



Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

UNCG professional faculty are well qualified for their roles and model best professional practices in scholarship, service and teaching. They demonstrate a longstanding tradition of excellence in teaching and 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.

5.1. Qualified Faculty

There are 989 faculty at UNCG; 771 are full-time and 218 are part-time. Of the 771 full-time faculty at the University, 44% are tenured and 83% hold a terminal degree. In the professional teacher education faculty (affiliates of the Teachers Academy), there are 119 faculty; 78 are full-time and 41 are part-time. Of the 78 full-time faculty, 37 (47.4%) are tenured and 76 (97.4%) hold terminal degrees. All the tenured, tenure-earning faculty possess terminal degrees in their content area.

Additionally, a number of faculty (including part-time to teacher education, adjuncts, advanced graduate students) work with our candidates in various capacities in the field. All the faculty members who work with our candidates in the field have contemporary professional experiences and several are National Board Certified teachers. In accord with DPI regulations, faculty who teach methods courses and/or supervise student teachers, school counselors, media specialists, and principal interns hold a current NC professional license.

5.2. Modeling Best Professional Practices in Teaching

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

In addition to the individual recognition of excellence that many have received, a review of program reports shows that faculty use a variety of instructional strategies that are consistent with good pedagogical practices and our conceptual framework in that they promote competence (readings, lectures, book clubs, research papers, lesson/unit plans, data analysis, action research, etc.), caring (class discussions, cooperative learning, reflective writing, case discussions, etc.) and collaboration (book clubs, class discussion, online discussions, jigsaw, role plays, simulations, oral presentations, etc.). In addition, faculty regularly integrate technology into their courses through Blackboard for online discussions and group work, incorporation of Internet resources for teaching and learning, video, student and faculty developed PowerPoint presentations, and other software appropriate to the course, etc. Furthermore, all instructors regularly use the teaching stations in our classrooms to display information, project Internet resources, access Blackboard, etc.

Course syllabi also reflect best professional practices in teaching and show a clear link to the conceptual framework of the Teachers Academy. Syllabi in all professional education courses include a statement of the conceptual framework. Assignments, rubrics, and criteria for evaluation, which are included in syllabi, indicate that faculty encourage development of reflection, critical thinking, problem solving, and professional dispositions through active, project-based participation. Course syllabi add additional evidence that faculty use a variety of effective instructional strategies and teaching techniques, including the use of technology (e.g., e-reserves, threaded on-line discussions, asynchronous course offerings, and Blackboard based courses to name a few).

5.3. Modeling Best Professional Practices in Scholarship

Faculty model best professional practices in scholarship as defined by the University and School of Education departments for purposes of annual faculty review and review for awarding promotion and tenure. Faculty vita indicate that faculty members are active in scholarly work related to teaching, learning and their fields of specialization. They serve as reviewers for national journals and conference proposals. 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. One of our science education faculty members just received a \$600,000, 5-year award from the National Science Foundation to study the connections between innovative pedagogy and science identity development (CAREER: A study of pedagogical practices and the development of students' science identities).

Table 44 shows summary data of faculty scholarship.

Table 44: Faculty Scholarship

Year	Books	Articles in refereed journals	Book chapters	Presentations at state, national, or international meetings	Editorial boards	Proceedings, technical reports
2003	10	44	25	184	22	12
2004	12	53	18	206	28	24
2005	18	63	48	170	38	24

The network of Professional Development Schools provides opportunities for faculty to engage in inquiry and work with school colleagues to improve professional practice. Professional education faculty and school partners have made presentations at state and national meetings, AACTE, AERA, and Holmes as well as discipline specific organizations. Professional education faculty, graduate students, and school partners also participate in the annual North Carolina Association of Colleges of Teacher Education Fall Forum.

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

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

- **Center for Educational Research and Evaluation (CERE)** is a major educational and measurement research facility for the Triad region and the UNC system. In recent years CERE has been involved in a formative program evaluation study on the effectiveness of science and math instruction in 17 North Carolina school districts, a comprehensive psychometric analysis of early childhood reading assessments, and a program effectiveness study on the Reading Together program.

- **Collaborative Early Intervention National Training E-Resource (CENTe-R)** is the only one of its kind in the nation, established to develop materials and guidelines for training professionals to meet the needs of infants and toddlers who are deaf and hard of hearing and their families.
- **Southeastern Regional Vision for Education** (<http://www.serve.org/SERVE>), one of 10 national regional research and technical assistance labs, has just been awarded a five-year \$37.7 million federal contract to conduct research on interventions that support improvement of southeastern schools serving pre-K through high school age students.
- **Project LEADS** (Leadership, Collaboration, Accountability, Diversity, Special Education) is a four year, federally funded grant to the Department of Specialized Education Services for the purpose of preparing 5 doctoral students in special education.
- The **Deaf Education and Early Childhood** programs in the Department of Specialized Education Services have received \$4,542,990 since 2000 for the purpose of developing and delivering services to professionals working with children who have hearing impairments, including deafness.

