

TEACHER

EDUCATION PROGRAM

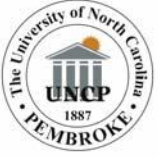
Commitment • Collaboration • Competence



Teacher Candidate Handbook

2011-2012

The University of North Carolina at Pembroke



August 15, 2011

Dear Preservice Teacher,

The University community of professional educators and our regional public school partners extend a warm welcome to you and congratulate you on choosing one of the most important and rewarding professional career opportunities offered at UNCP. The Teacher Education Program is an institution-wide program that involves faculty and administrators in the School of Education, the College of Arts & Sciences, and the School of Graduate Studies. The UNCP Teacher Education Program partners with twelve different school systems and seven charter schools in southeastern North Carolina employing 10,000 PK-12 public school teachers and resource personnel serving the educational needs of 145,000 public school students.

The public school population in our region is the most diverse student population in the State of North Carolina and the second most diverse population in the entire eastern United States. Being situated in such a large and diverse service region is an advantage to the prospective teacher at UNCP for several reasons. First, our service region is comprised of many different kinds of schools, including classical schools, Paideia schools, A+ schools, schools of the arts, Montessori schools, core knowledge schools, traditional schools, authentic middle schools, that vary in size from small neighborhood schools to large, comprehensive county schools. As such, you will find a professional position that suits your philosophy and style of teaching. The second advantage of being in a large service region is that you will have many job options from which to choose when you graduate.

UNCP Teacher Education faculty, staff, and administrators are also pleased to offer you a quality professional preparation program. In fact, the UNCP Teacher Education Program received an "exemplary" rating from the State of North Carolina in 2000, 2001, and 2002 for all three years that teacher preparation programs in public colleges and universities across the State were rated on specific performance criteria. Many professionals have worked very hard to develop a program of study that will prepare you for a successful transition into your first, full-time teaching position. We trust that you will work hard to take advantage of this opportunity and learn as much as you can in your courses, field experiences, and senior internship so that you can carry on the tradition of excellence for UNCP graduates.

Again, welcome to the community of professional educators, and please join us in the commitment to quality education programs and services for all children and youth in southeastern North Carolina.

Sincerely,

Dr. Leah Fiorentino
Dean, School of Education

School of Education
UNC Pembroke

TABLE OF CONTENTS

SECTION 1: TEACHER EDUCATION PROGRAM OVERVIEW	5
Teacher Education Program Vision Statement	5
Teacher Education Program Mission Statement.....	5
Teacher Education Program Diversity Position Statement.....	5
Basic Tenets of the Conceptual Framework	5
The Teacher Education Program Standards.....	7
The Teacher Education Program Curriculum	7
Undergraduate Initial Teacher Licensure Programs Offered at UNCP	8
Components of the Teacher Education Program Curriculum.....	9
General Education Curriculum Component	9
Specialty Area (Major) Curriculum Component	12
Educator Preparation Core Curriculum Component.....	12
Content Pedagogy Curriculum Component	13
Required Field Experiences in Educator Preparation Core & Content Pedagogy Courses	15
Senior Internship in a PK-12 Public School Setting Curriculum Component	16
Special Requirement for Some Programs: Academic or Professional Concentration	16
Assessing Readiness for Transition into Full-Time Teaching	16
Assessing Teacher Education Program Effectiveness	17
SECTION 2: ADVISING AND REGISTRATION	17
Declaration of Major.....	17
Registration.....	17
Registration Procedures	18
SECTION 3: ADMISSION TO THE TEACHER EDUCATION PROGRAM	18
Admissions Requirements	19
Testing Requirements for Admission to the Teacher Education Program.....	19
The Admission Interview	20
When to Apply for Admission to the Teacher Education Program	20
Acceptance and Notification.....	20
Admission Barriers	20
SECTION 4: CONTINUATION IN THE PROGRAM	21
Maintaining a 2.5 GPA	21
Earning a Grade of C- or Better in Required Courses	21
The Professional Year: Enrollment in the Professional Semester	21
Acceptance and Notification.....	21
Teacher Education Program Requirements	22
Teacher Candidate Performance Assessment	22
SECTION 5: TEACHER EDUCATION PROGRAM EXIT	23
The Praxis II Series Examination for Some Licensure Areas.....	23
Application for Graduation.....	23
Licensure Application Procedures	23
Teacher Education Program Exit Evaluation.....	23

SECTION 6: TEACHER EDUCATION PROGRAM POLICIES	24
Licensure-Only	24
Residency Requirements for Teacher Education Programs	24
Time Limit Policy	24
Transfer Credit for Professional Education Courses	24
Due Process Procedures for Undergraduate Students	24
 SECTION 7: SPECIAL RESOURCES AND FACILITIES	 25
Mary Livermore Library	25
The McCrimmon Curriculum Laboratory	25
Media Center	25
Native American Resource Center	25
Multicultural Center.....	25
University Writing Center	25
Disability Support Services.	26
 APPENDIX A	 27
UNCP Teacher Education Standards for Undergraduate Initial Teacher Licensure Programs	28
APPENDIX B	36
Teacher Education Program Area Descriptions.....	37
APPENDIX C	47
Declaration of Major Form	48
Admission Interview and Reflection on Teacher Dispositions	49
APPENDIX D	53
Request for a Plan of Study	54
CONTACT INFORMATION.....	55

SECTION 1: TEACHER EDUCATION PROGRAM OVERVIEW

Preparing professional educators who are committed, collaborative, and competent



Teacher Education Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity, by caring for the personal and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Teacher Education Program Diversity Position Statement

In congruence with the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience and to graduate students prepared for global citizenry, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial and ethnic differences, and gender issues of differences and who possess the knowledge, skills and dispositions necessary to promote living and learning in a global society. In order to accomplish this, the Teacher Education Program will seek to

- 1) recruit students from among diverse backgrounds, cultures and races;
- 2) recruit faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
- 3) develop, teach and assess a curriculum that embraces learning and teaching for diverse populations; and,
- 4) provide (field) experiences and clinical settings, which enable students to test, adapt and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the democratic mission in public education.

Commitment

Public schools exist for the purpose of making equal access a reality for all children regardless of race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democratic nation. Therefore, professional educators--classroom teachers, specialists, administrators, and school counselors--significantly influence the shape of that future for P-12 learners in our nation's public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be **committed to the mission of public schooling** in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities and care deeply about each child's academic success, health, and well-being. Second, professional educators must be **committed to high standards for students**. Professional educators believe that all students can learn and set high expectations for all learners. They create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to high standards for themselves**. They are personally invested in their professional work and continuously engaged in critical self-reflection about their own effectiveness at performing that work. They are committed to lifelong learning and continuous professional development over the span of a career. Fourth, **professional educators are committed to the profession**. They are proud to serve their communities as educational leaders and advocate for the profession in all interactions. They affiliate with various professional organizations at the district, state, and national levels.

