



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

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

**UNCG COMPREHENSIVE SECONDARY SOCIAL STUDIES
NC DPI REPORT**

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Section I: Program Overview

The Comprehensive Social Studies Licensure Program is located in the Department of Curriculum and Instruction (CUI) within the School of Education and is one of the core academic subject areas under the umbrella Secondary Teacher Education Program (STEP). Responsibility for the development and implementation of a program leading to licensure in comprehensive social studies is assumed by the social studies educator in CUI, the departmental STEP Committee, and the department chair. Dr. Ceola Ross Baber serves as the social studies program coordinator; she is full-time to the university and holds “M” licensure in social studies. Linkages are also maintained with faculty in the College of Arts and Sciences (CAS) and the Bryan School of Business and Economics (BSBE), for joint advising and curriculum development concerns. Comprehensive social studies licensure is offered at the undergraduate and master’s levels. Undergraduate Standard Professional I (initial) licensure candidates major in one of seven core disciplines related to teaching and learning social studies (anthropology, economics, geography, history, political science, psychology, and sociology). In addition to the disciplinary major, candidates must complete 36-42 additional s.h. across the other core social studies disciplines as well as 28 semester hours in professional education coursework (including 12 s.h. of student teaching). See Table 1 below for the undergraduate program of study. The M.Ed. in Curriculum and Instruction, Social Studies Concentration, Classroom Practice Track combines the requirements for initial and master’s licensure. Candidates must have an undergraduate degree in one of the seven core social studies disciplines (or the equivalent of a major in one of these disciplines). They must also complete prerequisite or co-requisite coursework in initial level content courses as well as professional education coursework in literacy. They complete advanced professional education and content coursework as part of the 39 s.h. master’s degree. The M.Ed. in Curriculum and Instruction, Social Studies Concentration, Teacher Leadership Track is designed for already licensed teachers to complete the requirements for “M” licensure. [See Table 2 and 3 for the M.Ed. programs of study.]

Table 1. Undergraduate Initial Licensure Program of Study

CONTENT COURSES BEYOND MAJOR				
ANTHROPOLOGY	1 of the following: 212, 213, 258		1 of the following: 325,330,333,335,337	
ECONOMICS*	101 or 201		202	
GEOGRAPHY	1 of the following: 105, 110, 114, 121		1 of the following: 102, 104, 338, 344 or other regional course	
HISTORY*	211	212	WCV 101 or 102 or European history course	1 of the following: 204,215,216,239,240
POLITICAL SCIENCE*	100		1 of the following: 240, 260, 290	
SOCIOLOGY	101		1 of the following: 201, 227, 317, 328, 335, 342, 345	
ELECTIVES	History majors may complete the 36 s.h. requirements with 2 of the following: African American Studies, Classical Studies, Environmental Studies, Women’s Studies, International Studies, Religious Studies			
*MUST BE COMPLETED PRIOR TO STUDENT TEACHING, ALONG WITH 75% COURSEWORK IN YOUR MAJOR				
PROFESSIONAL EDUCATION COURSES				
	COURSE SEQUENCE			
	Junior Year Fall	Junior Year Spring	Senior Year Fall	Senior Year Spring
ELC 381	Or sooner			
CUI 450		Or sooner; must be <u>taken before</u> <u>enrolling in CUI</u> <u>553</u>		
CUI 545		Must be taken this semester*		
LIS/CUI 120		Or during the summer; <u>must be</u> <u>taken before</u> <u>enrolling in CUI</u> <u>553</u>		
CUI 535			Or during the summer	
CUI 553			Must be taken this semester*	
CUI 465				Must be taken this semester* (Student teaching is only done during the spring)
INTASC/ISTE- NETS Teaching & Technology Portfolio		Begin in LIS/CUI 120 Course	Add to in CUI 553	Submit for assessment in March. Must pass assessment before you can be recommended for licensure
* MUST BE TAKEN IN THE 3-SEMESTER SEQUENCE—NO EXCEPTIONS				

Table 2. M.Ed. Classroom Practice Track Program of Study

PRE-REQUISITES/CO-REQUISITES--Initial "A" licensure requirements that must be completed before recommendation for master's level ("M") licensure. These may be completed simultaneously with M.Ed. degree:	
HEA 201 or equivalent	One non-western HISTORY course
CUI 470 or CUI 535 or equivalent	One world GEOGRAPHY course
ATY 212 or 213 or equivalent	One regional GEOGRAPHY course
ECO 101 or 201 and 202 or equivalents	PSC 100 and 260 or equivalents
HIS 211 and 212 or equivalents	SOC 101 or equivalent
One European HISTORY or western civilization course	
CORE COURSES [9 sh]	Semester /Year
CUI 669 Educational Implications Learning Development (3)	First Spring
CUI 545 Diverse Learners (3)	First Fall
ERM 605 Educational Measurement & Evaluation (3)	Any semester
PEDAGOGICAL EXPERTISE COURSES [21 sh]	
CUI 553 (3) Trends in Teaching Practices & Curriculum in Social Studies	Fall, right before student teaching
18 hours CONTENT COURSES (3-2-1; 5XX and 6XX courses beyond Initial "A" level requirements)	As determined by candidate and advisor
PROFESSIONAL DEVELOPMENT/LEADERSHIP [9 sh]	
CUI 638 (3) Seminar in Secondary Education or ELC 615 Curriculum Planning (3) or any other appropriate course	Spring, Summer, or Fall
CUI 680a (3) Clinical Experience in Teaching (this is student teaching for non-lateral candidates)	Final Spring
CUI 680b (3) Clinical Experience in Teaching (this is student teaching for non-lateral candidates)	Final Spring

Table 3. M.Ed. Teacher Leadership Track Program of Study

CORE COURSES: [9 sh]
CUI 669 Educational Implications Learning Dev (3)
CUI 545 Diverse Learners (3)*
ERM 605 or 604 (3)
MUST TAKE CUI 6XX Introduction to Equity Education if you took CUI 545 as part of initial licensure requirements
PEDAGOGICAL EXPERTISE COURSES: [18 sh]
CUI 622 (3) Differentiated Instruction
CUI 631 (3) Trend in Teaching Practices and Curriculum in Secondary School Social Studies
12 HOURS CONTENT COURSES, TO INCLUDE OPTIONS IN MULTICULTURAL AND GLOBAL EDUCATION
PROFESSIONAL DEVELOPMENT/LEADERSHIP: [12 sh]
CUI 628 (3) Trends & Issues in Curriculum & Instruction or ELC 697 (3) Selected Critical Issues in American Education or approved substitute
CUI 656 (3) Teacher As Leader
CUI 675 (3) Teacher As Researcher
3 HOUR ELECTIVE

Table 4 shows the number of program and licensure completers since the last visit, number of candidates currently enrolled and admitted to the program for Spring 2006 (pipeline), and enrollment trends. Table 5 shows admission data for current social studies pipeline candidates (2005-06). [Aggregated data for Praxis scores is available in the documents room.]

Table 4. Secondary Social Studies Enrollment and Program Completion Data, 2001-2006

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
UG					
Pipeline	11	12	4	15	28
Program Complete	4	4	14	10	0
Licensure Complete	1	5	0	5	0
ULO (NCT)					
Pipeline	0	6	12	16	14
Program Complete	0	0	1	0	0
Licensure Complete	0	0	0	1	0
G (M.Ed.)					
Pipeline	13	13	14	24	30
Program Complete	0	5	6	1	0
Licensure Complete	1	1	0	4	0

Table 5. Secondary Social Studies Admission Data for Pipeline Candidates, 2005-06

	UG	ALO (NCT)	G
GPA	3.4	3.16	3.26
Praxis I	181 (R), 177 (W), 180 (M)	NA	NA
GRE	NA	NA	1085

Section II: Conceptual Framework

The Comprehensive Social Studies Licensure Program is grounded in the UNCG School of Education/Teachers Academy Conceptual Framework (see Attachment A for an executive summary of the CF). The aim of the program is to prepare caring, collaborative, and competent candidates who possess the knowledge, skills, and dispositions to help secondary school (9-12) students become active, informed, and responsible citizens of the state, nation, and world. Content coursework, professional and pedagogical coursework, and continuous field experiences are designed to facilitate candidates' mastery of the INTASC standards (initial licensure); NBPTS standards and DPI advanced competencies (master's licensure); NCSS standards for teachers (initial and master's licensure); and DPI core, diversity, and technology standards (initial and master's licensure). The goals of the undergraduate and master's programs reflect the dispositions and performance expectations outlined in the UNCG School of Education/Teachers Academy Conceptual Framework. [Matrices aligning the Conceptual Framework with national and state standards and competencies are available in the documents room.]

Goals of Undergraduate Initial Licensure Program

- The program will enhance the development of initial social studies teachers through participation in a planned curriculum resulting in an initial licensure in secondary social studies.
- The program will develop candidates who understand the philosophy and mission of secondary social studies education.
- The program will develop candidates who understand human development and the implications for secondary education.
- The program will stimulate candidate's sensitivity to the differing environments, customs, and values that condition the behavior of individuals, groups, and societies.
- The program will develop candidates who critically evaluate the historical and contemporary conceptualizations of secondary social studies.
- The program will assure that the candidate acquires an understanding of the social, psychological, anthropological, political, geographical, economic, and historical factors operating in societies.
- The program will provide for the development of skills required to formulate objectives, use resources, select content, use effective teaching strategies, evaluate learning outcomes, and interact with students, parents, and the community.
- The program will develop the candidate's awareness of the necessity for continuing education and professional development.

Goals of the M.Ed. Classroom Practice Track Program

- Enhance the development of initial social studies teachers through participation in a planned curriculum resulting in the M.Ed. degree with both initial and "M" licensure in secondary social studies
- Understand the philosophy and mission of secondary social studies education
- Understand human development and the implications for secondary education

- Stimulate sensitivity to the differing environments, customs, and values which condition the behavior of individuals, groups, and societies
- Critically evaluate the historical and contemporary conceptualizations of secondary social studies
- Engage in relevant social education research
- Become critical reflectors on the curricular and instructional processes of secondary social studies teaching and learning obtain multi-disciplinary exposure by completing 18 semester hours of coursework in any of the following disciplines: anthropology, economics, geography, history, political science, psychology, and sociology (with nine hours from a single discipline and the other nine hours divided among three additional disciplines)

Goals of the M.Ed. Teacher Leadership Track Program

- Enhance the development of social studies teaching through participation in a planned curriculum resulting in the M.Ed. degree with “M” licensure in secondary social studies
- Obtain multi-disciplinary exposure by completing coursework in any of the following disciplines (to include options in multicultural and global education): anthropology, economics, geography, history, political science, psychology, and sociology
- Broaden the understanding of the field of social studies and the varying definitions of the social studies
- Critically evaluate the historical and contemporary conceptualizations of secondary social studies
- Engage in relevant social education research critically reflect on the curricular and instructional processes of secondary social studies teaching and learning

The Teachers Academy Council of Program Coordinators (CPC) has discussed and re-affirmed the CF repeatedly since 2001. In 2005-06, a subcommittee of the CPC studied the CF and made several changes in order to assure that the CF is a reflection of our current thinking. Greater emphasis was placed on diversity, with the CF having an expanded definition/description of the multiple ways in which we are a diverse society and with a clear emphasis on our commitment to the learning of all students. The 2001 CF identifies four dispositions. The 2006 CF 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 TA Dispositions Rubric. The Secondary Social Studies Licensure Program is committed to the Teachers Academy Conceptual Framework; course syllabi as well as assessments points in the STEP assessment system are aligned with the CF. [Copies of (a) the Conceptual Framework, (b) minutes of CPC meetings verifying review/revision of the Conceptual Framework, (c) course syllabi, and (c) the TA Dispositions Rubric are included in the program document box.]

