanish and French-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 Program

The diversity of students in the M.Ed. in Spanish and French-TLT program is robust. The one program completer is from Togo, Africa. Approximately 50% of the M.Ed. candidates are heritage language learners or African American. Given the nature of the program, 100% of the teachers speak at least two languages. While diversity is not as much of an issue in the Spanish and French M.Ed. programs, our programs profit from CUI's efforts to recruit more minority teachers into the department. Historically, our M.Ed. candidates reflect more diversity (ethnicity and gender) than our undergraduate programs.

Currently, we have no Asian, American Indian, or "other" candidates in any of our programs. Therefore, data for those groups is 0.

Table 8. Diversity of Candidates in the Program Spanish

Undergraduate White 84% 5/6; Black 0/6; Hispanic 16% 1/6

Undergraduate Licensure Only White 92% 12/13; Black 8% 1/13 Hispanic 0%

MEd CPT White 75% 3/4; Black 25% 1/4; Hispanic 0%;

Med TLT White 33% 1/3; Black 0%; Hispanic 75% 3/4

French

Undergraduate White 100% 2/2; Black 0%; Hispanic 0%

Undergraduate Licensure Only White 50% 1/2; Black 50% 1/2 Hispanic 0%

MEd CPT White 100% 1/1; Black 0%; Hispanic 0%;

Med TLT White 100% 1/1; Black 0%; Hispanic 0%

German

Undergraduate White 100% 1/1; Black 0%; Hispanic 0%

Undergraduate Licensure Only White 100% 2/2; Black 0% Hispanic 0%

Female

Spanish

Undergraduate 100% 6/6
Undergraduate Licensure Only 85% 11/13
MEd CPT 75% F 3/4
Med TLT 100% 3/3

French

Undergraduate 50% F 1/2
Undergraduate Licensure Only 50% 1/2
MEd CPT 100% 1/1

Med TLT 100% 1/1

German

Undergraduate 100% 1/1
Undergraduate Licensure Only White 100% 2/2

Male

Spanish

Undergraduate 0% 0/6
Undergraduate Licensure Only 15% 2/13
MEd CPT 25% F 1/4
Med TLT 0% 0/3

French

Undergraduate 50% F 1/2
Undergraduate Licensure Only 50% 1/2
MEd CPT 0% 0/1

Med TLT 0% 1/1

German

Undergraduate 0% 0/1
Undergraduate Licensure Only White 0% 0/2

How Spanish and French-TLT Candidates Interact with Other Diverse Candidates

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 û 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. Throughout the course of the final professional development year, Dr. Antonek hosts several team-building activities to give the students an opportunity to interact with each other and to work together as a cohort. Generally, the team building is fostered across language lines with all program completers interacting together.

Diversity of the P-12 Students in the Spanish and French-TLT Candidates Interact 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. In Guilford County and the surrounding districts where our Spanish and French TLTs work, 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 9. Diversity of P-12 students the M.Ed. in Spanish and French-TLT students work with in school districts surrounding UNCG:

School District	Asian	Black	Hispanic	White	American Indian
Guilford	4.4%	43.9%	5.4%	45.8%	0.7%
Randolph	0.7%	6.6%	7.3%	84.9%	0.4%
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 Spanish and French-TLT program are all full-time teachers who work daily with 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 633, one of the BlackBoard discussion questions focuses on addressing the needs of the Heritage Language Learners in the Spanish and French classrooms.

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

Faculty Teaching in the Program, Their Qualifications, and Their Teaching Assignments

See Table 10.

M.Ed. in Spanish and French-TLT Program Coordination

The M.Ed. in Spanish and French-TLT program is coordinated by Dr. Janis L. Antonek, a part-time faculty member with licensure in Spanish, ESOL, and Russian. Dr. Antonek also teaches CUI 633 (Trends and Issues in Foreign Language Education), CUI 680 (Clinical Experience in FL Teaching), and CUI 552 (Secondary FL Methods) for other licensure programs in the CUI Department. Her FL program responsibilities include corresponding with and interviewing potential program applicants, processing all application files, academic advising for assigned students, curriculum and program evaluation, M.Ed. Portfolio evaluations, and fulfilling any other needs of the Spanish and French TLT 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 Spanish and French-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, video, PowerPoint, 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 Spanish and French-TLT Program. Faculty in the Romance Language Department are Native Speakers or Spanish or French or are Second Language Learners with Near-Native Proficiency. Romance Language Courses are taught entirely in the target language and students are expected to use the target language exclusively in their coursework, both orally and in writing.