Collaboration

Public schooling is a complex social institution involving multiple branches of local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of the stakeholders in public education is essential for success. The UNCP Teacher Education Program nurtures the development of professional educators who understand the importance of collaboration in the public school culture and who work productively with others in various collaborative endeavors for the welfare of P-12 learners.

Professional educators must **collaborate with others in the community of learners**. They understand the constructivist principle of creating shared knowledge, learn how to work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must learn how to **collaborate with other professionals in the school community**. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for whole school improvement. Professional educators **collaborate with students' families** and other caregivers. They understand that the partnership between school and home has a positive impact on the child's success in school. They communicate regularly with parents about what is going on in the school and invite them to actively participate in the school community. Professional **educators collaborate with others in the community**. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed individuals in the district, state, and nation to support special educational initiatives for the benefit of P-12 learners.

Competence

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators promote **positive learning outcomes for ALL students**. Understanding the critical connections among theory, research, and practice, their work is grounded in a defensible, well-developed **conceptual framework** based on the tenets of **constructivism**. Competent professional educators know how to use **critical self-reflection** on those connections to learn from direct experience and continuously improve their effectiveness. They know how to secure and use various **technological resources** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They value the **role of the family in the child's education** and know how to work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators provide **leadership** wherever it is needed; always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the NC State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the UNC system. NC State licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the National Council for the Accreditation of Teacher Education (NCATE), an external accreditation agency.

In summary, UNC Pembroke prepares *committed, collaborative, and competent* professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession.

The Teacher Education Program Standards

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

~mission of the NC State Board of Education, August 2006

In 2006, North Carolina State Board of Education Chairman Howard Lee charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for Teaching Profession (1997) with the newly adopted mission. To that end, commission members and 16 practicing educators from across the state considered what teachers needed to know and be able to do in 21st Century schools. The resulting document was the North Carolina Professional Teaching Standards.

The five Standards are: Teachers Demonstrate Leadership, Teachers Establish a Respectful Environment for a Diverse Population of Students, Teachers Know the Content They Teach, Teachers Facilitate Learning for Their Students, and Teachers Reflect on Their Practice.

Standard I: Teachers Demonstrate Leadership

- a. Teachers lead in their classrooms.
- b. Teachers demonstrate leadership in the school.
- c. Teachers lead the teaching profession.
- d. Teachers advocate for schools and students.
- e. Teachers demonstrate high ethical standards.

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

- a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- b. Teachers embrace diversity in the school community and in the world.
- c. Teachers treat students as individuals.
- d. Teachers adapt their teaching for the benefit of students with special needs.
- e. Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard III: Teachers Know the Content They Teach

- a. Teachers align their instruction with the North Carolina Standard Course of Study.
- b. Teachers know the content appropriate to their teaching specialty.
- c. Teachers recognize the interconnectedness of content areas/disciplines.
- d. Teachers make instruction relevant to students.

Standard IV: Teachers Facilitate Learning for Their Students

- a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- b. Teachers plan instruction appropriate for their students.
- c. Teachers use a variety of instructional methods.
- d. Teachers integrate and utilize technology in their instruction.
- e. Teachers help students develop critical thinking and problem-solving skills.
- f. Teachers help students work in teams and develop leadership qualities.
- g. Teachers communicate effectively.
- h. Teachers use a variety of methods to assess what each student has learned.

Standard V: Teachers Reflect on Their Practice

- a. Teachers analyze student learning.
- b. Teachers link professional growth to their professional goals.
- c. Teachers function effectively in a complex, dynamic environment.

The Teacher Education Program Curriculum

The UNCP Teacher Education Program curriculum is designed to help the preservice teacher acquire multiple-knowledge bases and related dispositions, organize those knowledge bases into an integrated conceptual framework for teaching and learning, and apply that framework to professional decision-making during planning, implementation, and reflection on cycles of teaching and learning for the purpose of positively impacting student learning and well-being. The curriculum consists of two strands: course components and the integrated theme strands as shown below.

Curricular Course Components

I. **Content Knowledge.** The first curriculum course component is the content (specialty area) knowledge, a planned, sequence

of formal study that includes opportunities for self-directed inquiry, problem-solving, research, experimentation, exploration, and application. Understanding is developed over time as connections are made among courses, as knowledge is used to reconstruct life experiences and interpret new life experiences, as relationships among disciplines are realized, and as advanced knowledge is acquired.

II. Professional (theoretical) Knowledge. The Professional knowledge component is a common core of courses required of all teacher education majors which includes the gateway course, EDN 3020 Foundations of Education, an age-appropriate development course, educational psychology, an age appropriate content area literacy course, and a course on special needs (inclusion). All Educator Preparation Core courses have a required field experience.

III. Content Pedagogy Knowledge. Pedagogical studies begin in most programs at the early in the program and end with an advanced methods course in the first semester senior year. The focus in methods courses is on curriculum, instruction, and evaluation in relation to a specific subject matter area and grade level. Many methods courses require a field experience.

Curricular Threads

IV. Instructional Technology Knowledge. Evidence of meeting the competencies defined in the National Educational Technology Standards for Teachers (NETS-T) is a requirement for licensure as a teacher in North Carolina, as well as a requirement for completion of a teacher education program at UNCP. Technology competency development is integrated throughout the coursework of each program area, and it is evaluated on an ongoing basis using a variety of performance assessments.

V. Professional Dispositions. Critical professional dispositions--such as the disposition to reflect critically on the connections between theory and practice, the disposition to integrate new knowledge and experience into personally meaningful frameworks, and the disposition to value and respect the dignity of diverse cultures--are integrated into the curriculum. In addition to the major dispositions related to professional identity, professional purpose, and affiliation with the professional community, dispositions relative to each curriculum component are integrated into course requirements and evaluated in that context.

Curriculum Synthesis in Field Setting

VI. Clinical Internship (9 -12 hours). The senior internship is a culminating, synthesis experience wherein all the curricular knowledge, skills, and dispositions, as integrated into a conceptual framework for teaching and learning, are applied to practice. A common set of assessments, procedures, and policies is used across program areas.

Undergraduate Initial Teacher Licensure Programs Offered at UNCP

The University of North Carolina at Pembroke offers the following undergraduate programs leading to a teaching license in the State of North Carolina. All teacher licenses are issued by the NC State Department of Public Instruction. All licensure areas listed below are teacher education major areas.