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

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): discipline-specific courses, CUI 5XX (content-specific methods with internship), CUI 470 or CUI 535, and CUI 465. Assessments include course grades, artifacts in the portfolio, and the Critical Performance, TGAP, and TA Dispositions instruments. Tables 6 – 9 align assessments with the DPI Core, Diversity, Technology, and Social Studies standards. Detailed assessment data for the 2005-06 undergraduate social studies cohort is presented in Tables 10-15. [Copies of (a) course syllabi, (b) the Critical Performance, TGAP, and TA Dispositions rubrics; and (c) sample portfolios (UG) and products of learning (M.Ed.) are available in the documents room.]

Table 6. Evidence that Candidates Meet the Core Standards

Core Standard 1 – Teachers know the content they teach.		
Indicator 1:1 – Have a broad knowledge of content.		
Indicator 1:2 – Know the content appropriate to their teaching specialty.		
Indicator 1:3 – Understand the ways in which their teaching area connects to the broad curriculum.		
Indicator 1:4 – Know relevant applications of the content they teach.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Content course grades	Throughout bachelor’s degree	
Unit and lesson plans	During methods course and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%

Core Standard 2 – Teachers know how to teach students.

Indicator 2:1 – Know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social and emotional development of the students.
Indicator 2:2 – Use a variety of methods to teach students.
Indicator 2:3 – Are expert communicators.
Indicator 2:4 – Able to use communication skills to circumvent or manage conflict as it arises in the classroom.
Indicator 2:5 – Have strong and current technology skills.
Indicator 2:6 – Plan instruction that is appropriate for the students they teach.
Indicator 2:7 – Use a variety of methods to assess what students have learned.
Indicator 2:8 – Teach communication, thinking, and problem solving skills.
Indicator 2:9 – Help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. Understand the importance of building a positive classroom climate through emphasizing constructive communication.
Indicator 2:10 – Instill a love of learning and self-confidence based on achievement.
Indicator 2:11 – Align their instruction with the required curriculum.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Unit and lesson plans	During methods course and clinical practice (student teaching) and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Core Standard 3 – Teachers are successful in teaching a diverse population of students.		
Indicator 3:1 – Demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.		
Indicator 3:2 – Treat students as individuals.		
Indicator 3:3 – Know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child’s development and personality. Understand how and individual’s belief system affects behavior.		
Indicator 3:4 – Adapt their teaching for the benefit of students with special needs.		
Indicator 3:5 – Work collaboratively with the families and significant adults in the lives of their students.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Diversity Fact Sheet	During CUI 545 and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Core Standard 4 – Teachers are leaders.		
Indicator 4:1 Lead in their classrooms.		
Indicator 4:2 – Lead in the school.		
Indicator 4:3 – Lead in advocating for schools and children.		
Indicator 4:4 – Function effectively in a complex, dynamic environment.		
Indicator 4:5 – Meet high ethical standards of practice.		
Indicator 4:6 – Support the teaching profession.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Core Standard 5 – Teachers are reflective about their practice.		
Indicator 5:1 – Analyze the results of teaching.		
Indicator 5:2 – Collaborate with their colleagues.		
Indicator 5:3 – Use research in their classrooms.		
Indicator 5:4 – Continue to grow professionally.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Professional education course assignments	During CUI 450, 470 or 535, 545, 5XX (methods) and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Core Standard 6 – Teachers respect and care about students.		
Indicator 6:1 – Enjoy spending time in the company of children and young adults.		
Indicator 6:2 – Learn all they can about each of their students.		
Indicator 6:3 – Maintain the dignity of each student.		
Indicator 6:4 – Express pride in their student’s accomplishments.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Table 7. Evidence that Candidates Meet the Diversity Standards

Diversity Standard 1 – Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.		
Indicator 1:1 – Select, evaluate and incorporate unbiased instructional materials.		
Indicator 1:2 – Use multiple strategies to address the needs of individual learners.		
Indicator 1:3 – Create a safe, inclusive and caring environment in which all students can learn.		
Indicator 1:4 – Understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.		
Indicator 1:5 – Use a variety of assessment procedures/instruments.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Diversity Fact Sheet	During CUI 545 and part of portfolio	100%
Unit and lesson plans	During methods course and clinical practice (student teaching) and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Diversity Standard 2 – Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.		
Indicator 2:1 – Seek and apply good matches among instructional goals, methods, and materials and students’ skills and abilities.		
Indicator 2:2 – Assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.		
Indicator 2:3 – Modify instruction and assessment to meet the needs of individual student.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Diversity Fact Sheet	During CUI 545 and part of portfolio	100%
Unit and lesson plans	During methods course and clinical practice (student teaching) and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Diversity Standard 3 – Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.		
Indicator 3:1 – Develop strategies to communicate with the families of their students, helps them understand and value the educational process and encourage their participation in a variety of school activities.		
Indicator 3:2 – Recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related tasks.		
Indicator 3:3 – Make links with the learners’ other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.		
Indicator 3:4 – Talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Diversity Standard 4 – Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 4:1 – Become knowledgeable of diverse cultures and encourages families to share the richness of their backgrounds.

Indicator 4:2 – Provided opportunities for students and their families to share their diversities.

Indicator 4:3 – Promote appreciation and respect for diversity by rejecting the use of stereotypes.

Indicator 4:4 – Provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Diversity Fact Sheet	During CUI 545 and part of portfolio	100%
Unit and lesson plans	During methods course and clinical practice (student teaching) and part of portfolio	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Diversity Standard 5 – Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Indicator 5:1 – Become strong advocates for educational equity.

Indicator 5:2 – Continually refine practices that address the individual needs of diverse learners.

Indicator 5:3 – Are proactive and deliberate in promoting and fostering respect among students.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Diversity Standard 6 – Teachers of diverse students are reflective practitioners who are committed to educational equity.

Indicator 6:1 – Identify own biases and reflect on them in terms of practice.

Indicator 6:2 – Provide equity and access to learning in classroom.

Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Diversity Fact Sheet	During CUI 545 and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Table 8. Evidence that Candidates Meet the Technology Standards

Technology Standard 1 – Teachers demonstrate a sound understanding of technology operations and concepts.		
Indicator 1:1 – Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.		
Indicator 1:2 – Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
LIS 120 Certificate	Prior to Methods course and part of portfolio	100%

Technology Standard 2 – Teachers plan and design effective learning environments and experiences supported by technology.		
Indicator 2:1 – Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		
Indicator 2:2 – Apply current research on teaching and learning with technology when planning learning environments and experiences.		
Indicator 2:3 – Identify and locate technology resources and evaluate them for accuracy and suitability.		
Indicator 2:4 – Plan for the management of technology resources within the context of learning activities.		
Indicator 2:5 – Plan strategies to manage student learning in a technology-enhanced environment.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Unit and lesson plans	During methods course and clinical practice (student teaching) and part of portfolio	100%
Technology Plan	During methods course and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%

Technology Standard 3 – Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.		
Indicator 3:1 – Facilitate technology-enhanced experiences that address content standards and student technology standards.		
Indicator 3:2 – Use technology to support learner-centered strategies that address the diverse needs of students.		
Indicator 3:3 – Apply technology to develop students’ higher order skills and creativity.		
Indicator 3:4 – Manage student learning activities in a technology-enhanced environment.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Unit and lesson plans	During methods course and clinical practice (student teaching) and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%

Technology Standard 4 – Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.		
Indicator 4:1 – Apply technology in assessing student learning of subject matter using a variety of assessment techniques.		
Indicator 4:2 – Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.		
Indicator 4:3 – Apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%

Technology Standard 5 – Teachers use technology to enhance their productivity and professional practice.		
Indicator 5:1 – Use technology resources to engage in ongoing professional development and lifelong learning.		
Indicator 5:2 – Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.		
Indicator 5:3 – Apply technology to increase productivity.		
Indicator 5:4 – Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Professional education course assignments	During 3-semester sequence and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%

Technology Standard 6 – Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.		
Indicator 6:1 – Model and teach legal and ethical practice related to technology use.		
Indicator 6:2 – Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.		
Indicator 6:3 – Identify and use technology resources that affirm diversity.		
Indicator 6:4 – Promote safe and healthy use of technology resources.		
Indicator 6:5 – Facilitate equitable access to technology resources for all students.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Professional education course assignments	During 3-semester sequence and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Social studies standards are assessed via course grades in discipline-specific courses (see Table 1-3 in the Program Overview section for a list of these courses); candidates also include selected assignments in their portfolios. In addition, specialty area standards are assessed in professional education courses via course assignments, field experiences, and artifacts in the portfolio: CUI 450, CUI 545, CUI 470 or CUI 535, CUI 553, and CUI

465. Lastly these standards are assessed via the Critical Performance, TGAP, and TA Dispositions instruments as well as Praxis II scores. [Aggregated GPAs in the major as well as aggregated Praxis II data for candidates completing the secondary social studies program between 2001 and 2005 is available in the documents room.]

General assessment data for the 2005-06 undergraduate social studies cohort is included on the following matrices. Detailed assessment data for the 2005-06 undergraduate social studies cohort is presented after Table 9 (See Tables 10-15). [Copies of the Critical Performance, TGAP, and TA Dispositions rubrics are available in the documents room; sample portfolios (UG) and products of learning (M.Ed.) are also in the documents box.]

