

AACTE/NCATE Joint Data Collection Report The AACTE/NCATE report is completed annually and required of all NCATE-affiliated institutions as a condition of accreditation. A compilation of these reports serves as primary documentation for Board of Examiner teams as they prepare for an on-site accreditation visit.

ABCs Plan North Carolina's Strategic Plan for the Excellent Schools. The Plan calls for a system that will be customer-driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement. It includes five priorities: 1) High Student Performance; 2) Safe and Orderly and Caring Schools; 3) Quality Teachers, Administrators, and Staff, 4) Strong Family, Community and Business Support, and 5) Effective and Efficient Operations. See <http://abcs.ncpublicschools.org/abcs/>

Accreditation A process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE/NCDPI accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality.

Admission to Teacher Education The North Carolina Department of Public Instruction requires that candidates applying for initial North Carolina licensure through an institution of higher education must be admitted to an approved Teacher Education Program and complete all program and licensure requirements.

Advisor An advisor will be assigned you and will supply important information and support. Your advisor has records which can help you keep track of your progress. Advisors can help you decide what courses to take and assist if you have a problem.

Alternative Licensure Alternative teacher licensure routes provide opportunities for people from various educational backgrounds and walks of life to become teachers. They have opened doors to teaching for persons from other careers, from the military, from liberal arts colleges, former teachers who want to upgrade their credentials and get back into teaching, and for people who trained to teach years ago but never did.

Assessment System A description or example of candidate or institutional performance that serves as a standards of comparison for evaluation or judging quality.

Assistive Technology Device Any item, piece of equipment, product or system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

At-risk students Students who are at risk of educational failure to achieve academic excellence. Critical areas include the education of linguistic and cultural minority students and those placed at risk by factors of race, poverty, and geographical location.

Board of Examiners (BOE) Report The report prepared by the Board of Examiners team that conducts the on-site accreditation review of a unit. The report described how the unit meets the NCATE standards and cites any weaknesses in relation to the standards.

Candidate Performance Data Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays or tests demonstrating subject content mastery; employer evaluations; state licensure tests; and mentoring year portfolios as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies.

Candidate Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from students in P-12 schools.

Checksheet A degree checksheet for your major will be completed and updated each semester based upon your progress through your program. You will receive a copy of the updated checksheet prior to pre-registration each semester.

Clinical Experience Fieldwork experiences or the student teaching experience may also be referred to as a clinical experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

Closing the Achievement Gap Closing the academic achievement gap that exists between white and minority (African American, Hispanic, and Native American) students is a top priority for the State Board of Education. North Carolina is working to close the gap by requiring local schools systems to develop annual plans for closing gaps, increasing funding, developing resource centers and pilot programs, encouraging community/school collaboration, and implementing other initiatives to ensure that the achievement gap closes. The North Carolina Department of Public Instruction now includes the Closing the Achievement Gap section as part of the School Improvement Plan, including the establishment of a database of information on various programs and initiatives. See <http://www.ncpublicschools.org/racg/>

Conceptual Framework An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the units operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Content The subject matter or discipline that teachers are being prepared to teach at the elementary, middle level, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, elementary education).

Continuing Accreditation The accreditation decision rendered by NCATE following a successful accreditation visit five years after an institution's professional education unit has been accredited. Accreditation is continued for as long as the unit continues to satisfy NCATE's standards and requirements.

Core Standards for Teachers Also known as Every Child's Teacher were developed by the North Carolina Professional Teaching Standards Commission and adopted by the State Board of Education in November, 1999. They are intended for use by teachers, administrators, parents, policy makers, and by others interested in education and teacher quality in North Carolina. The standards were cross-referenced with INTASC standards for beginning teachers, with National Board Standards for highly accomplished teachers, and with standards from professional teaching organizations. The Core Standards serve as a link and a bridge to create a coherent system of standards for North Carolina teachers. The teachers who developed these standards hope and expect them to be used to guide teacher preparation, teacher evaluation, and teacher professional development. Stakeholders throughout North Carolina had the opportunity to react to the draft standards and to influence their final shape. See <http://www.ncpublicschools.org/humanrsrscs/downloads/2nccspecialtyas.pdf>

