DEPARTMENT OF EDUCATIONAL SPECIALTIES
Bachelor of Science in Special Education

PROGRAM OVERVIEW

The Special Education program at UNCP provides initial entry licensure in Special Education: General Curriculum. These state standards are aligned with the Council for Exceptional Children (CEC) Common Core Standards and the CEC Individualized General Curriculum-Referenced Standards. In addition, the standards for this license are aligned with the North Carolina Professional Teaching Standards, which are cross-referenced with INTASC Standards for Beginning Teachers. This license replaces the initial undergraduate teaching licenses in the categorical areas of SLD, MD, BED, and CC. The program's focus is designed to prepare highly trained teachers who utilize best practices in working with students with mild educational disabilities.

Program of Study

Program Checklists for the Special Education: General Curriculum program are available to students in the Education Offices and online at the Special Education website.

Program Goals and Objectives

The goal of the Special Education Program is to prepare effective and qualified professionals that provide research-validated instruction and behavior supports to maintain at grade level students with disabilities who are enrolled in the North Carolina Standard Course of Study. The following are the objectives for the undergraduate Special Education Program.

The effective and qualified pre-service special educator:

1. Acquires basic skills, knowledge, and attitudes in a wide variety of disciplines including the arts and the humanities, natural sciences and mathematics, and the social sciences.
2. Develops the ability to analyze.
3. Experiences a interdisciplinary curriculum which emphasized the interrelationship of the culture, research and practices deemed appropriate and necessary in educational and social settings.
4. Completes an Academic or Professional Concentration (Reading is suggested) of sufficient depth and breadth to complement and strengthen their overall program of studies and area of specialization.
5. Acquires knowledge and understanding of human growth and development; foundations of education; the purpose, organization, and administration of the schools; the teaching learning process; positive behavior supports; collaboration with general education teachers; curriculum; and methodology.
6. Demonstrates necessary competencies through systematic field experiences at both the elementary and secondary level, and a culminating and comprehensive student teaching internship.

7. Develops a broad background in the various categories of exceptional, diverse, and at-risk students, and demonstrates special skills in teaching students with mild disabilities across various content areas and ages; and in various settings.
8. Demonstrates appropriate communication skills and a professional attitude for collaboration with parents, school personnel, and other related professionals.
9. Demonstrates a diagnostic-prescriptive orientation toward instruction and behavior intervention, and is able to offer intensive and explicit individual and small group instruction.
10. Provides leadership in implementing special education procedures and policies.
11. Experiences, through personal investigation and growth, increased self-actualization, and in turn, foster self-worth and confidence through positive interaction with learners who have mild disabilities.

Standards for Special Education Teachers

Standard 1: Teachers have a knowledge base for each of the basic skills in language arts and mathematics.

- Indicator 1: Know language arts content and curriculum sequence included in the North Carolina Standard Course of Studies,K through 8th grade
- Indicator 2: Know the specific structure of the English language (Phonetics and Phonology, Sound Production, Morphology and Orthography, and Semantics and Syntax)
- Indicator 3: Know the mathematics content and curriculum sequence included in the North Carolina Standard Course of Studies K through 8th grade

Standard 2: Teachers have a broad and working knowledge of research-based learning strategies and their relationship to the learning of individual students.

- Indicator 1: Know research-validated learning strategies including strategies related to acquiring, storing, remembering and expressing information; demonstrating competence; developing social interaction; and content enhancement routines
- Indicator 2: Know research-validated self-determination learning strategies including choice making, decision-making, problem-solving, goal setting and attainment, self-awareness, self-advocacy, self-regulation and self-efficacy

Standard 3: Teachers teach students to use behaviors that promote success in the learning environment.

- Indicator 1: Know how to conduct individual functional behavior assessment and develop a behavioral intervention plan
- Indicator 2: Demonstrate competency to effectively teach a specific, research-validated, social skills development program
- Indicator 3: Demonstrate ability to implement, at classroom and individual student levels, a positive behavior supports school wide program
- Indicator 4: Demonstrate competency to implement a positive classroom behavioral management program

- Indicator 5: Demonstrate competency to design a self-monitoring program and instruct students on implementation of program
- Indicator 6: Instruct students in the utilization of positive communication techniques

Standard 4: Teachers organize effective student learning environments.