Table 9. Evidence that Candidates Meet the Specialty Area Standards

Social Studies Standard 1 – Social studies teachers have a broad knowledge of content		
Indicator 1:1 – Social studies teachers should have a basic knowledge and understanding of the tapestry of world cultures.		
Indicator 1:2 – Social studies teachers understand the social science disciplines		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Content course grades	Throughout bachelor’s degree	
Unit and lesson plans	During methods course and part of portfolio	100%
Social Studies Standard 2 – Social studies teachers know the content appropriate to their teaching specialty.		
Indicator 2:1 – Social studies teachers should have knowledge of political science.		
Indicator 2:2 - Social studies teachers should have knowledge of history and historical concepts.		
Indicator 2:3 - Social studies teachers should have knowledge of geographic concepts.		
Indicator 2:4 - Social studies teachers should have knowledge of economic concepts.		
Indicator 2:5 - Social studies teachers should have knowledge of cultural anthropology.		
Indicator 2:6 - Social studies teachers should have knowledge of sociology.		
Indicator 2:7 - Social studies teachers should have knowledge of psychology.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Content course grades	Throughout bachelor’s degree	
Social Studies Standard 3 – Social studies teachers connect social studies with the broad curriculum.		
Indicator 3:1 – Social studies teachers connect social studies content with communication.		
Indicator 3:2 - Social studies teachers connect social studies content with humanities.		
Indicator 3:3 - Social studies teachers connect social studies content with science.		
Indicator 3:4 - Social studies teachers connect social studies content with math.		
Indicator 3:5 - Social studies teachers connect social studies content with technology skills.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Unit and lesson plans	During methods course and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%

Social Studies Standard 4 – Social studies teachers know relevant applications of the content.		
Indicator 4:1 – Know relevant applications of citizenship.		
Indicator 4:2 – Know relevant applications of historical perspectives.		
Indicator 4:3 – Know relevant applications of global interdependence.		
Indicator 4:4 – Know relevant applications of life skills.		
Indicator 4:5 – Know relevant applications of spatial perspectives.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Unit and lesson plans	During methods course and part of portfolio	100%
Social Studies Standard 5 – Social studies teachers plan appropriate instruction.		
Indicator 5:1 – Align instruction with the North Carolina Social Studies Standard Course of Study and incorporate National Council of Social Studies and discipline-specific national standards.		
Indicator 5:2 – Establish an inviting, stimulating environment for learning about people, places and times.		
Indicator 5:3 – Conceptualize units of study that are cross-cultural and/or representative of people in regions and historical periods studied.		
Indicator 5:4 – Select the appropriate historical and geographical content that best represents the learning objectives.		
Indicator 5:5 – Integrate units with appropriate literature, arts, and communication and information skills.		
Indicator 5:6 – Produce quality instructional materials that reflect historical accuracy and that are geographically current.		
Indicator 5:7 – Select and use appropriate audio-visual, information, and technology resources, including primary sources, historical documents, economic data, legislation, and thematic maps.		
5:8 – Evaluate materials for historical and geographic accuracy		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Unit and lesson plans	During methods course and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%

Social Studies Standard 6 – Social studies teachers use appropriate teaching methods.

Indicator 6:1 – Plans for a variety of appropriate instructional methods, including lecture, demonstration, and modeling; small group instruction; seminars and debates; role playing and mock trials; simulations, inquiry, case studies, and analysis of primary and secondary sources.

Indicator 6:2 – Assigns group work to foster collaborative skills, utilizing cooperative learning, participatory democracy, and service projects to develop civic responsibility.

Indicator 6:3 – Assigns visual projects for students to create and interpret political cartoons, propaganda posters, collages, models, and displays.

Indicator 6:4 – Uses technology as a tool for research, communication and managing information (e.g., word processing reports and projects, obtaining information from the Internet, using databases and spreadsheets to organize and manipulate data, constructing multimedia presentations, and communicating through electronic mail and video-conferencing).

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Unit and lesson plans	During methods course and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%

Social Studies Standard 7 – Social studies teachers use appropriate tools for assessment.

Indicator 7:1 – Develops pre-assessment techniques that measure a student’s background in social studies concepts.

Indicator 7:2 – Uses a variety of instruments, including: portfolios; written and oral reports; charts, graphs, and timelines; tests; essays; and visual projects, models, and demonstrations.

Indicator 7:3 – Utilizes diverse assessment strategies, such as student conferences, oral questioning, and authentic assessment.

Indicator 7:4 – Constructs valid test items that measure the knowledge and skill objectives of social studies.

Indicator 7:5 – Engages students in peer- and self-assessment and in the development of rubrics.

Indicator 7:6 – Uses assessment data to evaluate teaching methods and plan future instruction.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%

Social Studies Standard 8 – Teachers are successful in teaching a diverse population of students, and respect and care about students.

Indicator 8:1 – Recognizes cognitive differences by developing a repertoire of teaching strategies, gathering and incorporating appropriate instructional materials, and utilizing a variety of assessment procedures.

Indicator 8:2 – Accommodates instruction for physical differences by providing classroom arrangements to meet the needs of all students and adapting lessons to meet visual, auditory tactile, and kinesthetic needs.

Indicator 8:3 – Acknowledges and affirms different cultural backgrounds by providing an open trusting environment for sharing ideas and valuing and encouraging the expression of multiple perspectives on issues and concepts.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Diversity Fact Sheet	During CUI 545 and part of portfolio	100%
Critical Performance	During methods course and midway through clinical practice (student teaching)	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Social Studies Standard 9 – Social studies teachers develop as leaders in their schools and communities.

Indicator 9:1 – Involves students in activities outside the classroom and sponsors activities related directly to social studies.

Indicator 9:2 – Participates in meetings that discuss and/or establish policy.

Indicator 9:3 – Participates in the selection of textbooks and resource materials that augment the social studies curriculum such as maps, primary sources, and software.

Indicator 9:4 – Communicates with administrators concerning needs within the Social Studies Department including funds for field trips and guest speakers, materials unique to the subject, and professional development study and travel.

Indicator 9:5 – Establishes an inviting environment for discussing, researching, and displaying constructed knowledge about people, places, and times.

Indicator 9:6 – Collaborates with colleagues to strengthen social studies content, research and pedagogy.

Indicator 9:7 – Invites classroom observation by other professionals both inside and outside the department and initiates professional conversations on teaching improvement.

9:8 – Participates in civic activities.

Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Social Studies Standard 10 – Social studies teachers grow and develop as professionals as they interact with the learning community and the resources it provides.

Indicator 10:1 – Attend school, local, state, and/or national social studies meetings and conferences.

Indicator 10:2 – Read professional journals and literature.

Indicator 10:3 – Reflect individually and with colleagues on daily lessons and long-term units to improve instructional skills and develop the knowledge base for increased student learning.

Indicator 10:4 – Participate in professional development and travel.

Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Social Studies Standard 11 – Social studies teachers advocate for the inclusion of social studies as a vital component of the basic curriculum.

Indicator 11:1 – Because of its intrinsic merit social studies teachers advocate for the inclusion of social studies as a core subject in the basic curriculum at **all** grade levels for **all** students, regardless of state testing mandates.

Indicator 11:2 – Social studies teachers devote adequate time within the school day, throughout the school year, for the teaching of social studies.

Indicator 11:3 – Social studies teachers request up-to-date resources and supplies.

Indicator 11:4 – Social studies teachers take advantage of opportunities to promote the significance of social studies in a comprehensive education.

Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Unit and lesson plans	During methods course and part of portfolio	100%
CUI 553 course assignments	During course and part of portfolio (e.g., Philosophy of Social Education)	100%
Evidence that candidates can work with families to support student		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Parent Communication Activities	During clinical practice, artifacts included in portfolio	100%
TGAP	At end of methods internship and at end of clinical practice (student teaching)	100%
TA Dispositions	At end of methods internship and at end of clinical practice (student teaching)	100%

Table 10. Fall 2005 (Methods Internship) Critical Performance Assessment

10 candidates, average of OSTE and University Supervisor scores			
Rubric Criteria	Avg. for Group	Median for Group	Std. Dev. for Group
	(raw score)		
Learning Goals (INTASC 1,2,4,6)	3.10/4	3.13	0.32
Understanding Students as Learners (INTASC 2,3,4)	3.50/4	3.5	0.49
Analysis & Evaluation of Impact on Student Learning (INTASC 8)	3.00/4	2.88	0.29
Reflection & Refinement (INTASC 9)	3.50/4	3.5	0.31

Table 11.Spring 2006 (Student Teaching) Critical Performance Assessment

10 candidates, average of OSTE and University Supervisor scores			
Rubric Criteria	Avg. for Group	Median for Group	Std. Dev. for Group
	(raw score)		
Learning Goals (INTASC 1,2,4,6)	3.41/4	3.5	0.35
Understanding Students as Learners (INTASC 2,3,4)	3.64/4	3.75	0.37
Analysis & Evaluation of Impact on Student Learning (INTASC 8)	3.38/4	3.5	0.3
Reflection & Refinement (INTASC 9)	3.68/4	3.63	0.21

Table 12. Fall 2005 (Methods Internship) TGAP Assessment

10 candidates, average of OSTE and University Supervisor scores			
Rubric Criteria	Avg. for Group	Median for Group	Std. Dev. for Group
	(raw score)		
Planning 1. Long-range planning with sequencing (INTASC 1)	3.16/4	3.13	0.32
Planning 3. Materials/ equipment (INTASC 1, 4, 6)	3.28/4	3.38	0.25
Instruction 4. Context of the lesson (INTASC 1, 7)	2.94/4	3	0.39
Instruction 7. Use of technology (INTASC 4, 6)	2.90/4	3	0.29
Instruction 8. Effectiveness of instructional strategies (INTASC 1, 2, 3, 4)	3.09/4	2.94	0.43
Instruction 9. Strategies for under-achieving students (INTASC 3)	2.73/4	2.75	0.43
Assessment 11. Analysis of student assessment results (INTASC 2, 8)	2.53/4	2.5	0.25

Assessment 13. Quality of feedback to students (INTASC 8)	2.80/4	2.75	0.35
Student Motivation & Management 14. Expectations/ Procedures (INTASC 5)	2.65/4	2.75	0.29
Student Motivation & Management 15. Expectations for student success (INTASC 2, 3, 5)	3.18/4	3	0.29
Student Motivation & Management 17. Classroom climate (INTASC 3, 5)	2.93/4	2.75	0.29
Teacher Impact 18. Student progress toward goals (INTASC 7)	2.83/4	2.75	0.24
Professional Growth and Contributions 20. Alignment of professional development (INTASC 1, 9)	3.15/4	3	0.24

