



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

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

Latin Education Programs

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Section I: Program Overview

Levels Offered

B.A. in Classical Studies with initial (Standard Professional I) licensure in Latin, Initial (Standard Professional I) licensure-only, M.Ed. in Latin with graduate (“M”) licensure (Classroom Practice and Teacher Leadership Tracks)

Undergraduate program (U):

The Undergraduate program in Latin is designed for students who wish to pursue an undergraduate degree in Classical Studies and earn teaching licensure for Latin. These students complete the Latin Language and Literature concentration of the Classical Studies major and take additional courses both in Classical Studies and in the School of Education. Students typically enroll in general education and major program courses in their first two years and take the Praxis I exam in the spring of their sophomore year when they apply for admission to the Teacher’s Academy. They have structured clinical experiences in a sequence of three courses: CUI 545 (Diverse Learners), LAT 552 (Teaching Secondary Level Latin: Current Trends) or CUI 552 (Teaching Practices and Curriculum in Foreign Languages) and CUI 465 (Student Teaching and Seminar: Secondary School). Student teaching is done in the spring of the senior year, usually at the same school where the student has been placed for on-site observations in the fall, and is accompanied by a weekly seminar with other students teaching a foreign language. This program is aligned with the North Carolina Latin Standards (revised and adopted in 2006), National Educational Technology Standards for Teachers (NETS), and the INTASC standards.

Initial License Only (ULO):

The Alternative License-only is designed for students who have undergraduate degrees and want to earn teaching licensure in Latin. These students follow the same requirements as the undergraduates, except that most have either already completed the professional education coursework or the Latin subject area coursework when they come to us. An individual program of study is written for each student on admission to the Teachers Academy. Beginning in 2006, some of these students have been approved to follow the alternative licensure process. Because there is such a need for Latin teachers, initial license-only students are usually hired through lateral entry and demonstrate their teaching competence through their own classroom work rather than in CUI 465. This program is aligned with the same professional standards as the undergraduate program.

Graduate program (G):

The M.Ed. in Latin - Classroom Practice Track program (CPT) is designed for students with an undergraduate degree who wish to pursue the M.Ed. degree in Latin with teaching licensure. Applicants for this program must have a B.A. degree (in any field) with a minimum of a B average in at least 12 hours of Latin beyond the first year. The M.Ed. in Latin - Classroom Practice Track program includes field-based components for students to apply knowledge gained and evidence learning within a culminating portfolio.

The program is aligned with the North Carolina Advanced Competencies of a Master Teacher and the National Board for Professional Teaching Standards, as well as with North Carolina Latin Standards, National Educational Technology Standards for Teachers (NETS), and the INTASC standards. A culminating portfolio based on these sets of standards is required. Graduates receive a Master of Education in Latin and licensure to teach Latin at the secondary level.

The M.Ed. in Latin - Teacher Leadership Track program (TLT) is designed for students with an initial (Standard Professional I) license in Latin who wish to pursue a Masters Degree that extends their expertise in teaching Latin at the secondary level. The M.Ed. in Latin - Teacher Leadership Track program is designed to be taken on a part-time basis. The program is aligned with the North Carolina Advanced Competencies of a Master Teacher, the National Board for Professional Teaching Standards, and the North Carolina Latin Standards. A culminating portfolio based on these sets of standards is required. The program is oriented toward improving results in teaching practice, as well as gaining critical knowledge, skills, and dispositions, action research, professional development, leadership, and working successfully with diverse learners. Graduates receive a Master of Education in Latin with an emphasis on instructional leadership.

Special Characteristics

Since the number of students seeking licensure in Latin is small, we are not able to work with cohorts in any of our programs. The B.A. program has no special characteristics. The initial licensure-only and M.Ed. programs are designed primarily as part-time programs so teachers of Latin can complete licensure requirements without having to take time off from their regular teaching positions. Some of our courses allow undergraduate and graduate students to interact, and others are offered on-line and in non-traditional formats. A particular strength of our program is the connection we have developed with area Latin teachers who serve as On-Site Teacher Educators (OSTEs) for our undergraduates and as informal mentors both for students in our programs and for our graduates.

As with other secondary education programs at UNCG, the Latin programs are the result of shared responsibility between a department in the College of Arts and Sciences and departments in the School of Education. In this collaboration, students complete professional education course work in the School of Education and specialty area work in the Department of Classical Studies. Undergraduates are observed during their student teaching experience (CUI 645) both by a faculty member in Curriculum and Instruction and a faculty member in Classical Studies.

Program of Study (Courses Required)

See Tables 1a-c for Plans of Study for the three Latin programs: Undergraduate, CPT, and TLT; Initial Licensure Only students follow the plan in Table 1a.

The programs of study for the three Latin degree/licensure programs include a minimum of 9-24 hours of professional education courses in addition to content area courses required to build background knowledge and expertise in Latin. In addition, a one-credit Introduction to Technology in Educational Settings (LIS/CUI 120) is strongly recommended for the undergraduates and CPT students seeking the initial teaching license in order to help them attain their basic technology competencies in preparation for completing the advanced technology competencies, which is assessed by portfolio.

Undergraduate and Initial Licensure Only programs:

The B.A. in Classical Studies with initial licensure recommended requires a minimum of 27 hours in subject area course work, plus 33 hours in professional education course work. Students with a B.A. who pursue an initial licensure-only program satisfy these same requirements either at UNCG or with prior coursework and teaching experience. Only one advanced undergraduate Latin language course is offered each semester, so that students take whatever is offered in a given semester to satisfy the language component of the programs. *See Table 1a.*

Table 1 a--Program of Study for Latin – Undergraduate with Initial Certification

Semester (Year) Suggested	Course prefix & #	Course Title	Hours	Regular Instructors
FR	CCI 202	Introduction to Classical Civilization: The Romans	3	Danford, Parker, Williams
FR	CCI 205	Mythology	3	Danford, Heyn, Parker, Wharton, Shelmerdine,
FR-SN	LAT xxx	Latin language courses (including a minimum of 3 at the 300 level or above)	9-15	Parker, Wharton, Williams
SO	HEA 201	Personal Health	3	King
SO or JR	LAT 531	Latin Grammar and Composition	3	Wharton
JR - Fall	ELC 381	The Institution of Education	3	variable
JR - Spr.	CUI 450	Psychological Foundations of Education	3	Higgins/Cooper
JR - Spr.	CUI 545	Diverse Learners	3	Cooper
JR - Spr.	CUI 120	Introduction to Instructional Technology for Educational Settings <i>*recommended</i>	3	Camp
SN - Fall	CUI 535	Literacy in the Content Area	3	Kernodle
SN - Fall	CUI 552 <i>or</i> LAT 552	Teaching Practices & Curriculum in Foreign Languages <i>or</i> Teaching Secondary Level Latin: Current Trends	3	Antonek Shelmerdine

M.Ed. in Latin:

The M.Ed. in Latin is offered to those students teaching or preparing to teach in public secondary schools in two tracks: Classroom Practice and Teacher Leadership.

The Classroom Practice track is designed for students who do *not* have North Carolina licensure for secondary teaching in Latin. It requires 38 hours of course work including a culminating portfolio. In addition to the 2-hour portfolio development course, students take two core courses, three professional education courses, and a combination of Latin and elective courses. Students take a diagnostic exam in Latin at the beginning of the program and a comprehensive exam in Latin and Roman History, with an oral component (reading Latin prose and poetry aloud) near the end of the program. Students must also complete a number of non-course requirements designed to place them on-site in two different schools and to have them attend area presentations by experienced teachers. Products from these four requirements are included in the culminating portfolio. *See Table 1b.*

Table 1 b- Program of Study for Latin – Graduate: Classroom Practice

	Course #	Course Title	Hours	Regular Instructors
Core:	CCI 502	History of Latin Literature	3	Wharton
	LAT 552	Teaching Secondary Level Latin: Current Trends	3	Shelmerdine
Prof. Ed.:	CUI 545	Diverse Learners	3	Cooper
	CUI 669	Human Development and Learning	3	Greenburg
	CUI 675	Teacher as Researcher	3	Merritt
Latin:	LAT 531	Latin Grammar and Composition	3	Wharton
	LAT 5xx/ 6xx	(Latin language course – author/genre varies)	12-15	Parker, Williams, Wharton
Elective:	variable		3-6	variable
Final Product	LAT 670	Culminating Portfolio	2	Parker, Williams

Non-Course requirements

Diagnostic Exam	Latin reading and translation
On-Site Observation #1	
On-Site Observation #2	
Area Presentation #1	
Area Presentation #2	
Field Experience (50 hours)	<i>required for any student not already teaching</i>
Comprehensive Exam	1) Latin, 2) Roman History, 3) Oral Latin

The Teacher Leadership track is designed for students already holding North Carolina Initial Licensure for secondary teaching in Latin. It requires 38 hours of course work including a culminating portfolio. In addition to the 2-hour portfolio development course, students take two core courses, three professional education courses, and a combination of Latin and elective courses. Students take a diagnostic exam in Latin at the beginning of the program and a comprehensive exam in Latin and Roman History, with an oral component (reading Latin prose and poetry aloud) near the end of the program. Students must also complete a number of non-course requirements designed to encourage leadership and scholarship by having them attend two area presentations by other experienced teachers and one professional conference. Products from these three requirements are included in the culminating portfolio. *See Table 1c.*

Table 1 c- Program of Study for Latin – Graduate: Teacher Leadership

	Course #	Course Title	Hours	Regular Instructors
Core:	CCI 502	History of Latin Literature	3	Wharton
	LAT 552	Teaching Secondary Level Latin: Current Trends	3	Shelmerdine
Prof. Ed.:	CUI 545	Diverse Learners	3	Cooper
	CUI 669	Human Development and Learning	3	Greenburg
	CUI 675	Teacher as Researcher	3	Merritt
Latin:	LAT 5xx/ 6xx	(Latin language course – author/genre varies)	12-15	Parker, Williams, Wharton
Elective:	variable		6-9	variable
Final Product	LAT 670	Culminating Portfolio	2	Parker, Williams

Non-Course requirements

Diagnostic Exam	Latin reading and translation
Professional Conference	
Area Presentation #1	
Area Presentation #2	
Comprehensive Exam	1) Latin, 2) Roman History, 3) Oral Latin

Program Coordinator

Susan Shelmerdine, Department of Classical Studies

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

Linda Danford, Department of Classical Studies

Janis Antonek, Department of Curriculum and Instruction (p-t)

Aggregated Praxis Pass Rates for the Specialty Area (since last visit)

100%

Number of Program Completers since the last visit

B.A. with initial licensure: 3

Initial Licensure Only: 3

M.Ed.: 7

Number of Candidates Currently Enrolled and Admitted to the Program

B.A. with initial licensure: 3

Initial Licensure Only: 4

M.Ed.: 3

Enrollment Trends

Enrollment at all levels continues to be small but steady, with a recent upward trend for initial licensure only. The lack of Latin teachers to fill existing positions is a national problem.

Section II: Conceptual Framework

Conceptual Framework and the Knowledge Base that Informs It

All the Latin degree/licensure programs have adopted the same Conceptual Framework as the Teachers Academy which emphasizes the development of caring, collaborative and competent professionals who work with professional, family and community members to foster student learning and success. The structure of our programs is collaborative by its nature, since students work with UNCG faculty in (e.g.) Classical Studies, Curriculum and Instruction, Educational Leadership and Cultural Foundations, and with on-site teachers and other public school professionals, as well as with students and their families. *See Conceptual Framework.*

The programs draw on the traditional knowledge bases of Classical Studies. The model for Latin courses is cyclical with elementary courses (100 and 200 level) establishing basic structures, and later courses (300, 400 and graduate levels) developing an understanding of those structures on more complex levels. The civilization courses are historical in nature, with one group focusing particularly on literature in its cultural context, and another focusing on the knowledge bases and methods of Classical archaeology and history. We continue to accept the statement by L.A. Strasheim (*NASSP Curriculum Report*, September 1990) which is itself in harmony with much of the framework:

Proficiency in Latin is the ability to read what the ancient Romans wrote for and about themselves ... with an understanding of the life experiences and values exemplified in and by the materials read and of the import of the 'messages' in these materials throughout time.... Proficiency-oriented instruction demands that students learn Roman culture through their Latin readings or, at the very least, through Latin literature in translation. An understanding of the continuum of humankind and our enormous heritage within that continuum is critical if the youth of the United States are to be caretakers as well as progenitors of future generations.

Evidence of Conceptual Framework in the Program

The conceptual framework is published in the Teacher Education Handbook and is explicitly taught the methodology classes (CUI 552 and LAT 552). In addition, assignments in these courses, as well as CUI 545 (Diverse Learners), and other professional education courses are grounded in and linked to the conceptual framework. The performance expectations embedded within the conceptual framework are aligned with standards and principles of INTASC, NBPTS and ISTE.

Coursework in the specialty area emphasizes understanding of the central concepts and tools of inquiry of our discipline. A recent curriculum revision has added the requirement of a senior seminar for undergraduates in which students will demonstrate mastery of these tools. Upper level Latin courses (at the undergraduate and graduate

levels) include assignments which explicitly ask students to plan instruction, use technology, reflect on their choices, work collaboratively and demonstrate competency in other areas detailed in the framework as they relate direct to Latin and the teaching of Latin. The culminating portfolio for graduate students and the undergraduate portfolio contain products which evidence the framework in their work.

