

K-12 ESL REPORT

Initial Licensure



Meredith College
Department of Education

Developing teachers who appreciate their significant role
in a diverse society by:

exhibiting culturally relevant
and inclusive teaching

practicing connected pedagogy

engaging in reflective teaching

utilizing continuous assessment

demonstrating leadership

understanding content

MEREDITH COLLEGE

Department of Education

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Prepared for NCATE/NCDPI visit October 20-24, 2007

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Table of Contents

Program Overview.....	3
Conceptual Framework.....	9
Standard 1: Candidate Knowledge, Skills, and Dispositions.....	16
Core Standards.....	20
Diversity Standards.....	29
Technology Standards.....	34
Specialty Area Standards: English-as-a-Second Language.....	39
Candidate Work with Families and Communities.....	54
Standard 1A: Undergraduate Qualifications.....	55
Standard 1B: Licensure-Only Students.....	56
Standard 2: Assessment System and Evaluation.....	58
Standard 3: Field Experiences and Clinical Practice.....	67
Standard 4: Diversity.....	73
Standard 5: Faculty Qualifications, Performance, Development.....	83
Standard 5A: Faculty Assignment.....	86
Standard 6: Program Governance and Resources.....	97
Standard 6A: Working Conditions.....	100

K-12 English-as-a-Second Language Education Program

The ESL teacher licensure program offers a course of study leading to licensure for initial K-12 licensure in ESL. The program is housed in the Department of Education, which in turn is housed in the School of Education, Health, and Human Sciences (EHHS).

Program Overview

A. Levels offered:

The teacher education program of Meredith College offers initial licensure in teaching English as a Second Language for grades K-12.

B. Special characteristics:

The ESL K-12 Initial Licensure program was approved by the NC Department of Public Instruction during the spring of 2003. We had our first program completer in December, 2005.

The ESL K-12 program prepares both traditional undergraduates and licensure-only students to teach ESL in grades K-12. There is no “major” in ESL and students with any major may complete the ESL licensure program. All undergraduates complete a program of study that includes general education requirements, a major (typically our students major in English, foreign language, psychology, communications) and a well-designed program consisting of professional studies and field experiences. In addition, ESL licensure students must take all of the literacy courses offered by the Department of Education. This means that in addition to taking EDU 450 Reading in the Content Areas, a literacy course required for all same Middle/ Secondary/K-12 licensure students, ESL licensure students also take all of the literacy courses (EDU 255 Literature for children an Early Adolescents; EDU 300 Introduction to Language Arts; EDU 400 Reading in the Elementary School) required in the K-6 licensure program. In the semester before student teaching, either in the fall or spring, students in the ESL K-12 program enroll in pre-block courses and are placed in a K-12 school in Wake County with an ESL cooperating teacher. In the student teaching semester, students are in a 6-week block of courses Tuesday and Thursday and are in their school on Monday, Wednesday and Friday. At the completion of block, students have a 10 ½-week student teaching internship in the school to which they were assigned during their pre-block semester and thus already have had considerable field experiences. At the completion of the program, all candidates in the ESL program are strongly urged to take PRAXIS II.

C. Program of study:

ESL Licensure students’ program of study includes courses from the [General Education](#) curriculum and also Professional Education courses. Because the ESL licensure candidate may choose a major from any offered by the College, her specific program requirements are chosen to meet the national and state standards and competencies required for licensure. Her planned program of study will include the requirements specific to her major, the General Education requirements of the College, and required Professional Education courses. Because there is no major in Teaching ESL, content knowledge is gained through General Education courses required of all students, specified General Education courses which address ESL content standards, and a content specific ESL course within the Professional Education courses. The General Education requirements at Meredith College have a strong cultural component ([CORE 100, 200, 400](#)), assuring that all undergraduate students have a rich array of courses and experiences to help prepare them for working with culturally and linguistically diverse students.

Undergraduate students are advised by a faculty member in the department of their declared major, and those faculty members work closely with the Department of Education to assure that all program requirements are met. Licensure-only students are advised in the Department of Education.

1. Program requirements (course number, title, number of hours)

General Education requirements of the College relevant to licensure, which are required for all students. The program requirements can be found in the 2007-2008 Undergraduate Catalog, (p. 83). A [General Education advising sheet](#) is available for academic advisors.

Course	Hours
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
Core 100 The Context of Culture	4
Core 200 Cultural Connections or approved Study Abroad	1-3
Core 400 Global Perspectives	3
Mid-Intermediate foreign language competency, as defined by ACTFL or Nine (9) cr. hrs. in one language after appropriate placement. Courses at the 101 level in French and Spanish will not be considered as part of the 9 cr. hr. total required.	0-12
Total	14-16 + foreign language

Within the General Education requirements of the College, the following specific requirements:

Course	Hours
PSY 210 Developmental Psychology OR PSY 310 Child and Adolescent Psychology	3
PSY 312 Psychology of Exceptional Individuals	3
COM 390 Intercultural Communication	3
REL 102 World Religions	3
HIS 103 World in Twentieth Century	3
ENG 335 World Literature in Translation	3
Total	18

Additional Content Requirements:

Course	Hours
ENG 175 English Grammar	1
ENG 505 Study of Linguistics	3
SOC 335 Race and Ethnic Relations	3
EDU 345 Language Minorities in Public Schools	3
Total	10

Professional Education Requirements

Course	Hours
EDU 232 Foundations of Education	3
EDU 234 Educational Psychology	3
EDU 255 Literature for Children and Early Adolescents	2
EDU 300 Introduction to Language Arts	2
EDU 400 Reading in the Elementary School	3
EDU 402 Pre-service Practicum	1
EDU 241 Intro to Audio/Visual Materials	1

EDU 467 The Secondary School	3
EDU 440 Seminar in Education	1
EDU 466 Pre-Ad & Adolescent Behavior	3
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6
EDU 745 Introduction to Methods of Teaching ESL	3
Total	34

Total number of hours outside of General Education requirements: 44

Non-Degree (Post-Baccalaureate) Students seeking initial licensure only:

The Department of Education welcomes post-baccalaureate students seeking initial licensure in K-12 ESL. Like students in the undergraduate program, non-degree students with any major are accepted. Non-degree students are not required to meet all of the General Education requirements of Meredith College, but are required to take those General Education courses needed to meet the North Carolina Department of Public Instruction competencies for the ESL licensure Standards. All non-degree students are advised by a designated Department of Education staff member. Given below is the advising sheet for non-degree students. Students' undergraduate transcripts are evaluated for course equivalents and an individual program of study is created for each student.

K-12 LICENSURE IN TEACHING ENGLISH AS A SECOND LANGUAGE

Non-Degree Students

I. GENERAL EDUCATION

- One year of college or university foreign language instruction or the equivalent (6)
- PSY 210 Developmental Psychology (3) *or* PSY 310 Child and Adolescent Psychology (3)
- PSY 312 Psychology of Exceptional Individuals (3)

(12)

II. REQUIRED COURSES FROM THE EXISTING CURRICULA

- ENG 175 English Grammar (1)
- ENG 505 Study of Linguistics (3)
- SOC 335 Race and Ethnic Relations (3)
- (Students should take EDU 232 first)
- COM 390 Intercultural Communication (3)

(10)

III. PROFESSIONAL STUDIES

- EDU 232 Foundations of American Education (3)
- EDU 234 Educational Psychology (3)
- EDU 255 Literature for Children and Early Adolescents (2)
- EDU 300 Introduction to Language Arts (2)
- EDU 400 Communication Skills (3)
(Prerequisite EDU 300)
- EDU 402 Pre-service Practicum (1)
- EDU 345 Language Minorities in Public Schools (3)
- EDU 745 Introduction to Methods of Teaching ESL (3) (Prerequisite EDU 345)
- EDU 241 Intro to Instructional Media (1)

(21)

Block Semester

- EDU 440 Seminar in Education (1)
- EDU 450 Reading in the Content Areas (2)
- EDU 466 Pre-Ad & Adolescent Behavior (3)
- EDU 467 The Secondary School (3)
- EDU 490 Observation and Directed Teaching (6)

(15)

Total Hours: 58

Note: Total program hours are an estimate. Transcript evaluations and program plans are reviewed/developed on an individual basis. There may be additional course requirements. A prospective student whose first language is not English may be required to submit scores on the Test of English as a Foreign Language (TOEFL) and/or other language tests.

2. Program goals

Students completing the English as a Second Language program will:

- Demonstrate a high level of competence as an English language model and an understanding of language as a system
- Demonstrate understanding of concepts, theories, research, and practices related to the language acquisition and literacy development of limited English proficient students
- Demonstrate understanding of the major theories and research related to the nature of culture and cultural groups
- Demonstrate understanding of laws regulations and policies of the federal, state and local levels that relate to serving limited English proficient students
- Apply effective methods, practices, and strategies based on second language acquisition theories and research to plan, implement, and manage ESL and content instruction
- Identify, choose, and adapt a wide range of materials, resources and technologies in ESL and content instruction
- Develop literacy in limited English proficient students
- Use a variety of assessments as they relate to the education of limited English proficient students
- Recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language
- Utilize and respect the diversity in the languages and cultures of limited English proficient students
- Affirm that all students with limited English proficiency can learn English
- Stay current on research, trends, policies, and legal mandates affecting ESL programs
- Advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools
- Collaborate within the educational community and serve as resources and models for their peers to enhance and encourage cross-cultural interaction

3. Program coordinator

Dr. Ellen Graden, a full-time associate professor in the Department of Education, is program coordinator, methods professor and the college supervisor for ESL student teacher interns.

4. Other faculty who are licensed and may be teaching the program (methods faculty)

None. During the spring, 2006, semester when Dr. Graden was on sabbatical, Kristi Arriaga, M.Ed., taught EDU 345 and supervised five teacher interns.

5. Aggregate PRAXIS II pass rates for specialty area

Year	Pass Rates		Avg.
	N	%Passing	
2005	1	100%	N=7 727.14
2006	4	100%	
2007	2	100%	

6. Number of program completers

Academic Year	# Candidates Enrolled in Program	# Program Completers
2005	1	1
2006	6	6
2007	2	1

7. Number of candidates currently enrolled and admitted to the program

As of fall 2007, two (2) students have been admitted to the ESL program.

8. Enrollment Trends

The enrollment in the ESL licensure program has fluctuated during the short time it has been in existence. Currently six additional students have declared their intent to receive initial licensure.

Program Overview Links	
	Xythos
College Catalogues	Program Review
	Curriculum Vitae
	Course Syllabi

Conceptual Framework

Our Conceptual Framework was developed by the professional community invested in teacher preparation at Meredith College including public school partners as well as Meredith faculty. The conceptual framework that guides the work of the Department of Education is research-based and is aligned with professional and state standards as illustrated by our initial licensure alignment chart, advanced licensure alignment chart, [INTASC Standards](#), [NBPTS Standards](#), North Carolina Core, Diversity, and Technology Standards, and North Carolina Masters Standards. It embraces the vision of globalization set forth by both the College under [Vision 2010](#) and the [State Board of Education](#) and is focused on preparing teachers who are well-equipped to meet the needs of the diverse students found in our schools.

The Conceptual Framework is comprised of the following ideas, which guide course development and delivery and fieldwork experiences as well as teacher candidate and program assessment. The Department of Education prepares candidates to be teachers who will:

- **Exhibit culturally relevant and inclusive teaching.** Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students (Delpit, 2006; Gibson, 2004; Jenlink & Jenlink, 2005; Ladson-Billings, 1995, 2001; Ryan, 2006).
- **Practice connected pedagogy.** Teacher candidates understand that teaching and learning must be relevant to the students. As such they connect the content they teach to the lives of their students. Candidates lead student-centered classrooms designed with an understanding of their students' development and consideration of the needs of their students. They are able to design instruction to address individual differences and learning preferences, and when appropriate, respond to diversity in cultural practices and exceptionalities (Hamachek, 1987; Noddings, 2005; Rogers & Renard, 1999; Stears & Malcolm, 2005).
- **Engage in reflective teaching.** Teacher candidates believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Teacher candidates are able to engage in reflection not only within their own classroom but also within a community of professionals who have the common goal of improving student learning (Dewey, 1933; Schon, 1987; Sneed, 2005; Valli, 1993, 1997; Zeichner, 1996).
- **Utilize continuous assessment.** Teacher candidates are knowledgeable in the use of formal and informal assessment and use this data to inform instruction. They are able to use a variety of authentic and traditional forms of assessment to determine their students' understanding and are able to interpret this information and use it to meet the instructional needs of each student. Teacher candidates know how to use appropriate technology in both collecting assessment data and recording that data for analysis (Alexandrin, 2003; Guskey, 2001; Otero, 2006; Quintero & Cooks, 2002).

- **Demonstrate leadership.** Teacher candidates demonstrate the professional dispositions necessary to become teacher leaders. They provide leadership by collaborating with colleagues, participating in and forging community-school partnerships, and structuring classrooms as communities of learners (Lieberman & Miller, 2004; Middlebrooks, 2004; Patterson, 2001; Sherrill, 1999; Wynne, 2001).
- **Understand content.** Teacher candidates demonstrate strong content knowledge learned in their general education and liberal arts or professional majors and are able to combine that content knowledge with professional knowledge of pedagogy and best practices. They are able to utilize technology effectively in both helping students understand content as well as expanding their own content knowledge. In addition, teacher candidates are able to connect content to the student's community, and understand how cultural diversity and diversity in learning needs can interact with content understandings (Bain & Mirel, 2006; Gudmundsdottir, 1990; Osana, Lacroix, Tucker, & Desrosiers, 2006; Shulman, 1986).



Changes to Conceptual Framework

The basic components of the Conceptual Framework as last revised in 2000-2001 have not been changed. Our campus and public school communities continue to believe that the ideas represented in the Conceptual Framework are both relevant and desirable for both our initially licensed teacher candidates and the experienced teachers we serve in our masters programs. The Conceptual Framework paper has been updated to reflect current literature and to clarify our meaning in some areas. These revisions were reviewed by Department of Education faculty.

In the fall of 2004 and spring of 2005, we requested that cooperating teachers provide us with feedback on both the importance of each component of the Conceptual Framework and the extent to which they believed we were meeting each goal. These surveys confirmed for us that our public school partners share our beliefs regarding the continued appropriateness of our conceptual framework.

Based upon feedback from our faculty both within the department and across the College, however, we redesigned its visual representation. Working with a Meredith College graphic design student during the summer of 2006, we updated our graphic to one that reflects our department's revised mission statement as well as our college's and our state's global emphasis. The new visual was shared with education and campus faculty before its formal adoption.

Shared Vision & Coherence

The Conceptual Framework embodies a vision of quality in teacher education and education in general that is based on the values of the college. It embraces a vision of teaching and learning that is relational, personal, and responsive to particular individual students and groups of students. It encourages innovative and rigorous practices that are responsive to the needs of students and the larger community. These are ideas that not only guide our work with teacher candidates, but form the basis for faculty student relationships and instruction across campus. It is shared with faculty, students, and school partners in a variety of ways including meetings, most course syllabi, our Teacher Education Handbook and our Internship Handbook for Teacher Candidates.

Our Conceptual Framework is firmly aligned with both our vision and mission statements, which were reviewed and revised during the spring and fall of 2006. This process ensured that our vision and mission statements are aligned with the College's [Vision 2010](#) plan as well as with our Conceptual Framework. It also strengthened our common sense of purpose as the statements were vetted and discussed by fulltime and adjunct education faculty, program coordinators and methods faculty across campus, undergraduate and graduate students, and community partners on our Teacher Education Committee. Our work led to the following vision and mission statements:

The Meredith College Department of Education seeks to become the premier teacher education program in the Southeast with a reputation that attracts intelligent, dedicated, and diverse students. To achieve this vision, the department will work collaboratively with a variety of professionals to develop and implement quality undergraduate and graduate programs that are innovative, responsive to the needs of public schools, and rigorous in both content and pedagogy. Our faculty will serve as leaders and role models and our graduates will be sought after nationwide as the best prepared in the field.

The mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to effectively teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

Sharing common vision and mission statements as well as a common Conceptual Framework unites our undergraduate and graduate programs. It is appropriate given our small size and the fact that all of our programs lead to teaching licenses (either initial or advanced). While expectations regarding our candidates' facility with the components of the Conceptual Framework vary for the two levels of study, our students, both graduate and undergraduate, receive the same message from us about what is important.

Professional Commitments and Dispositions

The Department of Education has adopted the following statement which conveys our professional expectations to our students. This statement appears in all education and methods syllabi as well as in our Teacher Education Program Handbook and our Internship Handbook for Teacher Candidates.

We, at Meredith, are very proud of the professional educators we graduate. Becoming a professional is a process that involves more than just coursework; it also involves the continual development of behaviors and attitudes that will enable a person to make a strong positive contribution to the teaching profession. We expect the following:

A respect for the people with whom you are working: While on campus this is reflected in classroom behaviors such as attending classes regularly and on time, notifying the instructor of absences and turning in adequately prepared work in a timely fashion. Such standards should also be maintained while conducting fieldwork.

A respect for the diversity represented by the people with whom you are working: This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to all people and openness to other cultures and ideas.

An awareness of the significance of the individual's role in social interactions: This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

A consistent demonstration of professional behavior: This is reflected in such behaviors as assuming responsibility for behavior, demonstrating initiative, displaying enthusiasm and a positive attitude toward professional responsibilities, and a willingness to make ethical decisions.

Candidate dispositions are evaluated at multiple points during their progression through initial licensure programs: at admission, before the internship and again at the end of the internship. Advanced licensure students are expected to have developed these dispositions already in their careers. Any shortcomings are handled on an individual basis.

Commitment to Diversity

Meredith College is committed to diversity as reflected in the [Vision 2010](#) plan, in the curriculum, in college programs, and in its organizational structure. The [CORE Curriculum](#) of the new [General Education](#) program begins with a common freshman level class titled “*Context of Culture*” that examines cultural identity in the United States. The intermediate level course emphasizes cultural connections and cross-cultural perspectives. The senior level course explores global perspectives through inquiry into questions of global importance. One way in which students can fulfill the intermediate level CORE requirement is to study abroad. The number of students participating in the [Study Abroad](#) program has increased significantly (from 82 in 2000-01 to 137 in 2006-07) over the last six years and the college continues to look for ways to further increase these numbers. Our teacher candidates have been directly affected in that the college has begun to include a study abroad experience in the package of financial support it gives to all incoming Teaching Fellows. As of August, 2007, 59 Teaching Fellows have benefited from this experience, some of them more than once. The [Diversity Council](#) was formed in January 2004 as a result of a recommendation from the President’s Diversity Task Force with the explicit charge of facilitating Meredith’s diversity initiatives with a special emphasis on increasing the diversity of our students, faculty and staff; researching, identifying and implementing diversity training opportunities for the Meredith community; identifying programs, services and facilities that will make Meredith a more welcoming environment; identifying diversity resources, and evaluating Meredith’s progress towards its diversity goals. The [Student Government Association](#) also maintains an active [Unity Council](#) which works to increase diversity education and awareness on campus through open forums and sponsored

programs. These initiatives have helped to increase the College's enrollment of diverse students from 12 percent in the fall of 2001 to 23 percent in the fall of 2006.

The Department of Education further supports this commitment to diversity, which is both explicitly and implicitly evident throughout our conceptual framework. First, culturally relevant and inclusive teaching is one of the six dimensions of quality teaching articulated in the framework. Furthermore, each of the dimensions includes understandings, practices, and dispositions related to diversity. Additionally, one of our professional expectations is a "respect for the diversity represented by the people with whom you are working." As noted above, these dispositions are monitored throughout the candidate's program. Our partner schools have been selected to help ensure that our candidates have broadly defined diverse experiences. Our initial teacher candidates must either successfully complete the full CORE sequence or take [SOC 335, *Race and Ethnic Relations*](#), as part of their required program of study. In addition to study abroad experiences, candidates can fulfill the intermediate CORE requirement by taking a section of EDU 232, *Foundations of American Education*, that is linked with [SOC 273, *Education and Family in Mexico*](#). At the graduate level, both EDU 620, *Education and Society*, and EDU 625, *Inclusion in the General Classroom*, have diversity as a primary focus. In addition, the entire ESL sequence addresses culturally and linguistically diverse students.

Commitment to Technology

Our commitment to technology is also evident across the college, within our Conceptual Framework, and throughout our programs. The Meredith College [Technology Initiative](#) began in 2001-02. This initiative provides laptops and technology training to all incoming first year students and a second laptop in their junior year that the students are then able to take with them when they graduate. Most of the campus is wireless. Technology continues to be a priority as evidenced in the college's [Vision 2010](#) plan. Demonstration of basic computer competencies has been added to the [General Education requirements](#) of the college and each department on campus is in the process of developing appropriate advanced competency requirements.

All teacher candidates, both initial and advanced, complete numerous technology-enhanced presentations and projects in their Education classes and nearly all Education classes use Blackboard to support instruction. In response to concerns raised by students during our last accreditation visit, EDU 241, *Introduction to Instructional Media*, was redesigned around the North Carolina Technology Standards, which are based on the [NETS-T technology standards](#). Additionally, teacher candidates are required to demonstrate technology use as well as complete an electronic portfolio during their internship. Most of our advanced licensure students take EDU 605, *Design and Evaluation of Instructional Materials*, and all use technology in a variety of course assignments.

Evidence and Alignment of the Conceptual Framework

The Conceptual Framework of Meredith College Department of Education is woven throughout the ESL licensure program. Table 1.1 shows an alignment with the components of the Conceptual Framework with courses in the program.

The initial ESL K-12 licensure program embraces the Conceptual Framework in all of its aspects. For example, because the ESL licensure student has a content major in an area other than ESL, the ESL specific courses that she takes build upon the knowledge and skills from her chosen major and from selected general education requirements. She demonstrates knowledge of specific ESL content through the Culture of Schools project (EDU 345), and the design and implementation of unit lesson plans (EDU 745, EDU 490). The tutoring relationship (EDU 345) and the case study (EDU 345) and the student teaching internship (EDU 490) help her understand the relationships essential for teaching and learning.

Throughout her EDU courses, each student is compelled to reflect upon her teaching, and specifically in ESL content courses, she must demonstrate such reflection through the Reading Journals (EDU 345) and the Tutoring Journals (EDU 345). The entire internship requires reflective practice, which is reflected in the Teacher Candidate Evaluation Rubric (TCER). The ESL licensure student, by the very nature of her study and her field experiences, must practice culturally relevant and inclusive teaching, and demonstrates her knowledge and skill through the Culture of School Project (EDU 345), unit and lesson plans (EDU 745), Case Study (EDU 345) and student teaching internship (EDU 490). Imbedded in the case study (EDU 345) are design and implementation of assessment instruments, and assessment, both formal and informal, are on-going during the internship. Leadership is developed through collaboration with K-12 teachers during field placements and the internship, through the arranging of their tutoring experiences, and through in-class collaboration and presentations (EDU 745). And each semester, K-12 licensure students present ESL strategies to their internship colleagues in other licensure areas when all interns return to campus for in the last few days of the semester for their final activities.