Table 10. Teacher qualifications and teaching assignments

Faculty Names	Highest degree, discipline, university	Tenure Track	Clinical Faculty or Adjunct	Courses taught	Full-Time	Part-time	Service/School Involvement	Recent Publications or Presentations
Dr. Janis L. Antonek	Ph.D., Education (Language and Literacy) University of Pittsburgh	x		CUI 633	x		Program coordinator, Instructor	<p>Antonek, J.L., Lentz, M.J. (2005). A Literacy Model That Beat the Odds. Educational Leadership. Association for Supervision and Curriculum Development (ASCD), Online Journal.</p> <p>*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. Teacher Education Quarterly, 32 (1), 132150.</p> <p>Antonek, J. (2001). The Revised NC Teach Foreign Language Curriculum, editor and committee chair. University of North Carolina.</p> <p>Antonek, J. (2000). The NC Teach Foreign Language Curriculum, editor and committee chair. University of North Carolina.</p> <p>*Antonek, J. L., Donato, R., & Tucker, G. R. (2000). Differential Linguistic Development of Japanese Language Learners in Elementary School. The Canadian Modern Language Review, 57 (2), pp. 325-351.</p>

Dr. Jewell	Ph.D. Curriculum	x	CUI 545	x	Instructor
Cooper	& Teaching		CUI 654		
	UNCG		CUI 646		
Dr. Sherri Merritt	Ph.D.,	x	CUI 675	x	Instructor
	English Education,		CUI 656		
	NC State		CUI 640		

Antonek, J. (1998). An early start: The child, the parent, the administrator. Invited contributor to the 10th Anniversary volume of the National Network for Early Language Learning. My contribution was published as a section of an article compiled by G. Richard Tucker, entitled, Priorities for a research agenda for early language learning, Ed. Mimi Met, 1998. Glenview IL: Scott Foresman-Addison Wesley, 310-313.

Kurtts, S.L., Hibbard, K.L., & Levin, B.B. (2006). Collaborative online problem solving with preservice general education teachers and special education teachers. *Journal of Technology and Teacher Education*.

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. *Teacher Education Quarterly*, 32 (1), 132-150.

Levin, B.B., & He Ye (2005). *Investigating the Content and Sources of Preservice Teachers: Personal Practical Theories (PPTs)*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 2005.

Levin, B.B. (2005). *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*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 2005.

Gasparello, R., Mercier, S., Miller, S., Rohr, J., & Duffy, G. (2005). Sustaining school reform at Hunter Elementary. *Deep Change: Cases and Commentary on Schools and Programs of Successful Reform in High Stakes States*. Greenwich, CT: Information Age Publishing.

Miller, S. D., Duffy G. G., Rohr, J., Gasparello, R., & Mercier, S.

Dr. Sam	Ph.D.,	x	CUI 669	x	Instructor	(2005). "Preparing teachers for high poverty-schools." <i>Educational Leadership</i> , 62, 62-65.
Miller	Ed Psych, Reading & LA, Univ. of Michigan		CUI 622			Miller, S. D. (2003). Partners-in-Reading: Using classroom assistants to provide tutorial assistance to struggling first-grade readers. <i>Journal of Education for Students Placed at Risk (JESPAR)</i> , 8, 333-349.
Dr. Rachel Salas	Ph.D., Bilingual/Multicultural Special Education, Univ. Texas	x	CUI 628	x	Instructor	Schunk, D. H. & Miller, S. (2002). Self-efficacy and adolescents' motivation. In F. Pajares & T. Urban (Ed.) <i>Academic Motivation of Adolescents (Vol. II)</i> , (pp. 29-52). Greenwich, CT:Information Age Publishing.
			CUI 616			Prater, K. A., Worthy, J., & Pennington, J. (2004). "It's a Program that looks good on paper." <i>Journal of Literacy Research</i> .
			CUI 526			Prater, K. A. & Worthy, J. (2002). I thought about it all night. <i>Reading Teacher</i> .
						Prater, K. A. (2004). <i>The response to intervention of English language learners at risk for reading problems</i> . National Center for Culturally Responsive Educational Systems, National Research Conference.
						Prater, K. A. (2004). <i>Enhancing the Literacy and Oracy development of English Language Learners</i> National Reading Conference.
						Salas, R.G., Tierce, M. B., & Pennington, J. L. (2005). The best of multicultural children's literature for the new millennium: Great books for a culturally and linguistically diverse society and classroom. <i>International Reading Association Annual Meeting</i> . San Antonio, Texas, 2005.
						Hoffman, J., Paris, S., Patterson, B., Salas, R., & Assaf, L. (2003). High-stakes assessment in the language arts: The piper plays, the players dance, but who pays the price?. In J. Flood, D. Lapp, J. Squire & J. Jensen (Ed.) <i>Handbook of Research on Teaching the Language Arts</i> , (pp. 619-630). Mahwah, NJ: Erlbaum Associates.
						Worthy, J., Patterson B., Salas, R., Prater, S., & Turner, M. (2002). More than just reading: The human factor in reaching resistant readers. <i>Reading Research and Instruction</i> , 41 (2), 177-202.
						Salas, R. G., Lucido, F., & Canales, J. (2001). Multicultural