Table 13 Spring 2006 (Student Teaching) TGAP Assessment

10 candidates, average of OSTE and University Supervisor scores			
Rubric Criteria	Avg. for Group	Median for Group	Std. Dev. for Group
	(raw score)		
Planning 1. Long-range planning with sequencing (INTASC 1)	3.55/4	3.63	0.33
Planning 2. Alignment with curriculum (INTASC 1,7)	3.83/4	4	0.33
Planning 3. Materials/ equipment (INTASC 1, 4, 6)	3.78/4	4	0.34
Instruction 4. Context of the lesson (INTASC 1, 7)	3.70/4	3.88	0.4
Instruction 5. Content knowledge; presentation (INTASC 1)	3.45/4	3.5	0.39
Instruction 6. Appropriateness of lesson; pacing (INTASC 4, 7)	3.55/4	3.5	0.35
Instruction 7. Use of technology (INTASC 4, 6)	3.35/4	3.25	0.53
Instruction 8. Effectiveness of instructional strategies (INTASC 1, 2, 3, 4)	3.70/4	4	0.44

Instruction 9. Strategies for under-achieving students (INTASC 3)	3.55/4	3.75	0.5
Instruction 10. Questioning techniques (INTASC 6)	3.43/4	3.38	0.44
Assessment 11. Analysis of student assessment results (INTASC 2, 8)	3.30/4	3.38	0.28
Assessment 12. Meaningful student work assignments (INTASC 8)	3.83/4	4	0.29
Assessment 13. Quality of feedback to students (INTASC 8)	3.68/4	3.75	0.39
Student Motivation & Management 14. Expectations/ Procedures (INTASC 5)	3.65/4	3.75	0.38
Student Motivation & Management 15. Expectations for student success (INTASC 2, 3, 5)	3.83/4	4	0.26
Student Motivation & Management 16. Student interest and participation (INTASC 3, 5)	3.83/4	4	0.33
Student Motivation & Management 17. Classroom climate (INTASC 3, 5)	3.78/4	4	0.34
Teacher Impact 18. Student progress toward goals (INTASC 7)	3.48/4	3.5	0.36
Teacher Impact 19. Contribution to school climate (INTASC 3, 5, 7, 9, 10)	3.25/4	3	0.42
Professional Growth and Contributions 20. Alignment of professional development (INTASC 1, 9)	3.35/4	3.13	0.43
Professional Growth and Contributions 21. Interaction with parents (INTASC 3, 8, 10)	3.55/4	3.5	0.39
Professional Growth and Contributions 22. Teacher's records (INTASC 8)	3.90/4	4	0.21

Table 14. Fall 2005 (Methods Internship) Dispositions Assessment

10 candidates, average of OSTE and University Supervisor scores. <u>PLEASE NOTE THAT FALL SCORES ARE BASED ON A 1-3 SCALE; SPRING SCORES ARE BASED ON A 1-6 SCALE.</u>			
Rubric Criteria	Avg. for Group	Median for Group	Std. Dev. for Group
	(raw score)		
1. Reflective	2.68/3	2.75	0.31
2. Ethical	2.84/3	3	0.23
3. Inclusive	2.78/3	2.75	0.22
4. Engaged and committed to professional practice	2.80/3	3	0.26
5. Life-long learners	2.80/3	3	0.35
6. Self-efficacious	2.45/3	2.5	0.37
7. Receptive to feedback	2.95/3	3	0.16
8. Affirming of diversity	2.84/3	2.88	0.2
9. Responsible	2.73/3	3	0.38
10. Collaborative	2.64/3	2.63	0.35

Table 15. Spring 2006 (Student Teaching) Dispositions Assessment

10 candidates, average of OSTE and University Supervisor scores. <u>PLEASE NOTE THAT FALL SCORES ARE BASED ON A 1-3 SCALE; SPRING SCORES ARE BASED ON A 1-6 SCALE.</u>			
Rubric Criteria	Avg. for Group	Median for Group	Std. Dev. for Group
	(raw score)		
1. Reflective	5.85/6	6	0.34
2. Ethical	5.80/6	6	0.42
3. Inclusive	5.45/6	6	0.83
4. Engaged and committed to professional practice	5.60/6	5.5	0.39
5. Life-long learners	5.80/6	6	0.35
6. Self-efficacious	5.35/6	5.5	0.47
7. Receptive to feedback	5.80/6	6	0.63
8. Affirming of diversity	5.98/6	6	0.08
9. Responsible	5.85/6	6	0.34
10. Collaborative	5.68/6	5.5	0.29

Standard 1A: Undergraduate Candidate Qualifications

Initial licensure candidates apply for admission to the Comprehensive Social Studies Program through the UNCG Teachers Academy at the end of their sophomore year or upon junior status with a GPA of 2.75 and passing scores on the PPST (or, effective January 2006, SAT exemptions). Transfer students must complete 12 s.h at UNCG prior to applying for admission to a licensure program; the 12 s.h. may be waived for any transfer student who meets all of the requirements for admission to teacher education (GPA, PPST/SAT, etc.). Until students pass the PPST or qualify for the SAT exemption,

they are not allowed to enroll in more than 50% of their professional education courses and will not be admitted to the Teachers Academy; candidates are not allowed to enroll in the methods course or proceed with student teaching until they have been officially admitted to the Teachers Academy (see Undergraduate Initial Licensure Program of Study in the Program Overview section of this report). As per State School Board policy, candidates have until the last day to add classes during the fall semester prior to spring student teaching to be admitted to the Teachers Academy. If they do not meet this deadline they are dropped from the methods course and can not student teach that academic year. [Copies of (a) IHE Report data, (b) University Bulletins, (c) Teacher Education Handbook, and (d) completed candidate applications are available in the documents room.]

Standard 1B: Licensure-only Candidates

NC TEACH incorporates a social studies licensure-only component (ALO). Dr. Cheryl Greenberg, Assistant Director of the Teachers Academy, compiled the following NC TEACH Alternative Licensure Program report.

Overview

At UNCG, students seeking a teaching license, not a degree, are enrolled in the NC TEACH program. This program is an abbreviated version of the traditional undergraduate program. Until 2005, most licensure-only candidates completed the same 18 semester hour sequence of core education coursework as secondary candidates and, when required by the program, additional program-specific methods courses. The core courses included CUI 535: Literacy in the Content Area, CUI 545: Diverse Learners, CUI 450: Psychological Foundations of Education, ELC 381: Institutions of Education, and HEA 201: Personal Health. Candidates in middle grades, second languages and secondary (9-12) English, mathematics, science and social studies followed a curriculum that contained the same core education content, but which was presented through a statewide (NC TEACH) program. In 2004-05, UNCG developed its own core education courses, based on the NC TEACH curriculum, with the sequencing of coursework responsive to the specific needs of lateral entry teachers; the most critical information is presented during an intensive summer institute while more complex and conceptual content is presented in subsequent courses. Beginning in summer 2006, *all* beginning licensure-only students take the NC TEACH coursework; candidates who have completed a substantial amount of education coursework prior to being admitted to the licensure-only program, or whose program requirements are not aligned with the NC TEACH core curriculum (for example, Birth-Kindergarten and Special Education), take selected NC TEACH courses and/or licensure programs' education core courses, as appropriate. In addition, candidates must demonstrate content knowledge in their teaching fields; candidates may be required to take additional content coursework.

Table 16. NC Teach Courses and Timeframe

NC TEACH Courses	
Course	Timeframe
EDU 491: Introduction to Schools, Schooling and Society (1 SH) EDU 492: Foundations of Educational Psychology (1 SH) EDU 493: Introduction to Instructional Planning (1 SH) EDU 494: Fundamentals of Assessment (1 SH) EDU 495: Fundamentals of Classroom Management (1 SH) EDU 496: Foundations of Teaching Diverse Learners (1 SH)	Summer (online)
EDU 497: Internship/seminar I (3 SH) Program-specific methods (3 SH)	Fall
EDU 498: Internship/seminar II (3 SH) CUI 535: Reading in the Content Area (3 SH)	Spring
Additional program requirements Additional content	Subsequent semesters, as needed

Admission to the Teachers Academy

Admission to a 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 coordinators of licensure programs, she develops a program of study for each candidate that aligns the candidate’s previous coursework and professional experiences with licensure program requirements.

Alternative licensure-only (ALO) 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. 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.

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 2.5, or higher if required by the licensure program.

Program Completion/Eligibility for Licensure

NC TEACH candidates are evaluated by university and school-based supervisors; university supervisors are located in the Teachers Academy. As with other candidates, 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 Dispositions 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. Assessment data for NC TEACH social studies candidates is not available; only one candidate participated in the 2005 fall methods course, however because he was lateral entry he did not complete the Critical Performance, TGAP, or Dispositions rubrics. [Copies of the NC TEACH Handbook and sample programs of study are available in the documents room.]

Section IV: Standard II – Candidate Assessment and Evaluation

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 or SAT exemption at admission; GPA at admission and checked each semester to make sure it is maintained; cumulative portfolio; SERVE Preservice Teacher Growth Assessment (TGAP) at program-specific gateways; a disposition checklist reviewed at least three times; and Praxis II at graduation (through 2004-05). Table 17 provides an overview the university-wide teacher education assessment plan:

Table 17. Overview of the UNCG Assessment Plan

	Data Sets	Database	Use
Candidate Assessment	<p>Course assessments that reflect the conceptual framework, SPA, state and national standards</p> <p>Specific course grades</p> <p>GPA</p> <p>Field experience evaluations & SERVE rubric</p> <p>Final portfolio evaluation</p> <p>PRAXIS I & PRAXIS II (for elementary & special ed)</p> <p>Disposition rubric</p> <p>Licensure & employment status</p>	<p>The <u>Teachers' Academy database</u> will contain:</p> <p>Course grades</p> <p>GPA</p> <p>PRAXIS I (& PRAXIS II, when applicable)</p> <p>Licensure</p> <p><u>Taskstream</u> will contain:</p> <p>SERVE evaluation</p> <p>Portfolio evaluation</p> <p>Disposition rubric</p>	<p>Candidate assessments are used for:</p> <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	<p>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 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.</p> <p>Annually, the following are reviewed: enrollment & graduation data, alignment of course assignments and key work samples with the conceptual framework.</p> <p>Additionally, an analysis of assessment tools for accuracy,</p>	<p>TA provides programs with data on basic variables. Programs summarize their program specific data. Faculty committees examine data each 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>	<ul style="list-style-type: none"> • Aggregated data are used to: drive program area improvements • review and revise assessment tools and scoring criteria for accuracy, consistency, fairness, and avoidance of bias • 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

	consistency, fairness, and avoidance of bias is conducted.		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 	Reports from each program area are aggregated.	<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 TaskStream. In 2005-06, assessments were administered in the following courses: (a) CUI 545: Diverse Learners (assessment related to working with families and communities and assessment of dispositions), (b) the methods course--CUI 553 for Comprehensive Social Studies (assessment of dispositions and TGAP at end of semester and a critical performance), and (c) 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 18 outlines the STEP assessment system. Table 19 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 18. 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 19. 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 5XX (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. The Comprehensive Social Studies Licensure Program utilizes data from the Teachers Academy as well as TaskStream to collect and analyze assessments of candidate performance (Individual Candidate Assessment). 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 [Aggregated assessment data is available in the documents room.]