Table 1.1 The Conceptual Framework within the K-12 ESL Licensure Program

	GEN ED.	SOC 335	PSY 312	ENG 175	ENG 505	EDU 232	EDU 234	EDU 255	EDU 300	EDU 400	EDU 345	EDU 745	EDU 466	EDU 450	EDU 467	EDU 490
Exhibit culturally relevant and inclusive teaching	X	X	X			X	X	X	X	X	X	X	X	X	X	X
Practice connected pedagogy		X	X			X	X		X	X	X	X	X	X	X	X
Engage in reflective teaching						X	X		X	X	X	X	X	X	X	X
Utilize continuous assessment							X		X	X		X			X	X
Demonstrate leadership						X					X	X				X
Understand content	X	X		X	X				X	X	X	X		X		X

Conceptual Framework Links-Xythos
Course Syllabi
Examples of Student Leadership Roberts Lee
Sample Reflection 1 Roberts Sample Reflection 2 Williams

Program Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet the state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

Initial Licensure Programs

Teacher preparation at Meredith College is embedded in a liberal arts context; Meredith College undergraduate teacher candidates in ESL education develop content knowledge as they fulfill general education requirements; major requirements in an academic discipline, either biology or chemistry; and, general professional education and methods courses. Licensure only applicants submit transcripts, which are reviewed before admission, to ensure that programs of study are designed to include all necessary courses. All courses for initial preparation are aligned with state licensure standards as required by the State Board of Education.

General Education. All undergraduate students at Meredith College are required to complete Meredith's general education curriculum, entitled *Making Connections – Making a Difference*. The General Education program encourages students to develop a breadth of skills and knowledge for the 21st century, to serve their communities through civic engagement, and to become independent and lifelong learners. Students combine Core Curriculum courses and Fields of Knowledge courses to meet most academic criteria.

- **The Core Curriculum** (18-24 hours) includes the three culture-focused **CORE** courses, English composition, English literature, History, and Religion.
- **Fields of Knowledge** (32-46 hours) are comprised of: (1) Data Analysis, Abstract Reasoning, and Problem Solving – a mathematics course and an approved Quantitative elective, (2) World Cultures and Languages – demonstrated competency or 12 hours in a foreign language, an approved Literature elective, and an approved Cultural Perspectives elective, (3) Scientific Literacy – a lab science course, an approved Science in Society course, and a Social/Behavioral Science course, (4) Aesthetics and the Arts – three credits in art, dance, music, or theater, and (5) Health and Physical Learning – four to six credits in physical education or dance activity courses and a Health Education course.

1. Provide evidence that the candidates meet the core standards.

The K-12 ESL education program meets the Core Standards set for all teacher education programs in North Carolina. The program of study is designed to meet the current standards that have been specified by the national, state, and professional organizations that influence ESL teaching, and follows the guidelines outlined for licensure programs in North Carolina. Teacher candidates in ESL education have a broad knowledge of content and its relevance.

Evidence shows that the Meredith College ESL education teacher candidates know and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Multiple assessments are used to evaluate these areas of competence in teacher candidates. Then, program completers are asked to reflect on their knowledge, skills, and dispositions as they move into the workforce and after having teaching experience. All general professional education and methods courses are fully aligned

with INTASC, as are our Professional Teaching Portfolio assessment and Teacher Candidate Evaluation Rubric (TCER), which is used to evaluate the student interns. Table 1.2 shows the alignment of the learning outcomes for all teacher candidates as assessed by the Teacher Candidate Evaluation Survey (TCER), the Conceptual Framework, the dispositions expected of all teacher education candidates, the Core, Diversity, and Technology Standards, and NCATE Standard 1.

Table 1.2 Alignment of TCER/INTASC Standards, Conceptual Framework, Dispositions, NCATE Standard 1, and North Carolina Core, Diversity & Technology Standards for Initial Licensure Candidates

Learning Outcomes: INTASC Standards (TCER) The teacher candidate...	Conceptual Framework	Dispositions	NCATE Standard 1 *	NC Core Standards for all teachers **	NC Core Diversity Standards	NC Core Technology Standards
1. Understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	Understand content Practice connected pedagogy		CK, PCK	1	1	1, 6
2. Understands how children learn and develop, and creates learning opportunities to support their intellectual, social, and personal development.	Exhibit culturally relevant and inclusive teaching	Respect for people	PPKS	2, 4, 6	2	2
3. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Exhibit culturally relevant and inclusive teaching	Respect for diversity	PPKS, D	2, 3, 6	1, 2, 4	2, 3, 6
4. Understands and uses varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills.	Practice connected pedagogy		PCK	2	1, 2	3
5. Uses 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.	Practice connected pedagogy Exhibit culturally relevant and inclusive teaching	Respect for people Awareness in social interactions	PPKS, D	2,6	1	
6. Uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Exhibit culturally relevant and inclusive teaching	Awareness in social interactions	PPKS, D	2	1	1, 2, 3, 6
7. Understands the importance of instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	Understand content Practice connected pedagogy		CK, PPKS	2, 3	2	2, 3
8. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Utilize continuous assessment		PPKS, SL	2	1,2	4

Learning Outcomes: INTASC Standards (TCER) The teacher candidate...	Conceptual Framework	Dispositions	NCATE Standard 1 *	NC Core Standards for all teachers **	NC Core Diversity Standards	NC Core Technology Standards
9. Is a reflective practitioner who continually evaluates the effects of her choices and actions on others and who demonstrates a professional commitment to teaching.	Engage in reflective teaching	Awareness in social interactions Professional and ethical behaviors	PPKS, D	5	6	5
10. Fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well being.	Demonstrate leadership	Respect for people Respect for diversity Awareness in social interactions Professional and ethical behaviors	PPKS, D	3, 4, 6	3,4, 5	5

* CK = Content Knowledge; PCK = Pedagogical Content Knowledge; PPKS = Professional and Pedagogical Knowledge and Skills; D = Dispositions; SL = Student Learning

** Standards text available in supporting documents

CORE Standards

ESL teachers have a broad knowledge of the content, its relevance, and how it relates to the overall curriculum. This broad knowledge is measured several times during the program.

All candidates are required to have the following to qualify for a North Carolina teaching license:

- PRAXIS II. All ESL teacher candidates had a pass rate of 100% during the program's existence.
- Acceptable Final Evaluations: All teacher candidates receive satisfactory evaluations by their cooperating teacher, college supervisor, and specialty area supervisor.

PRAXIS II - Students in ESL since 2005

Number of Students	Timeframe	PRAXIS II Scores ESL Average	Average GPA
N = 7	2005-2007	727.14	3.3/4.0

All traditional undergraduate students at Meredith College are expected to show competence in foreign language, mathematics, foreign language, English, the social sciences, and the arts. In addition, students are expected to have experiences that permit them to demonstrate writing, technology, and understand and demonstrate ethical behavior. The teacher education program at Meredith College embraces the General Education program, and uses the competencies from General Education to ensure a globally competent teacher for the 21st century classroom.

Licensure only candidates in ESL education demonstrate knowledge, skills, and dispositions, the same as the traditional undergraduates. Though not required to take the General Education Core, expectations for demonstrating the competencies in technology and diversity are the same. Through the successful completion of the required sciences, SOC 335, Race and Ethnic Relations and EDU 241, Introduction to Instructional Media, plus EDU 232, Foundations of American Education and EDU 234, Educational Psychology, licensure only teacher candidates are held to the same standards as traditional undergraduates.

Core Standard 1: Candidates know the content they teach

The following table illustrates the knowledge base of ESL education candidates. For admission to the teacher education program, candidates must have a content area and overall GPA of 2.5, acceptable scores on PRAXIS I, an acceptable essay outlining experiences with diverse populations, and acceptable recommendation letters. If a candidate's overall GPA or content GPA falls below the 2.5, they must retake courses or take additional courses in content. Candidates complete unit and daily lesson plans in methods and during the student internship. During the student internship, lesson plans are submitted weekly for assessment and input. All lesson plans are to indicate how differentiation is to take place in the classroom.

***Denotes Student Teacher Evaluation Instrument used academic years fall 2001-spring 2006**

Core Standard 1: Candidates know the content they teach		
Indicator 1.1: Candidates have a broad knowledge of content.		
Indicator 1.2: Candidates know the content appropriate to their teaching specialty		
Indicator 1.3: Candidates understand the ways in which their teaching area connects to the broad curriculum		
Indicator 1.4: Candidates know relevant applications of the content they teach		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
TCER (Teacher Candidate Evaluation Rubric): Standard 1 Content Knowledge	2005-2006 2007	N=7 4.28/5.0 N=1 4.0/4.0
Overall GPA of student teachers	2005-2007	N=8 Avg. 3.3/4.0
Final Grades in EDU 345 EDU 745	2005-2007	N=10 Avg. 3.7/4.0 N=9 Avg. 3.77/4.0
PRAXIS II Scores of student teachers (if applicable)	2005-2007	N=6 Avg. 711.67
EDU 345 Language Minorities in the Public Schools Culture of School Report	2004-2006 2007	UG N=2 B=50% C=50% PB N=6 A=50% B=50% UG N=2 A=50% C=50%
EDU 345 Language Minorities in the Public Schools Written Exams	2004-2006 2007	UG N=2 B=100% PB N=6 A=66.6% B=16.6% C=16.67% UG N=2 A=50% B=50%
EDU 345 Language Minorities in the Public Schools Tutoring Journal	2004-2006 2007	UG N=2 A=100% PB N=6 A=100% UG N=2 A=50% B=50%
EDU 345 Language Minorities in the Public Schools Case Study	2004-2006 2007	UG N=2 A=50% B=50% PB N=6 A=100% UG N=2 A=50% C=50%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Videos	2004-2006	UG N=3 A=100% PB N=6 A=83% B=17%

Core Standard 2: Candidates know to teach students

Pedagogy is a major focus of the ESL education program, and the evidence shows that teacher candidates in the program know how to teach students. A number of courses focus on pedagogy including EDU 234, Educational Psychology that focuses on the intellectual, physical, social, and emotional development of the students they plan to teach. Field experiences in educational psychology focus on the knowledge of the learner. EDU 241, Introduction of Instructional Media assists students in identifying appropriate technology for inclusion in the classroom, and EDU 745, Methods of Teaching ESL and EDU 490, Observation and Directed Teaching allow students to demonstrate knowledge of instructional and assessment strategies.

Core Standard 2: Candidates know to teach students		
Indicator 2.1: Candidates know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.		
Indicator 2.2: Candidates use a variety of methods to teach students.		
Indicator 2.3: Candidates are expert communicators.		
Indicator 2.4: Candidates are able to use communication skills to circumvent or manage conflict as it arises in the classroom.		
Indicator 2.5: Candidates have strong and current technology skills.		
Indicator 2.6: Candidates plan instruction that is appropriate for the students they teach.		
Indicator 2.7: Candidates use a variety of methods to assess what students have learned.		
Indicator 2.8: Candidates teach communication, thinking, and problem solving skills.		
Indicator 2.9: Candidates help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication.		
Indicator 2.10: Candidates instill a love of learning and self-confidence based on achievement.		
Indicator 2.11: Candidates align their instruction with the required curriculum.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % at acceptable or above
EDU 745 Introduction to Methods of Teaching ESL Course Grades	2004-2007	UG N=3 A=100% PB N=6 A=83% B=17%
EDU 241 Introduction to Instructional Media Course Grades	2005-2008	N=7 A=43%; B=57%
TCER Standard 2 - Student Development Standard 2 - Final Evaluations – Prev. Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.71
TCER Standard 3 -Diverse Learners Standard 3 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.28
TCER Standard 4 – Instructional Strategies Standard 4 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.57
TCER Standard 5 – Motivation and Management Standard 5 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.71
TCER Standard 6 – Communication and Media Standard 6 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.14
TCER Standard 7 – Planning Standard 7 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.57
TCER Standard 8 – Assessment Standard 8 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006	N=1 Avg. 3.5 N=6 Avg. 3.83 1N/O
E-portfolio Portfolio at a Glance – Professional Portfolio	2004-2005 2005-2006 2006-2007	N=1 Pass = 100% N=6 Pass = 100% N=1 Pass = 100%

EDU 345 Language Minorities in the Public Schools Tutoring Journal	2004-2006	N=8 A=100% PB N=6 A=100%
	2007	UG N=2 A=50% B=50%
EDU 345 Language Minorities in the Public Schools Case Study	2004-2006	UG N=2 A=50% B=50% PB N=6 A=100%
	2007	UG N=2 A=50% C=50%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Videos	2004-2006	UG N=3 A=100% PB N=6 A=83% B=17%

Core Standard 3: Candidates are successful at teaching a diverse population of students.

Teacher education candidates in ESL create classroom environments that value diversity and address the needs of all students. Teacher candidates develop an understanding of the complexity of supporting all learners by working in classroom settings with students whose cultures and ways of viewing the world are different from their own; exhibiting behaviors that demonstrate value those differences; creating environments where diversity is appreciated; and, working with others to bring about lasting changes in the attitudes and dispositions of others.

Evidence presented in the professional portfolios, final evaluations, and lesson plans show that students are conscious of the importance of developing strategies for teaching in diverse settings.

Core Standard 3: Candidates are successful at teaching a diverse population of students.		
Indicator 3.1: Candidates demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.		
Indicator 3.2: Candidates treat students as individuals.		
Indicator 3.3: Candidates know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.		
Indicator 3.4: Candidates adapt their teaching for the benefit of students with special needs.		
Indicator 3.5: Candidates work collaboratively with the families and significant adults in the lives of their students.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % at acceptable or above
EDU 745 Introduction to Methods of Teaching ESL Course Grades	2003-2007	UG N=3 A=100% PB N=6 A=83% B=17%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Teaching Video	2003-2007	UG N=3 A=100% PB N=6 A=83% B=17%
Grades in Core 100	2006-2007	N=2 A=50% B=50%
Grades in EDU 232 – Foundations of American Education	2002-2007	EDU UG N=3 A=33% B=67% PB N=5 A=100%
Grades in EDU 234 – Educational Psychology	2002-2007	UG N=4 A=100% PB N= 5 A=80% B=20%
Grades in SOC 335 – Race and Ethnic Relations	2002-2007	UG N=3 A=33% B=67% PB N=6 A=100%
Grades in EDU 345 Language Minorities in the Public Schools	2005-2007	N=10 A=60%; B=30%; C=10%
TCER Standard 2 -Student Development Standard 2 – Final Evaluation – Prev. Instrument	2006-2007	N=1 Avg. 4
	2002-2006	N=7 Avg. 4.71
TCER Standard 3 – Diverse Learners Standard 3 – Final Evaluation – Prev. Instrument	2006-2007	N=1 Avg. 4
	2002-2006	N=7 Avg. 4.28
TCER Standard 8 – Assessment Standard 8 – Final Evaluation – Prev. Instrument	2006-2007	N=1 Avg. 3.5
	2002-2006	N=6 Avg. 3.83 1N/O

TCER Standard 10 – School and Community Involvement Standard 11 – Final Evaluation – Prev. Instrument	2006-2007 2002-2006	N=1 Avg. 3.5 N=7 Avg. 3.71
E-portfolio Portfolio at a Glance – Professional Portfolio	2004-2005 2005-2006 2006-2007	N=1 Pass = 100% N=6 Pass = 100% N=1 Pass = 100%
EDU 345 Language Minorities in the Public Schools Culture of School Report	2004-2006 2007	UG N=2 B=50% C=50% PB N=6 A=50% B=50% UG N=2 A=50% C=50%
EDU 345 Language Minorities in the Public Schools Tutoring Journal	2004-2006 2007	UG N=2 A=100% PB N=6 A=100% UG N=2 A=50% B=50%
EDU 345 Language Minorities in the Public Schools Case Study	2004-2006 2007	UG N=2 A=50% B=50% PB N=6 A=100% UG N=2 A=50% C=50%
EDU 745 Lesson Plans and Videos	2004-2006	UG N=3 A=100% PB N=6 A=83% B=17%

Core Standard 4: Candidates are leaders.

Meredith College stresses the development of women leaders, and it is natural that the Conceptual Framework of the teacher education program emphasizes that its teacher candidates demonstrate those qualities necessary for them to be teacher leaders. The teacher education program at Meredith College expects its students to collaborate with colleagues, participate in and forge community school partnerships, and structure their classrooms as communities of learners. In addition, the teacher education program accumulates data on program completers who are asked to report on their leadership in their current positions.

Core Standard 4: Candidates are successful at teaching a diverse population of students.		
Indicator 4.1: Candidates lead in their classes.		
Indicator 4.2: Candidates lead in the school.		
Indicator 4.3: Candidates lead in advocating for school and children.		
Indicator 4.4: Candidates function effectively in complex, dynamic environments.		
Indicator 4.5: Candidates meet high ethical standards.		
Indicator 5.5: Candidates support the teaching profession.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % at acceptable or above
EDU 745 Introduction to Methods of Teaching ESL Course Grades	2003-2007	UG N=3 A=100% PB N=6 A=83% B=17%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Teaching Video	2003-2007	UG N=3 A=100% PB N=6 A=83% B=17%
TCER Standard 5 – Motivation and Management Standard 5 – Final Evaluation – Prev, Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.71
TCER Standard 6 - Communication and Media Standard 6 – Final Evaluation – Previous Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.14
TCER Standard 9 Reflective Practice: Professional Development Standard 10 – Final Evaluation – Prev, Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.14
TCER Standard 10 – School and Community Involvement Standard 11 – Final Evaluation – Prev. Instrument Standard 12 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006 2004-2006	N=1 Avg. 4 N=7 Avg. 3.71 N=7 Avg. 4.28
EDU 345 Language Minorities in the Public Schools Tutoring Journal	2004-2006 2007	UG N=2 A=100% PB N=6 A=100% UG N=2 N=2 A=50% B=50%
EDU 345 Language Minorities in the Public Schools Case Study	2004-2006 2007	UG N=2 A=50% B=50% PB N=6 A=100% UG N=2 A=50% C=50%

Core Standard 5: Candidates are reflective about their practice.

Teacher candidates in ESL education are reflective in practice. In being reflective, they are open about what they do, implement instructional strategies that demonstrate best practices, reflect on why what they do works, and ask for feedback on what works and what doesn't. Analysis of data shows that all candidates were at or above standard in all assessed areas.

Core Standard 5: Candidates are reflective about their practice.		
Indicator 5.1: Candidates analyze the results of teaching.		
Indicator 5.2: Candidates collaborate with their colleagues.		
Indicator 5.3: Candidates use research in their classrooms.		
Indicator 5.4: Candidates continue to grow professionally.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % at acceptable or above
Grades in EDU 745 (Methods)	2003-2007	UG N=3 A=100% PB N=6 A=83% B=17%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Teaching Video	2003-2007	UG N=3 A=100% PB N=6 A=83% B=17%
Grades in EDU 490 – Observation and Directed Teaching	2004-2007	N=8 Pass = 100%
TCER Standard 7 – Planning Standard 7 – Final Evaluation – Prev. Instrument	2006-2007 2002-2006	N=1 Avg. 4 N=7 Avg. 4.57
TCER Standard 8 – Assessment Standard 8 – Final Evaluation – Prev. Instrument	2006-2007 2002-2006	N=1 Avg. 3.5 N=6 Avg. 3.83 1N/O
TCER Standard 9 – Reflective Practice: Professional Development Standard 10 – Final Evaluation – Prev. Instrument Standard 11 – Final Evaluation – Prev. Instrument Standard 12 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006 2004-2006 2004-2006	N=1 Avg. 4 N=7 Avg. 4.14 N=7 Avg. 3.71 N=7 Avg. 4.28
First Year Program Completers Survey	2005 2006	See Table 2.3: Program Standard 2 Assessment
E-portfolio Portfolio at a Glance – Professional Portfolio	2004-2005 2005-2006 2006-2007	N=1 Pass = 100% N=6 Pass = 100% N=1 Pass = 100%
EDU 345 Language Minorities in the Public Schools Tutoring Journal	2004-2006 2007	UG N=2 A=100% PB N=6 A=100% UG N=2 A=50% B=50%
EDU 345 Language Minorities in the Public Schools Case Study	2004-2006 2007	UG N=2 A=50% B=50% PB N=6 A=100% UG N=2 A=50% C=50%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Video	2003-2006	UG N=3 A=100% PB N=6 A=83% B=17%

Core Standard 6: Candidates respect and care about students.

Evidence shows that teacher candidates in ESL education communicate, care, and enthusiastically present active learning opportunities for all students. Through a variety of field experiences and clinical practice, teacher candidates demonstrate mastery of student relationship skills by observing and assisting in classrooms, tutoring diverse students, and designing and implementing multiple strategies in teaching.

Core Standard 6: Candidates respect and care about students.		
Indicator 6.1: Candidates enjoy spending time in the company of children and young adults.		
Indicator 6.2: Candidates learn all they can about each of their students.		
Indicator 6.3: Candidates maintain the dignity of each student.		
Indicator 6.4: Candidates express pride in their students' accomplishments.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % at acceptable or above
Grades in EDU 232, Foundations of American Education	2005-2007	UG N=3 A=33% B=67% PB N=5 A=100%
Grades in EDU 234 – Educational Psychology	2002-2007	UG N=4 A=100% PB N= 5 A=80% B=20%
Grades in SOC 335 – Race and Ethnic Relations	2002-2007	UG N=3 A=33% B=67% PB N=6 A=100%EDU
Grades in EDU 345 – Language Minorities in Public Schools	2005-2007	N=10 A=60%; B=30%; C=10%
Grades in EDU 440 – Seminar in Education Journal Reflections -	2002-2007	N=9 P=100%
Grades in EDU 466 – Preadolescent/Adolescent Behavior *Case Studies	2002-2007	N=9 A=100%
Grades in EDU 467 – Secondary School *Projects Grades	2002-2007	N=9 A=100%
TCER Standard 2 – Student Development Standard 2 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.71
TCER Standard 3 – Diverse Learners Standard 3 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.28
TCER Standard 5 – Management and Motivation Standard 5 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006	N=1 Avg. 4 N=7 Avg. 4.71
TCER Standard 10 – School and Community Involvement Standard 9 – Final Evaluation – Prev. Instrument Standard 11 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006 2004-2006	N=1 Avg. 3.5 N=7 Avg. 4.71 N=7 Avg. 3.71
Grades - EDU 490 – Observation and Directed Teaching	2004-2007	N=8 Pass = 100%

Core Standards - Links
Xythos
Course Syllabi
Sample Reflection 1 Roberts Sample Reflection 2 Williams
E Portfolios
Portfolio at a Glance Lee Roberts Ewald
Philosophy of Education Williams Ewald Lee
Teacher Candidate Evidence from ESL Specialty Courses <ul style="list-style-type: none"> • 345 Written Exams • 345 Case Study • 345 Tutoring Journal • 745 Lesson Plans

Diversity Standards

Meredith College is a community where people are encouraged to express their individuality. The community recognizes the benefit of providing an environment that affirms difference as we promote lives of thoughtful inquiry and service, and our commitment to “educate women to excel” impels us to create a diverse climate that assures equity, moves beyond tolerance, and fosters community. At Meredith College, we work to build inclusiveness by promoting a climate of understanding and trust for learning, living, and growing. To that end, the teacher education program has laid out the following dispositions for its candidates:

All teacher candidates at Meredith College are expected to evidence the following:

- A respect for the diversity represented by the people with whom you are working. This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to and openness to other cultures and ideas; and,
- An awareness of the significance of the individual’s role in social interactions. This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

The same commitment is reflected in the Conceptual Framework:

- Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

And, in its Mission:

- The mission of the Department of Education is to prepare educators with the knowledge, skills and values to teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice and cultivates passion for learning and the art of teaching. We develop teachers who embrace their significant role in a diverse society.

***Denotes Student Teacher Evaluation Instrument used academic year fall 2001-spring 2006**

Diversity Standard 1: Candidates 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: Candidates evaluate and incorporate unbiased instructional materials.
Indicator 1.2: Candidates use multiple strategies to address the needs of individual learners.
Indicator 1.3: Candidates create a safe, inclusive and caring environment in which all students can learn.
Indicator 1.4: Candidates understand and utilize anger management and conflict resolution strategies as appropriate in the classroom
Indicator 1.5: Candidates use a variety of assessment procedures/instruments.

Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
EDU 490 – Observation and Directed Teaching	2004-2007	N=8 Pass = 100%
TCER Standard 1 – Content Pedagogy	2006-2007	N=1 Avg. 4
TCER Standard 3 – Diverse Learners	2006-2007	N=1 Avg. 4
TCER Standard 8 – Assessment	2006-2007	N=1 Avg. 3.5
Standard 1.0 – Final Evaluations	2004-2006	N=7 Avg. 4.28
Standard 3.0 – Final Evaluations	2004-2006	N=7 Avg. 4.28
Standard 8.0 – Final Evaluations	2004-2006	N=6 Avg. 3.83 1N/O
Standard 9.0 – Final Evaluations	2004-2006	N=7 Avg. 4.71

Diversity Standard 2: Candidates understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Secondary ESL teacher candidates demonstrate an understanding of how students learn, construct knowledge, and develop, including students with special needs. They design and provide learning experiences that support the intellectual, social, and personal development of all students. Teacher candidates value students’ existing background by linking new learning with prior experiences, and build new background knowledge when appropriate. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 2: Candidates 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: Candidates seek and apply good matches among instructional goals, methods, and materials, and students’ skills and abilities.
Indicator 2.2: Candidates assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.
Indicator 2.3: Candidates modify instruction and assessment to meet the needs of individual student.

Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
EDU 490 – Observation and Directed Teaching	2004-2007	N = 8 100% Pass
TCER Standard 3 – Diverse Learners	2006-2007	N=1 Avg. 4
TCER Standard 4 – Instructional Strategies	2006-2007	N=1 Avg. 4
TCER Standard 5 – Management and Motivation	2006-2007	N=1 Avg. 4
TCER Standard 8 - Assessment	2006-2007	N=1 Avg. 3.5
Standard 3.0 – Final Evaluations	2004-2006	N=7 Avg. 4.28
Standard 4.0 – Final Evaluations	2004-2006	N=7 Avg. 4.57
Standard 5.0 – Final Evaluations	2004-2006	N=7 Avg.4.71
Standard 8.0 – Final Evaluations	2004-2006	N=6 Avg. 3.83 1N/O
E Portfolio Portfolio at a Glance (INTASC Standard 3)	2005-2006 2006-2007	N=1 Pass = 100% N=6 Pass = 100% N=1 Pass = 100%
Grades in SOC 335 Race and Ethnic Relations	2005-2007	UG N=3 A=33% B=67% PB N=6 A=100%
EDU 345 Language Minorities in the Public Schools	2005-2007	UG N=2 B=100% PB N=6 A=83% B=17%
PSY 312 Psychology of Exceptional Individuals	2005-2007	UG N=4 A=50% B=50% PB N= 5 A=80% B=20%

Diversity Standard 3: Candidates 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.

Teacher candidates in the ESL education program at Meredith College recognize how stereotypes and one’s own personal biases limit effective teaching, and exhibit behaviors that are inclusive and equitable. They model consciously an appreciation of all students and expect their students to model the same behavior. Teacher candidates understand schools as organizations within a larger community context and that this context can affect students at school. They establish cooperative partnerships with parents/guardians, faculty and staff that support student learning. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 3: Candidates 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: Candidates develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.		
Indicator 3.2: Candidates 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: Candidates 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: Candidates 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.		
Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
EDU 490 – Observation and Directed Teaching	2002-2007	N=8 100% Pass
TCER Standard 6 – Communication & media	2006-2007	N=1 Avg. 4
TCER Standard 10 – School and Community Involvement	2006-2007	N=1 Avg. 3.5
Standard 6.0 – Final Evaluation	2004-2006	N=7 Avg. 4.14
Standard 11.0 – Final Evaluation	2004-2006	N=7 Avg. 3.71
Grades in EDU 466 – Preadolescent/Adolescent Behavior Case study	2005-2007	N-8 A=100%
E Portfolio Portfolio at a Glance (INTASC Standard 3 + ISTE Standard 6)	2005-2006	N=1 Pass = 100%
	2006-2007	N=6 Pass = 100%
		N=1 Pass = 100%

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

Traditional undergraduates in the teacher education program have completed the [CORE General Education](#) program, and those in the ESL program have completed other courses focusing on diverse populations. The purpose of all the courses at Meredith College that address diversity and multiculturalism is to develop the knowledge, skills, and dispositions to work within the global community. The teacher education program supports the CORE General Education program and other courses on diverse populations by ensuring that teacher candidates are placed in diverse settings for field and clinical practice. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 4: Candidates 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: Candidates become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.
 Indicator 4.2: Candidates provide opportunities for students and their families to share their diversities.
 Indicator 4.3: Candidates promote appreciation and respect for diversity by rejecting the use of stereotypes.
 Indicator 4.4: Candidates 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.

Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
EDU 490 – Observation and Directed Teaching	2004-2007	N=8; 100% Pass
TCER Standard 3 – Diverse Learners	2006-2007	N=1 Avg. 4
TCER Standard 10 – School and Community Involvement	2006-2007	N=1 Avg. 3.5
Standard 3.0 – Final Evaluation	2006-2007	N=7 Avg. 4.28
Standard 11.0 – Final Evaluation	2004-2006	N=7 Avg. 3.71
EDU 232 – Foundations of Education	2004-2006	UG N=3 A= 33% B=67%
	2002-2006	PB N=5 A=100%
		UG N=4 A=100%
EDU 234 – Educational Psychology	2005-2007	PB N=5 A=80% B=20%
EDU 345 – Language Minorities in Public Schools	2002-2007	UG N=4 A=25% B=50% C=25%
		PB N=6 A=83% B=17%
SOC 335 – Race & Ethnic Relations	2005-2007	UG N=3 A=33% B=67%
		PB N=6 A=100%
PSY 312 – Psychology of Exceptional Individuals	2002-2007	UG N=4 A=50% B=50%
		PB N= 5 A=80% B=20%
Core 100	2002-2007	UG N=2 A=50% B=50%

Diversity Standard 5: Candidates who teach diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Teacher candidates in the ESL program at Meredith demonstrate leadership by contributing to the development of their peers, becoming involved in community partnerships in their schools, and promoting and fostering respect among all students. Analysis of the data presented shows that all candidates are at or above average in this area.

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: Candidates become strong advocates for educational equity.
 Indicator 5.2: Candidates continually refine practices that address the individual needs of diverse learners.
 Indicator 5.3: Candidates are proactive and deliberate in promoting and fostering respect among students.

Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
EDU 490 – Observation and Directed Teaching		N=8; 100% Pass
TCER Standard 10 – School and Community Involvement	2005-2007	N=1 Av. 3.0/4.0
Standard 11.0 – Final Evaluation		N=7 Avg. 3.71
EDU 745 Introduction to Teaching ESL	2004-2006	UG N=3 A=100%
Lesson Plans		PB N=6 A=83% B=17%

Diversity Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity.

Teacher candidates in ESL education reflect on practice, and are committed to educational equity. As demonstrated by EPG Projects completed in EDU 232, Foundations in American Education, final evaluations, and professional portfolios, teacher candidates recognize the importance of providing equal access to all students in their classroom and school. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity.		
Indicator 6.1: Candidates identify own biases and reflect on them in terms of practice.		
Indicator 6.2: Candidates provide equity and access to learning in classroom.		
Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
EDU 232, Foundations of American Education Final Grades	2005-2007	UG N=3 A=33% B=67% PB N=5 A=100%
EDU 232, Foundations of American Education EPG Projects	2005-2007	N=8 100% acceptable
TCER Reflective Practice: Professional Development Standard 9.0 – Final Evaluation Standard 10.0 – Final Evaluation N=7	2005-2007	N=7 Avg. 4.71 N=7 Avg. 4.14
E Portfolio Portfolio at a Glance, Reflections	2004-2005 2005-2006 2006-2007	N=1 Pass = 100% N=6 Pass = 100% N=1 Pass = 100%

Diversity Standards Links	
Xythos	
Communication with Family	Course Syllabi
E portfolio	Portfolio at a Glance
EDU 745 Lesson Plans	Lee Roberts Ewald

Technology Standards

ESL teacher candidates demonstrate a sound understanding of technology operations and concepts. Portfolios have been used by the Department of Education to assess student competence in technology since 1996. The original technology portfolios were paper copies. This seems ironic now in that programs were looking at and assessing technology competence by evaluating paper in notebooks.

However, since that time, Meredith College has moved into the 21st century with a [laptop initiative](#), and the Department of Education moved into the direction of E Portfolios on cds, and during the fall 2006, offered students the option of uploading their portfolio online, into Xythos.

In response to our last accreditation visit in the fall 2001, a new course, EDU 241, Introduction to Instructional Media, was designed and offered to teacher candidates beginning in the summer 2004. The course is designed for students to apply their knowledge of technology, designing scavenger hunts on ethics, evaluating software for their area of licensure, using different assessment tools offered, evaluating webpages for use in a diverse classroom, and creating lessons to encourage higher order thinking in students. Some of the products designed in EDU 241 are used in their methods classes and during their internship, and the skills are definitely used throughout the program.

The E Portfolio with the Portfolio-at-a-Glance is used to assess candidate performance in the areas delineated in the core technology standards and the technology standards throughout the individual specialty area standards. The Portfolio-at-a-Glance grid of the portfolio is assessed for completion at the midterm, during the internship. This gives student interns an opportunity to use some of their projects in their classrooms, and assess their effectiveness. The final completion of the E Portfolio is assessed at the conclusion of the internship. Any deficiencies found at midterm are to be corrected by the final completion of the portfolio.

The E Portfolios have been an option for student interns since fall 2004; however, the greatest number of E Portfolios was assessed in spring 2005. The students continued to have the option of submitting paper; however, none have been completed since spring 2005. The following tables illustrate how candidate knowledge, and dispositions in technology are measured.

***Denotes Student Teacher Evaluation Instrument used academic years fall 2001-spring 2006**

Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.		
Indicator 1.1: Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).		
Indicator 1.2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2005-2007	N=8 Pass = 100%
Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy)	2004-2006	N=7 Avg. 4.28
TCER Standard 1 Content Pedagogy	2006-2007	N=1 4.0/4.0
Student Teacher Final Evaluations* Standard 6 (Communication)	2004-2006	N=7 Avg. 4.14
TCER Standard 6, Communication	2006-2007	N=1 4.0/4.0
Grades in EDU 241 – Introduction to Instructional Media	2005-2007	N=7 A=43%; B=57%

Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

Lesson plans included in the Portfolio at a Glance and the student teacher final evaluations, standard 6, are used to show that ESL candidates plan and design effective learning environments and experiences supported by technology. For example, the artifacts that are evident in Technology Standard 2 and INTASC Standard Pedagogy show the candidate’s ability to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Analyses of the portfolios show that all teacher candidates meet the competency.

Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.		
Indicator 2.1: Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		
Indicator 2.2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.		
Indicator 2.3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.		
Indicator 2.4: Teachers plan for the management of technology resources within the context of learning activities.		
Indicator 2.5: Teachers plan strategies to manage student learning in a technology-enhanced environment.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2005-2007	N=8 Pass = 100%
Student Teacher Final Evaluations* Standard 2 (Student Development) TCER Standard 2, Student Development	2004-2006 2006-2007	N=7 Avg. 4.71 N=1 4.0/4.0
Student Teacher Final Evaluations* Standard 3 (Diverse Learners) TCER Standard 3, Diverse Learners	2004-2006 2006-2007	N=7 Avg. 4.28 N=1 4.0/4.0
Student Teacher Final Evaluations* Standard 6*, (Communication) TCER Standard 6, Communication	2004-2006 2006-2007	N=7 Avg. 4.14 N=1 4.0/4.0
Student Teacher Final Evaluations* Standard 7 (Planning) TCER Standard 7, Planning	2004-2006 2006-2007	N=7 Avg. 4.57 N=1 4.0/4.0
Grades in EDU 241 – Introduction to Instructional Media	2005-2007	N=7 A=43%; B=57%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans	2004-2006	UG N=3 A=100% PB N=6 A=83% B=17%

Technology Standard 3: Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

ESL teacher candidates implement curriculum that include methods and strategies for applying technology to maximize student learning. Examples in the E-Portfolio show that they facilitate technology-enhanced experiences that address content standards and student technology standards. Webquests designed by teacher candidates show how students use technology in their content to

develop students' higher order skills and creativity. Teacher candidates understand the importance of using technology in meaningful ways, as a vehicle to enhance and/or reinforce instruction. Data show that all candidates meet the standard.

Technology Standard 3: Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.		
Indicator 3.1: Candidates facilitate technology enhanced experiences that address content standards and student technology standards.		
Indicator 3.2: Candidates use technology to support learner-centered strategies that address diverse needs of students.		
Indicator 3.3: Candidates apply technology to develop students' higher order skills and creativity.		
Indicator 3.4: Candidates manage student learning activities in a technology-enhance environment.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2005-2007	N=8 Pass = 100%
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2004-2006	N=7 Avg. 4.28
TCER Standard 3, Diverse Learners	2006-2007	N=1 4.0/4.0
Student Teacher Final Evaluations* Standard 4 (Instructional Strategies)	2004-2006	N=7 Avg. 4.57
TCER Standard 4, Instructional Strategies	2006-2007	N=1 4.0/4.0
Student Teacher Final Evaluations* Standard 6 (Communication)	2004-2006	N=7 Avg. 4.14
TCER Standard 6, Communication	2006-2007	N=1 4.0/4.0
Student Teacher Final Evaluations* Standard 7 (Planning)	2004-2006	N=7 Avg. 4.57
TCER Standard 7, Planning	2006-2007	N=1 4.0/4.0
Grades in EDU 241 – Introduction to Instructional Media	2005-2007	N=7 A=43%; B=57%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans	2004-2006	UG N=3 A=100% PB N=6 A=83% B=17%

Technology Standard 4: Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teacher candidates demonstrate their ability to use technology to assess and evaluate in various ways. Whether it is using the schools assessment system to report grades of students or designing rubrics to assess projects that their students complete, teacher candidates show that they use a variety of effective assessment and evaluation strategies to assess their students.

Technology Standard 4: Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.		
Indicator 4.1: Candidates apply technology in assessing student learning of subject matter using a variety of assessment techniques.		
Indicator 4.2: Candidates use technology resources to collect, analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.		
Indicator 4.3: Candidates apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2005-2007	N=8 Pass = 100%
Student Teacher Final Evaluations* Standard 8 (Assessment) TCER Standard 8, Assessment	2004-2006 2006-2007	N=6 Avg. 3.83 1N/O N=1 3.5/4
Grades in EDU 241 – Introduction to Instructional Media	2005-2007	N=7 A=43%; B=57%

Technology Standard 5: Candidates use technology to enhance their productivity and professional practice.

Teacher candidates are adept at using technology communicate with peers, parents, and the larger community. Several artifacts are evident in the Portfolio-at-a Glance portion of their E Portfolios that show that this competency is met.

Technology Standard 5: Candidates use technology to enhance their productivity and professional practice.		
Indicator 5.1: Candidates use technology resources to engage in ongoing professional development and lifelong learning.		
Indicator 5.2: Candidates continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.		
Indicator 5.3: Candidates 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)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2005-2007	N=8 Pass = 100%
Student Teacher Final Evaluations* Standard 10 (Reflective Practice) TCER Standard 9, Reflective Practice	2004-2006 2006-2007	N=7 Avg. 4.14 N=1 4.0/4.0
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) TCER 10, School & Community Involvement	2004-2006 2006-2007	N=7 Avg. 3.71 N=1 4.0/4.0
Grades in EDU 241 – Introduction to Instructional Media	2005-2007	N=7 A=43%; B=57%

Technology Standard 6: Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply these principles in practice.

The ethical and legal use of technology is critical to the teacher education program at Meredith College. Teacher candidates design a scavenger hunt not only for their students, but also for their students' parents that stresses the ethical use of technology. In addition, teacher candidates research good websites that they can use in planning lessons for their diverse students. Artifacts are evident that show that teacher candidates meet this standard.

Technology Standard 6: Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply these principles in practice.		
Indicator 6.1: Candidates model and teach legal and ethical practice related to technology use.		
Indicator 6.2: Candidates apply technology resources to enable and empower learners with diverse background, characteristics, and abilities		
Indicator 6.3: Candidates identify and use technology resources that affirm diversity.		
Indicator 6.4: Candidates promote safe and healthy use of technology resources.		
Indicator 6.5: Candidates facilitate equitable access to technology resources for all students.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2005-2007	N=8 Pass = 100%
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2004-2006	N=7 Avg. 4.28
TCER Standard 3, Diverse Learners	2006-2007	N=1 4.0/4.0
Student Teacher Final Evaluations* Standard 6 (Communication)	2004-2006	N=7 Avg. 4.14
TCER Standard 6, Communication	2006-2007	N=1 4.0/4.0
Grades in EDU 241 – Introduction to Instructional Media	2005-2007	N=7 A=43%; B=57%

Technology Standards Links	
Xythos	
Portfolio at a Glance Lee Roberts Ewald	E Portfolio
Scavenger Hunts Ewald Roberts	EDU 745 Lesson Plans
Communication with Parents	Webquest Lee Ewald

Specialty Area Standards

Meredith College has a General Education program that focuses on culture and global perspectives. The General Education curriculum positions its graduates with knowledge, skills, and dispositions to understand and value cultural diversity, a self-evident requirement for teachers working with culturally and linguistically diverse populations. The three General Education Core Courses plus World Religions, World Literature, and World in the 20th Century further add to the students' knowledge of the world, a necessary knowledge component for teachers whose students will primarily be from countries other than the United States. The General Education foreign language component requires that students attain a mid-intermediate level of second language competency, as defined by the [American Council on the Teaching of Foreign Languages \(ACTFL\)](#). This means that all those who choose to teach ESL will be second-language learners who have attained sufficient fluency to understand and appreciate the challenges of being second-language learners. Ten semester hours of English courses ensure that students have a firm foundation in the language that they will be teaching. Because all K-12 ESL teachers are concerned with providing their students with access to the public school curriculum, the development of literacy skills becomes an obligatory component of teacher knowledge. In addition an array of Professional Studies courses focusing on literacy development are included in the program.

Two ESL-specific courses are included in the program. EDU 345 Language Minorities in the Public Schools (3 hours), is a general foundations course in the teaching of ESL and addresses the specific standards and indicators as required by the North Carolina Department of Public Instruction. In addition, this course meets the College's General Education Cultural Perspective Strand and is a required course for teacher education students seeking middle school licensure. . EDU 745 Introduction to Methods of Teaching ESL (3 hours) parallels other undergraduate methods courses in other program areas. This methods course, like elementary education methods courses, is taught within the Department of Education.

Table 1.3 gives an overview of the standards and indicators and the courses in which they are addressed. Following the matrix, the alignment of the Program of Study with the ESL Specialty Standards is given in detail.

Table 1.3 Specialty Area Standards and Indicators for ESL-K-12

STANDARDS and INDICATORS	GEN ED.	SOC 335	ENG 175	ENG 505	EDU 232	EDU 234	EDU 241	EDU 255	EDU 300	EDU 345	EDU 400	EDU 450	EDU 466	EDU 745	EDU 490
<p>1. Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.</p> <p>Indicator 1: Teachers demonstrate oral and written proficiency in social and academic English.</p>	All Eng.		X	X											X
<p>Indicator 2: Teachers understand elements of phonetics and phonology, describe similarities and differences between the phonology of English and other languages, and recognize the nature of sound-symbol correspondence with respect to literacy development.</p>	FL		X	X					X		X				
<p>Indicator 3: Teachers understand how morphemes are combined to form words in English, describe similarities and differences between the morphology of English and other languages, and recognize the role of morphology in literacy.</p>	FL		X	X					X		X				
<p>Indicator 4: Teachers identify the major syntactic structures and the semantic system of English and understand how these rule-governed structures fit together to determine meaning.</p>	FL		X	X					X		X				
<p>Indicator 5: Teachers understand how context affects oral and written language and recognize language variation in terms of a variety of pragmatic factors (e.g., politeness expressions, nonverbal communication, colloquial usages, and the styles, organizations, and conventions of texts).</p>	Com 390			X					X	X					X

STANDARDS and INDICATORS	GEN ED	SOC 335	ENG 175	ENG 505	EDU 232	EDU 234	EDU 241	EDU 255	EDU 300	EDU 345	EDU 400	EDU 450	EDU 466	EDU 745	EDU 490
<p>2. Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.</p> <p>Indicator 1: Teachers identify major theories, concepts, and research in the field of second language acquisition and learning and their relationship to first language acquisition.</p>								X	X	X				X	
Indicator 2: Teachers identify cognitive, psychological, developmental, social, and home-related variables that affect language acquisition and learning.	PSY 210/310 PSY 312	X				X				X				X	X
Indicator 3: Teachers describe the stages of literacy development and identify major social, cultural, and psychological factors affecting that development.	Core 100	X				X		X			X				X
Indicator 4: Teachers understand the relationship between students' home language and English and recognize this relationship as a foundation for English language acquisition and literacy development.		X						X		X	X			X	X
Indicator 5: Teachers identify effective learning strategies that support students' social and academic language development.	FL	X								X	X			X	X
Indicator 6: Teachers experience learning or acquiring a second language and describe the process.	FL									X					
Indicator 7: Teachers identify various program models for limited English proficient students and understand their rationale.						X				X					X

STANDARDS and INDICATORS	GEN ED	SOC 335	ENG 175	ENG 505	EDU 232	EDU 234	EDU 241	EDU 255	EDU 300	EDU 345	EDU 400	EDU 450	EDU 466	EDU 745	EDU 490
<p>3. Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.</p> <p>Indicator 1: Teachers understand major concepts about culture (e.g., cultural diversity, dynamics, relativism, universalism, acculturation, and assimilation) and their relationship to limited English proficient students and their families.</p>	Core 100/200 HIS 103 REL 102 Com 390 FL	X								X					X
Indicator 2: Teachers gain knowledge about world cultures and languages using a range of resources.	HIS 103 REL 102 FL Core 100/200								X						
Indicator 3: Teachers understand cultural differences between the home and the school that affect student learning or school/parent partnership.		X			X	X				X	X				X
Indicator 4: Teachers understand the effects of racism, stereotyping, and discrimination on student learning (e.g., social interaction, curriculum, assessment, and teaching materials).	Core 100 Com 390	X			X	X				X			X		X
Indicator 5: Teachers understand potential cultural conflicts within the ESL classroom and model positive cross-cultural interactions.	Core 100 Com 390									X				X	X
Indicator 6: Teachers understand that individual identities are formed and transformed by sociocultural factors	Core 100 Com 390 FL	X			X	X		X		X			X		

STANDARDS and INDICATORS	GEN ED	SOC 335	ENG 175	ENG 505	EDU 232	EDU 234	EDU 241	EDU 255	EDU 300	EDU 345	EDU 400	EDU 450	EDU 466	EDU 745	EDU 490
<p>4. Teachers demonstrate understanding of laws, regulations, and policies of the federal, state and local levels that relate to serving limited English proficient students.</p> <p>Indicator 1: Teachers demonstrate knowledge of major federal and state legal mandates related to serving limited English proficient students.</p>										X					X
<p>Indicator 2: Teachers demonstrate knowledge of historical development of laws and regulations which have influenced the educational opportunities for limited English proficient students.</p>		X			X					X					
<p>Indicator 3: Teachers demonstrate knowledge of current trends and research on language policy, legislative regulations, and procedures</p>		X								X				X	X
<p>5. Teachers apply effective methods, practices, and strategies based on second language acquisition theories and research to plan, implement, and manage ESL and content instruction.</p> <p>Indicator 1: Teachers apply strategies based on the distinct ways in which children, young adolescents, adolescents, and adults learn second language.</p>										X	X			X	X
<p>Indicator 2: Teachers tailor instructional strategies to meet the individual needs of limited English proficient students.</p>										X	X			X	X
<p>Indicator 3: Teachers design content lessons that are appropriate to grade and language proficiency levels of limited English proficient students</p>											X	X		X	X
<p>Indicator 4: Teachers sequence instruction based on an understanding of the simple to complex and familiar to unfamiliar progression of topics, content, and language.</p>										X				X	X