<i>Licensure Program Area</i>	<i>Program Coordinator</i>	<i>Location</i>
AIG Add-On	Ms. Sandra Strickland	Education Center sandra.strickland@uncp.edu (910) 775-4396
Art Education (K-12)	Dr. Tulla Lightfoot	Locklear Hall tulla.lightfoot@uncp.edu (910) 521-5792
Birth to Kindergarten (B-K)	Dr. Judith Losh	Education Center judith.losh@uncp.edu (910).521.6753
Elementary Education (K-6)	Ms. Kelly Ficklin	Education Center kelly.ficklin@uncp.edu (910) 775-4037
English Education (6-9, 9-12)	Dr. Virginia Jones	Dial Humanities Building Virginia.jones@uncp.edu (910) 521-6887
English as a Second Language (ESL)	Dr. Kay McClanahan	Dial Humanities Building kay.mcclanhan@uncp.edu (910) 526-6633
Exceptional Children (K-12) General Curriculum	Dr. Marisa Scott	Education Center marisa.scott@uncp.edu (910) 775-4422
Mathematics Education (6-9, 9-12)	Ms. Mary Klinikowski	Oxendine Science Building mary.klinikowski@uncp.edu (910) 521-6417

Music Education (K-12)	Dr. Jose Rivera	Moore Hall jose.rivera@uncp.edu 910-521-6290
Physical Education (K-12)	Dr. Denny Scruton	Jones Health & PE Center, denny.scruton@uncp.edu 910-521-6342
Pre-School Add-On	Dr. Judith Losh	Education Center judith.losh@uncp.edu (910).521.6753
Science Education (6-9, 9-12)	Ms. Mary Ash	Oxendine Science Building mary.ash@uncp.edu (910) 521-4369
Social Studies Education (6-9, 9-12)	Dr. Jeffrey Lucas	Dial Humanities Building jeffrey.lucas@uncp.edu (910) 521-6441
Spanish Education (K-12)	Ms. Ana Cecilia Lara	Dial Humanities Building cecilia.lara@uncp.edu 910-521-6329

Components of the Teacher Education Program Curriculum

The program of study, or curriculum, for teacher education majors is comprised of four components: General Education, Specialty Area (major/licensure area), Educator Preparation Core, and Content Pedagogy. A fifth component, academic concentration, is required in some programs of study (see following section). The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Specialty Area (major/licensure area) component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/licensure area. The Educator Preparation Core component includes study of the historical, social, economic, political, and philosophical foundations of education; human growth and development; learning theories; curriculum, instruction, exceptional/diverse/at risk children, communication skills; and the integration of instructional technology. The Content Pedagogy component is designed to help the candidate learn how to teach content to public school students at the targeted age and grade level. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

General Education Curriculum Component

The University of North Carolina at Pembroke seeks to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations. In addition to meeting all major program requirements, students awarded baccalaureate degrees by The University of North Carolina at Pembroke are required to complete a 44-hour General Education program. The General Education program has been designed to provide students with an understanding of the fundamental principles and contributions of a variety of disciplines and to foster the ability to analyze and weigh evidence, exercise quantitative and scientific skills, make informed decisions, write and speak clearly, and think critically and creatively. To ensure that the goals and objectives are met, course substitutions are not allowed. The goals and objectives for the General Education Program are:

I. Skills

Communication—The UNCP graduate will communicate effectively in writing, speaking, and listening. The student will

- use written and oral language appropriate to various audiences and purposes;
- develop logical arguments that are defended by supporting points, in part by locating material from appropriate sources and by correctly using and documenting those sources; and
- listen to, understand, and evaluate the communication and communicative contexts of diverse speakers and writers.

Critical Thinking—The UNCP graduate will read and think critically.

The student will

- distinguish between facts and opinions, judgments and inferences, inductive and deductive arguments, and reliable and invalid sources of information;
- successfully apply critical reading skills to a wide range of materials; and
- demonstrate the ability to apply critical thinking skills to the interpretation and analysis of information from a variety of sources.

Problem Solving—The UNCP graduate will be a creative problem solver.

The student will

- identify and define a problem;
- collect and organize information necessary to solve a problem;
- select and conduct appropriate analysis to solve a problem; and
- make decisions based on evidence and reasoning.

Mathematics—The UNCP graduate will use quantitative methods and mathematical principles to recognize and solve problems, interpret data, and perform basic computation.

The student will

- express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic form while solving a variety of problems;
- apply basic math principles to practical situations; and
- be able to demonstrate mathematical literacy.

Technology—The UNCP graduate will understand the role of technology, have the skills necessary to use it, and be able to recognize and adapt to new technologies.

The student will

- demonstrate knowledge of current/modern technologies;
- use appropriate technology in the evaluation, analysis, and synthesis of information; and
- collaborate with others using technology tools.

II. Knowledge

Arts, Literature, History, and Ideas—The UNCP graduate will demonstrate knowledge of, appreciation for, and understanding of contributions to society of the fine and performing arts, literary works, world civilizations and their histories, and philosophic and religious belief systems.

The student will

- recognize the contribution of the fine, performing, and literary arts to the human experience; identify the contributions of diverse artists; and evaluate the significance of their works;
- identify how historical forces influence current events; demonstrate an understanding of the historical context of contemporary issues; and identify one major historical trend in a major world region; and

- demonstrate knowledge of the religious traditions and philosophical ideas that have shaped individuals and societies.

Individual and Society—The UNCP graduate will demonstrate knowledge of human behavior, cultures, and societies, as well as social, political, and economic institutions and relationships.

The student will

- describe the methods used by social scientists to gather, analyze, and draw conclusions from data as they seek to understand individual and group behaviors;
- identify how the results of social science research is critical to an informed understanding of contemporary social issues; and
- apply social science principles and theories to understand significant American and world economic, cultural, political, and social phenomena and trends.

Science and Nature—The UNCP graduate will understand the fundamental principles of the natural sciences as well as the purpose, methods, and principles of scientific inquiry.

The student will

- describe the methods used by natural scientists to gather and critically evaluate data using the scientific method;
- identify and explain the basic concepts, terminology, and theories of the natural sciences;
- apply selected natural science concepts and theories to contemporary issues and acknowledge the developing nature of science; and
- demonstrate an understanding of how human activity affects the natural environment and make informed judgments about science-related topics and policies.

III. Dispositions

Lifelong Learning—The UNCP graduate will be aware of the importance of lifelong learning and demonstrate the skills necessary to support continued personal and professional growth after graduation.

The student will

- demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development;
- demonstrate the ability to access, select, and use information to answer questions relevant to personal and professional situations;
- take advantage of opportunities to continue learning in a variety of venues; and
- comprehend the changing nature of society and work and be able to cope with change through self-education.

Health and Wellness—The UNCP graduate will identify factors and know how to make choices that promote health, wellness, and longevity.

The student will

- assess current lifestyle behaviors and understand the impact of these behaviors on the quality and longevity of life;
- identify and analyze health-related choices such as movement, nutrition, stress, and leisure as they influence personal wellness; and
- explain how personal health and lifestyle choices affect society at large and how social and cultural factors affect personal health and lifestyle choices.