Other Affiliated Programs are:

- Center for Early Intervention Professionals-Hearing Impairment ([CEIP-HI](#))
- Collegium for the Advancement of Schools, Schooling and Education ([CASSE](#))
- Piedmont Triad Education Consortium ([PTEC](#))
- National Board for Certified Counselors ([NBCC](#))
- Center for School Accountability, Staff Development, and Teacher Quality

5.4. Modeling Best Professional Practices in Service

Faculty have also been active in professional organizations, serving on policy/ advisory boards and task forces, state and national work groups, and University and School of Education committees. **Table 45** shows in number of times faculty have engaged in a wide variety of service activities. Not included in Table 49 are the numerous committees that faculty serve on as part of their work load such as search committees, curriculum committees, review committees, etc.

Table 45: Frequency of Faculty Involvement in Major Service Activities

Year	Major Service Commitment to:							
	International Professional Org	National Professional Organizations	Regional Professional Org	NC DPI	Local Public Schools	Community	Chair/Co-Chair of School of Ed Comm	Major University Comm
2003	9	50	26	3	12	32	6	54
2004	8	67	25	4	22	47	8	54
2005	5	73	30	3	22	44	4	36

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, as reflected in the above table, faculty are involved with public schools through workshops, mentoring, classroom teaching activities and technical assistance. During the 2005 calendar year, for example:

- Faculty served 169 clients in clinics, supported 163 internships, provided 20 consultations with public organizations and agencies, and participated in 97 educational collaborative projects focused on B-12 education.
- The School of Education, with the Department of Psychology, offered an ADHD symposium for parents and professionals.
- Faculty from the Department of Educational Leadership and Cultural Foundations offered an Educational Leadership Symposium, focused on teacher retention, for 100 principals.
- The School of Education established a professional development network of 27 professional education faculty members who provided professional development and other support to Piedmont Triad Schools, and established an online discussion board focused on recruitment and support of National Board Certification candidates.
- Professional education faculty offered workshops on the new North Carolina science curriculum (University/School Teacher Education Partnership Leadership Institute), technology and school improvement for educational leaders, and assessment of initially licensed teachers.
- The Yopp Professional Development Institute sponsored two days of training for close to 100 novice teacher.
- The School of Education hosted Guilford County Schools Tech Girls, a computer camp for middle school girls, designed to interest girls in taking computer courses.
- The Classical Studies Department (Latin) annually sponsors and participates in the North Carolina Junior Classical League Fall Forum that brings more than 600

high school students and teachers from all over the state to participate in workshops, performances and competitions.

- The School of Music has an annual weeklong Summer Music Camp that brings 600 middle and high school students to campus for classes and performances; music faculty and music teachers delivered the classes.

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

5.5. Collaboration

As reflected in the *UNCG Conceptual Framework*, we are committed to collaboration with our colleagues across campus and at other institutions as well as with our school partners. There are a number of projects related to improving teacher preparation and increasing B-12 achievement that reflect this commitment to collaboration.

University School Teacher Education Partnership (USTEP). The University School Teacher Education Partnership (USTEP) at UNCG offers an outstanding example of collaborative efforts with public schools. Funded through the North Carolina General Assembly, the University-School Teacher Education Partnerships (USTEP) program supports the strategic involvement of school districts and communities in the preparation and development of teachers, administrators, and other education professionals at the 15 UNC colleges/schools/departments of education. The USTEP model encompasses all five phases of teacher education (recruitment, selection, preparation, induction and career-long professional development) and involves all stakeholders in the teaching and learning process (parents, school teachers, administrators, university personnel, other community-based individuals).

UNCG initially focused its USTEP efforts on improving the clinical experience of preservice teachers through expansion of UNCG's professional development school model. More recently, however, UNCG has put special emphasis on collaborative efforts to identify professional development needs of public school teachers and on providing support for lateral entry, beginning and career teachers. UNCG faculty have worked with teachers and administrators to (a) improve K-8 literacy, (b) increase the English as a Second Language knowledge and skills of classroom teachers (c) learn strategies for collaborative assessment of literacy in science and mathematics, and (d) master principles of universal instructional design for learning in inclusive classrooms. Professional education programs and their faculty maintain partnership relationships, including Professional Development Schools (PDS), with 22 school districts. UNCG faculty and personnel from area school districts were awarded approximately \$30,000 from USTEP over each of the past five years for collaborative school improvement and/or research projects. The School of Education also has explored expanded partnership structures: University faculty and public school personnel attended the Holmes Partnership Conference, participated in collaborative planning regarding professional development schools and other partnership activities, particularly with Guilford County Schools, and

offered 3 symposia at which more than 50 school and university faculty and administrators learned about exemplar partnership programs in West Virginia, Wisconsin and Colorado. With the creation of new partnership structures, the U-STEP structures are now being examined and updated.