STANDARDS and INDICATORS	GEN ED	SOC 335	ENG 175	ENG 505	EDU 232	EDU 234	EDU 241	EDU 255	EDU 300	EDU 345	EDU 400	EDU 450	EDU 466	EDU 745	EDU 490
Indicator 5: Teachers incorporate the North Carolina Standard Course of Study content area objectives into the teaching of ESL.						X				X	X			X	X
6. Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction. Indicator 1: Teachers evaluate, select, and design materials that appropriately address language and content goals for limited English proficient students.							X			X				X	X
Indicator 2: Teachers adapt textbooks and other materials to align with the language and content instructional objectives for limited English proficient students.											X			X	X
Indicator 3: Teachers use technology to address English language acquisition and content instructional objectives.							X				X			X	X
7. Teachers develop literacy in limited English proficient students. Indicator 1: Teachers base literacy instruction on a knowledge of processes of reading and writing in first and second languages.	FL							X	X	X	X	X		X	X
Indicator 2: Teachers use literacy strategies to help limited English proficient students become independent readers and writers of English.								X	X	X	X	X		X	X
8. Teachers use a variety of assessments as they relate to the education of limited English proficient students. Indicator 1: Teachers adapt instruction to address individual learning styles and abilities.										X	X			X	X
Indicator 2: Teachers recognize academic and intellectual giftedness among limited English proficient students.										X				X	X

STANDARDS and INDICATORS	GEN ED	SOC 335	ENG 175	ENG 505	EDU 232	EDU 234	EDU 241	EDU 255	EDU 300	EDU 345	EDU 400	EDU 450	EDU 466	EDU 745	EDU 490
Indicator 3: Teachers craft their instruction to include the families of limited English proficient students as a resource.										X	X			X	X
Indicator 4: Teachers demonstrate understanding of the state accountability system as it applies to limited English proficient students.										X				X	X
Indicator 5: Teachers collaborate with other teachers and support personnel to prepare limited English proficient students for statewide assessment.										X					X
9. Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language. Indicator 1: Teachers adapt instruction to address individual learning styles and abilities.	PSY 312 Com 390 Core 100/200	X				X				X	X		X	X	X
Indicator 2: Teachers recognize academic and intellectual giftedness among limited English proficient students.	PSY 312 Com 390					X				X					X
Indicator 3: Teachers craft their instruction to include the families of limited English proficient students as a resource.	Com 390									X				X	X
10. Teachers utilize and respect the diversity in the languages and cultures of limited English proficient students. Indicator 1: Teachers discern the cultural values/perspectives of each student.	Core 100 Com 390	X			X	X				X			X	X	X
Indicator 2: Teachers look for opportunities to integrate each student's culture into their curriculum.	Com 390				X					X	X				X
Indicator 3: Teachers communicate to their students the value of their native languages and allow students to maintain those language skills as they are instructed in English.	Core 100				X					X				X	X

STANDARDS and INDICATORS	GEN ED	SOC 335	ENG 175	ENG 505	EDU 232	EDU 234	EDU 241	EDU 255	EDU 300	EDU 345	EDU 400	EDU 450	EDU 466	EDU 745	EDU 490
Indicator 4: Teachers create opportunities for individual learners to share their language and culture in the classroom.	Com 390				X					X				X	X
11. Teachers affirm that all students with limited English proficiency can learn English. Indicator 1: Teachers distinguish between limited English proficiency and exceptionalities among diverse learners.	Com 390 PSY 312					X				X	X				X
Indicator 2: Teachers acknowledge that limited English proficient students with special needs can learn English.	Com 390 PSY 312							X		X	X			X	X
Indicator 3: Teachers accommodate the diverse educational backgrounds of English language learners.	Com 390	X			X					X				X	X
12. Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs. Indicator 1: Teachers assess and use current information from a variety of sources to plan and evaluate instruction and programs.										X				X	X
Indicator 2: Teachers know how to gather and analyze data to improve teaching and learning.						X									X
Indicator 3: Teachers reflect on their practice in order to establish goals for professional development.					X	X				X	X			X	X
Indicator 4: Teachers continue their professional growth through coursework and/or participation in professional organizations, training opportunities and conferences at the local, state, national, or international level.														X	X
13. Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools. Indicator 1: Teachers identify and access resources and services available to LEP students and family	Com 390	X								X				X	X

STANDARDS and INDICATORS	GEN ED	SOC 335	ENG 175	ENG 505	EDU 232	EDU 234	EDU 241	EDU 255	EDU 300	EDU 345	EDU 400	EDU 450	EDU 466	EDU 745	EDU 490
Indicator 2: Teachers develop strategies for two-way communication with families of limited English proficient students.	Com 390	X								X				X	X
Indicator 3: Teachers outline a plan for identifying potential ESL volunteers and paraprofessionals in the community.														X	X
Indicator 4: Teachers develop strategies to encourage family involvement in the education of limited English proficient students.	Com 390	X			X					X				X	X
Indicator 5: Teachers encourage student and community participation in multicultural events.	Com 390 Core 100	X													X
Indicator 6: Teachers collaborate within the educational community in support of the needs of limited English proficient students and the ESL program.										X	X				X
14. Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction. Indicator 1: Teachers are prepared to represent their ESL program on committees, panels, boards, and in presentations to community and educational groups.	Com 390	X			X					X				X	X
Indicator 2: Teachers understand how educational decisions are made, how those decisions affect limited English proficient students, and how to represent the ESL program in the decision-making process.					X					X				X	X
Indicator 3: Teachers are prepared to participate in the planning and delivery of staff-development activities on limited English proficient students.										X					X

Alignment of the Program of Study with the ESL Area Specialty Standards

Standard 1: Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.

- 1.1 Teachers demonstrate oral and written proficiency in social and academic English.
- 1.2 Teachers understand elements of phonetics and phonology, describe similarities and differences between the phonology of English and other languages, and recognize the nature of sound-symbol correspondence with respect to literacy development.
- 1.3 Teachers understand how morphemes are combined to form words in English, describe similarities and differences between the morphology of English and other languages, and recognize the role of morphology in literacy.
- 1.4 Teachers identify the major syntactic structures and the semantic system of English and understand how these rule-governed structures fit together to determine meaning.
- 1.5 Teachers understand how context affects oral and written language and recognize language variation in terms of a variety of pragmatic factors (e.g., politeness expressions, nonverbal communication, colloquial usages, and the styles, organizations, and conventions of texts).

Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Grades in ENG 175 English Grammar	2003-2007	N=6 A=16.7% B=50% C=33.3%
Grades in ENG 505 Introduction to Linguistics	2003-2006	UG N=2 A=50% B=50% PB N=4 A=75% B=25%
Grades in COM 390 Intercultural Communication	2003-2007	UG N=3 A=100% PB N=6 A=100%
TCER Standard 6 – Communication and Media	2007	N=1 4.0/4.0
Standard 6 – Final Evaluation – Prev. Instrument	2003-2006	N=7 Avg. 4.14
PRAXIS II	2003-2007	N=7 Pass 100% Avg. 727.14

Standard 2: Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.

- 2.1 Teachers identify major theories, concepts, and research in the field of second language acquisition and learning and their relationship to first language acquisition.
- 2.2 Teachers identify cognitive, psychological, developmental, social, and home-related variables that affect language acquisition and learning.
- 2.3 Teachers describe the stages of literacy development and identify major social, cultural, and psychological factors affecting that development.
- 2.4 Teachers understand the relationship between students' home language and English and recognize this relationship as a foundation for English language acquisition and literacy development.
- 2.5 Teachers identify effective learning strategies that support students' social and academic language development.
- 2.6 Teachers experience learning or acquiring a second language and describe the process.
- 2.7 Teachers identify various program models for limited English proficient students and understand their rationale.

Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
EDU 345 Language Minorities in the Public Schools Written Exams	2004-2006	UG N=2 B=100% PB N=6 A=66.6% B=16.6% C=16.67%
	2007	UG N=2
EDU 345 Language Minorities in the Public Schools SLA Reflection Journal	2004-2006	UG N=2 A=100% PB N=6 A=100%
	2007	UG N=1 A=100%

EDU 400 Lesson Plans and Teaching Reflections	2007	(N=2) A=100%
Content Quizzes	2007	(N=2) A=100%
TCER Standard 1 – Content Pedagogy	2006-2007	N=1 4.0/4.0
Standard 1 – Final Evaluation – Prev. Instrument	2004-2006	N=7 Avg. 4.28
Standard 3. Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.		
3.1 Teachers understand major concepts about culture (e.g., cultural diversity, dynamics, relativism, universalism, acculturation, and assimilation) and their relationship to limited English proficient students and their families.		
3.2 Teachers gain knowledge about world cultures and languages using a range of resources		
3.3 Teachers understand cultural differences between the home and the school that affect student learning or school/parent partnership.		
3.4 Teachers understand the effects of racism, stereotyping, and discrimination on student learning (e.g., social interaction, curriculum, assessment, and teaching materials).		
3.5 Teachers understand potential cultural conflicts within the ESL classroom and model positive cross-cultural interactions		
3.6 Teachers understand that individual identities are formed and transformed by sociocultural factors.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Grades in SOC 335 Race and Ethnic Relations	2003-2007	UG N=3 A=33% B=67% PB N=6 A=100%
Grades in COM 390 Intercultural Communication	2003-2007	UG N=3 A=100% PB N=6 A=100%
EDU 345 Language Minorities in the Public Schools Culture of School Project	2003-2006 2007	UG N=2 B=50% C=50% PB N=6 A=50% B=50% UG N=2
Standard 4. Teachers demonstrate understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.		
4.1 Teachers demonstrate knowledge of major federal and state legal mandates related to serving limited English proficient students.		
4.2 Teachers demonstrate knowledge of historical development of laws and regulations which have influenced the educational opportunities for limited English proficient students.		
4.3 Teachers demonstrate knowledge of current trends and research on language policy, legislative regulations, and procedures.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
EDU 345 Language Minorities in the Public Schools Written Exams	2003-2006 2007	UG N=2 B=100% PB N=6 A=66.6% B=16.6% C=16.67% UG N=2
PRAXIS II	2003-2007	N=7 Pass 100% Avg. 727.14
Standard 5: Teachers apply effective methods, practices, and strategies based on second language acquisition theories and research to plan, implement, and manage ESL and content instruction.		
5.1 Teachers apply strategies based on the distinct ways in which children, young adolescents, adolescents, and adults learn second language.		
5.2 Teachers tailor instructional strategies to meet the individual needs of limited English proficient students		
5.3 Teachers design content lessons that are appropriate to grade and language proficiency levels of limited		

<p>English proficient students</p> <p>5.4 Teachers sequence instruction based on an understanding of the simple to complex and familiar to unfamiliar progression of topics, content, and language.</p> <p>5.5 Teachers incorporate the North Carolina Standard Course of Study content area objectives into the teaching of ESL.</p>		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Video	2004-2006	UG N=3 A=100% PB N=6 A=83% B=17%
TCER Standard 7 – Planning	2006-2007	N=1 4.0/4.0
Standard 7 – Final Evaluation – Prev. Instrument	2004-2006	N=7 Avg. 4.57
Professional Teaching Portfolio	2003-2007	N=8 Pass = 100%
PRAXIS II	2003-2007	N=7 Pass 100% Avg. 727.14
<p>Standard 6: Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction.</p> <p>6.1 Teachers evaluate, select, and design materials that appropriately address language and content goals for limited English proficient students.</p> <p>6.2 Teachers adapt textbooks and other materials to align with the language and content instructional objectives for limited English proficient students.</p> <p>6.3 Teachers use technology to address English language acquisition and content instructional objectives.</p>		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
EDU 745 Lesson Plans and Video	2003-2006	UG N=3 A=100% PB N=6 A=83% B=17%
Grades in EDU 255 Unit Project	2003-2006	N=9 A=100%
TCER Standard 4 – Instructional Strategies	2006-2007	N=1 4.0/4.0
Standard 4 – Final Evaluation – Prev. Instrument	2004-2006	N=7 Avg. 4.57
E Portfolio – Portfolio at a Glance	2005-2007	N=8 Pass = 100%
<p>Standard 7: Teachers develop literacy in limited English proficient students.</p> <p>7.1 Teachers base literacy instruction on a knowledge of processes of reading and writing in first and second languages.</p> <p>7.2 Teachers use literacy strategies to help limited English proficient students become independent readers and writers of English</p> <p>7.3 Teachers individualize the teaching of literacy to limited English proficient students by employing strategies that take into account the students’ English language proficiency and the students’ literacy skills in their primary language.</p>		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
EDU 300 Published Book Project Lesson Plans	2006 2006	(N=2) A=100% (N=2) A=100%
EDU 400 Reading in the Elementary Schools Lesson Plans and Teaching Reflections	2005-2007 2007	UG N=3 100% acceptable PB N=6 (N=2) A=100%
EDU 450 Reading in the Content Areas Course grades Unit Project	2005-2007	N=9 A=100%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Video	2003-2006	UG N=3 A=100% PB N=6 A=83% B=17%
TCER Standard 1 – Content Pedagogy Standard 1 – Final Evaluation – Prev. Instrument	2006-2007 2004-2006	N=7 Avg. 4.28

Standard 8: Teachers use a variety of assessments as they relate to the education of limited English proficient students.		
8.1 Teachers evaluate and administer language proficiency assessment instruments.		
8.2 Teachers use formal and informal language proficiency and diagnostic assessment data to identify, place, monitor, and exit limited English proficiency student.		
8.3 Teachers develop and use formal and informal assessments appropriate to language and content instructional objectives.		
8.4 Teachers demonstrate understanding of the state accountability system as it applies to limited English proficient students.		
8.5 Teachers collaborate with other teachers and support personnel to prepare limited English proficient students for statewide assessment.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
EDU 345 Language Minorities in the Public Schools Case Study	2007	UG N=1 B=100%
EDU 745 Introduction to Methods of Teaching ESL Assessments	2003-2006	UG N=2 A=100% PB N=6 A=100%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans	2003-2006	UG N=3 A=100% PB N=6 A=83% B=17%
TCER Standard 8 – Assessment	2007	N=1 4.0/4.0
Standard 8 – Final Evaluation – Prev. Instrument	2003-2006	N=6 Avg. 3.83 1 Not observed
Standard 9: Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language.		
9.1 Teachers adapt instruction to address individual learning styles and abilities.		
9.2 Teachers recognize academic and intellectual giftedness among limited English proficient students.		
9.3 Teachers craft their instruction to include the families of limited English proficient students as a resource.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Grades in SOC 335 Race and Ethnic Relations	2004-2006	UG N=3 A=33% B=67% PB N=6 A=100%
Grades in COM 390 Intercultural Communication	2004-2006	UG N=3 A=100% PB N=6 A=100%
EDU 345 Language Minorities in the Public Schools Culture of School Report	2004-2006 2007	UG N=2 B=50% C=50% PB N=6 A=50% B=50% UG N=1 A=100%
EDU 345 Language Minorities in the Public Schools Tutoring Journal	2004-2006 2007	UG N=2 A=100% PB N=6 A=100% UG N=1 A=100%
EDU 345 Language Minorities in the Public Schools Case Study	2004-2006 2007	UG N=2 A=50% B=50% PB N=6 A=100% UG N=1 B=100%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Videos	2004-2006	UG N=3 A=100% PB N=6 A=83% B=17%
TCER Standard 3 – Diverse Learners	2007	N-1 4.0/4.0
Standard 3 – Final Evaluation – Prev. Instrument	2003-2006	N=7 Avg. 4.28
PRAXIS II	2003-2007	Pass 100% Avg. 711.67
Standard 10: Teachers utilize and respect the diversity in the languages and cultures of limited English proficient students.		
10.1 Teachers discern the cultural values/perspectives of each student		
10.2 Teachers look for opportunities to integrate each student’s culture into their curriculum.		
10.3 Teachers communicate to their students the value of their native languages and allow students to maintain those language skills as they are instructed in English.		
10.4 Teachers create opportunities for individual learners to share their language and culture in the classroom.		

Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Grades in SOC 335	2004-2006	UG N=3 A=33% B=67% PB N=6 A=100%
Grades in COM 390	2004-2006	UG N=3 A=100% PB N=6 A=100%
EDU 345 Language Minorities in the Public Schools Culture of School Report	2004-2006 2007	UG N=2 B=50% C=50% PB N=6 A=50% B=50% UG N=1 A=100%
EDU 345 Language Minorities in the Public Schools Tutoring Journal	2004-2006 2007	UG N=2 A=100% PB N=6 A=100% UG N=1 A=100%
EDU 345 Language Minorities in the Public Schools Case Study	2004-2006 2007	UG N=2 A=50% B=50% PB N=6 A=100% UG N=1 B=100%
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Videos	2004-2006	UG N=3 A=100% PB N=6 A=83% B=17%
TCER Standard 3 – Diverse Learners	2006-2007	N=1 4.0/4.0
Standard 3 – Final Evaluation – Prev. Instrument	2004-2006	N=7 Avg. 4.28
PRAXIS II	2003-2007	Pass 100% Avg. 711.67
Standard 11: Teachers affirm that all students with limited English proficiency can learn English.		
11.1 Teachers distinguish between limited English proficiency and exceptionalities among diverse learners.		
11.2 Teachers acknowledge that limited English proficient students with special needs can learn English.		
11.3 Teachers accommodate the diverse educational backgrounds of English language learners		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
EDU 345 Language Minorities in the Public Schools Case Study	2004-2006 2007	UG N=2 A=50% B=50% PB N=6 A=100% UG N=2
EDU 745 Introduction to Methods of Teaching ESL Lesson Plans and Videos	2004-2006	UG N=3 A=100% PB N=6 A=83% B=17%
TCER Standard 3 – Diverse Learners	2006-2007	N=1 4.0/4.0
Standard 3 – Final Evaluation – Prev. Instrument	2004-2006	N=7 Avg. 4.28
Standard 12: Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs.		
12.1 Teachers access and use current information from a variety of sources to plan and evaluate instruction and programs.		
12.2 Teachers know how to gather and analyze data to improve teaching and learning.		
12.3 Teachers reflect on their practice in order to establish goals for professional development.		
12.4 Teachers continue their professional growth through coursework and/or participation in professional organizations, training opportunities and conferences at the local, state, national, or international level.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
EDU 345 Language Minorities in the Public Schools Tutoring Journal	2004-2006 2007	UG N=2 A=100% PB N=6 A=100% UG N=1 A=100%
EDU 345 Language Minorities in the Public Schools Case Study	2004-2006 2007	UG N=2 A=50% B=50% PB N=6 A=100% UG N=1 B=100%
TCER Standard 9 – Reflective Practice: Professional Development	2007	N=1 4.0/4.0
Standard 12 – Final Evaluation – Prev. Instrument	2003-2006	N=7 Avg. 4.28

Standard 13: Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools.		
13.1 Teachers identify and access resources and services available to limited English proficient students and their families.		
13.2 Teachers develop strategies for two-way communication with families of limited English proficient students.		
13.3 Teachers outline a plan for identifying potential ESL volunteers and paraprofessionals in the community.		
13.4 Teachers develop strategies to encourage family involvement in the education of limited English proficient students.		
13.5 Teachers encourage student and community participation in multicultural events.		
13.6 Teachers collaborate within the educational community in support of the needs of limited English proficient students and the ESL program.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
EDU 745 Introduction to Methods of Teaching ESL Teacher Resources Notebook	2006	N=2 A=100%
TCER Standard 10 – School and Community Involvement	2006-2007	N=1 4.0/4.0
Standard 11 – Final Evaluation – Prev. Instrument	2003-2006	N=7 Avg. 3.71
Standard 14: Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.		
14.1 Teachers are prepared to represent their ESL program on committees, panels, boards, and in presentations to community and educational groups.		
14.2 Teachers understand how educational decisions are made, how those decisions affect limited English proficient students, and how to represent the ESL program in the decision-making process.		
14.3 Teachers are prepared to participate in the planning and delivery of staff-development activities on limited English Proficient Students		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
EDU 345 Language Minorities in the Public Schools Written Exams	2003-2006	UG N=2 B=100% PB N=6 A=66.6% B=16.6% C=16.67%
	2007	N=1 A=100%
TCER Standard 10 – School and Community Involvement	2006-2007	N=1 4.0/4.0
Standard 11 – Final Evaluation – Prev. Instrument	2003-2006	N=7 Avg. 3.71

Specialty Area Standards Xythos Links
Course Syllabi
E-Portfolio
ESL Standard 2
ESL Standard 4
ESL Standard 5
ESL Standard 6
ESL Standard 7
ESL Standard 8
ESL Standard 9
ESL Standard 10
ESL Standard 11
ESL Standard 12
ESL Standard 13
ESL Standard 14

Candidate Work with Families and Communities

Core, diversity, technology and specialty area standards address the work that the teacher candidates at Meredith College work with families and the community. Various artifacts are used to show that the teacher candidates understand the importance of communicating with families.

TCER Standard 10 School and Community Involvement

Learning Outcomes	Evidence	Time Frame	% Acceptable
The teacher candidate fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well being.	CORE Standard 2 , 4, 6 TCER Standard 10 – School and Community Involvement Standard 11 – Final Evaluation – Prev. Instrument	2006-2007 2003-2006	N=1 4.0/4.0 N=7 Avg. 3.71
	Diversity Standard 3, 4, 5 TCER Standard 10 – School and Community Involvement Standard 11 – Final Evaluation – Prev. Instrument	2006-2007 2003-2006	N=1 4.0/4.0 N=7 Avg. 3.71
	Communication with Parents		
	Portfolio at a Glance		
	Lee Roberts Ewald		

Program Standard 1A: Undergraduate Candidate Qualifications

Students in the teacher education program at Meredith College have at least a minimum 2.5 cumulative grade point average at the time of admission to the program, to student teaching, and at the completion of the licensure program. Students in K-12, 6-9, and 9-12 licensure programs have at least a minimum 2.5 grade point average in their content major. Undergraduate degree-seeking students attain passing scores on the PPST (PRAXIS I) tests or have acceptable scores on the SAT/ACT for admission to the program. Progression in the program is limited until formal admission to the program has been granted. Admission to the program occurs at least one semester prior to student teaching.

1. Identify program admission criteria.

All traditional undergraduate students and licensure only students in the middle/secondary/K-12 programs at Meredith College are advised in their content area. Undergraduate students begin the formal application process for admission to the teacher education program by discussing the intent with their faculty advisor, completing a *Declaration of Major* form, and indicating the content major and area of licensure. Entrance to the teacher education program includes the following steps:

- Complete a *Declaration of Major* form, indicating major and licensure area intent. The Registrar furnishes the Department of Education a copy of the form, and in response, the department sends the intended candidate an *Application for Admission*. Licensure-only candidates complete the application process for licensure in the office of the Department of Education. All candidates are required to have a minimum 2.5 GPA out of a possible 4.0 to be considered for admission to the teacher education program. The 2.5 GPA must be maintained overall and in the content area during the entire duration of the teacher education program. Failure to do so results in the student being counseled out of the program until the GPA has been raised. This is checked by the Director of Teacher Education.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Complete a student essay on experiences with diverse populations that will guide advising and field placements.
- Submit a planned program signed by the faculty advisor.

All requirements for admission must be completed before a letter of admission is sent to the student and her advisor. Therefore, timely reminders are sent to the student each semester, explaining requirements missing in the application process. If concerns are noted with any part of the application, the advisor is notified and a meeting is scheduled with the candidate.