Social Responsibility—The UNCP graduate will have an understanding of civic duty and a concern for the well-being of individuals, society, and the environment.

The student will

- demonstrate global awareness, environmental sensitivity, and an appreciation of cultural diversity; and
- prepare for citizenship by identifying personal, social, and political avenues for civic action.

Diversity—The UNCP graduate will demonstrate knowledge of and respect for the rights and views of diverse individuals and cultures.

The student will

- analyze similarities and differences between his/her own and other cultures that affect values, beliefs, and behaviors;
- discuss cultural strengths and important contributions made to society by individuals from diverse groups;
- discuss the benefits of diversity for individuals, groups, and institutions; and
- define prejudice and discrimination; explain their consequences; and identify ways to reduce them.

Values and Ethics—The UNCP graduate will be able to make informed choices in the light of ethical, moral, and practical concerns; assess the consequences of those choices; and understand alternative perspectives.

The student will

- distinguish fact from value and explain how values influence decision-making;
- acknowledge a plurality of cultural and personal values and demonstrate respect for the right of others to express different viewpoints; and
- analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue, take a position on this issue, and defend it with logical arguments.

General Education Requirements (44 hours)

The list of approved General Education courses is listed in the UNCP Catalog. For some majors, certain courses may count toward both General Education and Major requirements. Some courses have prerequisites. Ask your advisor for assistance in selecting appropriate courses.

Specialty Area (Major) Curriculum Component

Each teacher education program area has a prescribed sequence of specialty area (major) courses designed to provide teacher candidates with the knowledge, skills, and dispositions needed to achieve subject matter competence in the chosen licensure area. Specialty area requirements are identified in the Teacher Education section of the *2011-2012 Catalog*. If you would like to know more about a particular program area before you choose it as a major, you are welcome to schedule an appointment with the program coordinator to discuss your questions and concerns. Refer to the previous chart for the phone number and email address of the program coordinator with whom you wish to talk.

Educational Preparation Core Studies Curriculum Component

Depending on the program teacher candidates are required to complete components of the Education Preparation Core designed to provide the teacher candidate, in part, with the theoretical foundations of practice. The component includes study of the historical, social, political, economic, and philosophical foundations of education; human growth and development; diverse learners, learning, and learning environments; content area literacy, and inclusion. The development courses and the literacy courses are age-appropriate; check the program description in the Appendix to find out which course is required for your licensure area.

Content Pedagogy Curriculum Component

The content pedagogy component of the Teacher Education Program is designed to help the teacher candidate learn how to teach content to public school students at the age and grade level of the respective licensure area. Pedagogy, or methods, helps the candidate learn the foundations of curriculum, instruction, and evaluation as applied to decision-making during the phases of the teaching cycle—*planning, implementation, and reflection*.

Art Education
ART 3050 Art Education in Grades K-6
ART 3080 Art Education Field Experience
ART 3090 Cultural Awareness and Production in Art Education
ART 4000 Art Education Curriculum
ART 4490 Internship

Biology Education
SCE 3010 Early Laboratory Experiences for Prospective Science Teachers
SCE 4000 Teaching Science in the Secondary School
CSC 4050 Current Topics in Computers in Education

Birth-Kindergarten
ECE 4010 Integrated Curricula and Appropriate Practices: Infants and Toddlers
ECE 4020 Integrated Curricula and Appropriate Practices: Preschoolers
ECE 4030 Integrated Curricula and Appropriate Practices: Kindergarteners
ECE 4040 Differentiation, Individualization, and Universal Design
ECE 4050 Practicum I
ECE 4060 Assessment Strategies and Application
ECE 4070 Practicum II
ECE 4460 Internship in Birth-Kindergarten Programs
ECE 4750 Professional Seminar for Pre-Service Birth-Kindergarten Teachers

Elementary Education
ELE 3010 Differentiated Instruction for Today's Learners
ELE 4000 Classroom Management and Assessment
ELE 4060 Internship in Elementary Education
ELE 4070 Professional Seminar in Elementary Education

English Education
EED 3840 Literature and Reading for Adolescents (6-12): Methods and Materials (spring only)
EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)

Mathematics Education
MAT 2500 Introduction to Teaching Mathematics in Middle Grades and Secondary Schools
MAT 3500 Teaching Mathematics with Technology
MAT 3750 Methods for Teaching Algebra
MAT 4000 Methods of Teaching Mathematics in Middle Grades and Secondary Schools
MAT 4490 Internship in Mathematics in the Secondary School
MAT 4750 Professional Seminar in Secondary Mathematics
CSC 4050 Current Topics in Computers in Education

Middle Grades
EDN 4050 Foundations and Curriculum Development for Middle Grades
CSC 4050 Current Topics in Computers in Education
EDN 4760 Instructional Approaches to Middle Grades

<i>Middle Grades Specialty Area One (Language Arts and Social Studies)</i>
EED 3840 Literature and Reading for Adolescents (6-12): Methods and Materials (spring only)
EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)
CSC 4050 Current Topics in Computers in Education (to be taken after EED 3840)
EED 4490 Internship for English/Language Arts in Secondary/Middle Schools (spring only)
EED 4750 Professional Seminar in Secondary/Middle Grades English/Language Arts (spring only)

<i>Middle Grades Specialty Area Two (Mathematics and Science)</i>
MAT 2500 Introduction to Teaching Mathematics in Middle Grades and Secondary Schools
MAT 3500 Teaching Mathematics with Technology
MAT 3750 Methods for Teaching Algebra
MAT 4000 Methods of Teaching Mathematics in Middle Grades and Secondary Schools
MAT 4490 Internship in Mathematics in the Secondary School
MAT 4750 Professional Seminar in Secondary Mathematics
CSC 4050 Current Topics in Computers in Education
SCE 3000 Early Experiences for Prospective Science Teachers
SCE 3010 Early Laboratory Experiences for Prospective Science Teachers
SCE 3500 The Teaching of Science in the Middle Grades

Music
MUS 4000 Elementary Music Methods and Materials
MUS 4050 Secondary General and Choral Music Education Methods (Vocal Emphasis and Keyboard and Emphasis [Vocal Orientation])
MUS 4200 Secondary Instrumental Music Methods (Instrumental Emphasis and Keyboard Emphasis [Instrumental Orientation])
MUS 4750 Professional Seminar for Pre-Service Teachers
MUS 4490 Internship

Physical Education
PED 3000 Health /PE Activities in Grades K-3
PED 3170 Health/PE Activities for Grades 4-6
PED 3175 Health/PE Activities in Grades 7-9
PED 3020 Health /PE Activities in Grades 10-12
PED 4040 Classroom Discipline
PED 4060 Health/PE Teaching Seminar
EDN 4490 Internship

