

DEPARTMENT OF ELEMENTARY EDUCATION
Bachelor of Science in Elementary Education

PROGRAM OVERVIEW

The program of study in Elementary Education consists of five curricular components: general education, the specialty area, content pedagogy (methods and internship), professional studies, and an academic concentration. When students have completed all program requirements they will be eligible to obtain an “A” license to teach in the state of North Carolina. The NC Department of Public Instruction issues the teaching license based on the University recommendation.

The Elementary Education program is one of twelve (12) teacher education programs offered at UNC Pembroke. Elementary Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. The Elementary Education Program adheres to all the standards set forth by the national and state associations and is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

The program is tailored to equip the elementary education candidates with the knowledge, skills, and dispositions as set forth in the program coupled with the conceptual framework, which is the foundation for the elementary program. Competence, collaboration, and commitment are the facets of the conceptual framework and are discussed, practiced, and applied in the requirements of the assignments for each of the education classes.

Program of Study

Program Goals and Objectives

The goal of the Elementary Education program is to guide the professional development of teacher candidates who are morally and ethically committed to the learning, development, and well-being of all elementary children and who possess the knowledge, skills, and dispositions needed to guide the cognitive, social, emotional, and physical development of diverse learners in ways that inspire, engage, and affirm. The specific objectives for elementary education candidates are delineated in the UNCP Teacher Education Program Teacher Candidate Handbook. Briefly, the objectives of the program are

- To develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
- To acquire the key concepts and tools of inquiry in the science disciplines, the literary disciplines, the social studies disciplines, the physical education and health disciplines, and the arts disciplines;

- To acquire knowledge of the theories and principles of human growth and development;
- To understand the major determinants of curriculum in the elementary schools, including the North Carolina Standard Course of Study;
- To know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of diverse learners;
- To understand the role of assessment in cycles of teaching and learning and to develop the disposition to reflect critically and integrate knowledge and experience into a coherent conceptual framework.

Standards for Elementary Education Teachers

Standards and Indicators

Standard 1: Elementary teachers have a broad knowledge and understanding of the major concepts in English Language Arts and Literacy.

- Indicator 1: Teachers know the developmental stages of language acquisition.
- Indicator 2: Teachers know and understand influences on dialect.
- Indicator 3: Teachers know and understand a diverse range of historical and contemporary literatures, including various genres of American, British, and World, as well as literatures written by women and authors of colors and works written for children and young adults.
- Indicator 4: Teachers understand the elementary school child's social, cultural, linguistic, cognitive, and affective backgrounds as they relate to the ability to develop effective communication processes (listening, speaking, reading, and writing).
- Indicator 5: Teachers know and understand that reading is taught as a process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.
- Indicator 6: Teachers understand the importance of literacy for personal and social growth.
- Indicator 7: Teachers know and understand that the English language continually changes.
- Indicator 8: Teachers know and understand written and oral composition processes. They understand:
 - The written language as a symbolic system.
 - The phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.
 - The importance of teaching grammar and usage in context.

Standard 2: Elementary teachers have a broad knowledge and understanding of the major concepts in mathematics.

Indicator 1: Teachers have knowledge of number sense, numeration, and numerical operation. Teachers:

- Illustrate, explain, and demonstrate prenumeration, numeration, fractions, decimals, rational numbers, integers, ratio, proportion, and percentages, and
- Apply four basic operations (addition, subtraction, multiplication, and division) with symbols and variables to solve problems and to model, explain, and develop computational algorithms.

Indicator 2: Teachers have knowledge of geometry and measurement. Teachers:

- Understand construction of simple geometric figures,
- Understand and apply concepts of relative position and relationships and geometric formulas, and
- Model appropriate measurement systems in various settings (standard, nonstandard, and metric system) in measuring length, perimeter, area, capacity, volume, weight, angle, time, money, and temperature.

Indicator 3: Teachers have knowledge of patterns, relationships, functions, symbols and models. Teachers:

- Understand patterns, relationships, functions, systems, and models,
- Recognize and use likeness and differences in defining and describing patterns with actions, words, objects, numbers, and set,
- Create, extend, and predict using geometrical and numerical patterns and sequences,
- Construct tables to illustrate a relationship,
- Illustrate open number sentences by describing relationships,
- Identify and apply variables, expressions and relationships,
- Use problem solving to give meaning to patterns, functions and relationships, and
- Use appropriate software applications to extend and promote understanding of patterns, functions, and relationships.