2. Describe how progress is limited until formal admission has been granted.

Progression in the teacher education program is limited to those candidates who have officially been admitted to the program. Teacher candidates in the ESL education program cannot enroll in the methods class, EDU 745 – Introduction to Methods of Teaching ESL, until all requirements for admission are met. This class is always taught in the fall semester. The Office of the Registrar, through Webadvisor, prevents any student from registering for the methods class without admission.

Also, the methods professor alerts the Director of Teacher Education of students enrolled in the class. All students, other than lateral entry, who are not admitted, are dropped from the class.

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

Students must be admitted into the program before they are admitted into EDU 745 – Introduction to Methods of Teaching ESL, which is the methods course for students in the K-12 licensure program. During the methods class ESL students receive their placement for the student internship and begin working in the school and classroom with their cooperating teacher. Students apply for their internship using the Triangle Alliance Form, a standard form used by all IHEs in the Triangle area. Students cannot apply for student teaching until they are enrolled in and admitted to the program.

Program Standard 1B: Licensure-Only Candidates

1. Describe program policies and procedures for licensure-only candidates.

Licensure-only candidates must –

- Submit a copy of their undergraduate transcript(s) to the Department of Education for evaluation.
- Have a 2.5/4.0 grade point average to be admitted. Foreign students must have a transcript that has been translated by the World Education Services, Inc.
- Have a letter requesting evaluation of credits for K-12 ESL licensure.
- Meet with the DOE advisor who will work with them to plan their program and refer them to the program coordinator in ESL.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Write an essay addressing experiences with diverse populations that guides advising and field placements.
- Have an overall 2.5 or better grade point average the semester prior to the student internship.

2. Other than traditional coursework, describe means through which licensure-only candidates can demonstrate they meet state standards.

The North Carolina State Board does not require licensure-only students to complete PRAXIS I; however, the teacher education program at Meredith College requires a passing score on PRAXIS I or acceptable SAT/ACT scores. The Teacher Education Committee considers those licensure-only candidates who have difficulty passing PRAXIS I, and upon recommendation of the DOE advisor of the candidate, can recommend a contract that outlines how the student can show competency in the areas that are deficient.

Holders of current class A North Carolina licenses who wish to add an area of licensure may do so through the teacher education program at Meredith. PRAXIS I scores are not required, but the applicant must take the appropriate Specialty Area portion(s) of the PRAXIS during her final semester. Student teaching will be required except when sufficient documentation of specific

satisfactory experience is submitted to the Dean of the Department of Education for evaluation. Decisions are made on an individual basis.

The Department of Education works with the [Regional Alternative Licensure Center \(RALC\)](#) to offer courses for lateral entry teachers. RALC is notified of classes offered at Meredith, communicates the information to lateral entry teachers, and on its website.

Program Standard 1 Links
Xythos
Portfolio at a Glance Lee Roberts Ewald
Communication with Parents

Program Standard 2: Assessment System and Evaluation

The teacher education program at Meredith College has an assessment system that collects and analyzes data on candidate and graduate performance. A program review of the content area is conducted every 5 years, and an annual review of the education program goals is conducted every year. Data collected are applied to program improvement.

The K-12 ESL licensure program is housed in the Department of Education, which is part of the School of Education, Health, and Human Sciences. The unit (DOE) collects and analyzes the data that is obtained from students who complete the licensure program. The expectations for students in the program is based on the academic standards of Meredith College, and the Department of Education, the mission of Meredith College and the Department of Education, the Conceptual Framework of the Department of Education, and the standards of the North Carolina Department of Public Instruction.

Data collection has focused on three areas: candidate performance data, unit performance, and program performance.

1. Describe the system for the collection and analysis of data on candidate performance.

The candidate data has been collected on students who have completed licensure in biology and chemistry. Table 2.0 illustrates the DOE system for collection and analysis of data on candidate performance. The candidate assessment system is monitored continuously and components are added or deleted based on the data results or policy decisions. Assessment decisions are vetted in the Department of Education, with program coordinators of all licensure programs, in Teacher Education Committee, and with our partners in the public schools. For example, an ad hoc committee designed the new Teacher Candidate Evaluation Rubric (TCER). In fall 2006, the pilot instrument was presented to the department; program coordinators and methods faculty at their annual meeting with the department; Teacher Education Committee, composed of public school teachers and administrators; Department of Education faculty, several program coordinators from across campus, and current students; and, fall and spring student interns. The instrument was used at the midterm and final evaluations of student interns during the fall and spring semester, and evaluated at the end of each semester by the users, supervisors (i.e. program coordinators, methods faculty), and cooperating teachers. The candidate assessment system reflects the conceptual framework, INTASC standards, and the dispositions of the teacher education program in that the teacher candidates are expected to demonstrate competence in all areas. The assessment system collects data at key transition points: admission to the program, midpoint (admission to student teaching), during the formative assessment period of the student internship, at the conclusion of the internship, and at program completion. As indicated in Table 2.0, data is collected from internal and external sources at each point in the candidate assessment process.

2. Describe the system for the collection and analysis of data on the program and program operations.

The education program has an assessment system that collects and analyzes data on the program and program operations, including candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as needed, to program improvement. The ESL licensure program undergoes assessment in the following ways:

Program reviews of the major content areas (every five years)

Strategic plan and annual reports (annual)

Final evaluations of student interns and cooperating teachers in the content area (annual)

PRAXIS II scores, if available (annual)

Program Assessment

Various data on programs are collected upon program completion. The data collected are used, in part, for program improvement. Collected data include:

- Student intern exit surveys
- Program Completer Survey (IHE Report – NCDPI)
- Employer survey (IHE Report – NCDPI)
- Mentor survey (IHE Report – NCDPI)
- First and Fourth Year Program Completers Survey

Program completers have three opportunities to evaluate their program: immediately at the completion of the student internship, at the end of their first year teaching, and at the end of their fourth year teaching. At the end of the internship, each teacher candidate completes an evaluation on her program, cooperating teacher, and college supervisors. The Evaluation of Student Internship Experience and Teacher Education Preparation is in Likert and narrative format, and provides valuable information from candidates who have just completed their program. The evaluations are distributed at the end of the year to the appropriate program coordinators, department chairs, and Department of Education faculty. Table 2.1 shows the result of the evaluation of the student internship experience and teacher education preparation since fall 2005.

External data includes a survey conducted by the North Carolina Department of Public Instruction. On an annual basis, NCDPI administers a survey to program completers during their first year of teaching, their administrators and mentors. Data are summarized in the [IHE Performance Report on Teacher Education](#). Data from this source are very general; however, it does provide an assessment on the quality of our teacher education program, and how competent our program graduates are in using technology and multiple instructional strategies, managing a classroom, and their ability to work with diverse students. Table 2.2 presents the data for the teacher education program at Meredith College from the 2002-2003 to 2005-2006 academic year.

As with the Evaluation of Student Internship Experience and Teacher Education Preparation, the First Year Program Completers survey is extensive, in that Likert-type items and narrative responses are expected. Two years of data from the First Year Program Completers survey and one year of information from our Fourth Year Program Completers survey are available, and a summary analysis of the First Year Program Completers Survey is presented in Table 2.3. Fourth year surveys are in a narrative format.

The Department of Education collects this data systematically and the data derived from candidates, cooperating teachers, through final evaluations of student interns; graduates of the program in their first and fourth year teaching, their mentors and administrators; and our partnership schools comprise our unit assessment. Included in this assessment also are strategic plans and annual reports that include information such as enrollment and retention of candidates. Collectively this data is used to recommend program changes and improvements. Table 2.4 notes program and candidate assessments used in unit assessment:

3. Describe the formal annual review of the program.

At the end of each academic year, all departments are asked to submit an annual report to their respective deans. All Department Heads report on (a) major highlights of the activities of the department; (b) major constraints; (c) faculty activities, including workshops and presentations, professional involvement, service to schools/community, research activity, publications; (c) student activities, including awards and scholarships, updates on recent graduates, and program completion survey data; (d) student data, including the number of students matriculating and completing the programs. Included in the major highlights from the department reports is information concerning changes in the major, faculty, and other changes that affect the department, such as department or school alignment. In turn, at the beginning of the next academic year, the program coordinator reports on any program changes to the licensure area.

In addition, each department submits an institutional effectiveness report to the College. This report responds to the same questions:

- **Strategic Planning:** Every year the strategic plan addresses the overall direction of a department, both long term, as well as short term. The direction of the department should support the initiatives and goals of the College, and the mission of the department. The strategic plan of the department reflects the strategic plan of the College, the long-range goals of the department, and how they are evaluated and reviewed; and the various ways that the department supports the learning environment and experiences of the students. In developing a yearly strategic plan, the department selects three to five goals, identifies the objectives, and describes evaluation methods. At the end of the academic year, it reports the evaluation results and makes or plans changes as a result of the evaluation.
- **Educational Outcomes Assessment:** Each year, the department identifies the educational outcomes that students are expected to be able to demonstrate at the completion of their program. Educational outcomes are what students are able to demonstrate in terms of knowledge, skills, and dispositions. Each educational outcome has established performance criteria, assessment methods, and assessment results. Departments report on how they are/have used the results of the assessment.
- **Results:** Based on the findings from the two areas above, program goals and objectives are discussed within the department, and if licensure program is involved, with the department of education, make recommendations for program revisions, and develop a plan for improvement and/or redesign of the program.

At the beginning of each semester, program coordinators for all licensure programs and the Department of Education to discuss updates and changes in education in North Carolina, report on changes within majors or in the departments that affect education, and plan for the upcoming year.

Table 2.0 Candidate Performance Data Collection and Analysis

Initial	Midpoint	Formative Assessment of Internship	Summative Assessment of Teaching Internship	Recommendation for Licensure
<ul style="list-style-type: none"> • PRAXIS I (Reading, Writing, Mathematics) (or acceptable scores on SAT/ACT) • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better) • 2 letters of recommendation • Attend Orientation Session • Student Essay on diversity • Planned Program signed by Advisor 	<ul style="list-style-type: none"> • Conference with program director or designates • Methods courses • Advising meeting with program coordinator/methods instructor • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better) • “C” or better in professional education courses • 2 midpoint recommendations – one from methods instructor • Updated planned program • Field experiences form • Speech competency screening form • Triangle Alliance and health form • Background check • Action plan, if necessary 	<ul style="list-style-type: none"> • Midterm conference • Midterm Internship Evaluation • Portfolio-at-a Glance portion of portfolio completed • Action plan, if necessary 	<ul style="list-style-type: none"> • Final Conference • Teacher Candidate Evaluation Completed 	<ul style="list-style-type: none"> • Professional Portfolio • “P” grade in internship • Completion of planned program • PRAXIS II, if applicable • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better) • “C” or better in professional education courses

Table 2.1 Summary of Exit Evaluation Surveys: Percentage of Candidates Rating Their Preparation “Good” or “Excellent”*

	Fall 05 (N=14)	Spring 06 (N=47)	Fall 06 (N=30)	Spring 07 (N=47)
1. Establishing/maintaining class rules/procedures	93	98	97	93
2. Discipline/behavior management	86	94	93	91
3. Teaching children with special needs	72	98	86	91
4. Teaching ESL students	79	84	69	88
5. Teaching students from diverse racial/ethnic backgrounds	93	98	90	98
6. Teaching students who are academically gifted	58	91	86	89
7. Incorporating technology into your teaching	93	98	83	94
8. Assessment	72	98	90	96
9. Establishing positive relationships with parents	86	100	97	94
10. Establishing positive relationships with students	100	100	100	100
11. Planning instruction	86	100	97	98
12. Differentiating instruction	93	100	93	100
13. Content knowledge	100	98	93	100
14. Reflecting meaningfully on teaching	100	100	100	98
15. Collaborating with colleagues	100	100	100	98
Average	87.4%	97.1%	91.6%	95.2%
*scale is 1 = weak; 2 = adequate; 3 = good; 4 = excellent				
**each standard consists of multiple questions				

Table 2.2 NCDPI IHE Report of Candidate and Employer Satisfaction for Initial Programs

Satisfaction with...	2002-03			2003-04			2004-05			2005-06		
	C	M	P	C	M	P	C	M	P	C	M	P
Quality of teacher preparation program	3.82	3.83	3.50	3.71	3.70	3.73	3.70	3.59	3.63	3.84	3.74	3.67
Preparation to effectively manage the classroom	3.59	3.61	3.27	3.49	3.53	3.42	3.42	3.31	3.37	3.50	3.57	3.36
Preparation to use technology to enhance learning	3.59	3.70	3.59	3.53	3.45	3.39	3.48	3.56	3.48	3.44	3.65	3.48
Preparation to address the needs of diverse learners	3.59	3.61	3.23	3.66	3.47	3.27	3.55	3.38	3.26	3.59	3.54	3.59
Preparation to deliver curriculum content through a variety of instructional approaches	3.82	3.78	3.41	3.8	3.63	3.52	3.59	3.50	3.52	3.88	3.65	3.52
Number of surveys received (N)	22	23	22	35	39	33	33	32	27	32	46	33
Scale: 1= strongly disagree; 2 = disagree; 3 = agree; 4 = strong agree						C= program completer; M = mentor; P = principal						

Table 2.3 Percentage of Program Completers Indicating “Good” or “Excellent” Preparation on the First Year Program Completers Survey*

INTASC/TCER Standard**	Summer 2005	Summer 2006
Content knowledge	76.4	83.3
Student development	88.7	92.5
Diverse learners	94.2	83.5
Instructional strategies	83.3	91.2
Motivation and management	86.0	93.3
Communication and technology	92.5	100
Planning	82.8	93.1
Assessment	82.3	86.7
Reflective practice and professional growth	97.8	91.7
School and community involvement	85.5	82.1
Average	87.0%	89.7%
Number of surveys returned	31	20
Number of surveys sent	69	56
*scale is 1 = weak; 2 = adequate; 3 = good; 4 = excellent		
**each standard consists of multiple questions		

Table 2.4 Program and Candidate Assessments

Program and Candidate Assessments			
Instrument/ Evaluation	Data Source	Data Collection/ Analysis/ Responsibility	Review Cycle
GPA at Admission	Registrar's Office	DOE Office TEC Committee	Annual
PRAXIS, SAT, ACT	ETS Admissions Office IHE Report	DOE Office TEC Committee	Annual
Field Experiences Report	Candidates	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Program Completion Surveys	Candidates	Director, Teacher Education	Semester/Annual
Post Completion Surveys	IHE Report Graduate Surveys	NCATE Coordinator TEC Committee	Annual
Technology Standards Pass Rate	Faculty/Supervisors	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Teacher Candidate Evaluation (TCER)	Faculty/Supervisors	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Professional Portfolio	Faculty/Supervisors	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Operations Assessments			
Enrollment Numbers/Program	IHE Report	Director, Teacher Education TEC Committee	Annual
Number Licensed and Employed within 1 year of graduation	IHE Report	NCDPI	Annual
Number Graduates employed in Public Schools	IHE Report	NCDPI	Annual
Analysis of Faculty Service to Public Schools	Faculty – Annual Reports	Department Head/Dean	Annual
Observation of Teaching - Faculty	Department Head	Dean	Annual
Peer Observation of Teaching - Faculty	Faculty	Department Head	Annual
Student Evaluations of Course and Instructor	Faculty/Department Head	Department Head	Semester/Annual
Candidate Complaint/Concern	Department Head, Dean, VPAA	Department Head, Dean, VPAP	Annual
Department of Education Goals, Progress Annual Report, and Institutional Effectiveness Plan	Faculty	Department Head NCATE Coordinator	Annual

Table 2.5 Summary Statistics, ESL Pre-Service Candidates 2003-2007

Name	Graduation Date	Final GPA	PRAXIS II	Avg. of Student Teaching Assessment Instrument
Leslie Ewald	Fall 2005	3.974	730	4.67/5
Kristi Crum	Spring 2006	4.0	820	4.5/5
Rachel Cunningham	Spring 2006	3.547	770	4.17/5
Alexa Lee	Spring 2006	4.0		4.25/5
Kristina Casey McLamb	Spring 2006	3.061	680	4.33/5
Michelle Roberts	Spring 2006	3.483		4.11/5
Erica Williams	Spring 2006	3.528	670	4.05/5
Joanne Lee	Spring 2007	3.548	820	3.85/4
Victoria Mazur	Fall 2007		600	

Program Standard 2 Links
Xythos
Program Review
Annual Reports

Program Standard 3: Field Experiences and Clinical Practice

Meredith College currently has a partnership with the [Wake County Public Schools System](#) (WCPSS) through the Triangle Alliance Agreement and individual school partnerships with 12 elementary schools. The K-6 program at Meredith is currently our largest program that allows individual relationships to be beneficial both to the school and to our students. The partnership with WCPSS allows the Department of Education and the ESL program to seek out ESL teachers who use best practices for our students.

Program Standard 3A: Field Experiences and Clinical Practice

Students in the ESL education program have sequentially planned field experiences that will begin early in the student's program and culminate in a continuous and extended minimum eleven-week period of student teaching in a K-12 classroom. All field experiences are supervised and formal midterm and final evaluations involving college supervisors, cooperating teachers and student teachers are collected and analyzed.

1. Describe the early field experiences and the sequence in which they occur.

Field experiences and clinical practice are intended to provide candidates with experiences that closely align themselves with the mission and the Conceptual Framework of the Department of Education and its programs.

The program begins with developing our candidates into leaders in education. During early field experiences, linked to specific course requirements, candidates begin to learn how school systems and schools work. During EDU 232, Foundations of American Education, undergraduate and licensure only ESL education candidates work in a school, learning how school systems and individual schools within that system operate. They attend school board/advisory council meetings, talk with teachers and administrators, and study the inner workings of the school. Also, candidates are introduced early into the importance that the department places on diversity and the importance of reaching the diverse populations in our schools. A section of Foundations is linked to [SOC 273, Education and Family in Mexico](#), a sociology course that emphasizes understanding and meeting the needs of the increasing Latino population in the area. The linked course requires working with ESL students in some of our partner elementary schools, and satisfies a general education requirement, [CORE 200](#). EDU 234, Educational Psychology requires students to observe and assist a public school teacher and class in their area of licensure, and to observe in a classroom for exceptional children. In this course, K-12 ESL students are placed in an ESL classroom in a Wake County public school. Other courses, outside of the Department of Education, taken as requirements for licensure, [SOC 335, Race and Ethnic Relations](#) and [PSY 312, Psychology of Exceptional Individuals](#), often require field work as part of the course requirements.

The student internship begins the semester before the full time internship experience. ESL education candidates receive their school assignment and cooperating teacher the semester during methods, a semester before the internship. Having this opportunity gives candidates the opportunity to work in the school, with the cooperating teacher, and the students. Also, it allows the cooperating teacher to note the work ethic of the candidate and raise concerns that can be dealt with before the candidate begins the student internship. Feedback is solicited from the cooperating teacher at the end of the first semester of placement with informal and two formal assessments completed during the internship.

The program in K-12 ESL education requires carefully sequenced and highly structured field placements connected to various required courses within the program of study. Table 3.0 shows field placements for ESL licensure students.

Table 3.0 Field Experiences for ESL Licensure Students

Year/Sem	Course/Number	Type of Experience	Hours in Field
Sophomore	EDU 232 Foundations of American Education	Introductory – observation, participation	Minimum of 10 hours
Sophomore/Junior	EDU 255 Literature for Children and Early Adolescents	MeredithREADS Active participation	Minimum of 10 hours
Sophomore/Junior	EDU 234 Educational Psychology	Introductory - observations and limited participation	Minimum of 10 hours
Junior	EDU 300 Introduction to the Language Arts	Observing, tutoring, assisting the teacher	Minimum of 6 hours (Increased to 8 hrs, Fall 07)
Junior/Senior	EDU 400 Reading in the Elementary School	Observing, tutoring/assisting. Teaching of 2 formal reading lessons, with assessment and reflection	Minimum of 12 hours
Senior Fall or Spring Semester	EDU 745 or Methods courses in field of expertise	Observation, active participation, mini teaching	Minimum of 10 hours
Senior Fall or Spring Semester	EDU 466 – Pre-adolescent & Adolescent Behavior	Internship – Observation, case study	Minimum of 40 hours
Senior Fall or Spring Semester	EDU 467 – Secondary School	Internship – Observation, mini-teaching	Minimum of 40 hours
Senior Fall or Spring Semester	EDU 450 – Reading in the Content Area	Internship – Mini-teaching	Minimum of 40 hours
Senior Fall or Spring Semester	EDU 440 – Seminar in Education	Internship – Observation, journaling	Minimum of 40 hours
Senior year Fall or Spring Semester	EDU 490 – Supervised Observation and Directed Teaching	Internship – consecutive 11-week semester	11 weeks/40 hours/week = 440 hours

- 2. Describe the student teaching requirement, including length of time and setting, for those seeking an initial teaching license.**

During the final semester, ESL education candidates have the opportunity to demonstrate their strong content knowledge by being able to transform the knowledge and skills learned not only in their content area courses, but also in their general education, into their classroom by completing a fulltime eleven week student teaching experience. In the student internship, candidates demonstrate their competence through the requirements described in the Internship Handbook for Teacher Candidates. These requirements include lesson plans and critiques, videotapes for self-assessment, planning, teaching, observation of other teachers in other ESL classes, and a reflective seminar throughout the semester and at the completion of the internship. The cooperating teacher; a college supervisor from the Education department, and the candidate assess and document progress using the Teacher Candidate Evaluation Rubric (TCER). Reflection is imperative as the candidate confers with the college on a weekly basis; is part of conferencing with the cooperating teacher and the education supervisor; attends weekly reflection seminars with her peers and education supervisor; and, has individual consultations with the education supervisor. The education supervisor conducts conferences with the intern and the cooperating teacher, has consistent and constant contact with the intern and cooperating teacher, and conducts the reflection seminar with the candidate and her peers.

3. Describe the involvement of the P-12 partners in field experiences and clinical practice.

The Department of Education has a collaborative agreement through the Triangle Alliance with [Wake County Public Schools \(WCPSS\)](#). This agreement, which is with all IHEs in the Triangle area, sets forth the criteria and conditions for placement of candidates in P-12 field experiences settings. The Wake County Public School System has a number of inner city, suburban, and rural schools. In addition, the majority of WCPSS high schools are ethnically and economically diverse. Having a school system with such a variety of schools enables the Department of Education working with the program coordinator or methods instructor to select the school and cooperating teacher that will provide the best experiences for the teacher candidate. The Director of Teacher Education keeps a record of the ESL education candidates' experiences while in the program. During the methods semester, the director along with the ESL program coordinator/methods faculty, evaluates the experiences of the ESL education candidates and works with WCPSS to assign candidates to the schools and cooperating teacher.

From past experience, the director and the ESL education methods faculty have worked with a number of excellent cooperating teachers in WCPSS. In addition, the director relies on the recommendation of the school's department head, assistant principal for instruction (API) or the grade level assistant principal of a cooperating teacher either for early field experiences and/or student internship placement. Several WCPSS high schools have over 2000 students, and the communication with the API makes for easy placement of an ESL education candidate. Using this approach to placement, the Department of Education is confident in having cooperating teachers who are highly qualified in their content area. For early field experiences in the ESL education program, contact to the school is made by the ESL program director or the Director of Teacher Education. The instructor of the early field experience course, whether it is EDU 232 or EDU 234, informs the school and teacher of the goals, objectives, and expectations for the student and the course. For the methods placement, initial contact is made by the Director of Teacher Education; then, communication among the student, ESL methods professor, and the ESL teacher are usually done by email so that the goals, objectives, and expectations for the student are understood. Again, at the end of the first semester of internship placement, the director requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator/methods faculty, cooperating teacher, assistant principal, and the candidate. If a change in placement is necessary, the same procedure is followed. During the 11-week fulltime internship semester, candidates request a formal evaluation from one of the assistant principals or the ESL Department Head in the high school.