Dr. Alex Epanchin	x	ERM 604, ERM 605	x	Instructor
Dr. Bert Goldman	x	ERM 605	x	Instructor
Ed.D., Ed Psychology Univ. Virginia,				
Dr. Cheryl Greenberg	x	CUI 669	x	Instructor
Ed.D. Curriculum and Teaching UNCG				

Literature: Broadening young children's experiences. In J. Cassidy & S. Garrett (Ed.) *Early Childhood Literacy: Programs & strategies to develop cultural, linguistic, scientific and healthcare literacy for very young children & their families* , (pp. 139-150). Corpus Christi, TX:áCenter for Educational Development Evaluation & Research Annual Yearbook.

Webb, S. J. & Carlone, H. (2005). On (not) overcoming our history of hierarchy: complexities of university/ school collaboration. *International Journal of Qualitative Studies in Education (QSE)*.

Webb, S. J. (2005). *Navigating the third space: Negotiating meanings of diversity in a mainstream classroom*. Annual meeting of the American Educational Research Association. Montreal, Canada.

Webb, S. J. (2005). *Creating possibilities for participation of culturally and linguistically diverse students*. Annual meeting of the American Educational Research Association. Montreal, Canada.

Webb, S. J. & Ponder, G. (2003). The Success Cycle at Hunter Elementary. *Journal of Curriculum and Supervision*.

Table 11. Teaching Practices used in Required Courses for all M.Ed.-Spanish and French-TLT students

	CUI 633: Trends and Issues in FL	CUI 669	CUI 545	ERM 604 or ERM 605	CUI 622	CUI 628 CUI 656 CUI 675
Lecture	X	X	X	X	X	X
Readings	X	X	X	X	X	X
Whole class discussions	X	X	X	X	X	X
Small group discussions	X	X	X	X	X	X
Online discussions	X	X	X	X	X	X
Cooperative learning/Jigsaw				X	X	X
Case analysis & discussion	X		X			
Simulations/						X
Role plays						
Research papers	X	X	X	X		X
Lesson/	X		X	X		X
Unit plans						
Oral	X		X	X	X	X
Presentations						
Reflective Writing	X		X	X	X	X
Data Analysis		X	X			X
Action Research						X
Class		X			X	
Portfolios						
Videos/video analysis	X		X	X		

M.Ed. in Spanish and French-Classroom Practice Track Faculty Scholarship

The CVs of CUI and Romance Language Departments tenure-track faculty, clinical faculty, and adjuncts who teach in the M.Ed. in Spanish and French -TLT program are available in the document room and on Sedona. A few examples of recent publications and presentations of the CUI and Romance Language faculty who teach courses in this program are listed on Chart 6.

M.Ed. in Spanish and French-Teacher Leadership Track faculty Service to the Profession

CUI and Romance Language faculty who teach in the M.Ed. in Spanish and French-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., ACTFL, FLANC, MLA, AATSP, AATF,, 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. This year alone, Dr. Janis L. Antonek, coordinator of the French, Spanish, and German licensure programs has volunteered approximately 60 hours at the NC Department of Public Instruction. Many of these hours center around her committee work for the dual-language, immersion curriculum. Additionally, Dr. Antonek serves on the leadership team of Jones Spanish Immersion Elementary School.