The faculty teaching specialty area courses also try to model the values of the framework in their own teaching and research. We have found that setting aside space for our students, both those in the teacher education programs and our other majors, is an important, if informal, way to emphasize the importance of learning communities, collegiality and lifelong learning. A Classical Studies Library has therefore been set up for the use of our students and faculty to work together outside of class, and we maintain a small study collection of Latin textbooks and articles on pedagogy for student use. The Department also regularly brings in teacher educators as outside speakers, and participates in a “wine and cheese” party every fall with area Latin teachers to which our senior and M.Ed teacher education students are invited. This is an important way to introduce the students to educators in their field before they themselves step into the classroom, and it is an important way for us all to maintain and strength our small community of Latin and Classics teachers in the Triad.

Evaluation and Revision of the Conceptual Framework

At one and sometimes two department meetings each year, the full faculty of the Department of Classical Studies evaluates 1) the progress of students seeking initial and graduate licensure, 2) the effectiveness of the current programs’ structures and 3) alignment of the programs with the conceptual framework. In addition, evaluation of culminating portfolios by a subset of the faculty and a public school educator at the end of each academic year allows us to see if the framework is evidenced in student work. Since our programs are so small, we cannot depend on evaluation of aggregated assessment data over short periods of time, so we have adopted a continual evaluation process that seems to work over the short term. If changes were needed, they would be initiated by the program coordinator or the graduate director, and discussed and adopted by the full department faculty.

The framework is also discussed, evaluated and revised as needed by the Teachers Academy Council of Program Coordinators. The Teachers Academy CPC has discussed and re-affirmed the Conceptual Framework repeatedly since 2001. In 2005-06, a subcommittee of the CPC studied the Conceptual Framework and made several changes in order to assure that the Conceptual Framework is a reflection of our current thinking. Greater emphasis was placed on diversity, with the Conceptual Framework 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 Conceptual Framework identifies four dispositions, while the 2006 Conceptual Framework 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 the new Candidate Dispositions Assessment Process rubric. Susan

Shelmerdine, the Latin program coordinator is a member of the Council of Program Coordinators.

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

Core, diversity, and technology standards are first introduced and assessed in core courses of the Secondary Teacher Education Program (STEP): LIS 120, CUI 450, and CUI 545 (with practicum). Candidates are provided opportunities to master and are further assessed on these standards in the specialty area courses and during clinical practice (student teaching): content-specific courses, CUI 552/LAT 552, CUI 470 or CUI 535, and CUI 465. Assessments include course grades, artifacts in the portfolio, and the Critical Performance, Pre-service Teacher Growth and Assessment Profile (TGAP), and the Teachers Academy Candidate Dispositions Assessment Process (CDAP) instruments. These standards are integrated in the final M.Ed. portfolio for the graduate program.

The following tables detail the current assessment process for students in the Latin Education program. We have had only one undergraduate and one M.Ed. in Latin (Classroom Practice Track) student graduate during the evidence time frame (2005-2006) for this system, so we cannot report useful data at this stage. Based on the assessment tools indicated in the following charts, both students met core, diversity, technology and specialty area standards.

Evidence that Candidates Meet the Core Standards

Table 2– Core Standards

Standards:	Where taught	Evidence of learning	Assessment tool
Core Standard 1 – Teachers know the content they teach.			
1:1 – Have a broad knowledge of content.	LAT courses CCI 202 CCI 205	Papers, projects, exams, in-class presentations, discussion forums for on-line formats.	Rubrics for assignments, exams, course grades.
1:2 – Know the content appropriate to their teaching specialty.	LAT courses CCI 202 CCI 205	Papers, exams, in-class presentations, discussion forums for on-line formats.	Rubrics for assignments, exams, course grades.
1:3 – Understand the ways in which their teaching area connects to the broad curriculum.	LAT courses CUI 470 / CUI 535 CUI 552 / LAT 552	Papers, exams, in-class presentations, lesson plans, discussion forums for on-line formats, portfolio.	Rubrics for assignments, exams, course grades.
1:4 – Know relevant applications of the content they teach.	CUI 552 / LAT 552 CUI 465	Papers, exams, in-class presentations, lesson plans, discussion forums for on-line formats, portfolio.	Rubrics for assignments, exams, course grades. Observations in CUI 465.
Core Standard 2 – Teachers know how to teach students.			
2:1 – Know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social and emotional development of the students.	CUI 470 / CUI 535 CUI 545	Course readings, lectures and examples in courses, projects, observations and teaching experiences in fieldwork.	Requirements to differentiate in lesson and unit plans, project grades, exams, Dispositions, TGAP, Portfolio.
2:2 – Use a variety of methods to teach students.	CUI 552 / LAT 552 CUI 465	Lessons and interdisciplinary unit plans, course readings, discussion forums for on-line formats, portfolio.	Evaluation of lesson and unit plans, project grades, exams, Dispositions, TGAP, Portfolio, PRAXIS I.
2:3 – Are expert communicators.	writing and speaking intensive courses in the major CUI 465	Papers, letters home to parents/families, handouts, project assignments, discussions with colleagues during CUI 465.	Rubrics for assignments, observations, portfolio.
2:4 – Able to use communication skills to circumvent or manage conflict as it arises in the classroom.	CUI 545 CUI 552 / LAT 552 CUI 465	Readings, case discussions, Internship and Student Teaching experiences, reflections.	Observation feedback (formative), TGAP (summative).
2:5 – Have strong and current technology skills.	CUI 120 CUI 545 CUI 552 / LAT 552 CUI 465 Technology Portfolio	CUI 120 assignments, NETS technology portfolio assignments, lesson and unit plans in methods courses, Internet research requirements, and spreadsheets for assessment and record keeping, etc.	Grade in CUI 120, Technology Portfolio.

Standards:	Where taught	Evidence of learning	Assessment tool
2:6 – Plan instruction that is appropriate for the students they teach.	CUI 120 CUI 450 CUI 470 / CUI 535 CUI 465 CUI 552 / LAT 552	Lessons, unit plans, Student Teaching experiences, portfolio.	Evaluation of lesson and unit plans, project grades, observation feedback (formative), TGAP (summative).
2:7 – Use a variety of methods to assess what students have learned.	CUI 552 / LAT 552 CUI 465	Lessons, unit plans, Student Teaching experiences, portfolio.	Evaluation of lesson and unit plans, project grades, observation feedback (formative), TGAP (summative).
2:8 – Teach communication, thinking, and problem solving skills.	CUI 552 / LAT 552 CUI 465	CUI 552 case discussions, Student Teaching experiences.	Evaluation of lesson and unit plans, project grades, observation feedback (formative), TGAP (summative).
2:9 – Help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. Understand the importance of building a positive classroom climate through emphasizing constructive communication.	CUI 545 CUI 552 / LAT 552	CUI 552 case discussions, Student Teaching experiences.	Evaluation of lesson and unit plans, observation feedback (formative), TGAP (summative), portfolio.
2:10 – Instill a love of learning and self-confidence based on achievement.	CUI 552 / LAT 552 CUI 645	Discussion, reflections, Student Teaching experiences.	Evaluation of lesson and unit plans, observation feedback (formative), TGAP (summative), portfolio.
2:11 – Align their instruction with the required curriculum.	CUI 120 CUI 552 / LAT 552 CUI 465	Lessons, unit plans, Student Teaching experiences, portfolio.	Evaluation of lesson and unit plans, observation feedback (formative), TGAP (summative), portfolio.
Core Standard 3 – Teachers are successful in teaching a diverse population of students.			
3:1 – Demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.	CUI 545 CUI 552 / LAT 552 CUI 465	CUI 545 and 552 assignments, modifications to lesson plans, reflections, Student Teaching..	Evaluation of lesson and unit plans, observation feedback (formative), TGAP (summative), Dispositions, Portfolio.
3:2 – Treat students as individuals.	CUI 535 CUI 552 / LAT 552 CUI 545	CUI 545 and 552 assignments, modifications to lesson plans, reflections, Student Teaching..	Evaluation of lesson and unit plans, observation feedback (formative), TGAP (summative), Dispositions, Portfolio.
3:3 – Know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. Understand how and individual's belief system affects behavior.	CUI 450 CUI 535 CUI 545	Projects, discussions.	Evaluation of lesson and unit plans, observation feedback (formative), TGAP (summative), Dispositions, Portfolio, and grades in CUI 545.

Standards:	Where taught	Evidence of learning	Assessment tool
3:4 – Adapt their teaching for the benefit of students with special needs.	CUI 545 CUI 552 / LAT 552 CUI 465	Modifications to lesson and unit plans, Student Teaching experiences.	Evaluation of lesson and unit plans, observation feedback (formative), TGAP (summative), Dispositions, Portfolio.
3:5 – Work collaboratively with the families and significant adults in the lives of their students.	CUI 545 CUI 465	Introduction letters to families, Parent communications, attending parent conferences during Internships and CUI 465B, Attending school events.	Dispositions, TGAP, grade in student teaching.
Core Standard 4 – Teachers are leaders.			
4:1 Lead in their classrooms.	CUI 465	Small and large group planning and instruction, student teaching.	Dispositions, TGAP, grade in student teaching.
4:2 – Lead in the school.	CUI 465	Attendance at school functions and teacher professional development and committee meetings during student teaching.	Dispositions, TGAP, grade in student teaching.
4:3 – Lead in advocating for schools and children.	CUI 465	Parent communications, attending parent conferences during CUI 465.	Dispositions, TGAP, grade in student teaching.
4:4 – Function effectively in a complex, dynamic environment.	CUI 465	Small and large group planning and instruction, student teaching including 6 weeks of solo teaching, attending school functions, teacher professional development, and committee meetings during student teaching.	Dispositions, TGAP, grade in student teaching.
4:5 – Meet high ethical standards of practice.	All courses	CUI 120 and portfolio assignments, student teaching (e.g.).	Grades in courses, evaluation of lesson and unit plans, observation feedback (formative), TGAP (summative), Dispositions, Portfolio.
4:6 – Support the teaching profession.	CUI 552 / LAT 552 CUI 465	Reflections, portfolio.	Grades in courses, CUI 465, Portfolio.
Core Standard 5 – Teachers are reflective about their practice.			
5:1 – Analyze the results of teaching.	CUI 120 CUI 545 CUI 552 / LAT 552 CUI 465	Reflections on lesson and units. Extensive Blackboard Discussions in CUI 465B.	Grades in courses, CUI 465, Portfolio.
5:2 – Collaborate with their colleagues.	CUI 120 CUI 545 CUI 552 / LAT 552 CUI 465	Group projects in courses. Planning with OSTEs during student teaching, CUI 465, Peer sharing on Blackboard every semester.	Grades in courses, TGAP, Dispositions, Portfolio.

Standards:	Where taught	Evidence of learning	Assessment tool
5:3 – Use research in their classrooms.	CUI 545 CUI 552 / LAT 552 CUI 465	Action research project in CUI 465, portfolio.	Grades in courses, Portfolio.
5:4 – Continue to grow professionally.	Portfolio	Portfolio reflections.	Portfolio rubric, Dispositions, TGAP.
Core Standard 6 – Teachers respect and care about students.			
6:1 – Enjoy spending time in the company of children and young adults.	CUI 465	Reflections, Discussions, Dispositions, Portfolios.	Portfolio rubric, Dispositions, TGAP.
6:2 – Learn all they can about each of their students.	CUI 465	Lesson, unit plans, Student Teaching experiences.	Dispositions, TGAP, portfolios, & grades for lesson planning, implementation, and reflection.
6:3 – Maintain the dignity of each student.	CUI 465	Lesson, unit plans, Student Teaching experiences	Dispositions, TGAP, portfolios, & grades for lesson planning, implementation, and reflection.
6:4 – Express pride in their student's accomplishments.	CUI 465	Lesson, unit plans, Student Teaching experiences	Dispositions, TGAP, portfolios, & grades for lesson planning, implementation, and reflection.

Two undergraduate candidates have not completed the program because of disposition issues. Although their Latin skills were adequate, there were ethical concerns about one and the other was not fully committed to teaching. We spent a good deal of time counseling the latter over several semesters and, in the end, supported his decision.

Evidence that Candidates Meet the Diversity Standards

Table 3– Diversity Standards

Standards:	Where taught	Evidence of learning	Assessment tool
Diversity Standard 1 – Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.			
1:1 – Select, evaluate and incorporate unbiased instructional materials.	CUI 120, 545 & 552; Internships, CUI 465	Lesson plans, implementation, and reflections.	Grades for lesson plans, implementation, and reflections, TGAP, & portfolio.
1:2 – Use multiple strategies to address the needs of individual learners.	CUI 120, 545 & 552; Internships, CUI 465	Lesson plans, implementation, and reflections	Grades for lesson plans, implementation, and reflections, TGAP, portfolio, & dispositions.
1:3 – Create a safe, inclusive and caring environment in which all students can learn.	Internships, CUI 465	Lesson plans, implementation, and reflections	Grades for lesson plans, implementation, and reflections, TGAP, portfolio, & dispositions.
1:4 – Understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.	Internships, & CUI 465	Classroom management plans and procedures	TGAP & dispositions.
1:5 – Use a variety of assessment procedures/instruments.	CUI 120, 545 & 552; Internships, CUI 465	Lesson plans, implementation, and reflections	Grades for lesson plans, implementation, and reflections, TGAP, portfolio, & dispositions.
Diversity Standard 2 – Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.			
2:1 – Seek and apply good matches among instructional goals, methods, and materials and students’ skills and abilities.	CUI 120, 545 & 552; Internships, CUI 465	Lesson plans, implementation, and reflections	Grades for lesson plans, implementation, and reflections, TGAP, & portfolio.
2:2 – Assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.	CUI 120, 545 & 552; Internships, CUI 465	Lesson plans, implementation, and reflections	Grades for lesson plans, implementation, and reflections, TGAP, & portfolio.