Usually this assessment is completed by the administrator using the Teacher Performance Appraisal Instrument (TPAI). This assessment is usually used as part of the professional portfolio.

4. Identify the criteria and processes used for making field placements.

In some cases, such as EDU 232, Foundations of American Education, field placements for ESL education students are made by the instructor of the course. This course is a more generalized look at public schools and the public school environment from a perspective teacher's point of view. In EDU 234, Educational Psychology, early field experience placement for all middle/secondary/K-12 teacher candidates is made by the Director of Teacher Education. Arrangements are usually made with assistant principals (middle/high schools), department heads, or individual teachers.

Cooperating teachers are identified for placements the semester before the full time student internship. For ESL education student internship placements, the Director of Teacher Education collaborates with the ESL education methods faculty, school administrators (assistant principals for instruction or grade level assistant principals), and department heads to identify highly qualified ESL teachers in the WCPSS. On occasion, WCPSS principals are contacted. Other factors also go into the placement of ESL education candidates. In addition to the early field placement list that the Director maintains, the candidate is asked about other experiences she might have had with students in a public school setting. And, the admission essay is used as a gauge for experiences with diverse students that the candidate might need to have during the student internship experience. The teacher candidate's school level preference (elementary, middle, high) is also considered. The Director works with the school system to ensure that the candidate has a diversity of students. The Director of Teacher Education also reviews past evaluations of cooperating teachers in ESL. After the cooperating teachers are identified, the candidate spends the first semester working in their classroom, interacting with students, teaching minilessons, attending meetings, if possible. At the end of the first semester of internship placement, the director requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator/methods faculty, cooperating teacher, assistant principal, and the candidate. If a change in placement is necessary, the same procedure is followed. If the placement is approved by the school and the cooperating teacher, the cooperating teacher receives a letter with further information concerning the student internship semester, a copy of the Internship Handbook for Teacher Candidates, other pertinent information.

5. Describe the procedures used to prepare cooperating teachers and field-based supervisors for their roles.

The school system and the individual school ensure the qualifications of the cooperating teacher. Specific qualifications of cooperating teachers include earned licensure in the teaching field, tenure, a recommendation from the school administrator, and agreement from the cooperating teacher. Cooperating teachers receive preparation and support for fulfilling their roles from the Department of Education and the ESL methods faculty. The Director of Teacher Education meets with a beginning or new cooperating teacher to our program. During this meeting, the director provides an overview of the teacher education program at Meredith College and its philosophy of internship support, the collaborative nature of our work, the responsibilities of the cooperating teacher, student intern expectations, the assessment instruments, and answers any questions that the cooperating teacher might have. A dinner meeting is held one evening before the fulltime student internship begins with the education supervisor, student intern, and the ESL education faculty. During this meeting, the program philosophy, including the department's Conceptual Framework and dispositions, and the partnership among the student intern, cooperating teacher, education and content area supervisor are

discussed; student intern expectations are outlined, including lesson planning, videotaping, technology/professional portfolio; and, the evaluation process is reviewed.

In most cases, education and content area supervisors for all middle/secondary/K-12 programs are full time tenured faculty. If part time faculty are hired to supervise in these programs, the criteria include a minimum of a Master's degree in a relevant field, at least three years of successful teaching in the public school classroom, experience in the subject area and/or level of licensure, evidence of on-going professional development, and recommendations of other educators. Part time faculty who supervise meet with the Director of Teacher Education and the content area methods faculty to discuss responsibilities and guidelines for working in the program.

Each semester, WCPSS asks cooperating teachers to evaluate the college supervisor and the quality of supervision provided by the institution. Student interns evaluate confidentially the education and content area supervisor. The assessment instruments include a Likert instrument as well as open-ended comments. Results are compiled by the Director of Teacher Education and are distributed to the supervisors and the appropriate Department Heads for review, once a year. If an evaluation raises concerns, the Department Head of the Department of Education consults with the Department Head of the content area on providing support and opportunities for improvement.

6. Describe how candidates in field experiences are supervised and evaluated.

Early field experiences for candidates in ESL education are assessed through the individual classes. Their assignments are assessed by the faculty teaching the professional education courses in which the work is required. If candidate work is below standard or unsatisfactory, the faculty will contact the cooperating teacher for feedback, or the cooperating teacher contacts us with concerns. Lines of communication are always open. All cooperating teachers involved with our students in field experiences and clinical practice believe that they can comment candidly not only on the readiness and preparation of Meredith College teacher candidates, but also on whether they are demonstrating the dispositions we have carefully outlined.

During the semester before the internship, cooperating teachers are asked for feedback on the candidate. The assessment process during the student internship requires that the cooperating teacher, student intern, and both college supervisors, education and content area, each complete a midterm and final evaluation. The cooperating teacher completes informal and formal classroom assessments during the internship, and the education supervisor completes a minimum of five formal classroom observation assessments, using the Teacher Candidate Evaluation Rubric_(TCER).

All student interns in the ESL licensure program begin a reflective journal during the semester of the full time student internship. In addition, they complete a case study on a special needs student in their classroom. During the internship, there are numerous opportunities for candidates to reflect on their experiences. Cooperating teachers provide informal oral and written feedback on lesson plans, classroom management strategies, and instructional strategies. Candidates complete and critique two videotapes, and communicate with the education supervisor on a weekly basis. In addition, candidates participate in student internship seminars throughout the full time student internship period that provide opportunities to problem-solve, reflect on the week, and receive peer feedback.

Measurement and evaluation of student learning are embedded throughout the teacher education program. Candidate designed lesson plans require that candidates demonstrate the knowledge and skills in planning for the evaluation of student learning. In addition, all lesson plans must indicate differentiated instruction for exceptional students/English Language learners. During the methods and student internship semester, a variety of assessment strategies are expected. Examples of rubrics

used, informal and formal assessment strategies, and a variety of assignments are expected to be demonstrated during this period.

7. Describe how field experiences and clinical practice are evaluated.

Each semester, cooperating teachers provide an anonymous evaluation of the education supervisors using an instrument developed by WCPSS. The evaluation is sent to the Director of Field Experiences at WCPSS, who forwards them to the Director of Teacher Education.

Cooperating teachers, college supervisors, and programs are evaluated by student interns at the end of each semester. The Evaluation of the Student Internship and Teacher Education Preparation is completed by each student intern online at the completion of their internship. The form includes multiple choice items, a Likert item, and open-ended comments. Results of these evaluations are distributed to the supervisors, Director, Teacher Education Program, and the chair of the Department of Education. If an evaluation raises a concern about a supervisor's performance, the Department Heads consult with each other and with the individual supervisor. Program concerns are cataloged and if the same concerns are expressed over a period of time, the program coordinator meets with the Director of the Teacher Education and, if necessary, the Chair, Department of Education, to discuss plans of action to remedy the situation.

Program Standard 3
Xythos
Course Syllabi

Program Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experience for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education faculty and school faculty, diverse candidates, and diverse students in the public school settings.

1. Describe how diversity is addressed in the curriculum and in clinical practice.

Diversity is ingrained in the mission and general education of Meredith College, is an important part of the Mission and Conceptual Framework of the Department of Education, and is a major focus of our partner school system, the [Wake County Public School System](#) (WCPSS). The K-12 ESL program at Meredith College addresses diversity in multiple and meaningful ways. The General Education and education curriculum, field experiences, and clinical practice allow candidates to demonstrate knowledge, skills, and dispositions related to diversity. All these areas give candidates the necessary knowledge bases, and conceptualizations of diversity and inclusion so that they can apply them effectively in schools. Candidates in the ESL education program understand and demonstrate the importance of adjusting instruction to accommodate the individual learning needs of their students, and creating a learning community respectful and inclusive of individual differences. They learn to build on students' knowledge and experiences to make learning relevant, engage all students, and through best practices in multicultural and inclusive education, use a variety of instructional strategies to support all students in meeting intended instructional outcomes. The program works to ensure that all candidates consistently embed authentic multicultural resources, and use multiple perspectives to strengthen the curriculum and engage all students.

Undergraduate students enroll in a three-component **CORE** general education program: CORE 100, 200, and 400.

CORE 100: Undergraduate students examine histories, myths, stereotypes, and current facts about the primary American cultural groups that participate in our democratic society. Students conduct research to discover how different cultural beliefs about economic class, race, ethnicity, religion, gender, and sexual orientation affect how citizens of the United States see themselves and how others see them. Students explore their own cultural backgrounds, read the stories of citizens from different cultural backgrounds, and attend community events that celebrate or illuminate cultural identity, then discuss and reflect on the course material with a faculty member or well-trained student reflection leader.

CORE 200: CORE 200 courses focus on cultures and cultural interaction outside the United States. CORE 200 can be completed by one of two ways. Students may take a two-course linkage, such as EDU 232, Foundations of American Education and SOC 273, Education and Family in Mexico, that will fulfill her CORE 200 requirement as well as other general education requirements, or they can study abroad. The linkage serves as a learning community to provide students with an interdisciplinary experience that includes focused study of another culture. Alternatively, students can study abroad. All Meredith Study Abroad Programs, Borderlinks semester on the border, Danish International Study, and a variety of other Meredith-approved study abroad programs fulfill the CORE 200 requirement. International students and students with experience abroad may apply to show they have fulfilled the requirement through alternative means.

CORE 400: The third course in the sequence examines a problem of global significance and then addresses the problem in the student's community. CORE 400 courses often fulfill other general education requirements. CORE 400 includes courses such as: CORE 401 Technology and Social Change, CORE 941 The Problem of Homelessness, and CORE 942 Global Questions: The Needs of Families.

All ESL education candidates take EDU 232, Foundations of American Education. Candidates who are fulfilling their CORE 200 requirements through Study Abroad have the option of taking the linked course, [SOC 273](#), Education and Family in Mexico. In addition, EDU 234, Educational Psychology, [SOC 335](#), Race and Ethnic Relations and [PSY 312](#), Psychology of Exceptional Individuals are required of the candidate's licensure program. These courses are designed to equip candidates with the knowledge and skills to make academic modifications and accommodations for diverse students, including students with exceptional learning needs, and students who are at risk for learning problems. As a culminating project to ensure that students have the skills and dispositions to work with all students, all ESL education candidates complete a case study of an exceptional student in their student internship classroom for EDU 466, Preadolescent and Adolescent Behavior. During the final reflection week, all ESL and middle/secondary candidates come together to reflect on their case study, what worked, what did not work, and plans for the future given the types of concerns raised in the classroom setting.

The Mission and Conceptual Framework of the Department of Education stress the importance of educating all students. The Mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to teach all students, and stresses the commitment of the program to develop teachers who embrace their significant role in a diverse society. Candidates recognize that teaching in a diverse global community is an integral part of our program by understanding and demonstrating the Conceptual Framework. The Conceptual Framework emphasizes that all candidates in the teacher education program at Meredith College maintain high expectations for all students, and that they practice inclusive teaching. They demonstrate culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

Assessment of candidates and their experiences begins with the student essay required for admission to the program. Candidates with limited experiences with diverse students are given an opportunity to gain that experience either on their own or through prescription. Candidate assessment is continuous throughout the program, and is used to provide feedback to candidates for improving their knowledge, skills, and dispositions. In that we are a College of many different kinds of young women who have had varied experiences with diverse populations, we are fairly prescriptive in the experiences that we try to provide for our students. The Director of Teacher Education works to provide candidates with challenging, yet rewarding experiences in schools and classroom with diverse learners. Courses that are prerequisites to the student internship include instruction and assignments that require candidates to demonstrate their abilities to work with and plan for a culturally diverse population. Assessments of candidates include evaluations of diversity proficiencies that are aligned with INTASC standards, and the student internship assessment rubric, TCER, delineates candidate expectations for demonstrating the competencies in meeting the needs of all students.

Other data validate our candidates' preparation and dispositional attitudes regarding diverse populations. According to the IHE Performance Reports for NCDPI for the past 5 years, graduates of the teacher education program at Meredith College have received ratings higher than the state's average in working with diverse learners. And, the results of the department's survey of first and

third year program graduates indicate that they were prepared well to work with diverse populations of students.

2. Describe the diversity of the higher education and P-12 faculty with whom candidates interact. Give specific numbers that reflect the ethnic, racial, and gender diversity at the institutional, unit, program, and P-12 levels.

Candidates interact and collaborate in classroom settings on campus and in schools with faculty from the College, department, professional education faculty, and school faculty from diverse ethnic, racial, and gender groups. The College and the Department of Education have a minority faculty recruitment plan that guides the institution and the department in its recruitment and retention efforts. Table 4.0 represents Meredith College faculty and professional staff demographics at Meredith College. This table includes faculty in the Department of Education.

Candidates work in diverse P-12 school settings. Inherently, ESL education students are placed in diverse classroom.. Table 4.1 depicts the demographics of the schools where all ESL education candidates have been placed: 5 elementary, 1 middle, 2 high school. Faculty demographics of all the schools in Wake County is represented by this chart.

3. Describe how the program provides opportunities and experiences for candidates to interact with diverse higher education and school faculty.

Faculty and professional staff in ESL education, teacher education, and the K-12-12 schools have the knowledge and experience to prepare candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. Candidates interact with faculty in research projects, advising sessions, conferences, and the in-class environment.

The College continues its efforts to recruit minority faculty in all searches. In addition to advertising in national publications, such as *The Chronicle of Higher Education*, *Journal of Hispanic Higher Education*, and *The Journal of Blacks in Higher Education*, discipline specific journals and newsletters, individual departments direct mail position announcements to historically minority institutions and to graduate schools that produce a high number of minority candidates.

During the 2006-07 school year, the teacher education faculty included one minority faculty member, tenured and full time to the institution, one full time minority faculty member, and one adjunct faculty member teaching in the elementary program. The Director of Teacher Education, a tenured, full time faculty member, interacts frequently with the ESL licensure students and visits each in the internship classroom.

WCPSS continues the commitment to diversify its faculty, also. The most recent data indicate that the percentage of racial/ethnic minority teaching faculty in Wake County is 15.5%. A small group of personnel in the Division of Human Resources, WCPSS, is currently focusing on strategies to recruit and retain minority teaching faculty.

4. Describe the diversity of candidates in the program. Give specific numbers that reflect the ethnic, racial, and gender diversity.

Of the three candidates who have completed licensure in biology/chemistry in the past 5 years, none have been minority candidates, and all have been female. The following depicts candidate diversity at the undergraduate level.

**Demographic* History of the Department of Education
2001-2007**

Undergraduates/Licensure Only for Initial Licensure

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Caucasian	75	82	70	79	64	72
African-American	3	5		2	3	3
Hispanic		2			1	2
Asian		1	1		1	1
Native American		1				
Other						

*Note: All candidates were female

5. Describe how the program provides opportunities and experiences for candidates to interact with diverse candidates.

Teacher education candidates at Meredith College reflect the ethnic, racial, and socioeconomic diversity of the [student body](#), which is reflected in the next table. Meredith College takes seriously student recruitment; however, the primary responsibility for recruitment lies with the [Office of Admissions](#). Meredith College makes intensive efforts to recruit and retain minority students on campus, works diligently to provide experiences on campus to demonstrate the inclusive nature of the environment, and sponsors College Success Workshops in the summer for minority students who have been admitted. Information sessions held during the year focus on academic offerings, financial aid, and college life. The summer workshops focus on study skills, being successful and becoming involved at Meredith College. Teacher education faculty speak with prospective students concerning teacher education, and minority student recruitment is a major emphasis of the North Carolina Teaching Fellows program at Meredith College. Additional minority recruitment out of the Office of Admissions targets schools with higher concentrations of college-bound minority students; attending college fairs, and other programs geared to working with minority students transitioning from school to college. The Office of Admissions contacts minority graduates of the College and current minority students for prospects, and the Department of Education contacts its program graduates who are teaching in high school for minority prospects.

The Department of Education, as well as the College, continues to recruit minority candidates into teacher education, and while the number of the minority teacher candidates is not as great as the department would like, class size at Meredith College allows our students to interact with minority candidates not only in the program, but in classes throughout the College. The College, Department and Teaching Fellows have a commitment to building a diverse community. Recognizing that our total student population was less diverse than we would like, we encourage students to interact with others who have different backgrounds, experiences, religions, and outlooks than themselves. The restructuring of the General Education program is the College's commitment to providing its students with these experiences, both at home and abroad.

The College recognizes that recruitment is only one half of the solution, and that retaining of the students is another important factor. The [Office of Commuter Life and Diversity Programs](#) was established to serve as a support system to the diverse population of students of color. Workshops and

seminars sponsored by the office are designed to help students of color be successful academically and socially. In addition, a wide range of services are offered to enhance cultural diversity, racial understanding and personal development of all students at Meredith College. Demonstrating her personal commitment to diversity on campus, the President established a [Diversity Council](#) on campus to further the diversity initiatives of the College. Those initiatives include:

- Increasing the diversity of our students, faculty, and staff.
- Researching, identifying, and implementing diversity training opportunities for the Meredith community.
- Identifying programs, services, and facilities that will make Meredith a more welcoming environment.
- Identifying diversity resources.
- Evaluating Meredith’s progress towards its diversity goals.

The [Student Government Association](#) (SGA) established the [Unity Council](#) during the 2005-06 school year to study, address, and attempt to solve concerns about diversity; and support the well-being of all students and organizations affected by diversity and prompt inclusiveness.

The goals of Unity Council are varied and include:

- Increased diversity education awareness on campus.
- Providing an open forum for students to voice concerns pertaining to issues of diversity and inclusiveness on campus.
- Sponsoring and co-sponsoring programs, seminars, and/or conferences on campus to deal with diversity issues.

Both Councils have been active since their inception, and continue to be an integral part of the campus, taking on the diversity challenges that the College faces in the 21st century.

6. Describe the diversity (including exceptionalities) of the K-12 students with whom candidates work in clinical experiences. Give specific numbers that reflect the ethnic, racial, gender, and socio-economic diversity and exceptionalities.

The majority of students who enroll in the teacher education program complete field experiences and clinical practice in the [WCPSS](#). The table below indicates the PK-12 student diversity by free and reduced lunch and ethnic profiles of the school system. WCPSS uses socioeconomic data to ensure that no school in the system has more than 40% of its students eligible for free or reduced-price lunch. The school system, with a long-standing commitment to academic excellence and student diversity, has adopted a policy of student assignment that uses socioeconomic data to ensure that no school in the system has more than 40 percent of its students eligible for free or reduced-price lunch.

Student Demographics – Wake County Public Schools 2005-06

County	Free/Reduced Price Lunch %	Caucasian %	Hispanic %	African-American %	American Indian %	Asian %	Exceptional Students %	Gifted %
Wake	28.1	56.8	8.3	30.2	.3	4.5	15.1	14.1

WCPSS serves over 14,000 students with [special needs](#). The school system provides a continuum of service to meet the individual needs of learners. When possible, PK-12 students are served in schools in their base attendance area or in schools of choice with support from special education and related

services and/or building modifications. Most middle and high schools in the WCPSS service special needs students who are able to work in regular classes using the inclusive/consultative model, and most high schools provide curriculum assistance (CA) to special needs students who have transitioned from full time services. The majority of student interns in K-12 school classrooms design and execute lessons in classes with special needs students. Lesson plans (See EDU 745) indicate accommodations they make for special needs students in the regular classroom. In addition, case studies demonstrate their focus on special needs students in their own classroom.

7. Describe how the program ensures that candidates interact with diverse K-12 students in public schools settings.

Candidates in the teacher education program at Meredith College have substantial opportunity to work with diverse students in the public schools of Wake County. Given the diverse population of the school system, socioeconomic, racially, and ethnically, including exceptional students, teacher education candidates are assigned, monitored, and supervised to ensure that they have experiences with students of varying academic ability and diversity. Schools in Wake County are located in urban, suburban, and rural areas, and given candidates prior experiences in working with diverse populations, field experiences and clinical practice are chosen to give candidates a variety of experiences. In addition to the racial, ethnic, and socioeconomic diversity, Wake County Public Schools is a model of inclusion programs and sheltered instruction for ESL students. Throughout the series of field experiences as part of the various class assignments, teacher education candidates at Meredith work with all levels of students to gain experiences necessary to be an excellent candidate for employment throughout the state of North Carolina and the country.

Table 4.0 Meredith College Faculty Demographics – 2006-2007

	Prof. Ed. Faculty in Initial Teacher Preparation Programs*		Prof. Ed. Faculty in Advanced Programs**		All Faculty in the Institution***		School-Based Faculty	
	N (%)		N (%)		N (%)		N (%)	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Coop. Teachers	All WCPSS
American Indian or Alaskan Native	-	-	-	-	-	-	-	20 (0.2)
Asian or Pacific Islander	-	-	-	-	3 (2.3)	2 (1.6)	-	64 (0.7)
Black, non-Hispanic	2 (22.2)	1 (12.5)	1** (20)	1 (100)	4 (3)	3 (2.4)	3 (3.8)	1058 (12)
Hispanic	-	-	-	-	5 (3.8)	2 (1.6)	1 (1.3)	151 (1.7)
White, non-Hispanic	7 (77.8)	7 (87.5)	4** (80)		112 (84.8)	103 (83.1)	74 (94.9)	7342 (83.2)
Other								79 (0.9)
Race/ethnicity unknown	-	-			8 (6.1)	14 (11.3)	-	113 (1.3)
Total	9 (100)	8 (100)	5 (100)	1 (100)	132 (100)	124 (100)	78 (100)	8827 (100)
Gender								
Female	9 (100)	6 (75)	5 (100)	1 (100)	88 (66.7)	89 (71.8)	73 (93.6)	no data
Male	-	2 (25)	-	0	44 (33.3)	35 (28.2)	5 (6.4)	no data
Total	9 (100)	8 (100)	5 (100)	1 (100)	132 (100)	124 (100)	78 (100)	no data

*Includes full time faculty in professional education and part time faculty in education not otherwise employed by the college.