M.Ed. in Spanish and French-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 concerns, 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, Dr. Barbara Levin 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 specialty content standards), and about technology requirements and expectations, and about other departmental and program expectations. Because all M.Ed. in Spanish and French-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 Spanish and French-Teacher Leadership Track Faculty Service to the Institution, and Collaboration with Colleagues in the Disciplines

The coordinator of the M.Ed. in Spanish and French-TLT program, Dr. Janis L. Antonek is a member of the Teachers Academy Council of Program Coordinators and the CUI Department STEP (Secondary Teacher Education Program) Committee.. While Spanish and French licensure is K-12, since the second language licensure program is the only K-12 program housed in the Department of Curriculum and Instruction, Dr. Antonek attends

the STEP meetings. During her time at UNCG, Dr. Antonek has lead two elementary education teams in the public schools. As needed, Dr. Antonek meets with and collaborates with Romance Language faculty regarding the needs of licensure students. These venues offer regular opportunities to serve the department and the institution and to collaborate with other professionals at UNCG who are involved with the preparation of second language teachers.

M.Ed. in Spanish and French-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 Spanish and French-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. In the 2005-2006 academic year, the STEP Program has used a USTEP Grant to involve secondary and foreign language cooperating teachers, or on-site teacher educators (OSTEs) in the enhancement of our clinical experiences in the public schools. For French and Spanish M.Ed. TLTs, Dr. Antonek collaborates with each in a proposal they will submit to present at the conference of their choice, preferable FLANC. Since these candidates are dually M.Ed. students and public school teachers, Dr. Antonek's mentoring their conference presentation process helps the public schools. Additionally, in the 2005-2006 academic year, Dr. Janis L. Antonek has volunteered approximately 60 hours at the NC Department of Public Instruction. Many of these hours center around her committee work for the dual-language, immersion curriculum. Additionally, Dr. Antonek serves on the leadership team of Jones Spanish Immersion Elementary School. Her appointment on the Jones Leadership Team continues through the 2006-2007 academic year.

M.Ed. in Spanish and French-Teacher Leadership Track Faculty Assessment of Their Own Effectiveness as Related to Candidate Performance

Faculty involved in the M.Ed. TLT program in Spanish and French, CUI and Romance Language Dept. faculty alike, use the student course evaluations gathered at the end of every course every semester as an opportunity to reflect on their effectiveness. 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 service delivery to students. In direct response to M.Ed. students frustration with not being able to come to the University during regular office hours, Dr. Antonek now meets with students on Wednesday evenings from 7:30-8:30 as needed.

How Faculty Evaluation Inform Teaching, Scholarship, and Service

As described above, faculty members in the M.Ed. Spanish and French-TLT program use their course evaluations to reflect on and refine their teaching. Many faculty members combine their teaching with their own scholarship interests by conducting research with the students in the classes they teach. Dr. Antonek's expertise in curriculum development

has led her to serve on curriculum committees for the NC DPI and for NC Teach. Additionally, due to student concerns about more scaffolding of portfolios, much of the work requirements are outlined through Blackboard and Task Stream. 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 Spanish and French-TLT program regularly attend professional meetings dedicated to research and the improvement of teaching (ACTFL, FLANC, MLA, AATSP, AATF, 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. Dr. Gerald Duffy, UNCG's 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. Most recently, faculty have been participating in ongoing Task Stream (www.taskstream.com) training sessions to manage their courses and evaluate their students and programs online. These experiences in addition to the on-going practice of reading professional journals and books help faculty in the M.Ed. Spanish and French-TLT program keep up-to-date in their field.

Practices for Selecting, Orienting, Communicating with, and Evaluating M.Ed. in Spanish and French-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 for CUI. Dr. Carmen Sotomayor makes the hiring decisions for the Department of Romance Languages. When seeking clinical or adjunct faculty to teach in these programs, 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). The Romance Language Department has hired a Ph.D. Dr. Mariche Bayonas to teach language acquisition courses. In order to more effectively meet the needs of the teaching track students, Dr. Bayonas is pursuing teaching licensure in Spanish. 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. Additionally, teacher education materials are made available through Blackboard.