The Wachovia Mentor Project was funded in the spring of 2006 for the purpose of recruiting, preparing and supporting a network of 150 educational mentors in school districts across the Triad who will help novice teachers succeed in the classroom and remain in teaching. Secondary purposes of this project are to provide professional development opportunities for the mentor teachers so that they, too, will have more motivation to remain in teaching and to increase achievement of students in novice teachers' classrooms. Efforts are currently underway to establish structures through which these mentors will work with lateral entry teachers, NC TEACH candidates, and some of our undergraduate teacher candidates.

A week of intensive mentor training took place June 19 – 23, 2006, with Dr. Marilyn Katzenmeyer, co-author of *Awakening the Sleeping Giant*, and district-level supervisors. An additional staff development activity will be planned January/February to motivate and re-energize the participants. The agenda for that meeting has not been set yet, but participants have expressed an interest in having someone from the Santa Clara Mentor Project speak.

The Guilford Teacher Education Alliance was organized during the 2005-2006 academic year for the purpose of improving the preparation of teachers in Guilford County. All IHEs involved in teacher preparation in Guilford County are members. Specific goals include:

1. the creation of a Teacher Center that will disseminate up-to-date and accurate information about teacher preparation options in the region,
2. collaboration about shared concerns and activities such as placement of student teachers, and
3. refinement and coordination of alternative licensure options.

Because there are a number of IHEs in Guilford County and the surrounding area, it is particularly important that collaborative and constructive ways of working together be established and nurtured.

School of Education Advisory Group and specific program's advisory groups. The School of Education and each of the departments have advisory groups that function as friendly critics. The SOE Advisory Group meets twice a year; most departmental advisory groups meet annually. All these advisory groups have members from the community, local schools, outside professionals/faculty from other IHEs, and stakeholders (candidates). These groups have been very helpful in addressing current issues and areas of concern and in providing constructive feedback for planning new initiatives.

Additional ongoing collaborative activities include:

- The dean of the School of Education regularly meets with superintendents from Triad school districts to collaborate on key issues, such as alternative licensure and support for initially licensed teachers.
- Fifty-seven faculty members and administrators representing all UNCG licensure programs, 12 public school teachers and administrators, and 2 community members participate on the Teachers Academy Council of Program Coordinators (CPC). The CPC collaborated extensively to develop the Teachers Academy conceptual framework and unit assessment system.
- As part of the formal partnership between the School of Education and the Guilford County Schools, the superintendent is an adjunct assistant professor; elementary and middle school education candidates intern in Professional Development Schools; and UNCG has initiated three cohorts of middle school teachers in math, science, and social studies. Planning committees are working on a PDS at the secondary level and the initiation of a literacy initiative. Recently, we were notified that a collaborative grant that was submitted by Guilford County Schools and UNCG was funded for the purpose of improving secondary and middle school science instruction.
- UNCG enrolls Guilford County School's Education Academy high school students.
- In addition to these activities, the School of Education and public school personnel offer an annual Yopp Professional Development Institute for beginning teachers, and the Center for Educational Studies and Development collaborates with districts to sponsor the annual Piedmont Young Writers Conference.
- Center for Educational Studies and Development (CESD) works closely with faculty and schools to link professional development opportunities.

5.6. Unit Evaluation of Professional Education Faculty Performance

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

5.7. Unit Facilitation of Professional Development

Teacher education faculty in North Carolina must be licensed in the areas in which they teach. Licensure must be renewed every five years through the accumulation of professional development credits and teaching experience [see Methods Faculty Licensure Renewal Guidelines]. The university makes available grants for curriculum

development, research, and travel to present at professional conferences and use of technology. The Teaching and Learning Center is available to support faculty professional development. Workshops are offered regularly. The University-School Teacher Education Partnership (USTEP) supports professional development through workshops, collaborative research grants, and travel grants. Through the Matching Incentive Fund, professional education and content faculty have been provided opportunities to take the Praxis II Subject Assessments; after taking the specialty area exam, faculty have met to develop blueprints for incorporating Praxis II test preparation activities in the initial licensure programs. The Council of Program Coordinators devotes several meetings annually to professional development. Topics are selected by the Executive Council of the CPC.

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