Standards:	Where taught	Evidence of learning	Assessment tool
2:3 – Modify instruction and assessment to meet the needs of individual student.	CUI 120, 545 & 552; Internships, CUI 465	Lesson plans, implementation, and reflections	Grades for lesson plans, implementation, and reflections, TGAP, & portfolio.
Diversity Standard 3 – Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.			
3:1 – Develop strategies to communicate with the families of their students, helps them understand and value the educational process and encourage their participation in a variety of school activities.	Internships & CUI 465	Lesson reflections and formal and informal discussions.	Portfolio, TGAP, & dispositions.
3:2 – Recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related tasks.	Internships & CUI 465	Lesson reflections and formal and informal discussions.	Grades in CUI 465, portfolio, TGAP, & dispositions.
3:3 – Make links with the learners’ other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.	CUI 465	On an as needed basis.	Dispositions
3:4 – Talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.	Internships & CUI 465	Lesson reflections and formal and informal discussions.	Grades in CUI 465, portfolio, TGAP, & dispositions.
Diversity Standard 4 – Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.			
4:1 – Become knowledgeable of diverse cultures and encourages families to share the richness of their backgrounds.	CUI 545, 552, 669, 465	Critical reflections about various readings, lesson/unit plans. CUI 545 diversity projects	Rubrics and/or grades for lesson plans, implementation, and reflections, M.Ed. portfolio entries
4:2 – Provided opportunities for students and their families to share their diversities.	Internships and student teaching	Lesson/unit plans	Dispositions, TGAP

Standards:	Where taught	Evidence of learning	Assessment tool
4:3 – Promote appreciation and respect for diversity by rejecting the use of stereotypes.	CUI 120, 545 & 552; Internships, CUI 465	Critical reflections about various, Blackboard discussions, lesson/unit plans.	Dispositions, rubrics and/or grades for lesson plans, implementation, and reflections, M.Ed. portfolio entries
4:4 – Provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.	CUI 545 & 552, Internships and student teaching	Critical reflections on lesson/unit plans, Blackboard discussions.	Dispositions, rubrics and/or grades for lesson plans, implementation, and reflections.
Diversity Standard 5 – Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.			
5:1 – Become strong advocates for educational equity.	CUI 545, 669, student teaching and internships	Position papers in CUI 545, Expert topic papers and other critical reflections in CUI 669.	Grades on position and expert topic papers, disposition.
5:2 – Continually refine practices that address the individual needs of diverse learners.	CUI 120, 545 & 552; Internships, CUI 465	Lesson plans, implementation, and reflections	TGAP, Dispositions, rubrics and/or grades for lesson plans, implementation, and reflections, M.Ed. portfolio entries
5:3 – Are proactive and deliberate in promoting and fostering respect among students.	CUI 120, 545 & 552; Internships, CUI 465	Lesson reflections and formal and informal discussions.	Dispositions, TGAP
Diversity Standard 6 – Teachers of diverse students are reflective practitioners who are committed to educational equity.			
6:1 – Identify own biases and reflect on them in terms of practice.	CUI 120, 545 & 552; Internships, CUI 465	Critical reflections about various readings and videos in CUI 545, and during internships and student teaching.	Dispositions, TGAP, rubrics and/or grades for lesson plans, implementation, and reflections, M.Ed. portfolio entries.
6:2 – Provide equity and access to learning in classroom.	CUI 120, 545 & 552; Internships, CUI 465	Lesson plans, implementation, and reflections; formal and informal discussions.	Dispositions, TGAP, rubrics and/or grades for lesson plans, implementation, and reflections, M.Ed. portfolio entries.

Evidence that Candidates Meet the Technology Standards

Table 4 – Technology Standards

Standards:	Where taught	Evidence of learning	Assessment tool
Technology Standard 1 – Teachers demonstrate a sound understanding of technology operations and concepts.			
1:1 – Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.	CUI 120	Portfolio entries	Grades and rubrics for portfolio entries
1:2 – Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	CUI 120, 545 & 552; Internships, CUI 465	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
Technology Standard 2 – Teachers plan and design effective learning environments and experiences supported by technology.			
2:1 – Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	CUI 120, 545 & 552; Internships, CUI 465	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
2:2 – Apply current research on teaching and learning with technology when planning learning environments and experiences.	CUI 120, 545 & 552; Internships, CUI 465	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
2:3 – Identify and locate technology resources and evaluate them for accuracy and suitability.	CUI 120, 545 & 552; Internships, CUI 465	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
2:4 – Plan for the management of technology resources within the context of learning activities.	CUI 120, 545 & 552; Internships, CUI 465	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
2:5 – Plan strategies to manage student learning in a technology-enhanced environment.	CUI 120, 545 & 552; Internships, CUI 465	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
Technology Standard 3 – Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.			

Standards:	Where taught	Evidence of learning	Assessment tool
3:1 – Facilitate technology-enhanced experiences that address content standards and student technology standards.	Internships and student teaching	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	TGAP, rubrics for portfolio entries.
3:2 – Use technology to support learner-centered strategies that address the diverse needs of students.	Internships and student teaching	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	TGAP, rubrics for portfolio entries.
3:3 – Apply technology to develop students' higher order skills and creativity.	Internships and student teaching	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	TGAP, rubrics for portfolio entries.
3:4 – Manage student learning activities in a technology-enhanced environment.	Internships and student teaching	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	TGAP, rubrics for portfolio entries.
Technology Standard 4 – Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.			
4:1 – Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	Internships and student teaching; CUI 552	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
4:2 – Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	Internships and student teaching; CUI 465, 552	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
4:3 – Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.	Internships and student teaching; CUI 465, 552	Integration of technology into lesson/unit plans and for assessments, Technology Portfolio essays and evidence.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
Technology Standard 5 – Teachers use technology to enhance their productivity and professional practice.			
5:1 – Use technology resources to engage in ongoing professional development and lifelong learning.	CUI 120, 545 & 552; Internships, CUI 465.	References for required assignments; online discussions; Internet resources for assignments.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
5:2 – Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.	CUI 120, 545 & 552; Internships, CUI 465	Lesson reflections and formal and informal discussions.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.

Standards:	Where taught	Evidence of learning	Assessment tool
5:3 – Apply technology to increase productivity.	CUI 120, 545 & 552; Internships, CUI 465	References for required assignments; online discussions; Internet resources for assignments; use of MS Office (Word, PowerPoint, Excel) for personal and professional productivity.	Grades for lesson/unit plans and/or assessments; rubrics for portfolio entries.
5:4 – Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	CUI 120, 545 & 552; Internships, CUI 465	Email, newsletters, homework, and other written communication; electronic discussion groups (i.e., Blackboard, personal websites).	Rubrics for portfolio entries.
Technology Standard 6 – Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.			
6:1 – Model and teach legal and ethical practice related to technology use.	CUI 120, internships and student teaching.	Assignments in CUI 120, formal and informal discussions as needed with students.	Rubrics for portfolio entries.
6:2 – Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	CUI 120, 545, 552, internships and student teaching.	Lesson plans, formal and informal discussions as needed with students	TGAP, Rubrics for portfolio entries.
6:3 – Identify and use technology resources that affirm diversity.	CUI 120, 545, 552	Lesson plans, formal and informal discussions as needed with students	TGAP, Rubrics for portfolio entries.
6:4 – Promote safe and healthy use of technology resources.	Internships and student teaching.	Lesson plans, formal and informal discussions as needed with students	TGAP, Rubrics for portfolio entries.
6:5 – Facilitate equitable access to technology resources for all students.	Internships and student teaching.	Lesson plans, formal and informal discussions as needed with students	TGAP, Rubrics for portfolio entries.

Evidence that Candidates Meet the Specialty Area Standards

Because our numbers are small, we have drawn data in Table 5 from the following sets of candidates who have completed the program since September 2000 or were currently enrolled as of March 2006:

U: 6 students – 4 have graduated; 2 are currently enrolled

ULO: 7 students – 3 have graduated; 3 are currently enrolled; 1 has withdrawn

G: 10 students – 7 have graduated; 3 are currently enrolled

Assessments are largely based on specialty area course work, exams and final portfolios, and are not entered into TaskStream for these standards. Because

numbers are small and some students have not yet reached the methods or student teaching stage, the following table lists raw numbers as well as percentages in the last column.

One undergraduate candidate was dropped from the program prior to student teaching because his Latin skills were too weak. He was also in the English Education program and successfully completed student teaching in English. One candidate was dropped from the M.Ed. program for weak Latin skills.

Table 5 – Latin Standards

Latin Standard 1: Teachers demonstrate classical language competencies commensurate with their role as readers, writers and speakers of classical languages. They function effectively in interpretive and presentational modes using reading, writing, and some speaking skills.

Indicator 1:1 – Teachers accurately read and translate adapted and authentic texts on the literal, interpretive and critical levels, and they rephrase, summarize, critique or make personal application of the material read.		
Indicator 1:2 – Teachers write the classical language using correct syntax and appropriate vocabulary.		
Indicator 1:3 – Teachers read the classical language aloud with fluency and appropriate expression.		
Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
1:1 – 1:3 LAT 300 level and above courses	exams, papers, recitations, presentations; student teaching; M.Ed. comprehensive exam	U and ULO: 11 of 13 – 85% G: 9 of 10 – 90%
1:2 LAT 531; LAT 600 level courses	exams, papers, recitations, presentations; student teaching	U and ULO: 11 of 13 – 85% G: 9 of 10 – 90%

Latin Standard 2: Teachers demonstrate understanding of the basic linguistic components of the classical language (e.g. units of sound, morphology, grammar, vocabulary, syntax, and pragmatics.)

Indicator 2:1 – Teachers identify and produce the basic sound units and prosodic features (e.g. stress, rhythm, and intonation) of the classical language.		
Indicator 2:2 – Teachers explain the basic grammatical and syntactic units of the classical language.		
Indicator 2:3 – Teachers demonstrate an understanding of the structured nature of target language vocabulary (e.g., word families and derivations).		
Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
2:1 – 2:3 LAT 300 level and above courses	LAT exams, papers, recitations, presentations; student teaching; M.Ed. comprehensive exam	U and ULO: 11 of 13 – 85% G: 9 of 10 – 90%

Latin Standard 3: Teachers demonstrate familiarity with cultures represented by the classical languages as they relate to products (e.g. food, games, literature, laws), practices (e.g. customs) and perspectives (e.g. beliefs, values and ideals.)

Indicator 3:1 – Teachers explain cultural practices and products from the Greco-Roman world and demonstrate a clear, accurate understanding of the values and beliefs of those cultures.		
Indicator 3:2 – Teachers understand the perspectives of the Greco-Roman world as reflected in literature and the arts.		
Indicator 3:3 – Teachers demonstrate knowledge of the history and geography of the Greco-Roman world.		
Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
3:1 – 3:3 LAT 300 level and above courses; CCI 202, 205, 512	exams, papers, recitations, presentations; student teaching;	U and ULO: 12 of 13 – 92% G: 10 of 10 – 100%

	portfolios	
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Latin Standard 4: Teachers demonstrate insight into how the classical language and cultures compare to the students' language(s) and culture(s).		
Indicator 4:1 – Teachers identify similarities and differences among cultures as they compare and contrast students' cultures with the classical cultures		
Indicator 4:2 – Teachers understand that one's own cultural orientation affects the perception of another culture, and they avoid perpetuating cultural misperceptions.		
Indicator 4:3 – Teachers provide examples of influences of Latin on English and other modern languages and of Greco-Roman culture on contemporary history and culture.		
Indicator 4:4 – Teachers compare and contrast distinctive features of English with those of classical language.		
Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
4:1 – 4:4 LAT and CCI courses	exams, papers, recitations, presentations; student teaching; portfolios	U and ULO: 12 of 13 – 92% G: 10 of 10 – 100%

Latin Standard 5: Teachers demonstrate familiarity with current theories in classical language learning, human cognitive development and brain research.		
Indicator 5:1 – Teachers identify the distinct ways in which students of all ages learn a classical languages.		
Indicator 5:2 – Teachers apply developmentally appropriate instructional strategies that reflect current understanding of classical language learning.		
Indicator 5:3 – Teachers apply literacy theory to the teaching of reading and writing in classical language.		
Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
5:1 – 5:5 CUI 552/LAT 552, CUI 465	grades for 552 and 465 (student teaching); portfolios	U and ULO: 6 of 6 – 100% G: 9 of 9 – 100%

Latin Standard 6: Teachers create and manage a classroom environment conducive to second language learning.		
Indicator 6:1 – Teachers maintain a safe and positive learning environment for all students.		
Indicator 6:2 – Teachers consider the emotional, physical and intellectual needs of the student as they impact second language learning.		
Indicator 6:3 – Teachers demonstrate the ability to modify visual and physical aspects of the classroom to facilitate and enhance language learning.		
Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
6:1 – 6:3 CUI 552/LAT 552, CUI 465	grades for 552 and 465 (student teaching); portfolios	U and ULO: 6 of 6 – 100% G: 9 of 9 – 100%

Latin Standard 7: Teachers employ multiple strategies to engage students actively and effectively in learning the classical language and cultures.		
Indicator 7:1 – Teachers motivate students through different kinds of learning activities.		
Indicator 7:2 – Teachers provide a variety of ways for students to read, analyze and discuss the classical language and culture.		
Indicator 7:3 – Teachers demonstrate the ability to differentiate between major and minor errors. They know how and when to make corrections, provide feedback and allow for delayed response.		
Indicator 7:4 – Teachers identify opportunities for students to apply their knowledge of classical language and culture outside the classroom.		
Indicator 7:5 – Teachers assist students in making links to local and/or distant target language communities.		
Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
7:1 – 7:6 CUI 552/LAT 552, CUI	lesson plans, class projects,	U and ULO: 6 of 6 – 100%

465	teaching during internship, student teaching; portfolios	G: 9 of 9 – 100%
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Latin Standard 8: Teachers identify, select, adapt and use a wide variety of instructional technology to enhance students' learning and to provide access to classical language and cultures.