Science Education
SCE 3000 Early Experience for Prospective Science Teachers
SCE 3010 Early Laboratory Experiences for Prospective Science Teachers
SCE 3500 The Teaching of Science in the Middle Grades (required for the 6-9 concentration) or SCE 4000 Teaching Science in the Secondary School (required for the 9-12 concentration)
CSC 4050 Current Topics in Computers in Education
SCE 4490 Internship in Science in Middle/Secondary Science
SCE 4750 Professional Seminar in Middle/Secondary Science
EDN 3400 Philosophy and Curriculum of Middle Grades Education (required only for the 6-9 concentration)

Social Studies Education
SSE 3000 Introduction to Teaching Social Studies
SSE 3650 Content and Techniques of Social Studies
SSE 4000 Methods of Teaching Social Studies
SSE 4480 Internship in Social Studies in the Secondary School
SSE 4490 Professional Seminar in Middle/Secondary Social Studies
CSC 4050 Current Topics in Computers in Education

Special Education
SED 3360 Differentiation of Instruction for Special Education Students
SED 4320 Classroom Considerations and the IEP for Special Education Students
SED 4360 Professional Seminar for Special Education Teacher Candidates
SED 4960 Internship for Special Education Teacher Candidates

Required Field Experiences in Educator Preparation Core & Content Pedagogy Courses

A field experience is required in most Educator Preparation Core and content pedagogy courses. What is a *field experience*? A field experience is an opportunity for the prospective teacher to observe, assist, or practice what is being learned in a given course. One purpose of field experience is to help the prospective teacher make connections between what is studied in the *abstract* context of a University course and the *concrete* context of an authentic public school classroom. The assumption underlying field experience requirements is that making connections between theory and practice will make the theory more meaningful and help the prospective teacher understand how theoretical beliefs inform the decisions teachers make routinely.

A second purpose for required field experiences is to facilitate the transition from college student to preservice teacher in the internship to autonomous professional educator in the first year of teaching. The field experience requirements are sequenced from observation in the 3000 level courses to assisting and tutoring in the upper division courses. Master teachers invite prospective teachers to assist in performing various aspects of the teacher's work, such as monitoring independent practice, grading papers, tutoring individual students or groups of students, team teaching, helping with class field trips, assisting in a computer lab or the library, monitoring the cafeteria or recreational time, and administering tests.

A third purpose for required field experiences is to facilitate the development of professional dispositions. Through early field experience, the prospective teacher begins to understand the professional culture of public schools: codes of professional conduct, policies and procedures defining the public school culture, ways of interacting and communicating with students, ways of establishing and maintaining professional relationships with others in the school (staff, counselors, resource teachers, and so on), the characteristics and influences of diverse cultural backgrounds on school culture, student learning, and parental expectations and involvement. In other words, early field experience helps the prospective teacher develop a sense of professional identity, professional affiliation, professional efficacy, and professional integrity.

All students--including licensure-only, lateral entry, and teacher assistants--are required to complete field experience requirements. At instructor discretion, modifications for students employed as teachers or teacher assistants may be made. Specific field experience requirements, policies, and procedures are described in Section 2: *Advising and Registration*.

You can find additional information about field experiences tied to courses that you take prior to your internship in the *UNCP Teacher Education Program Early Field Experience Student Handbook*, which is posted online at the School of Education website (www.uncp.edu/soe). This handbook also includes relevant forms that you will need to complete for these early field experiences.

Senior Internship in a PK-12 Public School Setting Curriculum Component

The culminating professional development experience in all teacher education licensure programs is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting. Teacher candidates spend a full semester (15 weeks; 640 hours) in their student teaching experience.

The senior internship is a synthesis experience wherein all the curricular knowledge, skills, and dispositions acquired in formal course work are applied to practice. The internship semester is a critical aspect of the preservice teacher's preparation for transition into full-time teaching. Learning to teach "real" students is challenging and complex and emotionally demanding. Taking this important step into the real world of public school teaching with the guidance and support of an experienced, master teacher is a privilege, as well as an opportunity.

By the end of the internship, most teacher candidates feel professionally competent and fully prepared to assume full-time responsibilities for a teaching position. A support seminar accompanies the internship experience in many program areas, as indicated in the following table.

The internship semester is described fully in a separate document entitled, *The UNCP Student Intern Handbook*. The *Intern Handbook* is posted online at the School of Education website (www.uncp.edu/soe).

Special Requirement for Some Programs: Academic or Professional Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education or Physical Education must complete an academic or professional concentration in a basic academic discipline as part of their degree requirements. The 18-28 hours comprising these academic and professional concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic and professional concentrations are available in American Indian Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Reading, Spanish, Special Education, and Sociology. Students may choose a second major of 30 hours in Philosophy and Religion rather than an academic or professional concentration. Academic and professional concentration requirements are listed with the respective department. (NOTE: Although the Board of Governors dropped the academic concentration for Special Education majors, the UNCP Teacher Education Program continues to require an academic concentration for degree seekers in this major.) Academic concentration requirements are listed with the respective department in the *UNCP Catalog*.

Assessing Readiness for Transition into Full-Time Teaching

The system for evaluating teacher candidate performance employs multiple assessment measures generated from multiple points of view through multiple instruments and strategies at multiple points in the teacher candidate's progression through the

teacher education program. Teacher candidate progress is monitored continuously by program coordinators, advisors, faculty, and clinical teachers. Action plans are developed for teacher candidates whose performance at any point in the program is not meeting expectations [see Section 4 for full description of candidate assessment].

Assessing Teacher Education Program Effectiveness

The Teacher Education Program is accountable for the quality of the teachers prepared. Areas of weakness in the performance of teachers graduating from our programs may reflect areas of weakness in the program, as well as weaknesses related to deficiencies in an individual's performance. Thus, all aspects of the Teacher Education Program and its operations are subject to systematic, regular review for the purpose of improving the quality of the program and thereby the preparation of teachers. The results of all assessments are presented to the Teacher Education Committee for action, assuring that the information is used for program improvement. Assessment policies, procedures, and instruments are delineated in a written, comprehensive evaluation plan. A full description of the plan is presented in the *Teacher Education Program Evaluation Manual*, available for public review upon request (see Dean, School of Education).

SECTION 2: ADVISING AND REGISTRATION

Declaration of Major

The Office of the Registrar must know every student's major. The Office of the Registrar gets the information about each student's chosen major from a form called the *Declaration of Major Form* (See Appendix). If you entered the University as a freshman, you were probably asked to complete a *Declaration of Major Form* during freshman orientation. If you were undecided about your major at that time, the Office of the Registrar does not know what you finally decided to choose as your major. You should go to the Registrar's Office on the first floor in Lumbee Hall as soon as possible and complete the form. If you are a transfer student, you probably completed the *Declaration of Major Form* when you applied for admission to the University. If not, you should also complete a form as soon as possible.