Cultural Background The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Dispositions The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Diversity Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

ESEA Elementary and Secondary Education Act (enacted in 1965) was reauthorized, also know as the No Child Left Behind Act (NCLB), and signed into law on January 8, 2002. It redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Some people call this the Title I law but it includes much more than this one program. See <http://ncpublicschools.org/nclb/> and <http://www.nclb.gov>

Excellent Schools Act Approved in 1997, the Excellent Schools Act aims to improve student academic achievement and reduce teacher attrition through higher teacher salaries and standards. The ABCs Plus: North Carolina's Strategic Plan for the Excellent Schools Act. The mission includes creating a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement. Strategic Priorities are 1) High Student Performance; 2) Safe and Orderly Schools; 3) Quality Teachers, Administrators, and Staff, and 4) Effective and Efficient Operation. See <http://abcs.ncpublicschools.org/abcs/>

Exceptional Children Children who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services, whether or not such services are available. In general, the term “exceptional children” considers exceptionality on the basis of (a) physical, health, or sensory disability, (b) emotional disability or behavioral problem, and (c) observable exceptionality in mental ability, i.e., mentally gifted and mentally retarded. Some exceptional children have more than one type of exceptionality.

Exceptionality A physical, health, sensory, mental, psychological, or proficiency characteristic by which qualified professional personnel identify individuals as differing significantly from others in their age group.

Fieldwork Experience Experiences in K-12 educational classroom settings. Candidates are required to complete 4-6 fieldwork experiences based upon their licensure area. Each field experience must document 25 hours of observation, participation, instruction and evaluation. Candidates must arrange for their own transportation.

Full-time Students Typically, undergraduate candidates taking a minimum of 12 semester hours or the equivalent. A full-time load for a graduate candidate is 9 semester hours.

Governance The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school personnel prepared at the institution.

IHE Institution of Higher Education. Greensboro College is an institution of higher education.

Individualized Education Program (IEP) A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA-Part B) which includes: 1) a statement of present levels of educational performance of a child; 2) a statement of annual goals including short-term instructional objectives; 3) a statement of specific education and related services to be provided and the extent to which the child will be able to participate in regular educational programs; 4) a projected date for initiation and anticipated duration of services; and 5) appropriate objectives, criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved. (Please refer to the US Department of Education Office of Special Education Programs’ web site at <http://www.ed.gov/about/offices/list/osers/index.html> for extended definitions of IEP.)

Infants and Toddlers with Disabilities Individuals from birth through age two who need early intervention services because they: 1) are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: cognitive development, physical development including vision and hearing, language and speech development, psychosocial development, or self-help skills and 2) have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. This term may also include, at a State’s discretion, children from birth through age two who are at risk of having substantial developmental delays if early intervention services are not provided. (Individuals with Disabilities Education Act.)

Initial Teacher Preparation Programs at baccalaureate or postbaccalaureate levels that prepare candidates for the first license to teach.

IHE Performance Report Institution of Higher Education Performance Report is provided by a college or university in response to the Excellent Schools Act ratified by the General Assembly on June 24, 1997. The yearly report provides accountability for their role in preparing classroom teachers for public schools in North Carolina. A variety of information—including graduate and employer surveys, test scores of prospective teachers and teacher education graduates and the percentage of graduates employed—is assembled about each of the 47 teacher education programs to rate their performance. Institutions are rated according to three overall criteria: compliance with state and national accreditation standards, the quality of program completers, and involvement with and service to public schools.

Institutional Report A report that provides the institutional and unit contexts, a description of the unit’s conceptual framework, and evidence that the unit is meeting the NCATE unit standards.

INTASC The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

ISTE-NETS Standards The International Society for Technology in Education—National Educational Technology Standards for Teachers focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for

applying technology in educational settings. The standards and the performance indicators also provide guidelines for teachers currently in the classroom. ISTE Technology Standards for Teachers have provided a framework for implementing technology in teaching and learning. See <http://www.iste.org>

Knowledge Bases Empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

Lateral-entry Licensure-only candidates who hold a degree but not a teaching license and have been hired by a Local Education Agency (LEA) are labeled as lateral-entry candidates. Upon completion of a licensure program their lateral-entry/provisional license will be cleared.