Indicator 8:1 – Teachers incorporate appropriate and accurate reproductions of artifacts from the Greco-Roman world (e.g. calendars, artifacts, images, maps, coins,) manipulatives, print and non-print materials into classical language instruction.

Indicator 8:2 – Teachers use research skills, technology and resources (e.g., online and print materials, e-mail and software programs) that relate to classical language and culture. They also provide opportunities for students to make use of these skills and resources.

Evidence

Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
8:1 – 8:2 CUI 120, CUI 552/LAT 522, CUI 465	course and project grades; lesson plans, discussion; student teaching; portfolios	U and ULO: 6 of 6 – 100% G: 9 of 9 – 100%

Latin Standard 9: Teachers understand the sequential nature of the classical language curriculum and articulate the instructional program accordingly.

Indicator 9:1 – Teachers develop language specific curricula based on the generic framework of the Standard Course of Study.

Indicator 9:2 – Teachers recognize the complexities resulting from multiple entry points within the classical language program and incorporate knowledge about their students' prior classical language experiences into their instruction.

Indicator 9:3 – Teachers demonstrate an understanding of the simple to complex or familiar to unfamiliar progression of topic, content and language in the sequential curriculum.

Indicator 9:4 – Teachers demonstrate an understanding of horizontal (within a level) and a vertical (level to level) curricular articulation.

Evidence

Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
9:1 – 9:4 CUI 552 / LAT 552; CUI 465	class projects, teaching during internship and student teaching, lesson plans, Blackboard discussions	U and ULO: 6 of 6 – 100% G: 9 of 9 – 100%

Latin Standard 10: Teachers link the skills and knowledge between the broader curriculum and classical language instruction.

Indicator 10:1 – Teachers recognize the importance of collaborating with teachers across the curriculum in order to incorporate concepts and knowledge from other subject areas at the appropriate grade level into second language instruction.

Indicator 10:2 – Teachers seek to maximize the transfer of cognitive, academic and communicative skills between first and second languages.

Evidence

Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
10:1 – 10:2 CUI 552 / LAT 552; CUI 465	exams, class projects, teaching during internship and student teaching, lesson plans, Blackboard discussions; portfolios	U and ULO: 6 of 6 – 100% G: 9 of 9 – 100%

Latin Standard 11: Teachers implement assessment strategies that are aligned with instruction. They address all applicable classical language strategies (reading, writing and sometimes listening or speaking) and culture in order to measure student achievement.

Indicator 11:1 – Teachers recognize that assessment has a variety of purposes for the classical language program, including monitoring student learning, reporting student progress and achievement, and evaluating instruction.

Indicator 11:2 – Teachers demonstrate knowledge of a variety of assessment instruments, including paper-and-pencil tests and alternative assessment such as portfolios, and oral and written performance assessments. They understand the importance of using multiple strategies to measure student progress, achievement and second language proficiency.

Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
11:1 – 11:2 CUI 552 / LAT 552; CUI 465	exams, class projects, teaching during internship and student teaching, lesson plans, Blackboard discussions; portfolios	U and ULO: 6 of 6 – 100% G: 9 of 9 – 100%

Latin Standard 12: Teachers affirm that second language learning is appropriate for all students regardless of ability, language background, race, ethnicity, gender, religion and other cultural factors.

Indicator 12:1 – Teachers demonstrate an understanding that students learn classical languages in different ways, and they vary instruction to address individual learning styles and abilities.

Indicator 12:2 – Teachers acknowledge that special needs students can learn a classical language.

Indicator 12:3 – Teachers collaborate with special support personnel when modifying instruction to meet the needs of those students.

Indicator 12:4 – Teachers model respect for the differences among students to foster a positive classroom climate that promotes second language learning for all students.

Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
12:1 – 12:4 CUI 552 / LAT 552; CUI 465, 545	exams, class projects, internship, student teaching, lesson plans, Blackboard discussions; portfolios	U and ULO: 6 of 6 – 100% G: 9 of 9 – 100%

Latin Standard 13: Teachers maintain and enhance their knowledge of the classical language and culture beyond the classroom.

Indicator 13:1 – Teachers acknowledge the importance of continuing to read the classical language and to expand the continually update their cultural knowledge.

Indicator 13:2 – Teachers engage in ongoing language and culture development through travel and formal coursework, by using technology and by taking advantage of professional development opportunities.

Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher
13:1 – 13:2 LAT courses, CCI 512, CUI 552 / LAT 552; CUI 465	Blackboard discussions; portfolios; observation of the behavior of graduates	U and ULO: 6 of 6 – 100% G: 9 of 9 – 100%

Latin Standard 14: Teachers understand and communicate the value of learning classical languages to students, colleague, administrators and the community at large.

Indicator 14:1 – Teachers advocate for a continuous sequence of classical language instruction.

Indicator 14:2 – Teachers understand the importance of collaboration among classical language teachers and teachers of other languages and other disciplines at all levels.

Indicator 14:3 – Teachers recognize how educational decisions are made, how those decisions affect classical language programs and how to represent the classical language program in the decision-making process.

Indicator 14:4 – Teachers stay abreast of local, state and/or national legislation and policies affecting the teaching of classical languages.

Indicator 14:5 – Teachers communicate the benefits of classical language study for diverse groups of students.

Indicator 14:6 – Teachers seek opportunities to promote classical language education.

Indicator 14:7 – Teachers foster constructive relationships with parents, colleagues, school administrators, local governing boards and state and national policy makers in order to promote the value of classical language education for all students.

Evidence		
Standards, Where Taught	Assessment Tool	% of Candidates Rated as Acceptable/Proficient or higher

14:1 – 14:7 LAT courses, CUI 552 / LAT 552; CUI 465	Blackboard, class discussions, course readings, student teaching and internships	U and ULO: 6 of 6 – 100% G: 9 of 9 – 100%
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Product of Learning

LAT 670 Directed Study: Portfolio Development is the culminating product required for the Teacher Leadership and the Classroom Practice Track. The portfolio is designed to enable students both to demonstrate core competencies and to reflect on their current achievements and future goals for professional development. The Advanced Competencies of a Master Teacher serve as an organizing guide for the portfolio, with three artifacts and accompanying reflections required for each competency. Students also provide additional reflections specified for their tracks and the following: 1) at the beginning of the program, an essay about professional background and goals, philosophy of education, and philosophy of teaching, 2) at the end of the program, a summative reflective analysis of program experiences, specific courses, and the extent to which the portfolio demonstrates how the student’s studies in the program have influenced the quality of his or her teaching and ability to enhance student learning and motivation. Finally, the portfolio includes an action research item. Technology competencies are demonstrated through the artifacts and reflections included in the portfolio.

M.Ed. Program Addresses Both the Initial Level Teaching Area Standards and the Master’s Level Standards

The Classroom Practice Track of the M.Ed. in Latin program requires students to take a course on Latin Grammar and Composition (LAT 531) to address initial level competency in the language. Students in this track must also complete two on-site observations of master teachers and their reflections on these are included in their culminating portfolios. The Teacher Leadership Track requires students to attend and reflect on presentations at a professional conference. Portfolios for students in each track are aligned with the appropriate standards.

The M.Ed. in Latin-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 Latin-Teacher Leadership Track program are caring professionals, competent professionals, and collaborative professionals and how by meeting the NC Advanced Competencies of a Master Teacher (AC) they are also meeting other standards that align with the ACs.

No Teacher Leadership Track student has graduated since the implementation of the assessment system reported below, so we are unable to provide data at this stage.

Table 6a. Standards Alignment of Conceptual Framework with North Carolina and National Program Standards for the M.Ed. in Latin-Teacher Leadership Track Program

KEY:

AC = NC Advanced Competencies of a Master Teacher

NC = North Carolina Standards for Latin Teachers

NB = National Board for Professional Teaching Standards

TA = UNCG Teachers Academy Portfolio Rubric

Conceptual Framework: Teacher as Caring Professional	Conceptual Framework: Teacher as Competent Professional	Conceptual Framework: Teacher as Collaborative Professional
AC 1: Instructional Expertise AC 2: Knowledge of Learners	AC 1: Instructional Expertise AC 2: Knowledge of Learners AC 3: Research Expertise AC 4: Content Knowledge	AC 5: Prof. Development and Leadership
NC 12: Affirm Diversity	NC 1-3 and 13: Knowledge and use of Latin NC 5: SLA NC 6-11: Pedagogical Expertise	NC 14: Communication, Collaboration, and Advocacy
NB 1: Committed to student learning NB 3: Monitor student learning NB 4: Reflective practice	NB 2: Knowledge of subject matter/pedagogy NB 3: Monitor student learning NB 4: Reflective practice	NB 3: Monitor student learning NB 4: Reflective practice NB 5: Members of learning communities
TA 1: Knowledge of diverse cultures and perspectives TA 2: High expectations of all learners TA 5: Knowledge of and experience with families TA 7: Instructional adjustments based on assessment data TA 8: Monitoring student learning	TA 1: Knowledge of diverse cultures and perspectives TA 2: High expectations of all learners TA 3: Reflective practice TA 6: Assessment of learning goals and objectives TA 7: Instructional adjustments based on assessment data TA 8: Monitoring student learning TA: Positive impact on student learning TA 10: Content depth TA 11: Content breadth TA 12: Use of research-based professional practice	TA 4: Collaboration TA 5: Knowledge of and experience with families

In addition to the above correlation of the standards addressed in the M.Ed. in Latin-Teacher Leadership Track program, *Table 6b* shows how NC Advanced Competencies of a Master Teacher (AC) correlate with the NC North Carolina Standards for Latin Teachers, 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. These tables show how our data is connected to courses in this program and to standards that guide the assignments in those courses.

Table 6b. Correlation between AC and the NC Standards

Standards	Correlation with NC DPI Latin Standards	Where taught	Evidence of learning	Assessment tool
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.	Latin 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: Accommodating Diversity	CUI 669- Educational Implications for Learning and Developmental Theory CUI 545-Diverse Learners Various elective 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.	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio, Averaged critical performance rating of teaching
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.	Latin 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: Accommodating Diversity	All courses	Lesson and unit plans, action research project	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio
1:2 - The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.	Latin Standard 11: Assessment	CUI 675-Teacher as Researcher CUI 633—Trends and Issues FL / LAT 552-Current Trends in Latin	Modified lesson and unit plans, action research project	Course grades, grades on assignments, M.Ed. Portfolio
1:3 - The candidate monitors the effects of instructional actions, selection of materials, and other	Latin Standard 6: Motivation and Management Standard 8:	CUI 675-Teacher as Researcher	Modified lesson and unit plans, action research project	Course grades, grades on assignments, M.Ed. Portfolio

instructional decisions on students/learning and behavior.	Materials	CUI 633: Trends & Issues FL / LAT 552-Current Trends in Latin		
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, action research project	Course grades, grades on assignments, M.Ed. Portfolio
1:5 - The candidate understands and links subject matter and students developmental and diverse needs in the context of school settings.	Latin Standard 5: SLA Standards 1-4: Language Related Standard 9: Articulation	CUI 669- Educational Implications for Learning and Developmental Theory CUI 545-Diverse Learners CUI 675-Teacher as Researcher CUI 633/LAT 552	Modified lesson and unit plans, action research project	Course grades, grades on assignments, M.Ed. Portfolio
1:6 - The candidate uses technology to create learning environments that support students learning.	Latin Standard 6: Management (with appropriate technology) Standard 8: Materials	CUI 633/LAT 552	Modified lesson and unit plans	Course grades, grades on assignments, M.Ed. Portfolio
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
1:8 - The candidate demonstrates the ability to integrate literacy across the curriculum.		All CUI courses	Modified lesson and unit plans, action research project	Course grades, grades on assignments, M.Ed. Portfolio
Masters Standard 2: Knowledge of Learners - The candidate incorporates knowledge of the nature to the learner, learning processes, variations in	Latin Standard 6: Motivation and management Standard 7: Use of Strategies Standard 11: Assessment	All M.Ed. Required Courses, especially: CUI 669- Educational Implications for Learning and Developmental Theory CUI 545-Diverse	Modified lesson and unit plans, action research project	Course grades, grades on assignments, M.Ed. Portfolio

learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.	Standard 12: Learner Diversity Standard 14: Advocacy and Fostering Relationships with Families	Learners CUI 675-Teacher as Researcher CUI 633/LAT 552		
2:1 - The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.	Latin Teacher Standard 12: Learner Diversity	All M.Ed. Required Courses, especially: CUI 669- Educational Implications for Learning and Developmental Theory CUI 545-Diverse Learners CUI 675-Teacher as Researcher CUI 633/LAT552	Modified lesson and unit plans, action research project	Course grades, grades on assignments, M.Ed. Portfolio
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, action research project	Course grades, grades on assignments, M.Ed. Portfolio
2:3 - The candidate reflects on and modifies instruction that fosters student learning.		CUI 675-Teacher as Researcher CUI 633/LAT552	Modified lesson and unit plans, action research project	Course grades, grades on assignments, M.Ed. Portfolio
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 CUI 633/LAT552	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
2:5 - The candidate creates and maintains a classroom environment conducive to learning in which all learners feel		All M.Ed. Required Courses, especially: CUI 669- Educational Implications for Learning and	Reflections on revised lesson/unit plans, in class and online discussions	Rubrics and/or grades on assignments, M.Ed. Portfolio

welcome and can be successful.		Developmental Theory CUI 545-Diverse Learners CUI 675-Teacher as Researcher CUI 633/LAT552		
Masters Standard 3: Research - The candidate uses research to examine and improve instructional effectiveness and student achievement.		CUI 675-Teacher as Researcher	Modified lesson and unit plans, action research project	Rubrics and/or grades on assignments, M.Ed. Portfolio
3:1 - The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.		M.Ed. Core Courses: CUI 669-Educational Implications for Learning and Developmental Theory CUI 545-Diverse Learners Various elective courses	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
3:2 - The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.		CUI 545-Diverse Learners CUI 675-Teacher as Researcher	School case studies and presentations, Modified lesson and unit plans, action research project, analysis of leadership capacity at school sites, professional development plans	Rubrics and/or grades on assignments, M.Ed. Portfolio
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
Masters Standard 4: Content Knowledge - The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.	Latin Standards 1-4 and 13: Latin teachers know Latin well enough to be Master teachers. They are users and lifelong learners of the language.	M.Ed. Core Courses: CUI 669-Educational Implications for Learning and Developmental Theory CUI 545-Diverse Learners CUI 633/LAT552 LAT courses CCI 512	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
4:1 - The candidate analyzes and articulates relationships		CUI 669-Educational Implications for	Assigned readings from books and research articles, examinations, online discussions of	Examinations, course grades, grades on papers/projects, M.Ed. Portfolio

between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.		Learning and Developmental Theory CUI 545-Diverse Learners CUI 633/LAT552	readings, case discussions, research papers, position papers, revisions to lesson/unit plans based on research and best practice articles, etc.	
4:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across the disciplines.		CUI 669- Educational Implications for Learning and Developmental Theory CUI 545-Diverse Learners CUI 633/LAT552	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
4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.		LAT courses	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
4:4 - The candidate understands current knowledge and trends in education.		CUI 669- Educational Implications for Learning and Developmental Theory CUI 545-Diverse Learners CUI 633/LAT552	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
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.	Latin Standard 13: Latin teachers engage in ongoing development.	CUI 675-Teacher as Researcher CUI 633/LAT552	School case studies and presentations, Modified lesson and unit plans, action research project, analysis of leadership capacity at school sites, professional development plans	Rubrics and/or grades on assignments, M.Ed. Portfolio
5:1 - The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and		CUI 669- Educational Implications for Learning and Developmental Theory CUI 545-Diverse	Research papers, position papers, article critiques, action research projects, professional development projects	Rubrics and/or grades on assignments, M.Ed. Portfolio

action research.		Learners CUI 675-Teacher as Researcher CUI 633/LAT552		
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 633/LAT552	Reflections, school case studies, action research projects, professional development projects	Rubrics and/or grades on assignments, M.Ed. Portfolio
5:3 - The candidate participates, formally and informally, in appropriate professional communities.		All courses in CUI as well as the Department of Classical Studies	Online (Blackboard) and in-class discussions, case discussions, various group projects and presentations.	Rubrics and/or grades on assignments, M.Ed. Portfolio
5:4 - The candidate participates in collaborative leadership to address educational problems.		CUI 675-Teacher as Researcher CUI 633/LAT552	School case studies, action research projects, professional development projects	Rubrics and/or grades on assignments, M.Ed. Portfolio
5:5 - The candidate provides leadership in working with parents and strengthening the home-school partnership.		CUI 675-Teacher as Researcher CUI 633/LAT552	School case studies, action research projects, professional development projects	Rubrics and/or grades on assignments, M.Ed. Portfolio

Four Teacher Leadership track students have graduated since the last review (from August 2002 - August 2004). Based on their course assignments, course grades and final portfolio, all of them met the masters level standards detailed above.

Evidence that Candidate Can Work with Families to Support Student Learning

All candidates in the M.Ed. in Latin program since its inception have held full or part-time teaching jobs and thus have many opportunities to work with parents and families in their own schools. They regularly meet with parents at Open House and Back to School Night and interact with them during formal and informal Parent Conferences during the year. Candidates are encouraged to send home a letter introducing themselves, and then follow up with newsletters, regular homework information, phone calls, and both informal and formal conferences as needed.

Standard 1A: Undergraduate Candidate Qualifications

1. Program admission criteria.

To be admitted to the undergraduate Latin licensure program, students must have an overall GPA of at least 2.5, with a minimum of 3.0 in their Latin (LAT) coursework. Minimum Praxis I Scores are 176 for reading, 173 for writing, and 173 for math. Students typically apply for admission to the Teacher's Academy at the end of their sophomore year, and must be admitted at least one full semester prior to their final field experience. Data sets are maintained for three semesters. Candidates for the M.Ed. must meet Graduate School criteria, including a 3.0 GPA and acceptable GRE scores.

2. How is progress limited until formal admission has been granted.

Until they are admitted to the Latin licensure program, students may not enroll for certain courses, such as CUI 535 (Literacy in the Content Area), 545 (Diverse Learners) and the methods and student teaching courses.

3. Describe how progress is monitored to ensure that formal admission occurs no later than one semester prior to student teaching.

In order to be eligible to student teach, the candidate is expected to apply to the Teachers Academy by the end of his or her sophomore year and *must* have been admitted to the Teachers' Academy no later than one full semester prior to student teaching. Applications for student teaching must be submitted to the Teachers' Academy one year prior to student teaching, according to the following schedule: November 1 of the year before fall student teaching and February 15 of the year before spring student teaching. This information is publicized by both the Department of Classical Studies and through courses in Curriculum and Instruction such as CUI 545 (Diverse Learners). The Latin Program Coordinator receives applications to the Teachers Academy and makes sure that students have met all requirements for admission as well as the deadline for admission.

Standard 1B: Licensure-only Candidates

1. Program policies and procedures for licensure-only candidates.

Admission to the Teachers Academy

Admission to NC TEACH, the licensure-only program, is processed by the Teachers Academy. Candidates complete an application which is initially reviewed by the Teachers Academy Licensure Advisor. In consultation with the coordinator of the Latin program, she develops a program of study for each candidate that aligns the candidate's previous coursework and professional experiences with licensure program requirements.

NC TEACH applicants must hold a bachelor's degree from a regionally accredited college or university and have graduated with an overall GPA of 2.5, or higher if required by the licensure program. Candidates for the licensure-only program in Latin must have a 3.0 in their Latin courses. In alignment with North Carolina law regarding lateral entry licensure, candidates who do not have the minimum 2.5 GPA may be admitted to a licensure-only program if they have a 3.0 in their senior year as an undergraduate, in their major, or in 15 semester hours of coursework completed subsequently to completing the bachelor's degree *and* have North Carolina passing scores on Praxis I. Candidates would require a waiver from the department if they were to be admitted to NC TEACH with less than a 3.0 in Latin coursework.

Most NC TEACH candidates have a major, 24 semester hours of coursework or passing scores on Praxis II in their licensure area when they are admitted to the licensure program. In these cases, candidates' GPAs provide one measure of content knowledge. Candidates who do not meet content requirements are required to take additional coursework, maintaining at least the minimum GPA required by their programs.

Admission to Student Teaching

Most NC TEACH candidates obtain a teaching contract under a temporary Lateral Entry License, with the understanding that their teaching will be supervised and evaluated by both school-based and university supervisors. Content knowledge and skills are evidenced by their having a major or 24 semester hours in their content area or passing Praxis II scores (a state requirement for lateral entry teachers in alignment with No Child Left Behind), and by maintenance of the required GPAs as they complete licensure coursework. Licensure-only candidates who do not hold a lateral entry teaching position must student teach. In order to be eligible for placement, they must meet the all requirements for admission to student teaching, including required content coursework and a GPA of 3.0 in Latin courses.

Program Completion/Eligibility for Licensure

Undergraduate NC TEACH candidates are evaluated by university and school-based supervisors. As with other candidates, undergraduate NC TEACH candidates must demonstrate appropriate dispositions, content knowledge, and pedagogical knowledge and skills through acceptable ratings on the Pre-service Teaching Growth and Assessment Profile (TGAP), Teaching Portfolio Rubrics, and Candidate Dispositions Assessment Process rubrics. Candidates who do not complete a teacher preparation program prior to licensure (lateral entry teachers) must pass Praxis II examinations in their teaching area, and must submit school-based evaluations and recommendations from their principals.

2. Alternative assessment procedures for licensure-only candidates to demonstrate how they meet state standards.

Candidates receive individual programs of study that are developed in alignment with standards for Latin education and with candidates' prior experiences, particularly their academic record.

Section IV: Standard II – Candidate Assessment and Evaluation

Formal assessment for undergraduate students in the Latin Education program is conducted in professional education courses, as described below. Assessment of students in the graduate program is done through the final portfolio.

Individual Candidate Assessment

For years, programs at UNCG have engaged in program review and revision. Minutes from program faculty meetings and the catalog changes from year to year provide evidence of these reviews. These informal program reviews were possible because most programs were small and faculty knew students and schools well. Over the past six years, with the advent of performance-based assessments, programs have gradually been implementing more systematic evaluations. All UNCG teacher education programs use the following tools for assessing candidates: Praxis I scores at admission; GPA at admission and checked each semester to make sure it is maintained; cumulative portfolio assessed with a rubric; SERVE Preservice Teacher Growth Assessment (TGAP) at the end of student teaching; the Candidate Dispositions Assessment Process rubric (CDAP) reviewed at least three times. Praxis II at graduation has been used in many programs, but not in the Latin program.

Table 7 provides an overview the university-wide teacher education assessment plan:

Table 7: Overview of the UNCG Assessment Plan

	Data Sets	Database	Use
Candidate Assessment	Course assessments that reflect the conceptual framework, SPA, state and national standards Specific course grades GPA Field experience evaluations & SERVE rubric Final portfolio evaluation PRAXIS I & PRAXIS II (for elementary & special ed) Disposition rubric Licensure & employment status	The <u>Teachers' Academy database</u> will contain: Course grades GPA PRAXIS I (& PRAXIS II, when applicable) Licensure <u>TaskStream</u> will contain: SERVE evaluation Portfolio evaluation Disposition rubric	Candidate assessments are used for: <ul style="list-style-type: none"> • feedback to candidate • feedback to faculty for decision making on candidate advancement • curriculum alignment and course modification
Program Evaluation	Each semester, the SERVE rubric, Portfolio rubric & Disposition rubric are aggregated by program area and reviewed as are candidate evaluations of courses, faculty, field placements, and clinical experiences. Each	TA provides programs with data on basic variables. Programs summarize their program specific data. Faculty committees examine data each	<ul style="list-style-type: none"> • Aggregated data are used to: drive program area improvements • review and revise assessment tools and scoring criteria for

	<p>program also collects some follow-up data about their graduates.</p> <p>Faculty review all but the personnel data. Individual faculty review their own evaluations with their chair. Annually, the following are reviewed: enrollment & graduation data, alignment of course assignments and key work samples with the conceptual framework. Additionally, an analysis of assessment tools for accuracy, consistency, fairness, and avoidance of bias is conducted.</p>	<p>semester and annually. The results of these self-studies drive course modifications and curriculum actions. These self-studies are shared with the NCATE office annually.</p>	<p>accuracy, consistency, fairness, and avoidance of bias</p> <ul style="list-style-type: none"> • review and revise effectiveness of curriculum and instruction in each program • Identify trends and need areas for improvement in programs • Identify areas for improvement of field experiences
Unit Evaluation	<p>Annually, the following data are examined across all programs:</p> <ul style="list-style-type: none"> • # of students admitted, • FTE & SCH, • full-time/part-time enrollment, • # and % of students graduating, • time to graduation, • % of students applying for license • External funding • Faculty publications and presentations • Diversity of staff and students • Candidate complaints and their resolutions • Exit and post-graduation and employer surveys 	<p>Reports from each program area are aggregated.</p>	<ul style="list-style-type: none"> • Alignment of curriculum and assessment with CF • Improve curriculum and instruction • Increase unit effectiveness • External reports

In 2004-05, the Secondary Teacher Education Program (STEP) Committee agreed upon a common assessment system to be implemented via Task Stream. In 2005-06, assessments were administered in the following courses: CUI 545: Diverse Learners (assessment related to working with families and communities and assessment of dispositions), the methods course-CUI 552 (assessment of dispositions at end of semester and critical performance), and student teaching (critical performance, assessment of dispositions, and TGAP). The STEP Committee agreed to add, in 2006-07, assessments in CUI 450: Educational Psychology (assessment related to knowledge of learners) and

CUI 535 (assessment related to literacy). Table 8 outlines the STEP assessment system. Table 9 provides brief explanations regarding the assessment points. [Copies of (a) the detailed STEP Assessment Plan, (b) assessment rubrics, and (c) minutes of STEP Committee meetings are available in the documents room.]