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

Organizational Structure for the M.Ed. in Spanish and French-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 Spanish and French-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 Spanish and French, Dr. Janis L. Antonek, is member of the Council of Program Coordinators for the Teacher Academy. While the M.Ed. degree is housed in the CUI Department, Dr. Janis L. Antonek collaborates as necessary with the Romance Language Department. Prospective M.Ed. files are reviewed first by CUI and then by the Romance Language Department to endure that admitted students will be successful in graduate level courses in the Romance Language Department.

Adequacy of Faculty and Non-faculty Personnel for the M.Ed. in Spanish and French-TLT program

Given the low number of students enrolled in the program, Dr. Antonek is the primary instructor and advisor to work with the M.Ed. Spanish and French TLT candidates. However, the program is designed in a way that candidates have plenty of opportunities to interact with full time faculty in CUI and ROM. Additionally, courses like “Teacher as Leader” and “Teacher as Researcher” help candidates interact with the larger cohort of M.Ed. TLT’s at UNCG. CUI has a very good balance between tenure-track faculty and adjunct/clinical faculty teaching in the M.Ed. Spanish and French TLT program. ROM faculty teaching the 600 level courses are full-time tenure track. 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.

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.

Individual Responsible for Coordinating the Program

Dr. Janis L. Antonek coordinates the undergraduate and undergraduate licensure only programs. She teaches CUI 552, the 9-12 methodology course, reviews applications, advises students, supervises internships and field placements. She develops and maintains the Task Stream Assessment Website. She evaluates teaching and technology portfolios. She develops and maintains the Blackboard website used in conjunction with methodology courses and clinical experiences.

Dr. Antonek works extensively with the public schools. She serves on the leadership team at Jones Spanish Immersion Elementary School in Guilford County. This commitment required attending two full days of meetings August 2005. Additionally, she attends a monthly meeting at the school, requiring at least 2 hours of her time. As needed, she gives tours of the school to prospective parents. Additionally, she has served on numerous committees for the North Carolina Department of Public Instruction during the 2005-2006 academic year. She is one of two higher education faculty selected to serve on the dual-language/immersion committee at the North Carolina Department of Instruction. She will provide a workshop on "Incorporating culture into the Immersion Dual-Language Programs" July 2006. She is co-presenting a 3-hour workshop with a graduate student of hers at the Fall 2006 conference of the Foreign Language Association of North Carolina. This organization is the premiere state organization for providing classroom language teachers with in-service and professional development.

Qualifications 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. [See Faculty Vitae and Chart #6].

Modeling Best Professional Practices in Teaching

Course syllabi reflect best professional practices in teaching and show a clear link to the conceptual framework of the Teachers Academy. Professional education faculty integrate recent research about the content fields, teaching and learning into their own professional practice.

Syllabi in all professional education courses include a statement of the conceptual framework. Assignments, rubrics, and criteria for evaluation, which are included in syllabi, indicate that faculty encourage development of reflection, critical thinking, problem solving, and professional dispositions through active, project-based participation. Course syllabi also show that faculty use a variety of effective instructional strategies and teaching techniques, including the use of technology (e.g., e-reserves,

threaded on-line discussions, asynchronous course offerings, and Blackboard based courses to name a few). Furthermore, course syllabi show that faculty value individual as well as cultural diversity and recognize [see Course Syllabi and Chart #7].

Faculty use student and peer evaluation, self-evaluation and assessment of student outcomes to determine their effectiveness and improve their practice [see Faculty Evaluation Policies and Procedures and Teaching Evaluation Protocols]. Evidence that speaks to the effectiveness of the professional education faculty is reflected in the fact that professional education faculty in the following departments have received awards for excellence in teaching at UNCG and other universities: Human Development and Family Studies, Counseling and Educational Development, Theatre, Curriculum and Instruction, English, Dance, Music, Educational Leadership and Cultural Foundations, Specialized Education Services, German and Russian, and Public Health Education. [See Alumni Teaching Excellence Award, Board of Governors Excellence in Teaching Award, and Faculty Vitae].