Indicator 4: Teachers have knowledge of data, probability, and statistics. Teachers demonstrate an understanding of:

- The importance of formulating the proper question in order to obtain measurement and reliable answers through analysis,
- How to systematically collect, organize, analyze, and summarize data in order to predict outcomes,
- Various methods for reporting and representing data (graphs, charts, tables, and grids),
- The likelihood of an event occurring by completing simple probability experiments, and
- Ways to use appropriate software to extend and promote an understanding of data collection, analysis of data, and display of data.

Standard 3: Elementary teachers have a broad knowledge and understanding of the major concepts in science.

Indicator 1: Teachers have knowledge of basic life science concepts including:

- Characteristics of living things
- Diversity of organisms and their environments
- Life cycles, mutations, and adaptations

- Structure and function of plants, animals, and their parts
- Growth and development of organisms
- Health and human biology
- Relationship between humans, organisms, and the environment (ecology)

Indicator 2: Teachers have knowledge of basic physical science concepts including:

Systems of measurements, analysis, and interpretation of data

- Structure and properties of matter
- Factors affecting chemical reactions
- Forces of motion
- Electromagnetism
- Waves and optics (light, heat, and sound)
- Sources, forms, conservation of energy

Indicator 3: Teachers have knowledge of basic earth science concepts including:

- Planetary astronomy (objects in the sky, changes in the earth and sky, and weather)
- Properties of earth materials (rocks, minerals, fossils, water, air)
- Earth dynamics and systems
- Interaction of earth and living systems including management of natural resources and pollution

Indicator 4: Teachers have knowledge of controversial issues and how they impact learning, including evolution and genetics.

Standard 4: Elementary teachers have a broad knowledge and understanding of the major concepts in social studies.

Indicator 1: Teachers have a basic knowledge and understanding of the tapestry of world cultures. Teachers:

- Know and appreciate creative works of world cultures,
- Value the contributions of world cultures and religions,
- Have an awareness of, an appreciation for, and sensitivity to diverse cultures, and
- Recognize the impact of social diversity in a complex world.

Indicator 2: Teachers understand the social science disciplines. Teachers:

- Understand the interdisciplinary nature of social studies,
- Know spatial and temporal concepts and their relationships,
- Are aware of the rights and responsibilities of democratic citizenship, and
- Acquire new knowledge in the social sciences.

Indicator 3: Teachers know and understand the developmental progression from the individual to the nation: Self and family, home and school, neighborhoods, communities, state, nation

Indicator 4: Teachers have knowledge of and appreciation for multicultural children's literature. Teachers select appropriate literature that is free from racist and sexist bias.

Indicator 5: Teachers have a basic knowledge of local and national traditions.

Indicator 6: Teachers understand basic geographic concepts and how they can be integrated including:

- Map, globe and chart skills
- Five Themes of Geography
- Six Essential Elements of Geography
- Environmental issues and concerns

Indicator 7: Teachers understand basic economic concepts, including:

- Supply and demand
- Interdependence/international trade
- Limited resources _ resource allocation
- Opportunity cost
- Economic Systems (Free enterprise/market economy, planned/command economy, mixed economy)
- Industrialization and technology
- Commercial and subsistence agriculture

Indicator 8: Teachers have a knowledge of history and historical concepts including:

- Sense of chronology
- Cause and effect
- Continuity and change
- North Carolina History
- United States History
- World History

Indicator 9: Teachers have a knowledge of political science, including:

- Comparative governments (*Government in a democratic society*)
- Local, state, and national governments
- International relations

Indicator 10: Teachers demonstrate a knowledge and understanding of physical, regional, and cultural geography and their effects on the relationship between people and their environments.

Indicator 11: Teachers promote the basic principles of being a citizen as vital to the development of responsible members of society by promoting an understanding of character development, including: Responsibility, Integrity, Self-discipline, Caring, Respect, Perseverance, Courage, and Citizenship.