Here's why. As soon as the Office of the Registrar knows your major, your *Declaration of Major Form* is forwarded to the appropriate academic department chair or dean. Then, the department chair assigns a faculty member in your major (licensure area) to be your advisor until you graduate from the University. Teacher education majors need a teacher education faculty advisor to guide their progression through the program. Not having accurate, informed advice about the teacher education program could cost you an extra semester or more at the University.

What happens if you decide to change your major? For example, a freshman declares secondary mathematics education as a major. However, after completing the field experience requirement in EDN 3020, the student decides he wants to switch to middle grades. That student will need a new advisor in the middle grades program. To change your major and your advisor, you complete a new *Declaration of Major Form* and submit it to the Office of the Registrar. The Registrar makes the change in your record and forwards the form to the new department chair who assigns you a new advisor. The former advisor receives a copy of the form, forwards any pertinent advisee information to the new advisor, and the change of major is complete.

Registration

Teacher Education Faculty Advisor

Each student at The University of North Carolina at Pembroke is assigned a faculty advisor to guide his/her progress through a prescribed program of study. The chairperson of the department in which the program is housed assigns advisors. Students seeking licensure are typically assigned to advisors who work with the Teacher Education Program.

Regular meetings with your advisor are important, as he/she is aware of such matters as changes in program requirements and when specific courses may be offered. University registration procedures require that you have the approval of your advisor for each course for which you register. Although your advisor will guide your progress toward program completion, the final responsibility for meeting all academic program requirements rests with you.

Departmental Majors Meetings

Registration occurs in two phases: 1) regular registration at the beginning of the semester, and 2) early registration in the semester preceding enrollment. All students should take advantage of the opportunity to register for classes early. At the beginning of the pre-registration period, a departmental majors meeting is held to advise students of schedule changes, changes in institutional or external agency requirements, changes in policy, and other important matters affecting program progression

and the registration process. You should contact your advisor to set up an advising appointment prior to registration.

Registration Procedures

1) *The Advising Conference*

You should prepare for the registration conference with your advisor. To prepare for the conference, you will need the following:

- a copy of the *UNCP Catalog* for the year you were admitted to the University,
- a copy of the program of study checklist for your major, and
- access to the online *Course Schedule*

You need the *UNCP Catalog* to check the course **requirements** in your program of study, the course **prerequisites**, and possible **rotating schedule** for offering the required courses. Some required courses cannot be taken until a prior course, or *prerequisite*, has been completed. Some upper-division courses cannot be taken unless the student has been formally admitted to the Teacher Education Program (see next section for admission requirements and procedures). Some courses are offered in the spring only, the fall only, or every other year only. To find out what the prerequisites and course delivery schedule is for a given course, refer to the course description in the *Catalog*. You will need the program of study checklist to keep track of what courses you have completed and what courses you still need to take. You will need access to the course schedule to plan your schedule and determine which courses require a field experience. After you and your advisor have conferenced, your advisor will give you a PIN number that will allow you access into BraveWeb. The date you are eligible to register depends on class rank--seniors first, then juniors, sophomores, and freshmen.

2) *Registration for Courses with Field Experience*

If you register for a Educator Preparation Core course, you will have the opportunity to register for a field experience online all field placements are made in public schools and public agencies only. Students must be placed with a North Carolina licensed teacher in a regionally accredited public school or with selected agencies.

3) *How Course-Related Field Placements are Made*

At the completion of the early registration period, Dr. Bryan Winters, from the Office of University-School Programs (USP) compiles all the requests for field placement and categorizes them according to school district. The lists are then forwarded to the respective school district's central office. A central office administrator coordinates the requests with the individual schools in that district. When all of the field placements are confirmed by the school district, the list with the school assignments is returned to the Office of University-School Programs. Then the USP Office distributes the individual field placements to the students through the instructor teaching the course with the field experience requirement.

Hundreds of field placements are requested each semester. The public schools volunteer to host field experience students; they do not receive any kind of remuneration for this service. The UNCP Teacher Education Program values the generosity and cooperation of our public school partners in this endeavor. Since all placements are coordinated centrally, you should not contact individual schools or school systems until official notification of a confirmed field placement is received. If you should encounter a problem with a field placement, inform the course instructor and contact the Director of University-School Programs immediately so that the problem can be resolved as soon as possible.

4) *Courses with Required Field Experiences*

(These field experiences require registration through the Office of University-School Programs.)

SECTION 3: ADMISSION TO THE TEACHER EDUCATION PROGRAM

The Teacher Education Committee is the University-wide governing body for all undergraduate and graduate teacher education programs at UNCP. The Teacher Education Committee admits students to the Teacher Education Program on the basis of academic performance and suitability for teaching. Admission to the University is not the same as admission to the Teacher Education Program. **Application for admission to the Teacher Education Program is a separate process.** Eligibility for admission to the Teacher Education Program is determined by regulations current at the time the initial application is submitted. Students with disabilities who may require special accommodations should consult the Dean of the School of Education.

Admission Requirements

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. Admission into the university as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program.

To be eligible for consideration by the Teacher Education Committee and approval for admission to the Teacher Education Program, each candidate must:

1. Have no more than nine (9) hours of the General Education requirements remaining.
2. Have earned a “C” (2.0) or better in EPC 2020 and EPC 2040 the approval equivalent course.
3. Have earned a grade of at least a “C-” (C if the course was repeated) in all required specialty area, Educator Preparation Core , and content pedagogy courses completed at the time of admission, with the exception EDN 3020, which requires a grade of “C.”
4. Have at least 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Meet the state established scores on Praxis I, SAT, or ACT. An official copy of the scores must be sent to UNCP. Students must meet the scores in effect at the time they apply to and qualify for admission to the Teacher Education Program (see next section for details).
6. Satisfactorily complete an admission interview after completing all the above requirements.
7. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education Licensure Office and on the School of Education website.
8. Completed Disposition Survey (<http://www.surveymonkey.com/s/YLCL25R>)

Testing Requirement for Admission to the Teacher Education Program

North Carolina law requires that an undergraduate student seeking a degree in teacher education must attain passing scores on a pre-professional skills test prior to admission to an approved teacher education program in a North Carolina college or university. Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis I Series, which includes subtests in reading, writing, and mathematics, or achieve the state established scores on the SAT or the ACT that allow individuals to be exempt from Praxis I testing requirements. The NC State Board of Education via the NC Department of Public Instruction, the agency that will issue your license to teach, sets the minimum passing scores on these tests. You must meet the required scores in effect at the time you apply to and qualify for admission to the Teacher Education Program. The School of Education must receive an *official copy* of your scores in order for your application for admission to the Teacher Education Program to be processed. Student copies of scores are not acceptable.

The State requirements for admission tests in effect at the time this handbook was published are listed below.