Table 8. STEP Assessment System

Admission to Teacher Education	CUI 545	Admission to Student Teaching	Methods Course	Student Teaching Mid-Term	End of Student Teaching
<ul style="list-style-type: none"> ▪ GPA ▪ Praxis I or SAT or ACT 	<ul style="list-style-type: none"> ▪ Teachers Academy Dispositions 	<ul style="list-style-type: none"> ▪ GPA 	<ul style="list-style-type: none"> ▪ Critical Performance ▪ TGAP ▪ Teachers Academy Dispositions 	<ul style="list-style-type: none"> ▪ Critical Performance 	<ul style="list-style-type: none"> ▪ TGAP ▪ Teachers Academy Dispositions ▪ Portfolio ▪ Praxis II

Table 9. Explanation of Assessment Points

What is evaluated	Who does the evaluation	When is it evaluated	Where is the assessment located	Evidence in TaskStream posted by students
Critical Performances	OSTEs, Methods Instructors, and University Supervisors	Due date established in each Methods course; this is the mid-term evaluation for clinical practice (student teaching)	TaskStream DRF	Students upload all parts of CP and submit for evaluation by due dates
SERVE-TGAP (summative feedback)	OSTEs, Methods Instructors, and University Supervisors	End of methods internship and end of clinical practice (student teaching)	TaskStream DRF	Students scan feedback forms (same as above) and submit for evaluation
Dispositions	OSTEs, CUI 545 Instructor, Methods Instructors, and University Supervisor	End of CUI 545, CUI 522 (methods), and CUI 465 (student teaching)	TaskStream DRF	Students write brief reflection (self-evaluation) and submit for evaluation
Formative feedback on lessons using Classroom Observation Feedback Form	OSTEs and University Supervisors	After lesson observations.	Classroom Observation Feedback Forms are located in the CUI Dept. Office	Students scan & post observation feedback during clinical practice (student

				teaching) under CUI 465
Other evidence of learning (Students choose or OSTE/Methods Instructors recommend)	Not evaluated	Before end of each semester	Not evaluated	Students upload additional evidence of learning to TaskStream portfolio

In addition to the common assessments across secondary programs, each subject specific area includes content-specific assessments as part of the cumulative portfolio.

Candidates’ progression in the program is reviewed at four points: admission, sometime after the first semester, application to student teaching, and at the end of student teaching. Additionally there is a follow-up survey of employers. Data used to assess the program and program operations include faculty accomplishments, retention of candidates in the program, satisfaction of graduates and employers of our graduates, course evaluations, and monitoring of candidate progression through the program. The following reviews take place within the Department of Curriculum and Instruction: annual reviews of faculty accomplishments, course evaluations each semester, and annual Institutional Reports submitted to the Office of the Provost. The STEP Committee annually reviews data collected from candidates and cooperating teachers or on-site teacher educators (OSTEs). [Copies of STEP Committee meetings are available in the documents room.]

Program and Program Operations Assessment

Students in the Latin Education programs have the opportunity to provide feedback about their courses and instructors through the required course evaluation process at the end of every semester. They also give feedback through informal conversations before, during, and after classes, in the open-ended comments in course evaluations, and in their reflective essays in their Portfolios. If a faculty member were to receive negative course evaluations, the Department Head would work with that person and could reassign them to other courses where they would be more effective. Because the community of Latin teachers is small, we also have the opportunity to receive program assessment after students have graduated and begun their teaching careers. The annual fall wine and cheese party is one such venue for this, and regular emails and occasional site visits are another.

Annual Review of the Program

During at least one department meeting each year, the faculty of the Department of Classical Studies evaluates 1) the progress of students seeking initial and graduate licensure, 2) the effectiveness of the current programs’ structures and 3) alignment of the programs with the conceptual framework. In addition, a committee of department faculty and a public school educator evaluates student work in the culminating portfolios at the

end of each academic year. Since our programs are so small, we cannot depend on evaluation of aggregated assessment data over short periods of time, so we have adopted a continual evaluation process that seems to work over the short term. If changes were needed, they would be initiated by the program coordinator or the graduate director, and discussed and adopted by the full department faculty.

Summary of Data Collected and Analyzed

The data now being collected through TaskStream will provide an excellent source for formal analysis in the future. Since current students are not in this system yet, the following analysis is based on course grades and portfolio reviews of students completing the programs since the last review.

The three undergraduates who completed core courses and student teaching all performed well and are teaching successfully in the state (2 in Guilford County, 1 in New Hanover County). One undergraduate did well in his professional education courses and scored well on core, disposition and technology standards, but his Latin skills were weak and the Classical Studies Department did not allow him to do student teaching in Latin. (He completed the English program and is now teaching English with success.) Three licensure-only students completed the program. All three were lateral entry students and all scored well on assessment measures. Current and future licensure-only students are completing requirements through NC TEACH.

Nine graduate students completed the program, three in the Classroom Practice Track (CPC) and six in the Teacher Leadership track. The candidate who most recently completed an M.Ed.-CPC graduated in Dec. 05. She had already moved out of state and completed her final course (CCI 502) on line in the fall, so we have no data. No Teacher Leadership Track student has graduated since the implementation of the assessment system reported below, so we are unable to provide data at this stage on that program. However, all nine met or exceeded minimum standards, although one student was judged to have relatively weak Latin skills and was advised to remain at the Middle School level (where he was currently teaching). One current student whose Latin skills did not meet graduate standards, is leaving the program in Summer 2006.

Improvements in the Program and Program Operations

Table 10. Summary of Program Improvements and Program Operations

Problem/Concern	Change to Program
Based on questions of dispositions, the Classical Studies faculty recognizes the need to identify undergraduates who may not be suited for teaching early in the program.	Department faculty include discussion of teaching in regular advising sessions and mentor students as they tutor elementary Latin students at UNCG. (beginning Fall 2001)
Based on the difficulty of tracking and advising licensure-only students, we recognize the need to consolidate advising of those students under one advisor. We are discussing this step for undergraduates as well, but currently allow undergraduates to choose their advisor.	The Graduate Director advised most licensure only students from 2000-2006. The Department Head works with Deb Ackerman in the Teachers Academy to advise these students (beginning Summer 2006).
Based on continuing feedback from students working to develop their M.Ed. Portfolios, we realized we needed to build more time and guidance into that process.	A new 2 s.h. requirement (LAT 670 Portfolio Development) was instituted. The Graduate Director takes responsibility for supervising students as they complete their M.Ed. Portfolios. (beginning Fall 2002)
Based on feedback from students we realized that the ERM 604 / 605 requirement was not providing a sufficient foundation for the Action Research project required for the M.Ed. portfolio.	CUI 675 (Teacher as Researcher) replaced the ERM course requirement in both tracks of the M.Ed. program. (beginning Fall 2003)
Based on the weak Latin skills of some students entering the M.Ed. program, we are reviewing the diagnostic exam and our admission process.	No change to date, but the Classical Studies faculty will be discussing this in Fall 2006.

Section V: Standard III – Field Experiences and Clinical Practice

Early Field Experiences

Teacher candidates seeking secondary education licensure at UNC, Greensboro experience three different stages of field experience placements. As candidates progress through the program, they are given opportunities and additional responsibilities with high school students with each progressive field experience so that by the time they student teach, they have had a variety of experiences observing teachers and students, working with teachers, working with students one-on-one and in small groups, preparing lesson plans, teaching mini-lessons, and reflecting on the teaching and learning experience. Even before formal admission into the Teachers Academy, students in the Latin teaching program are encouraged to tutor UNCG students in the first two years of the language. Faculty in the Department of Classical Studies meet informally with the tutors to discuss their efforts and observe dispositions.

The first phase of the field experience involves observations, tutoring, and small group work with high school students and is assigned during the CUI 545-Diverse Learners course. In addition to their teaching/learning interaction with students, candidates conduct a case study that includes interviewing their on-site teacher educator (OSTE), one of the school's administrators, the exceptional children's teacher, and the instructional technology specialist. Candidates also have the opportunity of reading school artifacts, such as the Faculty Handbook, the school's discipline policy, student handbook, personnel handbook, and the North Carolina Standard Course of Study. The total number of hours required for this phase of the field experience is 30 hours over the course of a semester. In addition, this field experience traditionally occurs during the second semester of candidates' junior year. Every effort is made to place candidates in ethnically and socio-economically diverse school settings. Consideration is also made for placements in urban, suburban and/or rural schools. It is important to note, however, that students are not usually placed for the second and third clinical experience in the same school as they were during the first field experience. For example, if a candidate was placed in an urban school during the first field experience, then during the second and third semesters, the candidate is placed in a suburban or rural setting. By doing so, candidates have two distinct practicum experiences. Because the number of Latin teachers and schools which offer Latin is limited, we are not always able to guarantee diverse placements for the student teaching experience. **(See Table 11 for initial field experience placements).**

Since all our masters level students are already teaching, they complete CUI 545 requirements in their own schools. For example, they 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 675 (Teacher as Researcher) students plan and carry out an action research project in their classroom or school.

Table 11 – Clinical/Field Experiences in CUI 545-Diverse Learners (Undergraduates)

Spring 2002-Fall 2005
Dr. Jewell Cooper, Supervisor

NOTE: Field Experiences are in area high schools unless otherwise noted. Middle School placements are for foreign language students. Data are not available for specific Latin placements.

Semester	Duration of Field Experience	Placement of Field Experience
Spring 2002	January – April	<u>Guilford County Schools</u> : Grimsley, Northeast Guilford, Ragsdale, Smith, Southern Guilford, Southwest Guilford, Andrews, Northwest Guilford, Ragsdale, Jackson Middle <u>Winston-Salem Forsyth Schools</u> : East Forsyth
Fall 2002	September – December	<u>Guilford County Schools</u> : Northeast Guilford, Smith, Ragsdale, Southeast Guilford, Western Guilford, Jackson Middle, Jamestown Middle <u>Alamance-Burlington Schools</u> : Western Alamance <u>Randolph County</u> : Trinity
Spring 2003	January – April	<u>Guilford County Schools</u> : Grimsley, Smith, Dudley, Southeast Guilford, Western Guilford, Page <u>Winston-Salem Forsyth Schools</u> : Carver
Fall 2003	N/A	Only graduate students took CUI 545. The students were working educators and did not require a university field based experience.
Spring 2004	January-April	<u>Guilford County Schools</u> : Grimsley, Smith, Dudley, Southeast Guilford, Page
Fall 2004	September – December	Only graduate students took CUI 545. The students were working educators and did not require a university field based experience.
Spring 2005	January – April	<u>Guilford County Schools</u> : Grimsley, Southwest Guilford, Dudley, High Point Central <u>Winston-Salem Forsyth Schools</u> : East Forsyth
Fall 2005	September – December	TBA
Spring 2006	January – April	TBA

Methods - Occurring during the first semester of the senior year is the second phase of the field experience. In their content area methods courses, students are placed in schools

for a year-long placement. During the first semester, they have opportunities to discuss professional issues with their OSTE's. They learn about the school environment. Methods interns not only become familiar with the NC Standard Course of Study, but they also observe one teacher other than their OSTE teaching. Opportunities for tutoring individuals and small groups of students are made available. In addition to these teacher preparation experiences, interns have a chance to grade assignments with multiple choice answers and grade assignments using a rubric. Interns co-teach a lesson with the OSTE and teach at least two lessons or mini lessons. Finally, with permission from the OSTE, interns initiate communication with the parents of their students, and they attend school events to learn about the culture of the school (i.e., pep rally, game, club meeting, faculty meeting, department meeting, parent conference, etc.). The total number of hours required for this phase of the field experience is 50 hours or more over the course of the semester.

Student Teaching

The final phase of the field-based experiences is student teaching. This experience is traditionally 15 weeks long. Candidates must spend at least 10 weeks at one site. Full-time student teaching must occur during at least 8 weeks of the period. Since this field experience is in the same location as the second one, it becomes a year-long interaction with school personnel. Not only do the student teachers accomplish the same duties as they did during the second field placement, they also have various opportunities of extending them as a full-time student teacher. Latin student teachers are supervised by both their methods course instructor and a state certified member of the Classical Studies Department. The Latin program had no student teachers during 2005-2006. **(See Table 12 for methods and student teaching placements for Latin only).**

Table 12 – Methods/Student Teaching Practicum Locations
Supervisors: Methods professor and a Classical Studies faculty member
NOTE: Data are for Latin placements only

Semester	Duration of Field Experience	Placement of Field Experience
Fall 2000-Spring 2001	September – April	Grimsley High School
Fall 2002-Spring 2003	September – April	Northwest Guilford High School
Fall 2004-Spring 2005	September – April	Brown Summit Middle School

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

Our OSTEs work closely with UNCG supervisors and with their interns and student teachers to monitor their progress through the program. Both the Coordinator of Secondary Teacher Education and/or the methods professors meet and interact with OSTEs to provide feedback, both orally and in writing, to each other and to evaluate candidates jointly. Additionally, from 2002-2005, the Secondary Teacher Education Program received feedback and direction from members of the *Secondary Principals' Partnership Collaborative* (SPPC). This partnership, composed of CUI secondary methods professors, UNCG educational leadership faculty, and middle school and high school principals from the Guilford County and Rockingham County Public Schools, was created from a UNCG University-School Teacher Education Partnership (USTEP) grant. The purpose of the partnership was to continue the discussion of pressing issues in education, most specifically, smoothing the transition from 8th to 9th grade, educating diverse populations of students, and discussing ways that UNCG interns, student teachers, and university professors could help schools ease the transition process as well as provide assistance to schools in meeting their goals. Interns and student teachers are placed in SPPC members' schools. The *Secondary Teacher Education Advisory Board* (2001-2004) was formed chiefly to strengthen our collaboration and communication with district partners not only in Guilford County, but also in surrounding county school systems. The *NCQuest grant* (2003-2005) provided a professional development venue for collaboration among CUI methods professors, UNCG Arts and Sciences content area professors, members of the SOE Council of Program Coordinators, Guilford County Public Schools science and mathematics high school teachers, and selected entering high school freshmen. Once again, interns and student teachers have been placed with *NCQuest* public school participants. Finally, the USTEP-funded grant, *Secondary Teacher Education Program Collaborative* (STEP-C) (2005-2006), was created and implemented because the secondary teacher education methods professors wanted to more fully involve their OSTEs in the design of practicum experiences for UNCG interns. The UNC-Greensboro College of Arts and Sciences content area counterparts were also vital part of the STEP-C interaction.