- Indicator 1: Demonstrate ability to plan, organize, implement and evaluate research-validated peer tutoring approaches to instruction
- Indicator 2: Demonstrate ability to maximize the percentage of time students are on task
- Indicator 3: Demonstrate ability to plan and organize learning settings for success to include implementation and evaluation of individual, small group, and large group instruction and the communication of schedules, routines and rules

Standard 5: Teachers use a variety of assessment techniques to determine instructional content, instructional procedures, and documentation of student learning and progress.

- Indicator 1: Demonstrate ability to conduct individual curriculum-based assessment procedures, interpret results and draw instructional and management conclusions and recommendations
- Indicator 2: Demonstrate ability to conduct individual curriculum-based continuous progress monitoring using student products, assessment probes, quizzes, and tests including state mandated tests

Standard 6: Teachers explicitly teach research-validated instructional and behavior strategies to facilitate learning across the curriculum.

- Indicator 1: Demonstrate ability to assess individual students' in the use of learning strategies including reading comprehension, writing, mathematics, memory, test-taking, time management, content area learning, self determination and advocacy and effective communications
- Indicator 2: Demonstrate ability to plan and implement a series of lessons to teach effective use of the learning strategies in the content and behavior areas indicated in Indicator 1 above
- Indicator 3: Demonstrate ability to monitor student progress in the use of learning strategies and the impact on academic performance
- Indicator 4: Demonstrate ability to scaffold instruction and procedures to promote student independence (e.g., moving from more supports to few supports)
- Indicator 5: Demonstrate ability to assess implement and monitor student use of technology (including assistive technology) throughout the curriculum
- Indicator 6: Instruct students in the use of problem-solving techniques relevant to their functioning level (e.g., conflict resolution strategies, self-monitoring of behavior)

Standard 7: Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics.

- Indicator 1: Demonstrate ability to assess individual students' reading abilities to include a summary of the students reading performance level and assessment of the students' phonemic awareness skills, letter-sound association skills, word identification skills, sight word reading skills, reading fluency, vocabulary, and reading comprehension
- Indicator 2: Demonstrate ability to effectively plan and teach a comprehensives series of daily instructional lessons which include explicit instructional procedures, activities and materials for teaching phonemic awareness, letter sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension, and monitoring students' progress in the development of reading skills
- Indicator 3: Demonstrate ability to assess individual students writing abilities to include a
- Indicator 4: Demonstrate ability to effectively plan and teach writing using a continuous series of daily instructional lessons, which include explicit, multisensory teaching strategies
- Indicator 5: Demonstrate ability to assess and summarize an individual students' mathematical abilities to include an assessment of error patterns and an understanding of the effects of language-based disabilities on understanding math concepts
- Indicator 6: Demonstrate ability to effectively plan and teach a continuous series of daily instructional lessons that link to other curricula areas and include explicit instructional procedures for teaching essential skills from the NC General Curriculum, using multisensory methods, continuing cycles of review, sequence from concrete to abstract, real word applications, and monitoring the students progress in the development of mathematical skills

Standard 8: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

- Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced
- Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

Standard 9: Teachers know the process and procedures for providing special education services.

- Indicator 1: Demonstrate knowledge of pre-referral intervention and facilitate effective referral process
- Indicator 2: Demonstrate ability to participate effectively in the multidisciplinary evaluation to include the administration and interpretation of educational assessments and understanding and interpreting psychological reports
- Indicator 3: Demonstrate ability to appropriately participate in the case conferencing and writing of effective IEPs that are aligned with the general curriculum and facilitate student and parent involvement

- Indicator 4: Demonstrate ability to effectively implement the objectives of the IEP including transition planning and postschool education and employment

Standard 10: Teachers collaborate and consult with general education teachers, parents and other professionals.

- Indicator 1: Demonstrate ability to use effective communication and parent conferencing skills including appropriate verbal, non-verbal, questioning and summarizing skills
- Indicator 2: Demonstrate knowledge of a variety of effective instructional modifications and the ability to use them appropriately in general education classrooms
- Indicator 3: Demonstrate ability to effectively communicate with and supervise para-educators
- Indicator 4: Demonstrate professional ethical behavior including confidentiality and advocacy for appropriates services for students with disabilities.

Standard 11: Teachers pursue continued professional development and learning to improve schools and advance knowledge

- Indicator 1: Demonstrate professional interest through continuing professional development through a variety of activities including higher education coursework, CEU and other staff development activities, membership in professional organization, and professional presentations
- Indicator 2: Demonstrate advocacy for effective services for students with disabilities through a variety of activities including staff development presentations and communications with other professionals and community groups