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 (administrative home of the Comprehensive Social Studies Program): 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 evaluations collected from the 2005-06 OSTEs and candidates show we need to better prepare secondary education students to teach students with special needs and to work with parents from diverse backgrounds. We also need to review the following courses for their effectiveness in preparing secondary education students: HEA 201, ELC 381, CUI 450, and CUI 470/535. Tables 20 and 21 show program assessment data from Spring 2006 for the social studies cohort:

Table 20. OSTE Assessment of the Social Studies Program

	Average (N=9)
1=Poorly Prepared, 2=Somewhat Well Prepared, 3=Very Well Prepared, 5=Excellent Preparation	
How Well Does STEP @ UNCG Prepare Future teachers to:	
Provides Instruction in Content Areas	4
Uses Classroom Management Techniques	4
Teach Students w/ Special Needs	3.67
Work with Diverse Populations	3.78
Use Technology in Instruction	3.89
Tutor Individuals	4.33
Provides Instruction to Small Groups	4.22
Provide Whole Class Instruction	4.22
Teach During Their First Year	4.44
Interact w/ Learning Community at Large	3.78
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	
The UNCG Supervisor or Supervisors Designee:	
Made frequent contact w/ me during semester	4.78
Responded to my concerns about my Teacher Candidate	4.67
Responded to my concerns about UNCG Teacher Ed Program	4.78
Helped me understand UNCG Evaluation Procedures	4.56
Gave Helpful Feedback to Teacher Candidates	4.67
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	
The UNCG STEP program:	
Enhances my professional Development	4.63
Provides worthwhile professional development	4.57
Provides in-class demonstration/assistance when requested/needed	4.33
Has positive impact on my school	4.5
Overall Rating of UNCG's Social Studies STEP program	
1=poor, 2=fair, 3=good, 4=very good, 5=outstanding	4.38

Table 21. Candidate Assessment of the Social Studies Program

	Avg.
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	
Field-Based Experiences:	
My classroom(s) provided a supportive environment	4.6
My cooperating teacher (OSTE) modeled best practices	4.4
I had adequate opportunities to meet and work with several teachers other than my OSTE	4.5
I had adequate opportunities to observe and learn about the professional roles of teaching	4.5
I had opportunities to work and relate to other school professions	4.5
I had opportunities to experience culturally and linguistically diverse students	4.75
I had opportunities to work with parents from diverse backgrounds and others in the community	3.25
I had adequate opportunities to gain an understanding of how different students learn	4.88
I had adequate opportunities to learn to adapt my teaching to student needs	4.88
I had opportunities to use observation and other assessments to help my student learn	4.38
I had adequate access to necessary materials and personnel at school	4.88
I had adequate opportunities to use educational technology to enhance classroom learning	4.0
I had adequate opportunities to work with small groups	4.25
I had adequate opportunities to tutor individuals	3.88
I had adequate opportunities to teach the whole class	5.0
I had opportunities to observe and participate in shared decision making at the school	4.0
I felt welcomed in the schools	5.0
I am committed to being an OSTE once I gain experience in teaching	4.38
UNCG Course Content:	
My internship experiences helped to prepare me for the classroom	4.25
Social Studies Methods has prepared me to teach social studies	4.63
Topics on multicultural issues have prepared me to work effectively with diverse populations	4.75
Instruction for working with special populations has prepared me for teaching students with special needs	4.38
I received useful feedback from the cooperating teacher (OSTE)	4.75
I found UNCG team leaders to be supportive supervisors	4.75
UNCG School of Education instructors are attentive to me as an individual	4.75
I found my cooperating teacher (OSTE) to be a supportive supervisor	4.88
The student teaching experience was helpful in preparing me to teach	5.0
CUI 450 was helpful in preparing me to teach	3.63
CUI 470 or 535 was helpful in preparing me to teach	3.63
CUI 545 was helpful in preparing me to teach	4.75
ELC 381 was helpful in preparing me to teach	3.5
HEA 201 was helpful in preparing me to teach	2.25
Overall Rating of UNCG's Social Studies STEP program	
1=poor, 2=fair, 3=good, 4=very good, 5=outstanding	4.13

Section V: Standard III –Field Experiences and Clinical Practice

Scope and Sequence of Field Experiences

Teacher candidates seeking secondary education licensure at UNCG experience three different stages of field experience placements. As candidates progress through the program, they are given opportunities and additional responsibilities 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.

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 cooperating teacher or 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. Candidates are placed in urban, suburban, or rural settings. It is important to note, however, that candidates 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 field experiences. [A copy of the CUI 545 course syllabus is available in the documents room.] Table 22 below shows locations of early field experiences.

Table 22. Clinical/Field Experiences in CUI 545 (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 candidates. Many of the area foreign language teachers are visiting international faculty (VIF) and are not licensed teachers. Therefore, because foreign language licensure extends to K-12, some placements had to be located in middle school.

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

Spring 2002	January – April	<u>Guilford County Schools</u> : Southern Guilford, Northeast Guilford, Smith, Ragsdale, Grimsley, Southwest Guilford, Andrews, 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 candidates 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 candidates 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	
Spring 2006	January – April	

Methods - The second phase of the field experience occurs during the first semester of the senior year, in the content area methods course. Candidates are assigned to schools for a year-long placement (methods internship in the fall and clinical practice or student teaching in the spring). During the first semester, they have opportunities to discuss professional issues with their OSTEs. They learn about the school environment. Methods interns not only become familiar with the NC Standard Course of Study, but they also observe teachers other than their OSTEs. 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, including performance based assessments using a rubric. Interns co-teach a lesson with the OSTE and teach at least two full lessons and/or activities. 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. [The List of Required Internship Experiences for Student Interns in Secondary Education is available

in the documents room.] Additional assignments completed by secondary social studies candidates include (a) interviewing a diverse group of high school students about teaching and learning social studies and (b) developing a technology plan. [CUI 553 course syllabus, sample interview reports, and sample technology plans are available in the documents room.]

Student Teaching or Clinical Practice

The final phase of field-based experiences is clinical practice or student teaching. This experience is traditionally 15 weeks long; candidates are in the schools full-time for the full semester. Candidates must spend at least 10 weeks at one site. Full-time student teaching must occur for a minimum of 6 weeks during this period. Since this field experience is in the same location as the methods internship, it becomes a year-long interaction with students and school personnel. Not only do the student teachers accomplish the same duties as they did during the methods internship, they also have various opportunities of extending them as a full-time student teacher. [The Teachers Academy Student Teaching Handbook is available in the documents room.]

Involvement of P-12 Partners

Our OSTEs work closely with UNCG supervisors and with their interns and student teachers to monitor progress of candidates through the program. Both the STEP Coordinator and/or the methods professors or university supervisors meet and interact with OSTEs to provide feedback, both orally and in writing, to each other and to jointly evaluate candidates. 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. Additionally, between 2002-2005, STEP received feedback and direction from members of the Secondary Principals' Partnership Collaborative (SPPC). This partnership (composed of secondary teacher educators, UNCG educational leadership faculty, and middle school and high school principals from the Guilford County and Rockingham County Public Schools) was funded by a UNCG University-School Teacher Education Partnership (USTEP) grant. The purpose of the partnership was to continue discussion of pressing issues in 6-12 schools. Particular emphases included (a) smoothing the transition from 8th to 9th grade, (b) educating diverse populations of students, and (c) 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 NC QUEST Collaborative Assessment of Literacy Skills in Science and Mathematics project (2003-2006) provided a professional development venue for collaboration among School of Education (SOE) teacher educators, College of Arts and Sciences content area professors, members of the SOE Council of Program Coordinators, Guilford County Public Schools science and mathematics teachers (middle and high school) and academic coaches, and rising ninth grade students. Once again, interns and student teachers have been placed with NC QUEST partners. Finally, the USTEP-funded grant, Secondary Teacher Education Program Collaborative (STEP-C) (2005-2006), was created and implemented because the secondary teacher educators wanted to more fully involve their OSTEs in the design of field experiences for UNCG candidates. The UNCG College of Arts and

Sciences content area counterparts are also a vital part of the STEPC interaction. [Information flyers, meeting agendas and minutes, and other materials related to these initiatives are available in the documents room.]

Criteria and Processes for Making Field Placements

The STEP Coordinator consults with each program coordinator 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. OSTE's are asked by principals about their interest in taking student teachers. Every effort is made to assess needs of the candidates and the teachers 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 Collaborative.

School selection is made based on the following criteria:

- Schools with a culturally diverse population of students, teachers, and administrators
- 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
- Expressed need by principals for student teachers in a particular content area
- School personnel served as members of UNCG's USTEP Partnership with special attention to schools that were members of the UNCG Secondary Principals' Partnership Collaborative.

Table 23 shows locations for the methods internship and student teaching. Table 24 shows demographics of the schools; placements for secondary social professional year (methods and student teaching) candidates are highlighted in gray.

Table 23. Methods/Student Teaching Practicum Locations, Spring 2002 -2006
(Supervisors: Methods professors and/or designees).

NOTE: Field experiences are in area high schools unless otherwise noted. Middle School placements are for foreign language candidates. Many of the area foreign language teachers are visiting international faculty (VIF) and are not licensed teachers. Therefore, because foreign language licensure extends to K-12, some placements had to be located in middle school.