- PRAXIS I Test Requirement (effective April 2007)
 - Individuals with a composite score of 522 on the PRAXIS I Reading, Writing, and Mathematics exams are eligible for admission to the teacher education program.
- SAT Option for Admission to Teacher Education
 - Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.
 - Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the PRAXIS I tests in Reading and Writing for teacher education program admission.
 - Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are exempt from the PRAXIS I test in Mathematics for teacher education program admission.
- ACT Option for Admission to Teacher Education
 - Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.
 - Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the PRAXIS I tests in Reading and Writing for teacher education program admission.

- Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the PRAXIS I test in Mathematics for teacher education program admission.

If you plan to take the Praxis I tests to meet this admission requirement, you need to be aware that orientation sessions for the Praxis I exam is held every semester. Your EDN 3020 instructor will let you know what the dates are for the sessions, or you can check with your advisor. The Praxis I exam is three subtests of basic skills in reading, writing, and mathematics. At the Praxis I orientation you will be guided through the registration process, learn more about what is actually on the three subtests and how to prepare for them. You also will learn about the test preparation resources available to you at UNCP and receive a Praxis I Q & A brochure (this brochure can also be obtained from the Department of Educator Preparation Core in room 113 of the Education Center). About **4-6 weeks** after the test date, the Educational Testing Service (ETS) will send your scores directly to UNCP, if you request that they do so on the registration form. You will get help with proper registration procedures in the Praxis I orientation session. If you are unable to attend the orientation, you can go to the website of the Educational Testing Service (ETS) in Princeton, New Jersey, the organization that develops the Praxis I and oversees the administration of the exam. On the ETS website (www.ets.org), you can access test information and download a copy of the Praxis I *Tests at a Glance* booklet that explains the test format and gives you some practice questions.

The Admission Interview

After you have met all of the other requirements for admission to the Teacher Education Program, schedule your admission interview. All applicants for admission to the Teacher Education Program are interviewed individually by the program coordinator of their licensure area, or designee, and at least one other teacher education faculty member. The admission interview serves several purposes: 1) it gives the program area faculty a chance to meet you and get to know you better; 2) it gives you an opportunity to ask any questions you may have about the Teacher Education Program, and 3) it allows you and the faculty interview team to have a conversation about the professional dispositions expected of a public school teacher. You will receive instructions on preparing for the admission interview when you sign-up for an appointment, or you can look in the Appendix to find the document, *Admission Interview and Reflection on Teacher Dispositions*. Your EDN 3020 instructor will let you know when and where to sign up for the interview, or you can ask your advisor.

When to Apply for Admission to the Teacher Education Program

Generally, you should apply for admission to the Teacher Education Program during the second semester of the sophomore year or first semester of the junior year. Your application cannot be processed until you have satisfied all of the admission requirements (see preceding section of this handbook). The admission application and the Candidate for Professional Licensure (CPL) form are available in the Office of University-School Programs (located in the Education Building) and online (www.uncp.edu/soe). Samples of the forms are presented in the Appendix.

Several required Educator Preparation Core courses and upper-level content pedagogy courses have *admission to the teacher education program* as a course prerequisite. If you delay too long in applying for admission, you could be faced with the costly situation of not being eligible to register for ANY required courses one semester because those courses all require program admission as a prerequisite. Your advisor can help you avoid costly mistakes. The most important reason for applying for admission relates to the following North Carolina State Board of Education policy:

Program progression in the program is limited until formal admission to the program has been granted.

Formal admission to the program occurs at least one semester prior to student teaching.

--NC State Board of Education, March 7, 2002

Acceptance and Notification

After your application and CPL form are submitted to the School of Education, and all of the admission requirements have been verified, your application is submitted for approval to the Teacher Education Committee. If the Teacher Education Committee votes to admit you into the Teacher Education Program, you will receive a formal letter in the mail congratulating you on your acceptance. If for some reason you are not approved for admission, you will receive a formal letter in the mail telling you that you were not approved for admission and the reason(s) for not being approved.

Admission Barriers

If you are having difficulty satisfying any of the requirements for admission to the Teacher Education Program, you should seek help from your advisor as soon as possible. For example, if you took the Praxis I exam and did not meet the cut-off score in one of the three areas, you should seek advice about what resources to utilize before taking the test a second time. Unless you do something to remediate the areas of deficiency on the first test event, your score is likely to be in the same range the second time. If you are having trouble meeting the cumulative 2.5 QPA requirement, you should seek help from your advisor as soon as possible. Some of the options available to you are effective and efficient and some are not.

SECTION 4: CONTINUATION IN THE PROGRAM

Maintaining a 2.5 GPA

Once you have been formally admitted to the Teacher Education Program, you are required to maintain a 2.5 overall GPA. If your GPA falls below 2.5, you will be suspended from the Teacher Education Program until the deficiency is corrected, which means that you will not be allowed to take courses with *admission to the teacher education program* as a prerequisite. When the problem is resolved, a request for reinstatement can be made. Check the course descriptions in the *UNCP Catalog* to find out which courses require Teacher Education Program admission.

Earning a Grade of C- or Better in Required Courses

If you earn a course grade lower than C- in a major or professional education course, you will be **suspended** from the Teacher Education Program until the course is repeated with a grade of C or better. This means that you will not be allowed to take courses with *admission to the teacher education program* as a prerequisite. When the problem is resolved, a request for reinstatement can be made.

The Professional Year: Enrollment in the Professional Semester

The professional year is a two-semester sequence, which occurs during the senior year. The first semester of the professional year includes advanced methods courses, and related field experience requirements. Whenever possible, students are placed for pre-internship field experiences with the Clinical Teacher who will supervise their internship during the professional semester. Teacher candidates should attempt to schedule other classes to permit their spending a morning and/or afternoon block of time in the school to which they are assigned.

Enrollment in the professional semester is the culminating experience of the UNCP undergraduate Teacher Education Program. To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the professional semester, each candidate must

1. be fully admitted to the Teacher Education Program one full semester (excluding summer sessions) prior to student teaching;
2. have completed all required General Education courses;
3. have satisfactorily completed all required specialty area, Educator Preparation Core , and content pedagogy courses, excluding those assigned to the professional semester;
4. have no more than six semester hours of degree requirements remaining after the professional semester is completed. The remaining six hours shall NOT include any specialty area, Educator Preparation Core , or content pedagogy courses and these six hours must be approved by the candidate's advisor and the Dean of the School of Education;
5. have an overall quality point average of 2.5 or better as well as a 2.5 or better in the candidate's major field of study.