Indicator 12: Teachers present historical perspectives. Teachers:

- Link current events to past events and future trends
- Highlight continuity in the human experience
- Foster a respect and appreciation for enduring traditions

- Demonstrate the ability of groups or individuals to initiate changes
- Develop experiences to help students learn about the historical development of democratic values

Indicator 13: Teachers enhance understanding of global interdependence. Teachers:

- Develop an understanding of our nation's place in the global economy
- Foster an understanding of our nation's role in global politics
- Shape an understanding of world environmental problems

Indicator 14: Teachers apply content to life skills. Teachers:

- Provide an environment that fosters critical thinking and effective use of information
- Emphasize the use of maps for practical purposes
- Require consideration of multiple views

Indicator 15: Teachers develop spatial perspectives. Teachers:

- Develop a sense of place - human and physical
- Aid understanding patterns of distributions among people, ideas, and resources

Standard 5: Elementary teachers have an understanding of the major concepts of healthful living.

Indicator 1: Teachers understand the foundations of good health and help students understand the benefits of a healthy lifestyle.

Indicator 2: Teachers are alert to major health issues related to children.

Standard 6: Elementary teachers have an understanding of the basic concepts of the arts.

Indicator 1: Teachers understand the basic vocabularies, materials, techniques, and thinking processes of each arts discipline (art, music, theatre, dance).

Indicator 2: Teachers have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

Standard 7: Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.

- Indicator 1: Teachers develop and implement the pacing and alignment of curriculum that is consistent with the NCSCOS, LEA standards and pacing guides, and national standards in all subject areas.
- Indicator 2: Teachers understand and use an interdisciplinary approach to teaching by connecting and integrating language arts, mathematics, science, social studies, healthful living, and arts concepts and processes, with appropriate technologies to enhance their teaching.
- Indicator 3: Teachers promote new learning by using students' prior knowledge, misconceptions, and interests when designing lessons.

- Indicator 4: Teachers implement a variety of teaching and communication strategies for instruction.
- Indicator 5: Teachers assist students in developing multiple learning strategies to address discipline specific content, critical thinking, and problem solving skills.
- Indicator 6: Teachers modify instruction and assessments to meet the needs of individual students.
- Indicator 7: Teachers develop and use a variety of formal and alternative assessment strategies as an integral part of instruction and learning appropriate for assessing individual, peer, team, and collaborative skills.

Standard 8: Teachers design instructional programs and strategies that build on students' experiences and existing language skills to help students become competent, effective users of language.

- Indicator 1: Teachers teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), context (semantic and syntactic), and text that has meaning for students.
- Indicator 2: Teachers help students use a variety of strategies to monitor their own reading comprehension.
- Indicator 3: Teachers guide and encourage students to think critically about what they write and read.
- Indicator 4: Teachers encourage students' enjoyment of reading.
- Indicator 5: Teachers provide students opportunities to explore the use of different genres of writing and speaking to a variety of audiences.
- Indicator 6: Teachers model Standard English.

Standard 9: Elementary teachers understand and use the processes of problem solving, reasoning and proof, communication, connection, and representation as the foundation for the teaching and learning of mathematics.

Indicator 1: Elementary teachers develop instruction in problem solving that enable all students to:

- Build new mathematical knowledge through problem solving;
- Solve problems that arise in mathematics and in other contexts;
- Apply and adapt a variety of appropriate strategies to solve problems;
- Monitor and reflect on the process of mathematical problem solving.

Indicator 2: Teachers develop instruction in reasoning that enables all students to:

- Recognize reasoning and proof as fundamental aspects of mathematics;
- Make and investigate mathematical conjectures;
- Develop and evaluate mathematical arguments and proofs;
- Select and use various types of reasoning and methods of proof.

Indicator 3: Teachers develop instruction in communication that enable all students to:

- Organize and consolidate their mathematical thinking through communication;
- Communicate their mathematical thinking coherently and clearly to peers, teachers, and others;

- Analyze and evaluate the mathematical thinking and strategies of others;
- Use the language of mathematics to express mathematical ideas precisely.

Indicator 4: Teachers develop instruction in making connections that enables all students to:

- Recognize and use connections among mathematical ideas;
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole;
- Recognize and apply mathematics in contexts outside of mathematics

Indicator 5: Teachers develop instruction in representation that enables all students to:

- Create and use representations to organize, record, and communicate mathematical ideas;
- Select, apply, and translate among mathematical representations to solve problems;
- Use representations to model and interpret physical, social, and mathematical phenomena

Standard 10: Teachers provide active inquiry experiences in the teaching of science by using various questioning skills and developing science processing skills (predicting, classifying, measuring, inferring, interpreting, analyzing, and synthesizing).