Semester	Duration of Field Experience	Placement of Field Experience
Fall 2001-Spring 2002	September – April	<u>Guilford County Schools:</u> Ragsdale, Smith, Northeast Guilford, Dudley, Page, Western Guilford, Southern Guilford, Southwest Guilford, Southeast Guilford, Southeast Guilford Middle, Aycock Middle, Jamestown Middle <u>Davidson County Schools:</u> North Davidson
Fall 2002-Spring 2003	September – April	<u>Guilford County Schools:</u> Ragsdale, Smith, Page, Western Guilford, Southern Guilford, Southwest Guilford, Southeast Guilford, Weaver Academy, Middle College at Greensboro College, Northwest Guilford, Grimsley <u>Rockingham County Schools:</u> Rockingham County <u>Randolph County:</u> Trinity

Fall 2003 – Spring 2004	September – April	<u>Guilford County Schools:</u> Ragsdale, Smith, Northeast Guilford, Dudley, Western Guilford, Southwest Guilford, Weaver Academy, Grimsley <u>Winston-Salem Forsyth Schools:</u> East Forsyth <u>Chatham County Schools:</u> Jordan Matthews <u>Randolph County Schools:</u> Eastern Randolph, Southwest Randolph
Fall 2004 – Spring 2005	September - April	Guilford County Schools: Ragsdale, Northeast Guilford, Southern Guilford, Southeast Guilford, Northwest Guilford, Grimsley, Brown Summit Middle Winston-Salem Forsyth – East Forsyth
Fall 2005 – Spring 2006	January-April	<u>Guilford County Schools:</u> Ragsdale, Smith, Northeast Guilford, Page, Western Guilford, Southern Guilford, Northwest Guilford, Grimsley, Southeast Guilford Middle <u>Winston-Salem Forsyth Schools:</u> East Forsyth <u>Asheboro City Schools:</u> Asheboro HS <u>Alamance-Burlington Schools –</u> New Century Charter School

Table 24. School Demographics

Guilford County Public Schools												
Name of School	Total Students	Male	Female	Amer. Indian	Asian	Black	Hispanic	White	Title I	F/R %F/R	Exceptionality	ESL
Aycock Middle	689	336	353	1 (0.15%)	38 (5.52%)	407 (59.07%)	22 (3.19%)	221 (32.08%)	N	443 (63.46%)		
Jackson Middle												
Jamestown Middle	1036	514	522	5 (0.48%)	64 (6.18%)	350 (33.78)	38 (3.67%)	579 (55.89%)	N	415 (40.06%)		
Southeast Guilford Middle	1084	565	519	16 (1.48%)	14 (1.29%)	199 (18.36%)	21 (1.94%)	834 (76.94%)	N	257 (23.71%)		
Dudley High	1330	616	714	2 (0.15%)	15 (1.13%)	1273 (95.71%)	28 (2.11%)	12 (0.90%)	N	715 (53.76)		
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%)		
Middle College of												
Northeast Guilford High	1133	597	536	6 (0.53%)	12 (1.06%)	389 (34.44%)	27 (2.38%)	699 (61.69%)	N	311 (27.45%)		
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%)		

Smith High	1557	792	765	10	169	1122	80	176	N	988 (63.46%)		
Southeast Guilford	1262	627	635	14 (1.11%)	17 (1.35%)	206 (16.32%)	8 (0.63%)	1017 (80.59%)	164	164 (13%)		

High													
Southern Guilford High	831	396	435	18 (2.17%)	26 (3.13%)	251 (30.20%)	19 (2.29%)	517 (62.21%)	N	298 (35.86%)			
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%)			
Western Guilford High	1207	664	543	5 (0.41%)	59 (4.89%)	282 (23.36%)	63 (5.22%)	798 (66.11%)	N	242 (20.05%)			
Weaver Academy													
Middle College of GSO Coll.													
High Point Central													

Alamance-Burlington Public Schools

Name of School	Total Students	Male	Female	Amer. Indian	Asian	Black	Hispanic	White	Title I	F/R %F/R	Exceptionality	ESL
Western Alamance High	1003	541	462	3 (0.30%)	13 (1.30%)	134 (13.36%)	12 (1.20%)	841 (83.85%)	N	125 (12.46)		

Chatham Public Schools

Name of School	Total Students	Male	Female	Amer. Indian	Asian	Black	Hispanic	White	Title I	F/R %F/R	Exceptionality	ESL
Jordan Matthews High	630	541	462	3 (0.00%)	13 (0.16%)	134 (27.14%)	12 (24.13%)	841 (48.57%)	N	N/A (N/A)		

Davidson County Public Schools

Name of School	Total Students	Male	Female	Amer. Indian	Asian	Black	Hispanic	White	Title I	F/R %F/R	Exceptionality	ESL
North Davidson High	1395	682	713	7 (0.50%)	12 (0.86%)	69 (4.95%)	13 (0.93%)	1294 (92.76%)	N	126 (9.03%)		

Winston-Salem Forsyth County Public Schools												
Name of School	Total Students	Male	Female	Amer. Indian	Asian	Black	Hispanic	White	Title I	F/R %F/R	Exceptionality	ESL
East Forsyth High	1757	864	893	7 (0.40%)	24 (1.37%)	411 (23.39%)	103 (5.86%)	1212 (68.98%)	N	287 (16.33%)		
Carver High												

Rockingham County Public Schools												
Name of School	Total Students	Male	Female	Amer. Indian	Asian	Black	Hispanic	White	Title I	F/R %F/R	Exceptionality	ESL
Rockingham County High	1117	561	556	1 (0.09%)	5 (0.45%)	124 (11.10%)	24 (2.15%)	963 (86.21%)	N	237 (21.22%)		

Randolph County Public Schools												
Name of School	Total Students	Male	Female	Amer. Indian	Asian	Black	Hispanic	White	Title I	F/R %F/R	Exceptionality	ESL
Eastern Randolph High	1310	676	634	6 (0.46%)	13 (0.99%)	160 (12.21%)	82 (6.26%)	1049 (80.08%)	N	N/A (%N/A)		
Southwest Randolph High	1201	621	580	6 (0.50%)	5 (0.42%)	32 (2.66%)	80 (6.66%)	1078 (89.76%)	N	N/A (%N/A)		
Trinity High	1301	654	649	9 (0.69%)	15 (1.15%)	27 (2.07%)	12 (0.92%)	1240 (95.17%)	N	N/A (%N/A)		

Asheboro City Public Schools												
Name of School	Total Students	Male	Female	Amer. Indian	Asian	Black	Hispanic	White	Title I	F/R %F/R	Exceptionality	ESL
Asheboro City High	1184	606	578	3	34	191	157	799	N	N/A		

Supervision and Evaluation of Candidates

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 plus-hour practicum. These 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.

The STEP Coordinator or her designee supervises the CUI 545 interns. Contact is made at each site with the OSTE. Both the OSTE and the intern evaluate, in writing, this first field experience. The methods professor or his/her designee supervises candidates during the methods internship and during student teaching. Tools used for assessment during this year-long field experience are the Critical Performance, TGAP, and TA Dispositions rubric (see Standards I and II for more information regarding these assessment points). OSTE's and university faculty communicate frequently about the actions and progress of the candidates. [CUI 545 and CUI 553 (methods course) syllabi as well as sample internship logs and observations forms are available in the documents room.]

Evaluation of Field Experiences

Interns have the opportunity of providing feedback related to their field experiences through a formal evaluation sheet and in reflective writing assignments. OSTE's also provide feedback to field experiences supervisors during formal visits and through a formal evaluation form. The OSTE 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, OSTE, and the university supervisor are used to evaluate the progress of the candidates during the clinical practice semester. [Copies of the CUI 545 practicum evaluation, summaries of the CUI 553 (methods) course evaluations, and summaries of the university supervisors evaluations are available in the documents room.]

Section VI: Standard IV: Diversity

Diversity in the Curriculum and Clinical Practice

Teacher candidates in the secondary teacher licensure program take one course specifically designed to address issues of 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 readings and assignments. Merging theory with practice is demonstrated by the candidates in internship settings. Candidates 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. In addition all secondary social studies candidates complete a bachelor’s degree, majoring in one of seven core disciplines (anthropology, economics, geography, history, political science, psychology, or sociology). University general education requirements state that “students should acquire broad knowledge and understanding of ...significant elements of the world’s diversity of cultural and national experiences, and interconnections among them” (*UNCG Undergraduate Bulletin*, 2005-07, p. 50).

Diversity of Higher Education and P-12 Faculty

Table 25. Teachers Academy Faculty Demographics

	Asian		African-American		American Indian		Hispanic		White		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Adjuncts		2		5		1			9	53			9	61
Grad Assistants				5					12	21			12	26
Faculty (Full-time/ Part-time)			2	6			1	3	24	41		1	27	51
Faculty (Full-time/ Part-time)			1	3				1	4	12			5	16
Faculty (Part-time)			1	1					3	15			4	16
Total	0	2	4	20	0	1	1	4	52	142	0	1	57	170

Opportunities and Experiences for Candidates to Interact with Diverse Faculty

Dr. Jewell Cooper, an African American professor, has taught CUI 545 since the last program approval visit. In this course, she provides 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 OSTEs 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. Dr. Ceola Ross Baber, an African American professor, teaches the methods course and supervises social studies student teachers. University supervisors of other ethnicities assist Dr. Baber with student teaching. Every effort is made to place social studies candidates with OSTEs representing racial/ethnic and gender diversity.

Diversity of Candidates

Table 26. Candidate Demographics for Secondary Social Studies Pipeline Candidates, 2005-06

	FEMALE	MALE	TOTALS
African American (Black)	UG= 3 ALO= 0 G= 4	UG= 0 ALO= 0 G= 0	UG= 3 ALO= 0 G= 4
American Indian/Native American	UG= 0 ALO= 1 G= 0	UG= 0 ALO= 0 G= 0	UG= 0 ALO= 1 G= 0
Asian/Pacific Islander	UG= 0 ALO= 0 G= 0	UG= 0 ALO= 0 G= 0	UG= 0 ALO= 0 G= 0
Hispanic	UG= 0 ALO= 0 G= 0	UG= 0 ALO= 0 G= 0	UG= 0 ALO= 0 G= 0
White	UG= 15 ALO= 2 G= 13	UG= 10 ALO= 5 G= 12	UG= 25 ALO= 7 G= 25
Other	UG= 0 ALO= 0 G= 0	UG= 0 ALO= 0 G= 1	UG= 0 ALO= 0 G= 1
Unknown	UG= 0 ALO= 2 G= 0	UG= 0 ALO= 4 G= 0	UG= 0 ALO= 6 G= 0

Opportunities and Experiences for Candidates to Interact with Diverse Candidates/Peers

STEP faculty participate in several efforts to recruit a diverse pool of teacher candidates. Exploring Teaching as a Profession (ETAP) targets undeclared freshman, providing them with a learning community to support their interest in and commitment to pursuing licensure. Dr. Ceola Ross Baber, while serving as Associate Dean for Teacher Education, was instrumental in developing the ETAP concept and served as a faculty advisor during its first two years. One member of the 2005-06 social studies cohort was an ETAP participant; she actually began with the first group advised by Dr. Baber. The NC Teaching Fellows program targets talented high school students; two members of the 2005-06 social studies cohort were teaching fellows, one African American female and one European American female. Dr. Jewell Cooper works with the Teaching Fellows program as a faculty advisor. High School Career Day, organized by SOE Director of Recruitment and Retention, brings high school students to campus for a day of meeting with faculty, advisors, and administrators as well as a campus tour. [Materials related to these activities are available in the documents room.]

Professional education classes are designed so that candidates engage in group discussions and collaborative group projects. Participation in groups is at times determined by the instructor 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 candidates--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. One requirement in CUI 553 (methods) is that students develop a collaborative lesson plan; the collaborative teams are assigned by the instructor, using race/ethnicity, gender, and discipline (social studies major) as criteria. [CUI 545, CUI 553, and CUI 465 course syllabi are available in the documents room.]