Modeling Best Professional Practices in Scholarship

Faculty model best professional practices in scholarship as defined by the University and School of Education departments for purposes of annual faculty review and review for awarding promotion and tenure [see School of Education Guidelines for Promotion and Tenure and Guidelines for Faculty Annual Review]. Faculty vitae indicate that they are active in scholarly work related to teaching, learning and their fields of specialization. They serve as reviewers for national journals and conference proposals. Many hold leadership positions in organizations and scholarly societies at the state, national and international levels. They publish regularly in refereed journals and also write books, book chapters, teaching manuals, textbooks and other types of academic publications. Recent publications and presentations by professional education faculty include research with students, teachers, and administrators in public schools. They reflect collaborations across disciplines and institutions, and focus on a range of concerns related to the design and delivery of instruction including curriculum evaluations, co-teaching models, educational policy, educational criticism, and other relevant topics [see Faculty Vitae, Academic Affairs Annual Reports, Chart #6].

The network of Professional Development Schools provides opportunities for faculty to engage in inquiry and work with school colleagues to improve professional practice. Professional education faculty and school partners have made presentations at the annual statewide Partnership (USTEP) conference, hosted by various colleges and universities during the spring semester. Professional education faculty, graduate students, and school partners also participate in the annual North Carolina Association of Colleges of Teacher Education Fall Forum.

Faculty also model best professional practices in scholarship by participating in the School of Education's semi-annual research symposium. This event features keynote speakers, poster sessions, and discussion panels focusing on key education research

issues. The symposium provides an opportunity for faculty to share their research and serves as a vehicle for their students to present their own work.

Faculty also work closely with staff in research centers and affiliated organizations such as:

- Center for Educational Research and Evaluation (CERE)
- Collaborative Early Intervention National Training E-Resourc (CENTe-R)
- Southeastern Regional Vision for Education (<http://www.serve.org/SERVE>)
- Reading Together USA (RTUSA)
- Center for School Accountability, Staff Development and Teacher Quality (CSASDTQ)

The Center for Educational Research and Evaluation (CERE) is a major educational and measurement research facility for the Triad region and the UNC system. In recent years CERE has been involved in a formative program evaluation study on the effectiveness of science and math instruction in 17 North Carolina school districts, a comprehensive psychometric analysis of early childhood reading assessments, and a program effectiveness study on the Reading Together program. The Collaborative Early Intervention National Training E-Resource (CENTe-R) is the only one of its kind in the nation, established to develop materials and guidelines for training professionals to meet the needs of infants and toddlers who are deaf and hard of hearing and their families. The Southeastern Regional Vision for Education (SERVE), one of 10 national regional research and technical assistance labs, has just been awarded a five-year \$37.7 million federal contract to conduct research on interventions that support improvement of southeastern schools serving pre-K through high school age students. Additional external funding for research garnered by the School of Education and its affiliated units has averaged \$17 million annually for the past 5 years. Other evidence that speaks to the scholarship and creative activity of the faculty reflected in Chart #6, faculty vitae, and Academic Affairs Annual Reports.

Modeling Best Professional Practices in Service

Faculty are active in professional organizations and many have served in leadership roles during the past 5 years. Professional education faculty also collaborate with staff in the following centers

- Center for Early Intervention Professionals-Hearing Impairment (CEIP-HI)
- Collegium for the Advancement of Schools, Schooling and Education (CASSE)
- Piedmont Triad Education Consortium (PTEC)

- Reading Together USA (RTUSA)
- Center for Educational Studies and Development (CESD)
- Recruitment, Retention and Professional Development (RRPD)

Reading Together USA involves university faculty and public school personnel in training and coaching literacy coordinators in 8 states. The Piedmont Triad Education Consortium annually provides professional development activities for over 5,000 teachers and administrators from 15 school districts. Through the Center for Educational Studies and Development (CESD) faculty participate each fall in the annual Children's Festival and each spring in the Piedmont Young Writer's Conference. Faculty also participate in a wide range of professional development activities offered through the School of Education's office of Recruitment, Retention, and Professional Development. .

Faculty in every professional education program and several arts and sciences departments at UNCG maintain a high level of involvement and collaboration with the public schools. In addition to the average of 150 hours per year spent in the supervision of interns and student teachers and on collaborative research projects, faculty are involved with public schools through workshops, mentoring, classroom teaching activities and technical assistance. During the 2004-2005 academic year, for example:

- Faculty served 169 clients in clinics, supported 163 internships, provided 20 consultations with public organizations and agencies, and participated in 97 educational partnerships focused on B-12 education.
- The School of Education, with the Department of Psychology, offered an ADHD symposium for parents and professionals.
- Faculty from the Department of Educational Leadership and Cultural Foundations offered an Educational Leadership Symposium, focused on teacher retention, for 100 principals.
- The School of Education established a professional development network of 27 professional education faculty members who provided professional development and other support to Piedmont Triad Schools, and established an online discussion board focused on recruitment and support of National Board Certification candidates.
- Professional education faculty offered workshops on the new North Carolina science curriculum (University/School Teacher Education Partnership Leadership Institute), technology and school improvement for educational leaders, and assessment of initially licensed teachers (The Yopp Professional Development Institute).
- Faculty and staff hosted a computer camp for middle school girls, designed to interest girls in taking computer courses.