Standard 11: Elementary teachers connect social studies with the broad curriculum.

Teachers use the scope and sequence of the social studies curriculum to teach skills through the integration of the social studies content with the areas listed below.

Indicator 1: Teachers incorporate communication in their lessons.

Indicator 2: Teachers enhance students understanding of the humanities.

Indicator 3: Teachers enhance social studies lessons by making connections with scientific discoveries and technological innovations.

Indicator 4: Teachers incorporate mathematics in their social studies lessons.

Indicator 5: Teachers incorporate technology skills in their social studies lessons through collecting data, organizing and sorting data, and displaying data in a variety of ways.

Standard 12: Working alone, or with arts specialist teachers and/or other qualified arts professionals, elementary teachers are able to integrate the arts into the elementary curriculum.

Standard 13: Working alone, or with healthful living specialists, elementary teachers create opportunities for student development and practice of skills that contribute to good health.

Standard 14: Elementary teachers develop strategies to address topics that are controversial to diverse groups.

- Indicator 1: Teachers understand and respect that families and communities may have diverse attitudes about the educational process.
- Indicator 2: Teachers promote the open-minded discussion of controversial issues by developing and using various strategies such as debates, use of data gathering and analysis for informed decision making, and recognition of bias and propaganda.
- Indicator 3: Teachers guide students in developing rational solutions to controversial problems.
- Indicator 4: Teachers explore multiple viewpoints and respect values consistent with a democratic community by recognizing and valuing the family roles in educating children of diversity.
- Indicator 5: Teachers discourage prejudice, derogatory comments and stereotypical perspectives by modeling and selecting bias free instructional materials.
- Indicator 6: Teachers search for more effective means of educating all students in creating effective instructional goals, methods, materials, and skills that match the diversity of students.

Standard 15: Elementary teachers encourage underrepresented groups to engage in the schooling process, especially math and science.

Indicator 1: Teachers use a variety of strategies to encourage underrepresented groups to engage in the schooling process, especially math and science. They:

- Utilize community resources
- Give personal attention and encouragement to underrepresented groups of students
- Use relevant and real-world applications that interest a diverse population
- Encourage underrepresented groups to assume leadership roles.

Standard 16: Elementary teachers develop as leaders in their schools and communities by staying informed about educational policy issues and supporting professional development. Elementary teachers participate in co-curricular activities, provide leadership in student and curriculum involvement, and connect these activities to the development of citizenship ideals in their students.

- Indicator 1: When developing as leaders in their schools and communities, elementary teachers involve students in activities outside the classroom.
- Indicator 2: Teachers participate in meetings that establish policy.
- Indicator 3: Teachers communicate with parents, guardians, and caretakers to build partnerships between home and school.
- Indicator 4: Teachers participate in the selection of textbooks and resource materials that augment the elementary curriculum such as atlases, maps, children's literature, and software.

- Indicator 5: Teachers communicate with administrators concerning their needs including funds for field trips and guest speakers, materials unique to specific subjects and special projects, and professional development study and travel.
- Indicator 6: Teachers welcome classroom observation by other professionals and initiate professional dialogue regarding teaching methods and instructional delivery.
- Indicator 7: Teachers encourage participation in civic and volunteer activities.
- Indicator 8: Teachers research and learn to apply best practices in elementary education and participate in the dissemination of those ideas.
- Indicator 9: Teachers understand the importance of collaborating with colleagues to strengthen content, research, and pedagogy as well as with the community to provide quality instruction that meets state competencies.
- Indicator 10: Teachers advocate for the rights and welfare of their students by involving appropriate school and community human resources in meeting the individual needs of each students.

Standard 17: Elementary teachers understand safety and liability issues in elementary and advocate for appropriate safety materials and enforcement practices in the classroom.

- Indicator 1: Teachers ensure that safety issues are included in instruction and provide supervision during lab activities and field experiences.
- Indicator 2: Teachers analyze the lab/activities for safety and research materials/chemicals to know safety issues before they are used.
- Indicator 3: Teachers have a working knowledge and comply with the science *Safety Laws, Codes, and Standards*.
- Indicator 4: Teachers model and communicate appropriate safety behaviors.
- Indicator 5: Teachers develop a short and long-term plan for improvement of school safety.