Diversity of P-12 Students

Candidates complete their field experiences within our partnership districts: Guilford County, Winston-Salem Forsyth, Randolph County, Rockingham County, Asheboro City, Alamance-Burlington, and Chatham County. See Table 24 in Standard III for school demographics.

Candidates' Interaction with Diverse P-12 Students in Public School Settings

The STEP Coordinator 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 candidate 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

Faculty Qualifications

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

Over 81% of the 656 full-time professional education faculty have earned doctorates. Minimal credentials include a master’s degree and exceptional expertise in the subject area. All clinical faculty have contemporary professional experiences in school settings at the levels they supervise student teachers and interns; several of the clinical faculty are National Board Certified teachers.

The Comprehensive Social Studies Licensure Program is part of the umbrella Secondary Teacher Education Program (STEP). Dr. Jewell Cooper coordinates STEP and Dr. Ceola Ross Baber coordinates the social studies licensure program. As STEP coordinator, Dr. Cooper is responsible for (a) convening the STEP Committee and maintaining minutes of the meetings, (b) serving as STEP liaison with the Teachers Academy and the public schools in terms of making all field placements, and (c) teaching CUI 545, a core STEP course. Dr. Baber advises all secondary social studies students, approves final placements, teaches the methods course, and supervises student teachers. Dr. Baber and other university supervisors of social studies student teachers have a DPI license in social studies. Table 27 lists other social studies program faculty and their Fall 2006 teaching assignments. [Faculty vita are available in the documents room.]

Table 27. Program Faculty and Fall 2006 Teaching Assignments

Faculty Member’s Name	Highest Degree, specialization (discipline), & university from which degree obtained	Rank Tenure-track or Adjunct or Visiting	Courses taught during current Semester (Spring 2006 or Fall 2006)
Ceola Ross Baber	Ph.D., Educational Administration & Curriculum, Purdue University	Professor	CUI 465, CUI 545 (M.Ed.), CUI 553, CUI 680A, CUI 680B, CUI 765, CUI 750
Jewell Cooper	Ph.D., Curriculum and Instruction, UNCG	Assistant Professor	CUI 398, CUI 399, CUI 545, CUI 638, CUI 646
Lynn Wright Kernodle	Ed.D., Curriculum and Teaching, UNCG	Adjunct	CUI 535, CUI 551
Kathleen Smith-Mcilwain	Ph.D., Curriculum and Teaching, UNCG	Visiting Assistant Professor	CUI 375, CUI 470, CUI 530

Anthropology			
Joel Duane Gunn	Ph.D., Anthropology, University of Pittsburg	Lecturer	ATY 330, ATY 411
Tiffany Lynne Kershner	Ph.D., Anthropology, Indiana University	Visiting Assistant Professor	ATY 212, ATY 335, ATY 387, ATY 602
Joseph B. Mountjoy	Ph.D., Anthropology, Southern Illinois University Carbondale	Professor	ATY 258, ATY 497, ATY 498, ATY 533, ATY 597, ATY 598
Arthur Dennis Murphy	Ph.D., Anthropology, Temple University	Professor	ATY 333, ATY 497, ATY 498, ATY 595, ATY 597, ATY 598
Joan Paluzzi	Ph.D., Sociology, University of Pittsburgh	Assistant Professor	ATY 212, ATY 213, ATY 300, ATY 497, ATY 498, ATY 589
Mary K. Sanford	Ph.D., Anthropology, University of Colorado Boulder	Professor	ATY 253, ATY 498, ATY 553, ATY 597, ATY 598
Linda Stine	Ph.D., Anthropology, The University of North Carolina at Chapel Hill	Lecturer	ATY 212, ATY 258, ATY 340, ATY 370 ATY 462, ATY 497, ATY 498, ATY 499, ATY 597
Bradley Tatar	Ph.D., Anthropology, State University of New York at Albany	Visiting Assistant Professor	ATY 213, ATY 411, ATY 597
Economics			
Stuart Allen	Ph.D., Economics, University of Virginia	Professor	ECO 202, ECO 513, ECO 803
Amanda Dawsey	Ph.D., Economics, University of Maryland College Park	Assistant Professor	ECO 323, ECO 642
Marianne Hayek			ECO 101, ECO 202, ECO 510, ECO 523
Dennis Leyden	Ph.D., Economics, Carnegie Mellon University	Associate Professor	ECO 201
Albert Link	Ph.D., Economics, Tulane University	Professor	ECO 201, ECO 315, ECO 731
John L. Neufeld	Ph.D., Economics, University of Michigan Ann Arbor	Professor	ECO 250, ECO 518
Benny Overton	M.A., Economics, The University of North Carolina at Greensboro	Lecturer	ECO 201, ECO 202, ECO 300, ECO 346
Kenneth A. Snowden, Jr.	Ph.D. Economics, University of Wisconsin	Associate Professor	ECO 327, ECO 646, ECO 695, ECO 797
Michelle Sylvester	Ph.D., Economics, University of Virginia	Assistant Professor	ECO 201, ECO 301
Geography			
David Bennett	Ph.D., Geography, Michigan State University	Professor	GEO 105, GEO 303, GEO 344, GEO 690
Charles David Folds			GEO 202
Larry Morgan			GEO 103, GEO 105, GEO 344
John Rees	Ph.D., Geography, London School of Economics	Professor	GEO 104, GEO 202
Thomas Alexander			GEO 103, GEO 104, GEO 121

Tricot			
History			
James Adams Anderson	Ph.D., History, University of Washington	Assistant Professor	HIS 215, HIS 216, HIS 382, HIS 384, HIS 511C
Laurinda King Debeck	M.A., History, The University of North Carolina at Greensboro	Lecturer	HIS 211, HIS 347, WCV 101, WCV 102
Mary Floyd	Ph.D., History, Indiana University at Bloomington	Associate Professor	HIS 240, HIS 320, WCV 102
Watson Jennison	Ph.D., History, University of Virginia	Assistant Professor	HIS 301, HIS 511A, HIS 712
Jeffery Kerr-Ritchie			HIS 211, HIS 520, HIS 526
Colleen Kriger	Ph.D., History, York University (Canada)	Associate Professor	HIS 203, HIS 204, HIS 389, HIS 710
Susannah Link		Lecturer	HIS 211, HIS 212
Ann Saab	Ph.D., History, Harvard	Emeritus	HIS 381
Political Science			
Susan J. Buck	Ph.D., Political Science, Virginia Polytechnic Institute and State University	Associate Professor	PSC 100, PSC 510K
William Crowther	Ph.D., Political Science, University of California, Los Angeles	Professor	PSC 260, PSC 350, PSC 352
Elizabeth McNamara			PSC 105, PSC 260
Charles L. Prysby	Ph.D., Political Science, Michigan State University	Professor	PSC 301, PSC 328, PSC 602
Jerry Pubantz	Ph.D., Political Science, Duke University	Professor	PSC 240, PSC 355J
Psychology			
Peter F. Delaney	Ph.D., Psychology, Florida State University	Assistant Professor	PSY 121, PSY 280, PSY 433, PSY 601
Ed Wisniewski	Ph.D., Psychology, Brown University	Associate Professor	PSY 311, PSY 433, PSY 601
Sociology			
Rebecca G. Adams	Ph.D., Sociology, University of Chicago	Professor	SOC 101
Kenneth D. Allan	Ph.D., Sociology, University of California Riverside	Associate Professor	SOC 341, SOC 366, SOC 490, SOC 614
Shelly Brown	Ph.D., Sociology, University of Michigan – Ann Arbor	Assistant Professor	SOC 227, SOC 301
Jill Fuller	Ph.D., Sociology, University of Virginia	Assistant Professor	SOC 229, SOC 301, SOC 302, SOC 618
David Mitchell	Ph.D., Sociology, University of Kansas	Assistant Professor	SOC 301, SOC 302, SOC 330, SOC 346

Faculty Performance

Program faculty model best professional practices in teaching that are aligned with practices Teachers Academy Conceptual Framework. Faculty integrate recent research about the content fields as well as teaching and learning into their own professional practice. Syllabi in all professional education courses include a statement of the Conceptual Framework. Assignments, rubrics, and criteria for evaluation indicate that faculty encourage development of reflection, critical thinking, problem solving, and professional dispositions through active, project-based participation. Course syllabi also show how faculty value individual as well as cultural diversity. Faculty use a variety of instructional strategies and teaching techniques, including the use of technology (e.g., e-reserves, threaded on-line discussions, asynchronous course offerings, and Blackboard based courses). Table 28 shows teaching practices used by faculty in the undergraduate and graduate professional education courses. [Course syllabi and course evaluations are available in the documents room.]

Table 28. Teaching Practices in Professional Education Courses

Course	Lecture	Readings	Book Clubs	Whole class discuss	Small group disc	On-line disc	Coop learn/ Jig-saw	Case analysis/ Disc	Simulations/ Role plays	Res. Paper	Lesson/ Unit plans	Group Oral Work	Reflective Writing	Data Analysis	Action Research	Portfolios	Video
UNDERGRADUATE PROGRAM																	
ELC 381	X	X		X	X	X	X		X	X		X	X				
LIS 120	X	X		X	X	X	X		X		X	X	X			X	X
CUI 450																	
CUI 470	X	X	X	X	X	X	X		X	X	X	X	X				X
CUI 535	X	X	X	X	X	X	X		X	X	X	X	X				X
CUI 545 UG	X	X		X	X	X	X	X	X	X	X	X	X				
CUI 553	X	X		X	X	X	X		X		X	X	X			X	X
CUI 465						X					X		X	X		X	X
M.ED. PROGRAM																	
CUI 669	X	X	X	X	X	X	X			X			X				X
CUI 545 M.Ed.	X	X		X	X	X	X	X	X	X		X	X		X		X
CUI 646	X	X	X	X	X	X		X		X		X	X			X	X
CUI 675																	
CUI 680A AND B		X	X	X	X	X					X	X	X	X	X	X	
ERM 604	X	X		X	X			X		X				X			

Faculty Service and Collaboration

Faculty in every professional education program and several arts and sciences departments at UNCG maintain a high level of involvement and collaboration with the public schools. In addition to the average of 150 hours per year spent in the supervision of interns and student teachers and on collaborative research projects, faculty are involved with public schools through workshops, mentoring, classroom teaching activities and technical assistance. Dr. Ceola Ross Baber, coordinator of secondary social studies, serves as a member of the NCATE Board of Examiners and the NCSS Social Justice Committee. She also reviews proposals for AERA and NCSS. During 2005-06, she provided these additional services to the university and to the profession:

- Seven University committees, two SOE committees, and four departmental committees (including co-chair of the CUI Doctoral Task Force).
- Faculty advisor for the Collegiate Middle Level Association (CMLA).
- Co-designer (with Dr. Cos Fi) of the Secondary Teacher Education Program TaskStream assessment system.
- External reviewer for a tenure and promotion candidate in social studies at the University of Alabama at Tuscaloosa.