OSTEs have also been involved in our teacher education classes. Some have served as speakers in both the CUI 545 class and in various Methods classes. Others have served as co-teachers for one or more classes. Still others have provided workshops/professional development for our students.

Process Used for Selecting Mentors and Making Field Placements

The STEP Coordinator consults with each methods professor for feedback on mentors used during the previous year-long clinical experience. She also confers directly (via personal visit, email, or telephone call) with various high school principals or their designees in selecting and making field placements. At that time, both the Coordinator and/or the principal express any concerns they have about placements. OSTEs are asked by principals about their interest in taking student teachers. Every effort is made to assess candidates', as well as the teachers' needs in making suitable placements.

Feedback is also received from Secondary Principals' Partnership Collaborative members, from members of the Secondary Teacher Education Advisory Committee, and from members of the Secondary Teacher Education Partnership.

School selection is made based on the following criteria: (a) schools with a culturally diverse population of students, teachers, and administrators; (b) the schools' prior year performance on the North Carolina assessment tests and their Adequate Yearly Progress designation. Special consideration of need is made for choice of schools that are Title I or have a "low performing" status designation; (c) expressed need by principals for student teachers in a particular content area; and/or (d) served as members of UNCG's USTEP Partnership with special attention to schools that were members of the UNCG Secondary Principals' Partnership Collaborative.

Procedures for Preparing OSTE's

During the first field experience in CUI 545, interns give their teachers a list of duties that they can perform during the 30-hour practicum. During the second field experience, interns are enculturated into the teaching profession via a series of tasks and activities that they can perform during the 50-hour practicum. The tasks include such activities as: acquainting themselves with school policies; meeting the administrative staff, department staff, and support personnel; teaching both small groups of students and team-teaching and managing the whole classroom; assessing and providing feedback to their students; communicating with parents; and observing and reflecting on instructional practices such as questioning, planning for instruction, and use of curricular materials. Methods professors and/or their department designee visit OSTE's to assess interns' progress. Prior to beginning the semester in which candidates student teach, OSTE's attend the Teachers Academy Cooperating Teacher Orientation at which expectations and procedures are discussed and OSTE's receive the Teachers Academy Cooperating Teachers Handbook. The university supervisor continues to work closely with OSTE's during the final field experience (student teaching), communicating about candidate progress, possible concerns, and evaluations of the student teaching experience.

During the 2005-2006 academic year and through the Secondary Teacher Education Program Collaborative, selected OSTE's provided recommendations on the coordination of the 50-hour Fall internship with the high school content methods courses at the university. They also assisted methods professors in improving the student teaching experience, as well as sharing advice on mentoring and coaching responsibilities that they could provide for our candidates.

Supervision and Evaluation for Teacher Candidates

The Coordinator of Secondary Teacher Education or her designee supervises the CUI 545 interns in their schools. Contact is made at each site with the OSTE. Both the OSTE and the intern evaluate, in writing, the first field experience. The methods professor or his/her designee observes methods interns during the second field experience and during student teaching. Tools used for assessment during this year-long practicum period are the Candidate Dispositions Assessment Process rubric, a demonstration of selected critical performances, and the completion of the Preservice Teacher Growth and Assessment Profile (TGAP) rubric to provide summative feedback to the methods/student teacher. Methods interns and student teachers are required to meet all requirements for the practicum and these are evaluated and signed by the OSTE. OSTE and university faculty communicate frequently about the actions and progress of the interns.

Evaluation of Field Experiences and Clinical Practice

Interns have the opportunity of providing feedback about their field experiences through a formal evaluation sheet and in reflective writing assignments. Cooperating teachers also provide feedback to field experiences supervisors during formal visits and through a formal evaluation form. The cooperating teacher and the university supervisor collaboratively assess and evaluate candidates' progress during the internship semester and during the clinical practice semester. At the minimum, a midterm and exit conference among the candidate, cooperating teacher, and the university supervisor are used to evaluate the progress of the candidates during the clinical practice semester.

Section VI: Standard IV – Diversity

How Diversity is Addressed in Curriculum and Clinical Practices

As part of their university requirements, Classical Studies/Latin Education majors take four courses featuring Global Perspectives, including at least one course with a non-western perspective (such courses address diversity on a global scale). Within the Latin major, all lower level courses are marked for Global Perspectives. CCI and LAT courses include discussion of differences and similarities between the ancient and modern worlds, as well as issues of diversity in the ancient cultures. Core courses (e.g. CCI 202 Introduction to Classical Civilization: Rome) include as a learning goal, “demonstrate an understanding of and sensitivity to the differences between ancient Rome and other cultures.”

Teacher candidates in the secondary teacher licensure program take one course specifically designed to address issues on diversity. The course, CUI 545 - Diverse Learners, provides content knowledge about diversity and strategies for meeting the needs of diverse learners. Specific diversities covered in the course are: race, ethnicity, socioeconomic status, language, gender, including sexual orientation, religion, age, geography, and exceptionality. Other courses, particularly CUI 450 - Educational Psychology, ELC 381 - Institution of Education and all the methods course also address issues related to diversity through chapter readings and assignments. Merging theory with practice is demonstrated by the students in internship settings. Students in CUI 545 and all methods courses as well as in student teaching are placed in schools with diverse student populations and required to create lesson plans that differentiate for diversity-ethnicity, linguistic, or exceptionality.

Diversity of the Higher Education and P-12 Faculty with whom Candidates Interact

There are four female and four male faculty members in the Classical Studies Department, and no minority members. Dr. Jewell Cooper, an African-American professor, has taught CUI 545 since the last program approval visit.

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

There are four female and four male faculty members in the Classical Studies Department, and no minority members. Dr. Jewell Cooper, an African-American professor, has taught CUI 545 since the last program approval visit. In this course, she takes class field trips to six schools: James B. Dudley High School (historically Black school); Ben E. Smith High School (ethnic and linguistic diversity); Weaver Performing Arts Academy (offers three educational programs for students in Guilford County: the Performing and Visual Arts Academy, the Center for Advanced Technology, and the Center for Advanced Careers and Vocations); B’nai Shalom Day School (religion); and Gateway Educational Center

(exceptionality-severe and profoundly challenged students, birth-21 years of age). In CUI 545, efforts are made to place teacher candidates with cooperating teachers of different ethnicities. Candidates are also encouraged through assigned activities to interact with other professional educators (administrators, school/media coordinators, curriculum coordinators, teachers, and other staff members) as well as parents and community members who are ethnic minorities and represent other diverse identities.

Diversity of Candidates in the Program

Program	Male	Female	White	Other
U	4	2	6	0
ULO	2	5	7	0
G	3	7	9	1

Diversity is a continuing and national problem in Classical Studies and Latin teaching.

How the Program Provides Opportunities and Experiences for Candidates to Interact with Diverse Candidates

Core courses for the Classical Studies major, as well as a large number of other civilization courses, satisfy General Education requirements for the university and therefore attract a wide variety of students. Most Latin and many civilization courses are taught in formats that allow for group work and discussion. Licensure classes, offered in the School of Education, are also designed so that candidates engage in group discussions and collaborative group projects. Participation in groups is at times determined by the professor and at other times decided upon by the candidates themselves. Interdisciplinary content area teams are placed in field experiences (CUI 545). During the methods semester, cohorts of students-those who are placed at the same school-meet and become acquainted with each other and form support groups at the methods/student teacher site.

Diversity of P-12 Students with whom the Candidates Interact in Clinical Practices

Students in the UNC-Greensboro Latin licensure program complete their field experiences and practicum in Guilford County.

Demographics are as follows:

Guilford County Public Schools

64 elementary schools; 19 middle schools; 22 high schools; 2 special schools

Total students enrolled: 65,828

Languages/Dialects: 82

Student Cultural and Ethnic Groups: 123

Low-Income Students: 25,000

Special Education Students: 10,716

Accelerated Learners: 10,199

Students on Free/Reduced Lunch: 46%

Category	White	Black	Asian	American Indian	Hispanic	Multiethnic
Enrollment (%)	46	40.1	4.3	6	5.5	3.4

Table 13. Schools where Latin Students Had Field Experiences

Guilford County Public Schools – Student Profiles										
School	Total	Male	Female	Amer. Indian	Asian	Black	Hispanic	White	Title I	F/R %F/R
Grimsley High	1850	862	988	4 (0.22%)	52 (2.81%)	588 (31.78%)	38 (2.05%)	1168 (63.14)	N	380 (29.54)
Ragsdale High	1140	573	567	9 (0.79%)	59 (5.18%)	313 (27.46%)	28 (2.46%)	731 (64.12%)	N	259 (22.72%)
Northwest Guilford High	1828	922	906	9 (0.46%)	28 (1.53%)	110 (6.02%)	34 (1.86%)	1647 (90.10%)	N	87 (4.76%)
Page High	1608	798	810	5 (0.31%)	59 (3.67%)	687 (42.72%)	38 (2.36%)	819 (50.93%)	N	497 (30.39%)
Southwest Guilford High	1176	631	545	4 (0.34%)	63 (5.36%)	292 (24.83%)	27 (2.39%)	790 (67.18%)	N	171 (14.54%)
Brown Summit Middle	205					48%		45%		

How the Program Ensures that Candidates Interact with Diverse P-12 Students in Public School Settings

The Coordinator of Secondary Teacher Education arranges each field placement through the use of candidate request via interview and through the use of a School of Education/Teachers’ Academy Student Teaching application form. The student indicates his/her previous placements, noting the name of the school and content area class. When arranging placements, the Coordinator of Field Placements strategically places candidates in different types of schools with different types of student/teacher demographics.

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

UNCG 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 and 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.

Program Faculty, their Qualification and Teaching Assignments

See *Table 14* for a list of program faculty, their qualifications, and their current core teaching assignments

Individual Responsible for Coordinating the Program and Role(s) of this Individual

Dr. Susan Shelmerdine, Professor and Head of the Department of Classical Studies, is the coordinator of the program. She advises undergraduates and initial certification only students, and teaches the Mythology (CCI 205) and Current Trends (LAT 552) courses. During the review period, Dr. Kathryn Williams, who has left the university, was Director of Graduate Studies and advised students in the M.Ed. program, as well as teaching upper level and graduate Latin courses, Mythology, and the Introduction to Roman Civilization (CCI 202) course. That role will be taken over by Dr. Hugh Parker in Summer 2006, and his teaching responsibilities will be the same.

Teaching Practices Used by Faculty

The Classical Studies core faculty use widely varied and specifically appropriate teaching methods and strategies in all of their language and civilization classes. These methods and strategies include lecture, primary and secondary readings, whole-class discussions, small group discussions, online discussions, cooperative learning assignments, research papers, model lesson plan assignments, oral presentations, and writing assignments. Both the conceptual framework and our disciplinary best practices stress collaborative learning and respect for diverse ways of learning, and the faculty tries very hard to incorporate these values in every class. Sample syllabi are available in the document box to illustrate examples of these methods in specific courses.

Faculty Service to the Institution and Collaboration with Colleagues in the Disciplines

Service to the Institution

Content faculty serve the institution at all levels, including the department, the college, and the university. Susan Shelmerdine serves as Head of the Department, chairs the University Teaching Excellence Awards Committee, is a member of the university Honors Council, and has additional service responsibilities. Hugh Parker has served as

Director of the Reynolds Scholars program, Faculty Senator, and Chair of the College of Arts and Sciences Assembly. David Wharton is the Director of the Linguistics Program and chaired the College Curriculum and Teaching Committee. For details, see individual cv's. Professional Education faculty vita are available on TaskStream.

Collaboration with Colleagues in the Disciplines

In addition to working with the Teachers Academy to plan and implement the licensure program, Classical Studies Department faculty help with the administration of and teaching in interdisciplinary programs such as the Archaeology and Linguistics programs, International Honors College, and Women's and Gender Studies.

Faculty Involvement and Collaboration with and Service to the Public Schools

Because our discipline is small, Classical Studies Department faculty are able to get to know many Latin teachers in the public schools, and most of our service is informal and personal. We are in contact through email, phone calls and personal visits to answer questions throughout the year and we periodically offer programs on campus for their students. We host the North Carolina Junior Classical League Fall Forum each year, and various faculty have worked with secondary teachers to develop questions for Certamen. Our contact is ongoing and varies with the needs of the teachers.