LEP Students Limited English proficiency students.

License Completers Candidates who complete all institutional requirements and all state-testing (NTE/PRAXIS, Technology Portfolio) requirements for licensure. All licensure completers are program completers.

Licensure The official recognition by a state governmental agency that an individual has certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. Application for North Carolina licensure will be completed during final semester of program. You should apply for North Carolina licensure even if you do not plan to teach here. Licensure or certification from the state in which you qualified is often necessary in another state. Although a reciprocity agreement may exist, other states may insist upon completion of additional requirements for licensing.

Licensure-only Candidates who have received a baccalaureate degree and are interested in obtaining North Carolina licensure enter Greensboro College as licensure-only candidates.

Local Education Agency (LEA) A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform service functions for public elementary or secondary schools in 1) a city, county, township, school district, or other political subdivision of a state; 2) such combination of school districts or counties a state recognizes as an administrative agency for its public elementary or secondary schools; 3) any other public institution or agency that has administrative control and direction of a public elementary or secondary school; and 4) any other public institution or agency that has administrative control and direction of a vocational education program.

Magnet School A school or education center that offers a special curriculum (i.e., a course of study embracing subject matter or teaching methodology that is not generally offered to students of the same age or grade level as the students to whom the special curriculum is offered in the magnet schools) capable of attracting substantial numbers of students of different racial backgrounds.

Multicultural Perspective An understanding of the social, political, economic, academic, and historical constructs of race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and the geographic region in which one lives.

NBPTS The National Board for Professional Teacher Standards, an organization of teachers and other educators that has developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

NC-ACTE North Carolina Association of Colleges for Teacher Education. Greensboro College is a member of this state-wide organization.

NCATE The National Council for the Accreditation of Teacher Education. The Greensboro College Teacher Education Program is NCATE accredited.

NCDPI The North Carolina Department of Public Instruction. The Greensboro College Teacher Education Program is NCSBE/NCDPI accredited.

NCDPI Program Competencies Standards developed by NCDPI that describe what professionals in the field should know and be able to do.

NCDPI Program Review The process by which NCDPI assesses the quality of teacher preparation programs offered by an

institution. This review process occurs concurrently with the NCATE on-site review.

NCICU North Carolina Independent Colleges and Universities. Greensboro College is a member of this organization.

NCLB The Elementary and Secondary Education Act, reauthorized and also known as the No Child Left Behind Act (NCLB), was signed into law on January 8, 2002. Some people call this the Title I law but it includes much more than this one program. See <http://npublicschools.org/nclb/> and <http://www.nclb.gov>

NC Standard Course of Study Written expectations for meeting a specified level of performance. Standards exist for the content that P-12 students should know at a certain age or grade level.

NCSBE North Carolina State Board of Education.

Non-traditional student A non-traditional candidate enters Greensboro College through the Adult Education Program and has either completed baccalaureate degree requirements, or is 23 years of age or older.

PAL Program The Piedmont Alternative Licensure (PAL) Program. The PAL Program is a collaboration of Bennett College and Greensboro College to provide lateral-entry teachers a means for obtaining NC licensure. The program is modeled from the successful Project ACT coordinated through the alternative licensure program at East Carolina University. The PAL Program provides licensing programs in middle grades, secondary programs in biology, English, mathematics, and social studies, and K-12 programs in art, music, physical education, Spanish, and theatre.

Part-time Students Typically, undergraduate candidates taking fewer than 12 semester hours.

Pedagogical Content Knowledge The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

Pedagogical Knowledge The general concepts, theories, and research about effective teaching and introspective of content areas.

Portfolio An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations, and tasks used for instructional or clinical experience purposes such as projects, journals, and observations, videos, comments by cooperating teachers, internship supervisors, peers, and samples of work.

Preservice Teacher Individuals admitted to, or enrolled in, programs for the initial preparation of teachers.

Professional and Graduate Studies Office Candidates who are 23 years of age or older and/or have obtained a baccalaureate from an accredited college/university apply for admission to Greensboro College through the Professional and Graduate Studies Office.