The Classical Studies Department (Latin) annually sponsors and participates in the North Carolina Junior Classical League Fall Forum that brings more than 600 high school students and teachers from all over the state to participate in workshops, performances and competitions. The School of Music has an annual weeklong Summer Music Camp

that brings 600 middle and high school students to campus for classes and performances; music faculty and music teachers delivered the classes.

For additional evidence that demonstrates faculty modeling of best professional practices in service see faculty vitae, IHE Performance Reports, chart #6, and Academic Affairs Annual Reports.

Collaboration

In order to ensure meaningful partnerships, UNCG maintains close communication with school and community members and collaborates with area schools on projects related to teacher preparation and development and B-12 achievement. The dean of the School of Education regularly meets with superintendents from Triad school districts to collaborate on key issues, such as alternative licensure and support for initially licensed teachers. He also meets twice each year with the School of Education Advisory Board, which is comprised of professional educators and community leaders. All departments in the School work with some form of advisory group from the community and profession. Fifty-seven faculty members and administrators representing all UNCG licensure programs, 12 public school teachers and administrators, and 2 community members participate on the Teachers Academy Council of Program Coordinators (CPC) and the University/School Teacher Education Partnership Council (USTEP/PC). The CPC collaborated extensively to develop the Teachers Academy conceptual framework and unit assessment system, and the USTEP/PC supports Collaborative School Improvement Projects, among other activities.

As part of the formal partnership between the School of Education and the Guilford County Schools, the superintendent is an adjunct assistant professor, elementary and middle school education candidates intern in Professional Development Schools, UNCG provides mathematics courses for middle grade teachers, and UNCG enrolls Guilford County School's Education Academy high school students.

The USTEP program at UNCG offers an outstanding example of collaborative efforts with public schools. Funded through the North Carolina General Assembly, the University-School Teacher Education Partnerships (USTEP) program supports the strategic involvement of school districts and communities in the preparation and development of teachers, administrators, and other education professionals at the 15 UNC colleges/schools/departments of education. The USTEP model encompasses all five phases of teacher education (recruitment, selection, preparation, induction and career-long professional development) and involves all stakeholders in the teaching and learning process (parents, school teachers, administrators, university personnel, other community-based individuals). UNCG initially focused its USTEP efforts on improving the clinical experience of preservice teachers through expansion of UNCG's professional development school model. More recently, however, UNCG has put special emphasis on collaborative efforts to identify professional development needs of public school teachers and on providing support for lateral entry, beginning and career teachers. UNCG faculty have worked with teachers and administrators to (a) improve K-8 literacy, (b) increase

the English as a Second Language knowledge and skills of classroom teachers (c) learn strategies for collaborative assessment of literacy in science and mathematics, and (d) master principles of universal instructional design for learning in inclusive classrooms. Professional education programs and their faculty maintain partnership relationships, including Professional Development Schools (PDS), with 22 school districts. UNCG faculty and personnel from area school districts were awarded approximately \$30,000 from USTEP over each of the past five years for collaborative school improvement and/or research projects. The School of Education also has explored expanded partnership structures: University faculty and public school personnel attended the Holmes Partnership Conference, participated in collaborative planning regarding professional development schools and other partnership activities, particularly with Guilford County Schools, and offered 3 symposia at which more than 50 school and university faculty and administrators learned about exemplar partnership programs in West Virginia, Wisconsin and Colorado.

Another outstanding example of collaboration involves the UNCG/Wachovia Teacher Mentoring Network, a three-year project funded by the Wachovia Foundation for \$719,000. This project will form in area school systems a network of master teacher mentors who will work with beginning teachers to ensure their success and foster retention [see UNCG/Wachovia Teacher Mentoring Network proposal].