**Faculty counted in both initial teacher preparation and advanced programs since they teach at both levels.

Table 4.1
Race/Ethnicity of Schools Used for ESL Interns (K-12)
2005-2007

School	Total Faculty	African American	Caucasian	Asian	Hispanic	Other
Apex Elementary	35	1	34			
Cary Elementary	41	2	39			
Harris Creek Elementary	55	8	43	1	3	
Morrisville Elementary	45	3	40	1		1
West Lake Elementary	81	7	73			1
West Millbrook Middle	61	16	45			
Athens Drive High	121	7	111	1	2	
Broughton High	142	9	128		5	

Table 4.2 Meredith College Student Demographics 2001-2006

Fall	2001		2002		2003		2004		2005		2006	
	#	%	#	%	#	%	#	%	#	%	#	%
Undergraduate												
White, non-Hispanic	2,034	88.2	1,864	85.7	1,672	83.6	1,623	80.8	1,575	78.2	1,544	77.6
American Indian/Alaskan Native	5	0.2	8	0.4	8	0.4	7	0.3	7	0.3	5	0.3
Hispanic	38	1.6	31	1.4	30	1.5	45	2.2	44	2.2	47	2.4
Black, non-Hispanic	142	6.2	145	6.7	148	7.4	190	9.5	220	10.9	209	10.5
Asian or Pacific Islander	27	1.2	31	1.4	31	1.6	33	1.6	44	2.2	43	2.2
Other	NA	NA	7	0.3	18	0.9	24	1.2	31	1.5	31	1.6
Nonresident alien	19	0.8	20	0.9	17	0.8	24	1.2	16	0.8	18	0.9
Race/ethnicity unknown	42	1.8	69	3.2	76	3.8	63	3.1	78	3.9	92	4.6
Total	2,307	100	2,175	100	2,000	100	2,009	100	2,015	100	1,989	100
Graduate												
White, non-Hispanic	133	83.6	120	78.4	113	74.3	126	78.8	119	77.8	101	67.8
American Indian/Alaskan Native	1	0.6	0	0.0	1	0.7	2	1.3	1	0.7	1	0.7
Hispanic	2	1.3	1	0.6	1	0.7	2	1.3	1	0.7	5	3.4
Black, non-Hispanic	16	10.0	18	11.8	21	13.8	17	10.6	12	7.8	18	12.1
Asian or Pacific Islander	2	1.3	3	2.0	5	3.3	2	1.3	5	3.3	6	4.0
Other	NA	NA	1	0.6	0	0.0	2	1.3	1	0.7	0	0.0
Nonresident alien	3	1.9	4	2.6	6	3.9	4	2.5	4	2.6	5	3.4
Race/ethnicity unknown	2	1.3	6	3.9	5	3.3	5	3.1	10	6.5	13	8.7
Total	159	100	153	100	152	100	160	100	153	100	149	100

Fall	2001		2002		2003		2004		2005		2006	
Total (All Students)												
White, non-Hispanic	2,167	87.9	1,984	85.2	1,785	82.9	1,749	80.6	1,694	78.1	1,645	76.9
American Indian/Alaskan Native	6	0.2	8	0.3	9	0.4	9	0.4	8	0.4	6	0.3
Hispanic	40	1.6	32	1.4	31	1.4	47	2.2	45	2.1	52	2.4
Black, non-Hispanic	158	6.4	163	7.0	169	7.9	207	9.5	232	10.7	227	10.6
Asian or Pacific Islander	29	1.2	34	1.5	36	1.7	35	1.6	49	2.3	49	2.3
Other	NA	NA	8	0.3	18	0.8	26	1.2	32	1.5	31	1.4
Nonresident alien	22	0.9	24	1.0	23	1.1	28	1.3	20	0.9	23	1.1
Race/ethnicity unknown	44	1.8	75	3.3	81	3.8	68	3.1	88	4.1	105	4.9
Grand Total	2,466	100	2,328	100	2,152	100	2,169	100	2,168	100	2,138	100
Minority Representation												
Undergraduate	212	9.2	222	10.2	235	11.8	299	14.9	346	17.2	335	16.8
Graduate	21	13.2	23	15.0	18	18.5	25	15.6	20	13.1	30	20.1
Total	233	9.4	245	10.5	263	12.2	324	14.9	366	16.9	365	17.1
Multicultural Representation (Includes Non-Resident Aliens)												
Undergraduate	231	10.0	242	11.1	252	12.6	323	16.1	362	18.0	353	17.7
Graduate	24	15.1	27	17.6	34	22.4	29	18.1	24	15.7	35	23.5
Total	255	10.3	269	11.6	286	13.3	352	16.2	386	17.8	388	18.1

Program Standard 4 Links
Xythos
Portfolio at a Glance Lee Roberts Ewald
Course Syllabi

Program Standard 5: Faculty Qualifications, Performance, 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 collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

1. List (in chart form) the program faculty, their qualifications, and their teaching assignments. (See Table 1, Program Standard 5)

Table 5.0: Department of Education

Name	Department	Degree/Licensure Area(s)	Teaching Assignments Relevant to Middle/Secondary/ K-12 Program	Content Knowledge (CK), Content Pedagogy (CP), Professional Education (PE)	Status Full Time (FT) Part Time (PT) Adjunct (Adj)
Jane Gleason	Education	Ph.D, Curriculum & Instruction Teaching License: Mathematics	EDU 234, Educational Psychology	PE, CK	FT
Ellen Graden	Education	Ph.D., Foreign /Second Language Education Teaching License: ESL, Spanish, French, History	EDU 345, Language Minorities in the Public Schools EDU 445, Teaching Elementary ESL Students EDU 490, Observation & Directed Teaching EDU 745, Introduction to Teaching ESL EDU 641 Methods of Teaching ESL EDU 650, Master's Thesis EDU 651, Master's Thesis	CP, PE	FT
Monica McKinney	Education	Ph.D., Social Foundations of Education Teaching License: K-6 Elementary Education	CORE 100 – Context of Culture EDU 232 – Foundations of American Education EDU 620, Education in Society EDU 650, Master's Thesis EDU 651, Master's Thesis	PE	FT
Beth Marr	Education	Ph.D., Reading Education Teaching License: K-6 Elementary Education, Reading	EDU 300, Introduction to Language Arts EDU 400, Communication Skills in the Elementary School EDU 401, Pre-service Practicum EDU 676, Clinical Applications of the Reading Process	CK, CP, PE	FT
Jennifer Olson	Education	Ph.D., Elementary Education /Teacher Education Teaching License: K-6 Elementary Education, Reading	EDU 255, Literature for Children and Early Adolescents EDU 450 – Reading in the Content Area EDU 490, Observation and Directed Student Teaching	CP, PE	FT
Wetonah Rice Parker	Education	Ed.D., Curriculum and Instruction, Teaching License: Science, Curriculum	EDU 234, Educational Psychology EDU 241, Introduction to Instructional Media EDU 440, Seminar in Education EDU 467, Secondary School	PE	FT

		& Instruction Specialist, Exceptional Children, Educational Administration	EDU 490, Observation and Directed Teaching EDU 650, Master's Thesis EDU 651, Master's Thesis		
Susan Roberts	Education	Ph.D, Education Teaching License: Exceptional Children, Curriculum & Instruction Specialist, Elementary Education, Middle Grades Mathematics	EDU 232 – Foundations of American Education EDU 350, Teaching in the Middle School EDU 440, Seminar in Education EDU 490, Observation & Directed Teaching	PE	FT
Julie Schrock	Education	Ph.D. Educational Psychology, Teaching License: K-6 – Elementary, Middle Grades Language Arts	EDU 234, Educational Psychology EDU 466, Pre-Adolescent/Adolescent EDU 490, Observation and Directed Teaching EDU 650, Master's Thesis EDI 651, Master's Thesis	PE	FT

Program Standard 5A: Faculty Assignment

One appropriately specialized faculty member, full time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, deliver the level(s) offered; e.g., Undergraduate, master's doctorate. The use of adjunct faculty does not detract from the quality of the program.

1. Identify the individual responsible for coordinating the program. Describe the role(s) of this individual including teaching responsibilities in the program.

Students with any major are admitted to the ESL licensure program, paralleling the K-6 licensure program which also accepts students from any major. Expertise in content for the teaching area is developed through the General Education requirements, both those that are required of all students and those that are targeted specifically for the ESL licensure program, specific courses from various departments across campus, content-specific ESL courses, and professional studies courses. Thus, potentially all faculty on campus assist in the preparation of ESL education students.

Dr. Ellen Graden is the program coordinator and oversees the general program management. Because ESL education students have an academic major, they are advised by a faculty member within that academic department, assisted by the Director of Teacher Education. Until Spring, 2007, an administrative staff member, who also served as Teacher Licensure Officer, evaluated transcripts and advised on admissions and requirements for licensure. This individual also served as academic advisor for the program. Currently, the Director of Teacher Education is temporarily serving in this capacity. The new Graduate Program Manager and Admissions Counselor, hired July 2007, will eventually take on this role. Dr. Graden, who is also Program director for the Master of Education and advises all graduate ESL and Elementary Education students, will continue to perform the remaining tasks of K-12 Initial Licensure Program Director. Those tasks include:

- Meeting with interested students
- Maintaining communication and connections with state and national leaders in the area of ESL education
- Collaborating with the Director of Teacher Education Programs on curriculum and student issues
- Coordinating with the Director of Teacher Education for necessary changes in the program
- Coordinating with Director of Teacher Education placements for field experiences and/or student teaching
- Promoting and marketing the program within the department and throughout the College
- Remaining current in the area of specialization and education
- Supervising and evaluating student teachers in ESL
- Informing the Education department of recommendations/changes in program/licensure requirements
- Gathering evidence/writing the accreditation report with assistance from the Director of Teacher Education

2. Describe teaching practices used by faculty. This should include instructional strategies, including technology. How does the teaching reflect the conceptual framework and current best practices in the field?

The classes are taught using a combination of inquiry, group work, field experiences, Power Point presentations, mini-lectures, question/answer, student presentations, guest speakers, and demonstrations. All syllabi for courses in the program are enclosed.

Teaching is taken seriously at Meredith College. Every year, the College awards the Pauline Davis Perry Award for Excellence in Teaching, with a monetary award, demonstrates the institution's commitment to good teaching.

As in all other aspects of the program, the conceptual framework guides the teaching practices in education courses.

Leaders. Faculty encourage the students to step into a leadership role in their schools and professional community. Students are given the opportunity to develop the leadership skills necessary to do this in their classes. Two commonly used instructional strategies that encourages graduate students to develop their skills as leaders are discussions (both small and whole group) and oral presentations (both group and individual).

Understand Content. Faculty model the importance of knowing the content they teach to their students by understanding our own content in depth. Instructional strategies employed by faculty to support the learning of content on a deep level include lectures, readings, and research papers.

Practice Connected Pedagogy. A strength of the education program at Meredith is that faculty are able to implement this idea of the conceptual framework and model it for our students. It is critical that content be connected and relevant to the lives of the students. This is supported through the close relationships that faculty have with the graduate students in their classes. Where possible, students are encouraged to explore ideas of importance to them. Faculty use instructional strategies such as data collection and analysis, lesson/unit plans, online discussions, peer teaching, portfolios, and research papers to allow students to make personal connections to the work they do in their own classrooms with their own students.

Culturally Relevant and Inclusive Teaching. Faculty believe it is important to model this concept for students and to openly discuss these ideas in class. Faculty explore ways to help students develop their ability to modify their own instruction to meet the needs of every student and to be inclusive of every student. Faculty model this by modifying instruction to meet the individual needs of the students in their courses.

Reflective Teaching. Faculty incorporate reflection into every course. Students are asked to do reflective writing and are encouraged regularly to reflect on their own professional work and how the course content relates to and impacts that work. Students are challenged to question their own assumptions about teaching and learning and to reflect on how the instructional decisions they make impacts the learning of their students. Specifically, in EDU 345 Language Minorities in the Public Schools, reflective teaching is a major component in the tutoring assignment. Likewise, students routine practice reflective teaching during the student teaching internship.

Continuous Assessment. Faculty continuously assess the understanding of the students in their courses. This is done through a variety of methods including: presentations, lesson/unit plans, online discussions, class discussions, portfolios, reflective writing, research papers, and written homework exercises.

Faculty are committed to staying current on best practices and modeling those best practices in their classes. Included in this is the importance of technology in instruction. In order for children to be technologically competent and ready to be globally competitive in the 21st century, their teachers must be comfortable with the use of technology themselves and know how to incorporate technology in meaningful ways into instruction. Faculty regularly incorporate technology into coursework to support instruction and the work that students do. Most courses use Blackboard as an online format to supplement the resources available to students outside of class. In addition to this, faculty regularly

communicate with students through email. Other technological tools used by faculty in courses include: an information retrieval orientation, instructional videos, word processing software, on-line reading assignments, presentation software, and web-based resources.

3. Describe Faculty Scholarship.

Faculty in the Department of Education demonstrate scholarship in a variety of ways including a range of publications, including curriculum materials, conference presentations, grant work, and international travel. In addition, they demonstrate leadership in professional organizations and in their field. Summary of faculty scholarship is in the table below.

Table 5.1: Sample of Professional Scholarship/Activities

Faculty	Sample of Professional Scholarship/Activities
Gleason, Jane	Co-presenter (with Ellen Graden), <i>Promoting Problem solving among English Language Learners</i> at International TESOL, Seattle;
Graden Ellen	Co-presenter (with Jane Gleason), <i>Promoting Problem solving among English Language Learners</i> at International TESOL, Seattle Presenter: <i>Second Language Acquisition</i> , state conference of the NC Society for clinical Laboratory Science Education Scientific Assembly, Raleigh; Presenter: <i>Linguistic Factors to Consider when Writing Story Problems for English Language Learners</i> , Cognitively Guided Instruction in Mathematics International Conference, Raleigh; Presenter: <i>How Can I Get Them to Talk</i> ; You De and Xie He Schools, Taipei, Taiwan
Marr, Mary Beth	Co-author: "Using partners to build fluency" in <i>Preventing School Failure</i> , 51 (2007): 52-55. Guest Reviewer, <i>Reading Psychology</i> (2007) volume 28 (1) Co-author: Algozzine, B., Marr, M.B., McClanahan, T., Barnes, E. (in press). <i>Teaching basic early literacy skills</i> . Thousand Oaks, Ca: Corwin Press
McKinney, Monica	Co-Presenter: <i>Reaching Out to Reform. Reaching In to Assess</i> , Association for General and Liberal Studies Annual Conference, Indianapolis.
Olson, Jennifer	Awarded a SCALE research grant (\$10,000) with Diane Strangis (HES) for research connected to the service-learning enhancement of our courses in teacher education; Invited member of a panel Team Leader Orientation Meeting for Children's Choices Book Project (at the IRA Annual Convention, Toronto, May 2007); Olson, J. & Allexsah-Snider, M. (2005, April) <i>Narratives from a cohort in an elementary teacher education program</i> . Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada; Olson, J. & DeVoe, J. (2005, January) <i>Using narrative inquiry to explore one preservice teacher's early field experiences</i> . Paper presented at the Eighteenth Annual Conference on Interdisciplinary Qualitative Studies, Athens, GA; Olson, J. (2003, January) <i>Contact zones in student teaching</i> . Paper presented at the Sixteenth Annual Conference on Interdisciplinary Qualitative Studies, Athens, GA.
Parker, Wetonah R.	Presenter: <i>Adolescent Development and Behavior</i> , St. David's School, Raleigh

Roberts, Susan	<p>Roberts, S. (2007, March). <i>A design experiment approach: Supporting beginning teachers' implementation of reform-based mathematics instruction</i>. Presented at the annual meeting of the North Carolina Association of Research in Education, in Greensboro, North Carolina.</p> <p>Roberts, S., Lundy, M., & Phillips, A. (2005, October). <i>First-year teachers and standards-based mathematics instruction</i>. Presented at the annual meeting of the North Carolina Council of Teachers of Mathematics, in Greensboro, North Carolina.</p> <p>Sickles, P., & Roberts, S. (2005, October). <i>Structuring a middle school mathematics lesson for success</i>. Presented at the annual meeting of the North Carolina Council of Teachers of Mathematics, in Greensboro, North Carolina.</p> <p>Roberts, S. (2005, January). <i>Beginning teachers and reform-based mathematics: Implementing what was learned at the university</i>. Presented at the annual meeting of the Association of Mathematics Teacher Educators, in Dallas, Texas.</p> <p>Roberts, S. & Sickles, P. (2005, October). <i>Successful classroom strategies for implementing the eighth grade standard course of study</i>. Workshop presented for the Southwest Education Alliance, Charlotte, North Carolina.</p>
Schrock, Julie	Presenter: <i>Including Students with Special Needs through Differentiation</i> , St. David's School, Raleigh

4. Describe content pedagogy and professional education faculty service to the institution, collaboration with and service to the public schools, and service to the profession.

Service to the College and to the department is an integral part of the responsibilities of all faculty at Meredith College. Often this involves collaboration with colleagues in all the disciplines on campus. Committee work, such as Faculty and Academic Council, Teacher Education Committee, search committees, department programs, curricular and program reviews, mentoring, serving on advisory groups and task forces are important service roles expected of all faculty.

Faculty in teacher education have contributed to the profession in various ways. Presentations at conferences, international travel and study, and serving as reviewers for journals. Tables below list sample activities.

Table 5.2: Sample of Service to the Institution

Faculty	Sample of Service to the Institution
Gleason, Jane	Co-chair Tenure and Promotion Committee (second year); Geosciences Department Faculty Search Committee member; Department of Education Scholarship Committee member
Graden Ellen	Member: Graduate Studies Committee, Tide of Hope Committee; Chair, Graduate Advisory Committee; Chair, Department of Education

	Scholarship Committee
Marr, Mary Beth	Meredith Reads Advisory Board; Member, SCALE grant Meredith College committee assignments are not made until year two of employment
McKinney, Monica	CORE 100 Teaching Circle Coordinator. Member: General Education Assessment Committee; Teacher Education Committee, Bookstore Advisory Committee; Faculty Council
Olson, Jennifer	Participated in the Meredith College Learning to Teach Learning to Serve - SCALE Grant from LEARN and SERVE. Member of the MeredithREADS Advisory Board Participated in <i>Rising to the Challenge</i> – recruitment for Meredith College Teaching Fellows
Parker, Wetonah R.	Member: Teaching Fellows Committee, Diversity Task Force, Alternate to Tenure Committee; Teacher Education Committee
Roberts, Susan	Coordinated an ILT Dinner for partner schools and department faculty Coordinated an ILT Conference for partner schools
Schrock, Julie	Academic Council; General Education Committee; First Year Experience instructor; Departmental liaison to the Carlyle Campbell Library; Search Committee for

Table 5.3: Sample of Service to the Public Schools

Faculty	Sample of Service to Public Schools
Gleason, Jane	Chair for the annual conference of the NC Council of Teachers of Mathematics.
Graden Ellen	Served as a grant evaluation committee member for Wake Education Partnership’s “Food for Thought”
Marr, Mary Beth	<i>Due to her recent arrival at Meredith College, Dr. Marr has not become actively involved in the public schools beyond that required in my methodology courses (see below).</i> <ul style="list-style-type: none"> • Courses EDU 300, 400, 676 all require candidates to work with children in the schools. These experiences are supervised indirectly through class assignments and feedback. The EDU 402 practicum does involve site visits and contact with cooperating teachers for our student interns. (Prior to her arrival at Meredith College, Dr. Marr was a Reading Research Associate with the Behavior and Reading Improvement Center at UNC Charlotte. Her appointment involved 20 hours / per week direct and indirect work with teachers and students at seven high risk schools in the Charlotte Mecklenburg School district. All totaled, this involved several hundred contact hours during the academic year. It is her intent to continue to provide service to the surrounding public schools in Wake County and elsewhere in the coming year.)
McKinney, Monica	Served as a member of the Board of Directors, as secretary for the board, and as chair of the board’s personnel committee for Maureen Joy charter school in Durham, NC.
Olson, Jennifer	Consultant for lessons developed for North Carolina Symphony in the Schools (with Fran Page, Music Department (2006-2007) Member of the Wake County Public Schools District 9 Board Advisory

	<p>Council from Briarcliff Elementary School</p> <p>Member of the Briarcliff Elementary and Dillard Drive Middle School PTA</p> <p>Volunteer at Briarcliff “FIT 4 FUN” after school club (September and October 2007)</p> <p>Proctor of EOG testing at Dillard Drive Middle School (May 2007)</p>
Parker, Wetonah R.	<p>Worked (with Susan Roberts) to develop a Partner Schools Initiative with 12 Wake County elementary schools. The partnership will offer professional development and ongoing support for the schools’ initially licensed teachers and their mentors. Served on Wake Education Partnership’s “Wake Task Force on Teaching Excellence” Steering Committee. Served on the Richard Jenrette Teaching Excellence Award Committee for Broughton High School</p>
Roberts, Susan	<p>Led Partner Schools Initiative</p> <ul style="list-style-type: none"> • Assisted in development of partnerships with 12 Wake County elementary schools • Assisted in coordinating breakfast with administrators from the 12 partner schools and department of education faculty to develop plans for partnership initiatives • Coordinated and led a meeting with ILT Coordinators from the 12 partner schools to develop plans for spring professional development of ILTs • Coordinated an ILT Dinner for partner schools and department faculty • Coordinated an ILT Conference for partner schools <p>Roberts, S. (2005, June). <i>In-depth teaching: Going beyond the obvious</i>. Workshop presented for middle school mathematics teachers, Durham Public Schools, Durham, North Carolina.</p>

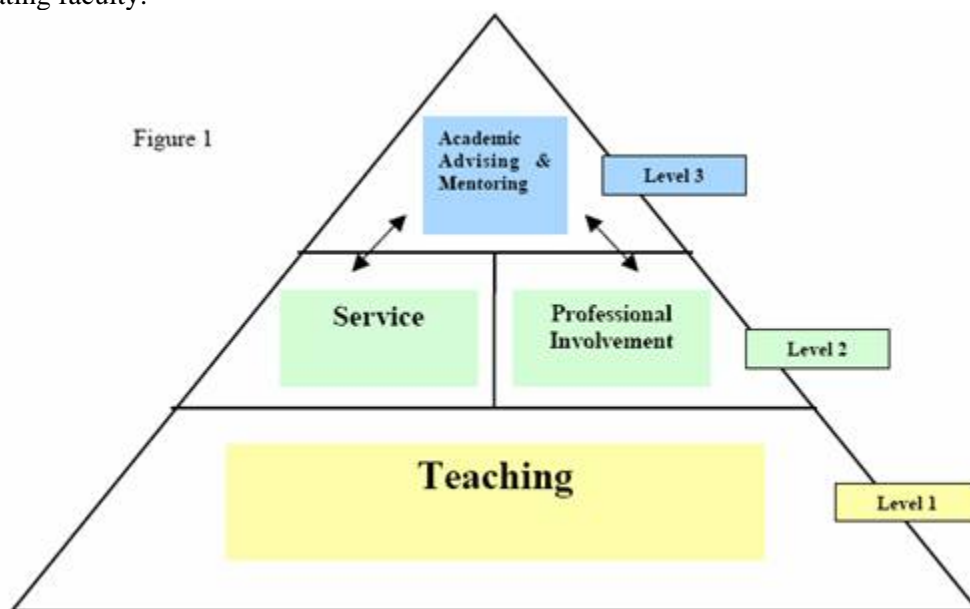
Table 5.4: Sample of Service to the Profession

Faculty	Sample of Service to the Profession
Gleason, Jane	Chair: Fourth Biennial National/First International Cognitively Guided Instruction in Mathematics conference at Meredith; Program
Graden Ellen	Coordinated a panel discussion, “What Hispanic Students Have to Say” at the Hispanic Achievement Conference, Raleigh.
Marr, Mary Beth	<p>Guest Reviewer, <i>Reading Psychology</i> (2007) volume 28 (1)</p> <p>Member, International Reading Association</p> <p>Member, North Carolina State Reading Association</p> <p>Member, North Carolina College Professors of Reading</p>
McKinney, Monica	Reviewed manuscripts for publication for Journal of Education Foundations and The Urban Review; Served on the State Department of Public Instruction evaluation team for Fayetteville State’s accreditation visit.
Olson, Jennifer	North Carolina Team Leader for the Children’s Choice Book Project (August 2006 – May 2007); Participated in discussion/input session for new

	state standards for teacher education (February 2007); External Reviewer for Belmont Abbey College’s Education Department Self-Assessment (February 2007).
Parker, Wetonah.	Served as DPI’s NCATE Liaison for Elon University’s accreditation visit. Served on the State Evaluation Committee on Teacher Education for the NC State Board of Education
Roberts, Susan	Coordinated an ILT Dinner for partner schools and department faculty Coordinated an ILT Conference for partner schools
Schrock, Julie	Served as a reviewer for the journal “Teaching Education Psychology”

5. Describe the faculty evaluation process.

Full time teaching faculty at Meredith College are evaluated annually in accordance with the Faculty Role Model. The criteria for evaluation include teaching, academic advising and mentoring, service and professional involvement. Part time faculty are evaluated in the area of teaching. The criteria for evaluation are divided into three levels of priority (See Figure 1). All criteria are considered in evaluating faculty.



As reflected by the role model, teaching is central to the College’s mission. With the exception of teaching, faculty roles may shift emphasis in a given year by mutual agreement of the faculty members and the department head and/or Dean. The designation of role priorities for the upcoming year is a part of the professional development plan of the faculty member. The priorities may be changed during the academic year by mutual agreement of the faculty member, department head and Dean. A faculty member is not expected to be accomplished in all the indicators in order to fully meet a faculty role criterion. Consequently, the list of indicators under each role is neither a set of requirements, nor an exhaustive list of expectations. However, department may add specificity to the criteria for evaluation designated in the role model, as long as the specifications do not alter the framework of the role model.