Professional Knowledge The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Professional Studies Courses Teacher Education Program courses required by all candidates regardless of their licensure area. Professional Studies Courses include: EDU 2000, SPED 2100; EDU 3100, 4100*; Pedagogy Courses*; PSY 3200*; Field Experiences*; EDU 4900*, EDU 4930**, EDU 4940**, 4950**, 4960**, 4980*, 4990**. (Note: *Requires admission to the Teacher Education Program; ** Requires admission to the Student Teaching Program.)

Program A sequence of courses and experiences in general, specialty, and professional studies required by a college/university for the preparation of professional education candidates to teach a specific subject or academic area. A program area could be a major in education; it could also be a major in an academic area with professional education requirements for licensure.

Program Area Report The report prepared by faculty responsible for a program (e.g., math education, elementary education) responding to NCDPI standards. The report serves as primary documentation for NCDPI teams conducting on-site visits.

Program Completers Candidates who complete all degree and major requirements. Program completers have satisfied all requirements in the sequence of courses and experiences in general, specialty, and/or professional studies required by a college for the preparation of professional education candidates to teach a specific subject or academic area. Degree-seeking program completers must complete PRAXIS II and Technology Portfolio requirements in order to be eligible for licensure recommendation.

PTEC Piedmont Triad Education Consortium. Greensboro College is a member of this organization.

Regional Alternative Licensing Centers (RALC) Three regional alternative licensing centers were established by the North Carolina State Board of Education that are authorized to evaluate and prescribe licensure plans of study that will lead to teacher licensure in North Carolina.

Rubrics Written and shared for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

SACS Southern Association of Colleges and Schools. Greensboro College is accredited by SACS.

Specialty Area Courses Content-major courses required in licensure area in addition to professional studies courses.

State Consultant An individual from the state agency with teacher education authority who serves as a resource to the BOE team during on-site visits, along with an NEA state affiliate representative. The consultant provides clarification of state conditions and policies.

State Program Approval Standards The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

Student Teaching Experience Candidates enrolled in a program to complete licensure and baccalaureate requirements must complete a full-semester student teaching experience required by the North Carolina Department of Public Instruction.

Teaching Portfolio Candidates produce this developmental portfolio based upon their licensure area. Professional studies class assignments are turned into artifacts. The teaching portfolio culminates in the student teaching semester.

Technology Portfolio For initial licensure purposes, colleges/universities are to verify that candidates have met the technology requirement through completion of a technology product of learning that is evaluated by a panel of IHE and public school faculty. The Technology Portfolio is required by the North Carolina Department of Public Instruction for licensure. The portfolio consists of documentation demonstrating advanced technology competence. The results of the graduate and employer surveys on technology competence of graduates are to be included in the IHE Performance Report for each IHE.

Title II Report The Higher Education Amendments of 1998 provide support for higher education through grants to states and institutions and through student financial assistance, such as Pell Grants, and Federal Student Loans. Title II of the Amendments focuses on improving the quality of America's teaching force. To this end, it provides grants to states and to partnerships composed of higher education institutions and other interested parties, such as school districts. In addition, Title II provides funds for scholarships to recruit and educate talented prospective teachers and assign them to high-need areas in exchange for the assistance that they receive. Section 207 of Title II of the Federal Higher Education Act calls for accountability for teacher preparation programs. It requires annual report cards on the performance of these programs and specifies what the report cards are to contain. Each year, institutions with teacher preparation programs that enroll any students receiving funds under the Act must provide reports to the state in which they are located and to the general public. Similarly, states that receive any funds under the Act must provide annual reports to the U.S. Secretary of Education. The Secretary, in turn, must provide a report to Congress each year. The required information is included as an appendix in the *Academic Catalog*.

TPAI The Teacher Performance Appraisal System (TPAI), the performance appraisal instrument, is used by LEAs to evaluate classroom teacher effectiveness and quality.

Traditional Student A traditional candidate is 22 years of age or younger and does not hold a baccalaureate degree.

21st Century Community Learning Centers The 21st CCLC Program is a key component of the No Child Left Behind Act. It is an opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. The focus of this program, re-authorized under Title IV, Part B, is to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition, 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music, and recreation programs, counseling and character education to enhance the academic component of the program.

Unit The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these program are administratively housed. Also known as the professional education unit.