Dr. Baber and other secondary teacher education program faculty regularly collaborate with our school partners, as outlined in Standard III. She was project director/principal investigator for the NC QUEST Collaborative Assessment of Literacy Skills in Science and Mathematics project (2003-2006)--a professional development partnership between Guilford County Schools, the UNCG School of Education (SOE), and the UNCG College of Arts and Sciences. Dr. Baber has actively an active member of the Secondary Teacher Education Advisory Board (2001-2004), the Secondary Principals' Partnership Collaborative (2002-2005), and the Secondary Teacher Education Program Collaborative (2005-2006). [Information flyers, meeting agendas and minutes, and other materials related to these initiatives are available in the documents room.]

Faculty Scholarship

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

Faculty also model best professional practices in scholarship by participating in the School of Education's semi-annual research symposium. This event features keynote speakers, poster sessions, and discussion panels focusing on key education research issues. The symposium provides an opportunity for faculty to share their research and serves as a vehicle for their students to present their own work. [See School of Education Guidelines for Promotion and Tenure and Guidelines for Faculty Annual Review in the documents room]

Dr. Baber, coordinator of the secondary social studies program, has published numerous articles, book chapters, and curriculum projects. She has reviewed manuscripts for *Theory and Research in Social Education* (journal of the NCSS College and Faculty Assembly), *Multicultural Perspectives* (journal of the National Association of Multicultural Education) and *American Educational Research Journal*. She is currently serving on the Allyn & Bacon Advisory Council for Multicultural Education, reviewing Sonia Nieto's new edition of *Affirming Diversity* as well as working on a social studies methods textbook (contracted with Prentice-Hall, anticipated Spring 2008 publication). She regularly presents at professional meetings; she and a former doctoral student presented at the first annual SOE Research Symposium. [See faculty vitae in the documents room.]

Faculty Evaluation

Faculty use student and peer evaluation, self-evaluation and assessment of student outcomes to determine their effectiveness and improve their practice. The university requires annual review of all faculty. The reviews include teaching, scholarship, service, and directed professional activity. More intense reviews occur at the time of tenure, promotion, and post-tenure review. The University also has mandatory procedures for training, monitoring and evaluating teaching assistants. In some cases, departments have developed additional procedures for training and evaluating teaching assistants so as to ensure that they follow the required course syllabus and understand the conceptual framework. Department chairs monitor adjunct faculty toward these same ends, and adjunct faculty must participate in the same course evaluation process as full-time faculty. The Teachers Academy has revised its University Supervisor evaluation instrument as part of the Assessment System Plan. [See Faculty Evaluation Policies and Procedures; course evaluation forms; course evaluation data for CUI 450, 470/535, 545, and 553; and faculty vitae in documents room].

Faculty Development

The university makes available grants for curriculum development, research, and travel to present at professional conferences and use of technology. The Teaching and Learning Center is available to support faculty professional development. Workshops are offered regularly. The University-School Teacher Education Partnership (USTEP) supports professional development through workshops, collaborative research grants, and travel grants. [Copies of the USTEP Annual Report is available in the documents room.]

Section VII: Standard VI: Program Governance and Resources

Governance

The Teachers Academy serves as the administrative umbrella and governance structure for all professional education programs. The Teachers Academy is administratively located in and is completely funded by the School of Education, the designated administrative unit for professional education programs at UNCG. The director of the Teachers Academy is also an Associate Dean for Teacher Education and School Partnerships in the School of Education. All programs involved in the preparation of teachers, principals, and other school personnel have representatives on the Teachers Academy Council of Program Coordinators. The CPC acts as the policy-making body of the Teachers Academy, determines what matters shall be delegated to the Executive Committee, and approves changes in program requirements related to licensure. Both Dr. Ceola Ross Baber (coordinator of secondary social studies) and Dr. Jewell Cooper (STEP coordinator) are members of the CPC. The Secondary Social Studies Program is part of the umbrella Secondary Teacher Education Program (STEP). The STEP Committee serves as the first forum for discussion of policy issues, curriculum revisions, program revisions, etc. related to preparation of secondary teachers at UNCG. Proposals developed in the STEP Committee then go to the Department of Curriculum and Instruction for approval before they are forwarded to the CPC for approval.

[Organizational charts, Teachers Academy Plan of Governance, CPC minutes, and STEP minutes are available in the documents room.]

Resources

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

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

The Teacher Resource Center (TRC) also supports professional education programs at UNCG. Located in the Ferguson Building (adjacent to the Curry Building), it is designed for use by students and faculty in all professional education programs on campus, as well as to provide professional development for our school and community partners. The

TRC houses print and non-print materials including a variety of technology resources to assist candidates and faculty in planning instructional activities on campus and in field experiences and clinical practice. Equipment available for use in the TRC as well as check out includes camcorders, digital camcorders, digital cameras, overhead projectors, an opaque projector, a smart board, and laptop computers.

Standard 6A: Working Conditions

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

The Department of Curriculum and Instruction has 1 administrative assistant and 2 full-time graduate assistants to support 16 tenure-track faculty (including the department chair) and 20 adjunct faculty (full-time and part-time). Many faculty secure external grants with graduate assistant funds to help with their teaching and research tasks. Table 29 shows the typical teaching assignment for Dr. Ceola Ross Baber, coordinator of the Social Studies Licensure Program. Six student teachers is considered the equivalent of a course or 3 s.h. Dr Baber usually receives assistance in the form of an adjunct or graduate assistant when the number of social studies student teachers exceeds six; she is still responsible for delivering the seminar that accompanies the student teaching experience. Table 30. shows Dr. Baber’s advising load.

[Faculty vitae, annual reports, and course schedules are available in the documents room.]

Table 29. Courseload for C.R. Baber, Social Studies Program Coordinator

COURSE	SEMESTER
CUI 465: Student Teaching & Seminar, 12 s.h.	Spring 2005
CUI 765: Research in Equity Education, 3 s.h.	Spring 2005
CUI 545: Diverse Learners, 3 s.h. (Graduate Course)	Fall 2005
CUI 553: Teaching Practices & Curriculum in Social Studies, 3 s.h.	Fall 2005
CUI 554: Middle Grades Social Studies Education, 3 s.h.	Fall 2005
CUI 465: Student Teaching & Seminar, 12 s.h.	Spring 2006
CUI 680 A & B: Clinical Experience in Teaching, 9 s.h.	Spring 2006
CUI 765: Research in Equity Education, 3 s.h.	Spring 2006
CUI 775: Directed Doctoral Research (Kara Manley Battle, Rita Fuller, Tracey Watkins)	Spring 2005, Fall 2005, Spring 2006
CUI 799: Dissertation (Myrna Rodriguez and Althea Truesdale)	Fall 2005, Spring 2006

Table 30. Advising load for C.R. Baber, Social Studies Program Coordinator

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
UG	11	12	4	15	29
ULO (NCT)	0	6	12	16	17
G (M.Ed.)	13	13	14	24	34

Attachment A. Executive Summary of Teachers Academy Conceptual Framework



**SCHOOL OF EDUCATION & TEACHERS ACADEMY
Conceptual Framework for Professional Education**



"A Community of Professional Educators Committed to Preparing and Supporting the Professional Development of Caring, Collaborative, and Competent Educators Who Work in Diverse Settings"

**Developing Caring, Collaborative and Competent Professions
Executive Summary, July 2001; revised November 2005**

UNCG Vision Statement

The University of North Carolina at Greensboro is a leading student-centered University, linking the Piedmont Triad to the world through learning, discovery, and service.

UNC Teacher Education Deans Council Vision Statement

The University of North Carolina's schools, colleges and departments of education, in collaboration with public school partners and others, are committed to producing professional educators of the highest quality and to supporting their continued development on behalf of children in North Carolina.

UNCG Teachers Academy Mission Statement

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

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

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

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

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

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

- reflective

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

Performance Expectations

Education is a culturally-relevant, caring enterprise that engages students, candidates, faculty, as well as school and agency partners in opportunities to collaboratively construct meaningful and productive futures. Educators must be responsive to the varied racial, ethnic, linguistic, gender, disability, and socioeconomic experiences of all learners. Therefore, all candidates must acquire content and pedagogical knowledge, utilize current evidence-based practice, and make ethical decisions in a changing and culturally diverse world. UNCG's professional education programs present candidates with opportunities to master the knowledge base, acquire the skills, and develop the dispositions that are the foundation of competent professional practice.

The following performance expectations are aligned with standards, principles, or core propositions from the

- Interstate New Teacher Assessment and Support Consortium (INTASC)
- North Carolina Professional Teaching Standards Commission (NCPTSC)
- National Board for Professional Teaching Standards (NBPTS)
- Interstate School Leaders Licensure Consortium (ISLLC)
- International Society for Technology in Education (ISTE)

Caring professionals

- continually assess their own beliefs, attitudes and actions (ISLCC 1, INTASC 9, NBPTS 4)
- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners (INTASC 3, NBPTS 3)
- use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation (INTASC 5)
- respect and care about their students (ISLLC 5)
- are committed to students and their learning (NBPTS 1)

- facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (ISLLC 1)
- act with integrity, fairness, and in an ethical manner (ISLLC 5)
- understand, respond to, and influence the larger political, social, economic, legal, and cultural context of schooling (ISLLC 6, ISTE 6)

Collaborative professionals

- actively seek out opportunities to grow professionally (INTASC 9, ISTE 5)
- foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (INTASC 10)
- demonstrate qualities of leadership (NCPTSC 4)
- are members of learning communities who pursue lifelong learning (NBPTS 5)
- collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC 4)

Competent professionals

- understand the central concepts, tools of inquiry, and structures of the disciplines they teach and can create learning experiences that make these aspects of subject matter meaningful for students (INTASC1, NCPTSC 1, NBPTS 2)
- understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development (INTASC 2, NCPTSC 2)
- understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (INTASC 4, NCPTSC 2, ISTE 3)
- use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (INTASC 6, NCPTSC 2)
- demonstrate a sound understanding of technology operations and concepts (ISTE 1)
- plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals (INTASC 7, NCPTSC 2, ISTE 2)

- understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner (INTASC 8, NCPTSC 2, ISTE 4)
- are reflective practitioners who continually evaluate the impact of their choices and actions on students, parents, and other professionals (INTASC 9, NCPTSC 5)
- facilitate and monitor student learning (NBPTS 3)
- think systematically about their practice and learn from experience (NBPTS 4)
- advocate, nurture and sustain a school culture and instructional program conducive to student learning and promote success of all students (ISLLC 2)
- foster a safe, efficient, and effective learning environment (ISLLC 3)