In addition to these activities, the School of Education and public school personnel offer an annual Yopp Professional Development Institute for beginning teachers, and the Center for Educational Studies and Development collaborates with districts to sponsor the annual Piedmont Young Writers Conference.

[See USTEP documents, IHE Reports, Academic Affairs Annual Report, Faculty Vitae, and Chart #6].

Unit Evaluation of Professional Education Faculty Performance

The university requires annual review of all faculty, including professional education faculty. The reviews include teaching, scholarship, service, and directed professional activity. More intense reviews occur at the time of tenure, promotion, and post-tenure review. The University also has mandatory procedures for training, monitoring and evaluating teaching assistants. In some cases, departments have developed additional procedures for training and evaluating teaching assistants so as to ensure that they follow the required course syllabus and understand the conceptual framework. Department chairs monitor adjunct faculty toward these same ends, and adjunct faculty must participate in the same course evaluation process as full-time faculty. The Teachers Academy has revised its University Supervisor evaluation instrument as part of the Assessment System Plan. [See UNCG Faculty Evaluation documents and Guidelines for Training, Monitoring, and Evaluating Graduate Teaching Assistants].

Unit Facilitation of Professional Development

Teacher education faculty in North Carolina must be licensed in the areas in which they teach. Licensure must be renewed every five years through the accumulation of professional development credits and teaching experience [see Methods Faculty Licensure Renewal Guidelines]. The university makes available grants for curriculum development, research, and travel to present at professional conferences and use of technology. The Teaching and Learning Center is available to support faculty professional development. Workshops are offered regularly. The University-School Teacher Education Partnership (USTEP) supports professional development through workshops, collaborative research grants, and travel grants ([see USTEP annual reports](#)). Through the Matching Incentive Fund, professional education and content faculty have been provided opportunities to take the Praxis II Subject Assessments; after taking the specialty area exam, faculty have met to develop blueprints for incorporating Praxis II test preparation activities in the initial licensure programs.

[See Standard 5 Document Box for samples of faculty research, scholarship and service]

Section VIII: Standard VI: Program Governance and Resources

The Spanish, French, and German licensure programs are governed by the Department of Curriculum and Instruction. However, for the Undergraduate students, their major is granted through the Romance Language Department or the German, Russian, and Japanese Department. However, teacher development resources and all expenses related to placement of teacher candidates for clinical experiences and expenses related to supervising their clinical experiences are incurred by the School of Education.

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 [see the School of Education Organizational Chart]. All programs involved in the preparation of teachers, principals, and other school personnel have representatives on the Teachers Academy Council of Program Coordinators (CPC); teacher representatives and relevant administrators are also on the Council [see Teachers Academy Organizational Chart].

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

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

Unit Budget

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

Personnel

Faculty

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

Non-Faculty Personnel

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

Other non-faculty positions that strengthen teacher education at UNCG are also available. Virtually all programs in the School of Education have a sufficient number of graduate assistants and teaching assistants to support program needs. These positions are at both the masters and doctoral levels [see Graduate Assistantship and Teaching Assistantship lists in the general documents box]. A new position of Director of Recruitment, Retention, and Professional Development has been created to strengthen and expand professional partnership possibilities [see <http://www.uncg.edu/soe/newsite/offpd/indes.html>], and a newly hired Director of the Center for Educational Studies and Development has assumed an expanded role in

supporting outreach activities for our education programs. In addition, a full-time coordinator of instructional technology, a consultant for distance learning, two full-time technicians, a director of the Teacher Resource Center and a fully staffed Student Advisement and Recruitment Center are available to assist teacher education faculty and students [see Instructional Resources file in the general document box].

Unit Facilities and Resources

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

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

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

A number of other instructional resources are available to support teacher education at UNCG. A new assistive technology classroom has been developed to address needs identified through an extensive faculty survey (see Survey of Competencies for Including Students with Special Needs in the general documents box) and a new interdisciplinary center for e-learning has been established to facilitate the use of technology for teaching and learning (see <http://ice.uncg.edu/>). The Walter Clinton Jackson Library has significant resources to support UNCG's teacher preparation programs (see Library

Resources files and <http://library.uncg.edu/>). The University Teaching and Learning Center (TLC) supports the University's instructional programs by providing instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology (see <http://www.uncg.edu/tlc/>).