According to the Meredith College *Faculty Handbook*, the faculty member should reflect at the end of each academic year, and design a professional development plan. The *Faculty Handbook* describes each area of the Faculty Role Model, and reflects the philosophy at Meredith College that teaching is at the heart of the College's mission.

Student evaluations are administered at the end of every semester. Each full time faculty member is responsible for an annual report and a report on professional accomplishments. Guidelines for these reports are outlined in the Faculty Handbook, section 3.2.6. The department chair prepares an annual evaluation of each faculty member. The evaluation includes relevant information such as a teaching observation, any observations conducted by peers, and student evaluations. This report is submitted to the Dean. All faculty members, tenured or non-tenured are observed by members of the department as part of the faculty role model.

6. Describe how faculty assess their own effectiveness as related to candidate performance.

Faculty distribute course and instructor evaluations for every course every semester. The evaluations are given to the Vice President for Academic Programs, assessed, and the results are returned to the department chair and the faculty member. In addition, all faculty, tenured and non-tenured have peer observations. These evaluations become a part of the faculty members file for tenure/promotion. Evaluations of supervisors of the student internship, including the narrative comments, are given to the department chair, director of teacher education, and the supervisor.

7. Describe how faculty evaluations inform teaching, scholarship, and service.

Faculty at Meredith College annually evaluate their teaching, scholarship, and service, and document their activities through an annual and professional activities report. The annual report serves as a self evaluation, and is correlated to the faculty role model. The self evaluation includes a:

- Description of teaching responsibilities, activities, and accomplishments. Self evaluation and reflections by the faculty should include strong points and challenges, as well as any actions taken or revisions planned based on student, supervisor, peer, or self evaluations.
- Description of activities related to advising and mentoring. The self-evaluation and reflections by the faculty members needs to address progress toward or fulfillment of advising/mentoring responsibilities.
- Description of service responsibilities, activities, and accomplishments. The self-evaluation and reflections by the faculty members needs to address progress toward or fulfillment of advising/mentoring responsibilities.
- Summary of professional involvement. The self evaluation and reflection needs to include supporting documentation, and professional reviews.

A professional development plan is designed by the faculty member that articulates current and long range goals in all areas of the faculty role model, and presents strategies for the accomplishment of these goals, specifically for the upcoming year. A prioritization of the criteria for evaluation for the upcoming year is a part of the plan, with a minimum of a 3-year window.

8. Describe the professional development opportunities provided for faculty.

Many development opportunities are provided for faculty at Meredith College.

- Conversations with Colleagues are held once a month on Mondays at the 10:00 hour. Conversations are viewed as an opportunity for faculty to gather to discuss topics that address

faculty concerns such as: assessment, teaching and studying abroad, workload study and life balance, and tenure, promotion, and retirement. At the beginning the academic year, faculty are asked for topics of importance.

- Faculty Symposia are an opportunity for faculty to share their professional and scholarly work. For example, during the 2006-07 academic year, Dr. John Mecham, chair of the Biology and Health Sciences department, presented *Images from Africa*, from his study and work in Africa during the 2005-06 academic year.
- Technology Services offers workshops and seminars on software programs, such as *Access*.
- Professional Development Time gives faculty the opportunity to apply for one semester release from a course to carry out research, writing, and other professional development projects.
- Sabbaticals are awarded every year to a maximum of six faculty members who have completed at least six years of full-time teaching.
- The College supports travel by providing summer study grants. Grants have been awarded for expenses such as tuition, travel, and individual study.
- Technology Faculty Development Grants provide faculty with technology funds to support the innovative use of technology in instruction and scholarly work.
- All faculty are given a specific amount of funding for travel to conferences; however, the Dean of individual schools have faculty development funds that can be used to assist in this travel.
- Meredith Aboard offers faculty an opportunity to teach and travel to Italy, England, and Switzerland, as well as Denmark and China.

The table below provides specific examples of professional development opportunities given to Department of Education faculty in recent years:

Table 5.5 Sample of Professional Development Opportunities

Faculty	Professional Development Opportunities
Graden, Ellen	<ol style="list-style-type: none"> 1. Funds to travel to Cochabamba, Bolivia, to explore further faculty exchanges 2. Funds to travel to Oxford, England, to develop a semester abroad program for Meredith undergraduate licensure students 3. Funds to travel to Tucson, AZ/Nogales, Mexico to explore the Borderlinks program for Meredith undergraduates 4. Funds to travel to Taipei, Taiwan, to teach high school English and work with English teachers 5. Visiting Meredith Faculty at Dongbei University in Dalian, China 6. Sabbatical—spend at the Christchurch College of Education, Christchurch, New Zealand 7. Funds to attend Sheltered Instruction Observation Protocol Workshop in Chicago 8. Funds to attend and present at Carolina TESOL (multiple years) 9. Funds to attend and present at Southeast Regional TESOL 10. Funds to attend and present at International TESOL (two years) 11. Funds to attend and present at the North Carolina Teachers of Mathematics conference
Marr, Mary Beth	SCALE training at UNC-Chapel Hill Service Learning Staff Development

McKinney, Monica	<ol style="list-style-type: none"> 1. Financial support (with Julie Schrock) for Middle School After Montessori Study. 2. Travel funds for presentation at American Montessori Society conference 3. AC Tech Committee Mini Course Enhancement Project grant 4. Technology workshops (SMB Classroom technology, Blackboard, Web Advisor, Secure Exam, Secure Classmate, Xythos), Meredith Reads training, Safezone training, numerous Writing workshops, Disability Services 101 workshop, 5. Travel funds for attendance and presentations at American Education Studies Association conferences 6. Funds to attend UNC State Undergraduate Assessment Symposium 7. Travel funds for presentation at Mid Atlantic Conference on the Scholarship of Diversity 8. Travel funds for attendance at NCATE conference 9. Course release (spring 2005) for writing 10. Annual CORE 100 summer teaching workshops 11. Funds to attend Let's Talk Race conference 12. Funds to attend Conference on the Resegregation of Southern Schools 13. Numerous guest speakers on campus (i.e. Mel Levine, Greg Richardson, Elie Wiesel, Sarah Weddington) 14. Travel funds for presentation at American Educational Research Association conference 15. Travel funds for presentation at Qualitative Research in Education conference
Olson, Jennifer	<ol style="list-style-type: none"> 1. Attended Technology workshop: Digital Locker August, 2006 (3 hours) 2. Attended New Faculty Orientation Sessions throughout 2006-2007 3. Received MeredithReads (MotherReads®) training. (1.5 hours) 4. Attended Meredith College Faculty Service-Learning Training (10 hours) 5. Attended Learning to Teach Learning to Serve SCALE grant network meetings (Dec. 7-8, 2006 and May 17-18, 2007) 6. Received \$500 grant to incorporate service-learning into EDU 255 7. Attended the 2007 North Carolina Campus Compact Conference on Service-Learning 8. Participated in the SLOAN-C Workshop: Getting Started: Online Course Development Basics (April 25 – May 18, 2007) 9. Attended the International Reading Association Annual Convention (Toronto: May 13-17, 2007)
Parker, Wetonah	<ol style="list-style-type: none"> 1. Funds to attend INTASC Training 2. Funds to Closing the Gap Conference (multiple years) 3. Funds to attend Association of Teacher Educators Conference – Focus on Technology, 4. Funds to attend NC Teacher Education Forum (multiple years) 5. Funds to attend Diversity and Learning Conference, AACU
Roberts, Susan	<ol style="list-style-type: none"> 1. New Faculty Orientation, 2. Service Learning Training 3. SLOAN-C Online Workshop Series: 4. New Advisors Training, May 2007 5. Funds to attend North Carolina Teacher Education Forum 6. Funds to attend North Carolina Teachers of Mathematics Conference, Greensboro, NC, 7. Funds to attend North Carolina Association of Research in Education

	Conference, Greensboro, NC,
Schrock, Julie	<ol style="list-style-type: none"> 1. Funds to attend NC Teacher Preparation Program Approval Training 2. Funds to attend Literacy & Disabilities Conference 3. Funds to attend Closing the Achievement Gap Conference 4. Funds to attend Council for Exceptional Children National Conference 5. Funds to attend National Association for Gifted Children Conference 6. Funds to attend National Leadership Conference on Low –Income Promising Learners 7. Funds to take 3 graduate classes - Intro. To Gifted Education, Methods and Materials for Gifted Education, Differentiation in Gifted Education 8. Financial support (with Monica McKinney) for Middle School After Montessori Study. 9. Funds to attend 3 AIG symposia 10. Meredith on-campus training workshops: Writing Intensive, FYE, Advising, Search Committee;

9. Describe practices to select, orient, communicate with, and evaluate adjunct faculty to ensure program quality.

Adjuncts in teacher education are usually long term. Adjunct teaching faculty in the Department of Education have been teaching in the program for more than 10 years, and the adjunct supervisors are characteristically in the K-6 program. The chair of the department meets with adjunct faculty at least twice an academic year, no matter how long they have been a part of our program.

Adjunct faculty are assigned a shared office and a mailbox, and are mentored by the chair of the department.

In the ESL program, Kristi Arriaga served as adjunct faculty during the Spring, 2006, semester when Ellen Graden was on sabbatical. Ms. Arriaga was a reasonable choice because at Meredith she has earned two degrees and three teaching licenses: a B.A. in Spanish with K-12 Spanish licensure, a M.Ed. with a specialty in ESL, K-6 add-on licensure, and she has served as a cooperating teacher for and ESL licensure students. During that semester, Ms Arriaga taught EDU 345 Language Minorities in Public Schools, supervised five student teaching interns, and also taught EDU 445 Teaching Elementary ESL Students, a course in the K-6 licensure program requirements.

Program Standard 5 Links	
	Xythos
Faculty Development	Curriculum Vitae Education Faculty Course Syllabi

Program Standard 6: Program Governance and Resources

The program has leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

- 1. Describe where the program is administratively housed and its relationship to the unit. Describe how this organization structure provides for the leadership for and the oversight of the program.**

The ESL education licensure program is housed in the Department of Education. The program coordinator Dr. Ellen Graden works in cooperation with the Director of Teacher Education, Dr. Wetonah Rice Parker. As director of the program, Dr. Graden is responsible for the aspects of the program related to professional coursework and field and practicum experiences.

The Program Director is also Director of the Master of Education Program. Those responsibilities include responsibility for the M.Ed. program and curricula as well as advising of graduate students. A change in personnel of the literacy specialist meant that during the 2006-2007, Dr. Graden advised all Reading as well as ESL and K-6 graduate students. Beginning Fall, 2007, Dr. Beth Marr, will become advisor to the graduate Reading students.

The chair of the Department of Education has responsibility for the overall administration of all licensure programs, and the main vehicle for communication and collaboration is the Teacher Education Committee, along with the normal College structure for curriculum proposals and approval. The Chair or her designee is the licensure officer for the College in its relationship with the North Carolina Department of Public Instruction.

- 2. Describe the adequacy of the number of faculty to support the program.**

Students in the ESL licensure program are taught education courses by the faculty in the Department of Education. All have teaching experience. Content methods courses are taught only by a licensed ESL educator, Dr. Ellen Graden. Other courses required by the program are taught in the specific content areas, all by full-time faculty.

The student teaching internship is directed by Dr. Wetonah Rice Parker, Director of Teacher Education, and field supervision is the responsibility of and the methods professor, Dr. Ellen Graden.

The Education Department includes 9 full-time faculty members and 10 part time faculty/supervisors.

- 3. Describe the adequacy of the non-faculty personnel that support the program. This should include graduate assistants.**

There are no graduate assistants at Meredith College. The Education Department is supported by two full time staff positions and up to three student worker positions. Paperwork and related materials for the Department of Education are handled by Sharon Jones, secretary in the department. Beginning Fall, 2007, Erin Barrow, the Graduate Program Manager and Admissions Counselor, will assist in the recruitment and admissions advising of the licensure-only ESL students. Other licensure-only responsibilities will be added as Erin becomes more knowledgeable.

4. Describe the facilities in which the program is housed and their adequacy. The response should include office and meeting space.

The Department of Education is housed in Ledford Building that was opened in January 1995. All faculty have individual offices, small and large classrooms, a curriculum center, and small conference areas. The department shares the building with the departments of Psychology and Sociology and Social Work. Even though the majority of the classroom on the 2nd and ground floors are used by the faculty and students in education, they are shared space with the other two departments. In addition, there is an Autism Program, sponsored by the Department of Psychology, housed on the ground floor.

Technology Available	Ledford Building
Television, VCR, overhead projector, screen, whiteboard, wireless capability	All classrooms
Data projector, VCR, DVD player	Portable - 2-3 for floors 1, 2, 3

Being that Meredith College is a laptop campus, all classrooms are wireless. There are computer labs in Ledford for students; however, all full time students at Meredith have laptop computers.

5. Describe the library resources that support the program and their adequacy. This should include library resources and curricular materials.

Library and instructional resources are available for purchase through departmental budgets. Funds for departments with licensure programs are available through the library from the Department of Education. Budgets are adequate to support the needs of the Department of Education and the ESL program in particular.

The Carlyle Campbell Library provides extensive resources to support the Meredith community, including our education licensure students and graduate education students.

Library Collections

The library collection includes over 190,000 volumes. Education materials are located in two places within the collection—in the Dewey Decimal classification 370-379 (with 5,968 volumes), and in the Curriculum Materials Center. The Curriculum Materials Center on the ground floor of the library includes all textbooks approved for K-12 use in the state of North Carolina (8,636 volumes) and a large collection of literature for children and young adults (5,394 volumes). More than 1 out of every 5 items in these collections has been checked out in the last three years. The library also owns over 7,500 videos, laserdiscs and DVDs. This collection is heavily used by student interns. The music library includes a substantial pedagogy collection, along with over 8,000 scores and 2,500 CDs.

Materials are added to the library collection in a variety of ways. Each academic department appoints a faculty member as library liaison to manage the portion of the library acquisitions budget directly allocated to the department. For the Department of Education, the amount allocated for this fiscal year is \$2,147.00. In addition to funds directly allocated to each department, the library supports purchases through an approval plan. Faculty members from each academic department assisted the library's Head of Technical Services in creating a profile that described the types of materials that would support the Meredith curriculum. Books fitting that profile are sent to the library where they

are available for review by faculty and librarians. Books deemed appropriate for the collection are retained. In this manner, the library acquired 54 books in the education field last year. In addition, the library has a supplemental budget for the acquisition of materials at the graduate level to support the College's graduate programs. In FY2005/2006, the library spent \$14,787.31 on library materials in the field of education, adding 2,358 volumes to the collection. Upper division and graduate students conducting advanced research will occasionally need resources outside the scope of the library's acquisitions program. For these researchers, the Library provides Interlibrary Loan (ILL) services and the ability to borrow books directly from North Carolina State University. ILL services are provided at no charge to graduate students. Charges for undergraduates begin only after the student has made her 10th ILL photocopy request in a particular semester. There are no charges for borrowing books through ILL.

Online databases and periodical subscriptions

The library subscribes to over 100 databases for our students in a variety of disciplines (including ERIC). Many include access to the full text of resources indexed in them. The library directly subscribes to 2,289 journals in print and electronic form. Academic departments are surveyed annually to determine the appropriateness of current subscriptions and the need for new subscriptions. Through the online databases, direct subscriptions, and access to free resources across the Internet, the Library staff has identified 1,217 titles with a focus on education issues for our students. Some of the most heavily used education periodicals include:

- American School Board Journal
- Art Education
- Child Development
- Childhood Education
- Education Week
- Educational Leadership
- Language Arts
- Phi Delta Kappan
- Reading Teacher
- School Arts
- Times Educational Supplement

Library Services and Support

The Carlyle Campbell Library is open 102 hours per week—until 1am Sunday through Thursday nights. The [library website](#), organizes information, services, and resources available to the Meredith community online. The Information Desk is staffed by Reference Librarians and Reference Department Student Assistants 77 hours per week. In addition to coming to the information desk for assistance, students may also schedule time with a librarian to work on appropriate avenues for conducting research on a topic.

6. Describe the technology resources that support the program and their adequacy.

Meredith College is a [laptop campus](#). All faculty have a laptop computer, printer, APC power strip, security cable, and a carrying case. The laptop comes preloaded with the Microsoft Office Suite, antivirus software, and other programs that may be content specific. Technology Services is readily available for technical assistance to support faculty, staff, and candidates in meeting their teaching/learning goals. Computer labs are available to candidates in three buildings on campus,

Ledford, SMB, and Harris. In addition, EDU 241, Introduction to Instructional Media is taught in SMB where data projectors are mounted in the ceiling, and may be connected to the provided desktop or the faculty/student laptop.

7. Describe the adequacy of the fiscal resources that support the program.

Travel allocations from the College operating budget are made to each academic department in the amount of \$450 per full time faculty member. Deans support conference presentations with more funding. Faculty in and education have full access to duplication through the Copy Services and copy machines in the individual buildings.

Program Standard 6A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

1. Describe institutional and program policies and practices related to faculty loads, including student teaching supervision.

Workload Policies. Faculty members are expected to teach 21 credit hours per year (fall and spring semesters), with the average undergraduate course being three credit hours. In departments with graduate programs, faculty receive 4.5 hours of credit for graduate courses with enrollments equal to or greater than ten. In making teaching assignments, the department head considers such criteria as the number of preparations and total number of students taught. At the undergraduate level, research courses (EDU 299 and EDU 499) accumulate with a value of 1/9 credit per student and at the graduate level, masters theses (EDU 650, 651, 800) accumulate with a value of 2/3 credit per thesis. Faculty are compensated monetarily for teaching in any of the summer sessions offered by the college. In addition to teaching, the faculty role model adopted in 2003 includes academic advising and mentoring, service, and professional involvement. The role model is prioritized by the faculty member in consultation with the department head each year. Teaching always occupies the highest level of priority but the prioritization of the other areas is flexible. Sometimes faculty members assume special duties or administrative positions that require a reduction in the teaching load. Such reductions require approval from the department head and the Dean.

Supervisory responsibilities in student teaching are considered in load assignments. Each student intern counts as a 0.67 semester hour, so that 5 student teachers would be equivalent to one 3-hour course. Supervisors for the middle/secondary/K-12 licensure areas are usually full time faculty. The Department of Education has student interns in the schools during fall and spring semesters; therefore, meetings are held semi-annually for supervisors and cooperating teachers. College supervisors from the Department of Education are required to observe each student teaching for a minimum of 4 times, with their cohort supervisor in the content area, observing a minimum of twice. Problems in student teaching require more hours of observation and conversation both with the student intern and the cooperating teacher. The *Student Internship Handbook* explains the policies problems in student teaching, removal from the program, and possible return.

All area high schools are on block schedule, with 90-100 minute periods, and supervisors are to observe the entire class period. At the midpoint of the student internship experience, college supervisors, cooperating teachers, and student interns complete a midterm evaluation using the *Teacher Candidate Evaluation Rubric* (TCER), which includes information on knowledge, skills, and dispositions. Also, the technology portion of the professional portfolio is due for its first formal

evaluation. Supervisors, cooperating teachers, and student interns have midterm conference. At the conclusion of the internship, all supervisors, cooperating teachers, and student interns have a final conference and the complete final evaluations, each completing his/her own, using the TCER again. At the final conference, the professional portfolio, which reflects on the internship experience and with the satisfactorily completed technology requirements, is required.

2. Provide a chart summarizing faculty teaching, advisement, and committee loads by semester for the year of record and the preceding year. The chart should include the same faculty included in the chart for Standards 5 and 5A.

Fall 2006				
Name	Teaching Load	Advisement	Committees	Department
Jane Gleason	EDU 234 – Educational Psychology; EDU 401 Mathematics in the Elementary School; EDU 651 – Master’s Thesis	None	Tenure and Promotion, Co-Chair	Education
Ellen Graden	EDU 445 ESL in the Elementary School; EDU 745 – Introduction to Methods of ESL; EDU 641 – Methods of Teaching ESL; EDU 651 – Master’s Thesis	Director, Graduate Program; advisor to all graduate students	Graduate Studies Committee	Education
Linda Hubbard	EDU 232 – Foundations in American Education	6	Teacher Education, Dean’s Council, Teaching Fellows Advisory	Education
Beth Marr	EDU 255 – Literature for Children and Early Adolescents; EDU 300 – Introduction to Language Arts; EDU 400 - Communication Skills in the Elementary School	None	None	Education
Monica McKinney	EDU 232 – Foundations of American Education; CORE 100 – The Context of Culture; EDU 651- Master’s Thesis	10	Teacher Education, General Education, Faculty Council	Education
Jennifer Olson	EDU 255 – Literature for Children and Early	None	None	Education

	Adolescents; EDU 450 – Reading in the Content Area			
Wetonah Rice Parker	EDU 440 – Seminar in Education; EDU 467 – Secondary School; EDU 490 – Observation and Directed Teaching, EDU 651 – Master’s Thesis	10	Teacher Education, Teaching Fellows, Tenure and Promotion,	Education
Susan Roberts	EDU 440 – Seminar in Education; EDU 232 – Foundations in American Education; EDU 490 – Observation and Directed Teaching	None	None	Education
Julie Schrock	EDU 234 – Educational Psychology; EDU 466 – Preadolescents/ Adolescent Behavior; EDU 490 – Observation and Directed Teaching	10	Academic Council, General Education	Education

Spring 2007				
Name	Teaching Load	Advisement	Committees	Department
Jane Gleason	EDU 234 – Educational Psychology; EDU 401 Mathematics in the Elementary School; EDU 490 – Observation & Directed Teaching	None	Tenure and Promotion, Co-Chair	Education
Ellen Graden	EDU 445 ESL in the Elementary School; EDU 745 – Introduction to Methods of ESL; EDU 641 – Methods of Teaching ESL; EDU 651 – Master’s Thesis	Director, Graduate Program; advisor to all graduate students	Graduate Studies Committee	Education
Linda Hubbard	CORE 100 – The Context of Culture	6		Education

Beth Marr	EDU 300 – Introduction to Language Arts; EDU 400 - Communication Skills in the Elementary School; EDU 676-Clinical Application of the Reading Process	None	None	Education
Monica McKinney	EDU 232 – Foundations of American Education; CORE 100 – The Context of Culture; EDU 651- Master’s Thesis	10	Teacher Education, General Education, Faculty Council	Education
Jennifer Olson	EDU 255 – Literature for Children and Early Adolescents; EDU 450 – Reading in the Content Area; EDU 490 – Observation & Directed Teaching	None	None	Education
Wetonah Rice Parker	EDU 440 – Seminar in Education; EDU 467 – Secondary School; EDU 490 – Observation and Directed Teaching, EDU 651 – Master’s Thesis	10	Teacher Education, Teaching Fellows, Tenure and Promotion,	Education
Susan Roberts	EDU 440 – Seminar in Education; EDU 232 – Foundations in American Education; EDU 490 – Observation and Directed Teaching	None	None	Education
Julie Schrock	EDU 234 – Educational Psychology; EDU 466 – Preadolescents/ Adolescent Behavior; EDU 490 – Observation and Directed Teaching	10	Academic Council, General Education	Education

Summer 2007				
Name	Teaching Load	Advisement	Committees	Department
Jane Gleason	EDU 234 – Educational Psychology			Education
Ellen Graden	EDU 645 – Culture & the Language Teacher			Education
Beth Marr	EDU 677 – Teaching Writing K-12			
Wetonah Rice Parker	EDU 241 – Introduction to Instructional Media; EDU 605 – Design & Evaluation of Instructional Materials			Education

Program Standard 6 Links
Xythos
Course Syllabi
Curriculum Vitae