Faculty Scholarship

Most faculty in the Classical Studies Department have ongoing research programs, although this is not an expectation for our one Lecturer. The range of scholarship encompasses archaeology, history, linguistics, literary study, and language pedagogy. Faculty regularly present their research at invited lectures at regional, national, and international conferences. Recent publications include journal articles and an introductory Latin textbook.

Faculty Service to the Profession

Classical Studies Department faculty are active in regional and national/international professional organizations, including

- Archaeological Institute of America (AIA)
- American Classical Association (ACL)
- American Philological Association (APA)
- Classical Association of the Middle West and South (CAMWS)
- North Carolina Classical Association (NCCA)

Susan Shelmerdine is a Director of our national professional organization (APA) and has served on its Professional Matters Committee and chaired its Placement Committee. She served as the Tidewater regional vice president of CAMWS from 1997-2003. In 2005 she won a professional service award from the ACL. Hugh Parker is on the CAMWS School Awards Committee. David Wharton is the Placement Service Director for the NCCA and maintains its web page, which is hosted at UNCG. Kathryn Williams a past Director of the NCCA. Members of the faculty regularly serve as reviewers for professional journals and presses.

Faculty Evaluation Process

All faculty in the Classical Studies Department are evaluated at the department level annually and, after being tenured, on a five-year cycle of post-tenure review. Those who are considered for tenure and/or promotion are evaluated at the departmental, College, and University levels. All of these evaluations examine evidence about teaching, scholarship, and service. Student evaluations of teaching are gathered for every class taught by every faculty member, and peer review of teaching is conducted regularly.

Faculty annually submit goals for the year and write an annual report about their achievements. They are expected to establish and maintain teaching portfolios which include samples of their syllabi, examinations, assignments, and graded student work. The annual reports are evaluated separately by the department head and a faculty committee and rated according to a five-point scale: Exemplary, Satisfactory (including the designations High or Low), and Unsatisfactory. Each faculty member receives a written evaluation from the department head and meets with the department head to discuss the evaluation and, if appropriate, needed improvements. Copies of the written evaluations are placed in the faculty's personnel file and sent to the Dean of the College.

In addition to annual review, those who are tenured undergo a cumulative post-tenure review every five years. During this review their performance in teaching, research, and service is evaluated independently by the department head and a faculty committee with each party submitting a written report assessing the evidence in teaching, research, and service and a rating according to five-point scale mentioned above. The faculty member then meets with the department head to discuss the post-tenure review. A copy of the written evaluation is sent to the Dean.

Faculty members being considered for tenure and/or promotion undergo a rigorous evaluation by those senior to them in the department, by a promotion and tenure committee in the College of Arts & Sciences, and by senior administrators culminating with the final decision by the Chancellor. In addition to providing a comprehensive account of their achievements in teaching, research, and service and whatever documentary evidence is available, these faculty are observed in their classrooms by a peer and letters are solicited from former students.

Faculty Assessment of their Own Effectiveness as Related to Candidate Performance

Faculty use feedback from peer review as well as end of course student evaluations to evaluate their effectiveness. They often solicit student feedback in more informal ways as well. Discussions with cooperating teachers and professional education faculty provide additional feedback on effectiveness related to individual candidate performance.

How Faculty Evaluations Inform Teaching, Scholarship, and Service

Annual, post-tenure, and promotion evaluations offer faculty the opportunity to reflect upon their performance as teachers, scholars, and members of the university community. In addition to compiling information from student evaluations, faculty also provide sample materials for their teaching portfolios and measure their achievement of the goals they have set for themselves. The process of self-evaluation is further fostered in their conversations with the head about all their achievements and future plans for all three areas.

Professional Development Opportunities Provided for Faculty

Faculty have many professional development opportunities. New faculty have a tenured faculty mentor who provides guidance about pedagogy and professional growth. Workshops about pedagogy are sponsored by the Teaching and Learning Center and Communication across the Curriculum (with summer stipends). Support for research comes from Excellence Summer Fellowships and New Faculty Grants available only for untenured faculty and from Research Assignments or Regular Faculty Grants available for tenured faculty. An Associate Dean in the College of Arts and Sciences also provides information about external funding opportunities for faculty. The Department provides travel funds for attendance at professional meetings to foster professional growth, communication and collaboration with other scholars and teachers in our field(s).

Practices used to Select, Orient, Communicate with, and Evaluate Adjunct Faculty to Ensure Program Quality

The Classical Studies Department does not have adjunct faculty.

Section VIII: Standard VI – Program Governance and Resources

Program Administration

The Latin Education program for undergraduates and initial certification only students is administered collaboratively by the Classical Studies Department and the Teachers Academy, led by the Associate Dean for Teacher Education/School Relationships, Betty Epanchin. Susan Shelmerdine, Head of the Department of Classical Studies, is the Program Coordinator. The M.Ed. in Latin program is housed in the Classical Studies Department, with a Director of Graduate Studies who works with the Program Coordinator and the Graduate School. The academic advisors are all full-time members of the Department, and departmental policies for Latin Education are set and reviewed annually by the faculty of the Department. All three programs are regularly reviewed by the State Department of Public Instruction and by the National Council for the Accreditation of Teacher Education.

Adequacy of the Number of Faculty to Support the Program

The Department has a sufficient number of faculty to support the Latin Education program whose students take the same courses as our other majors. Graduate level courses for the M.Ed. program are offered in the summer, evenings and on-line to accommodate the needs of the students, and these courses are easily factored into the regular load of department faculty. Professional education courses are taught by faculty in the School of Education as part of their regular load.

Adequacy of the Non-faculty Personnel that Support the Program

The program does not require substantial support. The Department of Classical Studies has a full-time Administrative Assistant who provides support as needed, and the Teacher's Academy provides additional support as part of its mission.

Facilities in which the Program is Housed and their Adequacy

The Department is moving to the new Hall for Humanities and Research Administration in the summer of 2006. While classroom space will be lost in this move, additional department library space will be gained. Faculty offices and a small conference room in the Department will be supplemented by additional shared meeting rooms in the building. The space will be more than adequate for program needs.

Instructional Resources that Support the Program and their Adequacy

The Hall for Humanities and Research Administration will feature state-of-the-art climate-controlled, acoustically-sound classrooms which should provide a better learning environment than the old classrooms in the McIver Building (which will be decommissioned as classrooms after the spring 2006 semester). Our students will

continue to have access to the extensive and up-to-date resources of the University Teaching and Learning Center, and to the rapidly-expanding and newly-renovated Jackson Library. Our Library resources are very good and the staff of the Library is consistently receptive to any requests we make. The 2006 Library Report for Classical Studies is available in our document box.

Technology Resources that Support the Program and their Adequacy

The Hall for Humanities and Research Administration's classrooms and meeting rooms will be equipped with cutting-edge electronic and multimedia capabilities, which will greatly augment the already extensive technological resources housed in the University Teaching and Learning Center, Client Services Office, Instructional Microcomputer Labs, and the School of Education's Office of Instructional Technology for Teacher Education.

Adequacy of Fiscal Resources that Support the Program

The Department of Classical Studies has no budgetary resources specifically for Latin Education, and no faculty hired specifically to teach or oversee the program. Resources are adequate at this time.

Standard 6A: Working Conditions

1. Table summarizing faculty teaching, advisement, and committee loads by semester for at least three years.

See *Table 15*.

2. Institutional and program policies and practices related to faculty loads, including student teaching supervision.

In the College of Arts and Sciences, each department establishes its own workload policy, reviewed by a College committee and approved by the Dean. In accordance with the University's guidelines (approved by the Chancellor, April 3, 2002), the normal teaching assignment for tenured and tenure-track faculty in the Department of Classical Studies is 9 semester hours (3 courses) each semester; the normal teaching assignment for lecturers is 12 semester hours (4 courses) each semester. These norms may be modified in consultation with the Department Head according to specifications set out in our workload policy document. Regular course reductions are not granted for administrative duties to anyone except the department head, who usually carries a half load for teaching. The faculty member who helps with supervision of student teachers receives a course reduction at the rate of one year for every two years she supervises a student.

**Table 14 – Latin Education
Program Faculty Information**

*all Faculty below are full-time

Faculty Member	Highest degree, & university from which degree obtained	Rank	Program courses taught during current year	Program Service / School involvement	Recent Publications/ Presentations
Linda Danford	M.A., Yale University, 1979	Lecturer	CCI 202	Specialty Area Observer for Student Teachers Instructor	
Maura Heyn	Ph.D., UCLA, 2002	Assistant Professor	CCI 205	Instructor	
Hugh Parker	Ph.D., University of Minnesota, 1990	Associate Professor	CCI 205, LAT 303, LAT 571	Advisor for undergraduates Instructor	"Ino and Her Children in the Argonautica of Valerius Flaccus," Classical Association of the Middle West and South (2001).
Susan Shelmerdine	Ph.D., University of Michigan, 1981	Professor		Department Head Program Coordinator Advisor for Initial Certification only and undergraduates	<i>Introduction to Latin</i> . Newburyport, MA: Focus Press, 2005. "Using Expectations with the Reading Approach," at a panel/workshop on <i>Reading Strategies for Ecce Romani and Other Texts</i> , American Classical League (2001).
Dave Wharton	Ph.D., University of North Carolina, 1992	Associate Professor	CCI 502	Placement Service Director, North Carolina Classical Association Instructor	"The Perception of Lexical Ambiguity in Latin: Psycholinguistic Considerations," at the Eleventh International Colloquium on Latin Linguistics, Amsterdam, (2001).

					"Missing and Misleading Information in the Latin Dictionary: The Case of Horror," American Philological Association (2006).
Kathryn Williams	Ph.D., University of Virginia, 1997	Assistant Professor	CCI 205, LAT 612	School Awards Committee, Classical Association of the Middle West and South Director of Graduate Studies Instructor	"Pliny and the Murder of Larcus Macedo," <i>Classical Journal</i> 101.4 (2006) 409-424. "Caesar's <i>ius legatorum</i> ," Classical Association of the Middle West and South (2004).

**Table 15 – Latin Education
Faculty Workload Information for 2003-2006**

Faculty Member & Rank	Courses Taught 03-04	Courses Taught 04-05	Courses Taught 05-06	Advising Assignments	Major Committee Assignments
Linda Danford Lecturer	CCI 205 LAT 101 LAT 203 HSS 201 CCI 202 CCI 230 LAT 102 LAT 203	CCI 202 LAT 101 LAT 203 CCI 205 CCI 205 CCI 389 LAT 102 Supervising Student Teacher	CCI 202 CCI 230 LAT 203 CCI 202 CCI 205 LAT 204 HSS 201	Classical Civilization concentrators	Director of Strong College (03-06) University Undergraduate Studies Council (03-06) Living-Learning Community Council (03-06)
Maura Heyn Assistant Professor	N.A.	CCI 205 CCI 550 CCI 205 CCI 314	CCI 205 LAT 101 FMS 151 CCI 205 CCI 323 LAT 102	Classical Archaeology concentrators	Interdepartmental Archaeology Committee (2004-2006) Strong College Faculty Fellow (04-06)
Hugh Parker Associate Professor	CCI 205 GRK 203 + 312 LAT 101 GRK 204 + 341 LAT 102 LAT 301	GRK 203 + 311 LAT 203 CCI 307 GRK 204 + 304 LAT 204	CCI 205 LAT 140 LAT 571 GRK 204 + 341 LAT 203 LAT 303	Classical Civilization and Latin Language & Literature concentrators Latin education students	Director, Reynolds Scholars Program (03-04) Chair, College Assembly (04-05) Dean's Executive Committee (03-06) College Curriculum and Teaching Committee (03-04) College Budget and Planning Committee (04-05) University Measuring Student Committee (04-05) University Staff Excellence Award Committee (04-06) Chair, University Senate Elections

					Committee (03-05)
Susan Shelmerdine Professor	GRK 201 LAT 552 GRK 202 GRK 304	GRK 201 LAT 101 GRK 202	GRK 201 LAT 101 GRK 202 LAT 102	Classical Civilization, Greek Language & Literature and Latin Language & Literature concentrators Latin education and Initial certification only students	Department Head (03-06) Chair, Classical Studies Search Committee (05-06; 03-04) Chair, English Dept. Head Search Committee (04-05) College Budget and Planning Committee (03-05) Dean's Advisory Committee for Language Learning Disability Appeals (03-06) Strong College Faculty Fellow (03-06) University Teaching Excellence Awards Committee (03-05; Chair, 05- 06) University Honors Council (05-06)
Dave Wharton Associate Professor	CCI 340 GRK 421 LAT 101 LAT 203 CCI 205 CCI 336 LAT 102	CCI 205 LAT 401 FMS 151 CCI 201 CCI 227 CCI 325	CCI 340 CCI 502 LAT 204 CCI 336	Classical Civilization and Latin Language & Literature concentrators	Dept. Speaker Coordinator (03-06) Chair, Department Assessment Committee (2003-2006) Dept. Library Liaison (03-06) College Curriculum & Teaching Committee (04-05; Chair, 05-06) Director, Linguistics Program (04-06)
Kathryn Williams Assistant Professor	CCI 202 LAT 140 LAT 312 LAT 670 CCI 324 LAT 204 LAT 550 LAT 670	CCI 350 LAT 140 LAT 624 CCI 202 LAT 203 LAT 302 LAT 670	CCI 205 GRK 203 + 312 LAT 101 CCI 350 LAT 102 LAT 612	Classical Civilization and Latin Language & Literature concentrators Masters level students Initial certification only students	Director of Graduate Studies (03-06) University Faculty Welfare Committee (03-05)