Two semesters prior to the internship, each candidate must complete the professional semester enrollment packet, including but not limited to the following items:

1. *The Application for the Professional Semester* @ http://www.uncp.edu/soe/usp/student_interns.htm
2. *Advisor's Recommendation for Professional Semester* form signed by the candidate's advisor, program coordinator, and respective department chairperson
3. *North Carolina Public School Health Examination Certificate* and the *UNCP Health Services Verification* form
4. *Registrar's Statement and Application for Degree* form
5. A resume
6. Family Educational Rights and Privacy Act (FERPA) form
7. Copy of health insurance card

Candidates with disabilities who may require special accommodations during the professional semester should contact the Director of University-School Programs.

Acceptance and Notification

You will receive written notification from the Office of University-School Programs that your enrollment application was approved or disapproved by the Teacher Education Committee. You are not officially enrolled in the professional semester until such notification is made AND all University registration procedures are completed. If a teacher candidate's application for enrollment in the professional semester is disapproved for any reason, the candidate is suspended from the Teacher Education Program. When the problem is resolved, the candidate may request to be reinstated.

Teacher Education Program Requirements

The following paragraphs describe requirements for candidates in undergraduate initial teacher licensure programs. Some of the same requirements apply to candidates in the Master of Arts in Teaching Program (see M.A.T. Handbook).

1. RETS

The UNCP Teacher Education Program is structured around the five North Carolina Professional Teaching Standards that teacher candidates are expected to meet by the time their program of study is completed. These performance based standards were first introduced in the initial EPC courses. The standards were used throughout the teacher candidates program of study to guide in the development of assignments and projects that demonstrated the candidates' level of competence. The sequential completion of assignments and projects also required that candidates write a reflection to explain what they learned and the connection between the standards and outcomes (i.e. assignment, project, lesson plans, unit plan, etc.). The summation of this product results in an electronic portfolio called RETS. The product shows that the candidates understand the standards and are capable of executing them.

2. Teacher Candidate Work Sample (TCWS)

The TCWS is the primary performance evidence for Standard IV & V—the standard addressing your ability to apply the knowledge and understandings acquired in formal course work and field experiences to help all students learn and reflect on experiences. A full description is presented in the UNCP Teacher Candidate Work Sample Manual.

The TCWS is a sample of your pre-professional practice. The work sample consists of the following elements: 1) a profile of the students, the classroom, the school, and the community in which the learning is situated; 2) a purpose statement to guide unit development, 3) a rationale for the unit, 4) the long-range goals for the unit, 5) the objectives or anticipated learner outcomes, 6) a unit overview, 7) an assessment plan including both formative and summative assessments, 8) lesson plans, 9) analysis, summary, and interpretation of pre and post assessments, 10) critical reflection on student performance and the three phases of the teaching cycle. Sample student work is placed in appendices. Your professional profile/resume, mission statement, and conceptual framework for teaching and learning will be presented at the front of the work sample product.

The TCWS is evaluated by teacher education faculty members from the intern's certification area and, whenever possible, an individual from the public schools. Two separate instruments are used to evaluate the work sample. One is an analytic rubric using a Likert scale to rate the criteria for each element of the work sample product. The second instrument is a holistic rubric used to situate the work sample in the larger perspective of Standard IV & V. Both instruments and the respective policies appear in the UNCP Teacher Candidate Work Sample Manual.

Teacher Candidate Performance Assessment

The UNCP Teacher Education Program faculty and administrators are committed to quality education for all children and youth in southeastern North Carolina. The Teacher Education Program is designed to nurture competent, committed, and collaborative communities of public school professionals who dedicate themselves to the education and welfare of all students. Part of the quality assurance we offer to the public schools that employ UNCP teacher education graduates is that they are knowledgeable, capable and caring. Thus, teacher candidate professional development is monitored closely from the point of program entry to the point of program exit for several reasons: 1) to sustain high standards for academic performance, 2) to design interventions in a teacher candidate's professional development when there is a problem; 3) to provide additional support or assistance when needed, 4) to provide feedback to the teacher candidate on his or her progress; and, 5) to assure the candidate and the teacher education faculty that the candidate is prepared for *success* in the next phase of the professional development process and, ultimately, prepared for transition into the induction phase of the professional career.

SECTION 5: TEACHER EDUCATION PROGRAM EXIT

The Praxis II Series Examination for Some Licensure Areas

All persons qualifying for licensure in North Carolina in the areas of Elementary Education and Special Education must pass the designated Praxis II specialty area test(s), as required. Alternative licensure teachers must meet Praxis II requirements as defined by current North Carolina State Board of Education policy.

The School of Education must receive an official copy of satisfactory scores before a recommendation for licensure can be forwarded to the North Carolina State Department of Public Instruction. Students should have their scores sent directly to the University by the Educational Testing Service (ETS). Student copies are not accepted. Applications and information about the tests are available on the ETS website (www.ets.org).

Application for Graduation

You will need to apply for graduation. Applications, available in the Registrar's Office or online (www.uncp.edu/registrar), must be submitted at least **two semesters before graduation** (March 1st is the deadline for winter commencement; October 1st is the deadline for spring/summer commencement). Application for graduation is a University policy, separate from any Teacher Education Program policies and procedures. You will be asked to complete this step when you apply for permission to enroll in the professional semester.

Licensure Application Procedures

All professional employees of North Carolina public schools must hold a license for the subject or grade level they teach or for the professional assignment they hold. Upon completion of the Teacher Education Program, the application for licensure is made through the Licensure Office in the School of Education.

The applicant submits an *Application for a North Carolina License* (Form A) and official copies of all testing results (Praxis II Specialty Exams) to UNC Pembroke School of Education, Licensure Office. Praxis II Specialty Exams score results, if required, are forwarded directly by the Educational Testing Service (ETS) to UNC Pembroke (#R5534) and NC Div. of Teacher Education Svcs. (#R7846). A check, money order, or credit card form payable to North Carolina Division of Licensure is also required. Upon receipt of this information, the UNC Pembroke School of Education verifies the *Student Teaching/Interning Performance* (Form S) which was completed by the Local Educational Agency in which student teaching was successfully completed. A *Verification by Institution* (Form V) is completed by UNC Pembroke School of Education. The Office of the Registrar sends the School of Education Licensure Office an official transcript. The Licensure Office forwards the completed packet to the NC Department of Public Instruction, Division of Licensure, for processing.

Teacher Education Program Exit Evaluation

Part of the program exit process at the conclusion of the internship semester is your formal evaluation of the Teacher Education Program. The Teacher Education faculty, staff, and administrators need feedback from you about aspects of the program that need to be improved, as well as the strengths of the program. Your input is summarized, analyzed, interpreted and presented to the Teacher Education Committee. The Teacher Education Committee decides what action to take in response to the suggestions you make for improvement. Changes in policy, procedure, and program are routinely made on the basis of suggestions from the teacher candidates who have completed the program. You will be asked to consider your professional preparation again at the end of your first year of teaching and your fifth year of teaching. We will also solicit feedback from your employer.

SECTION 6: TEACHER EDUCATION PROGRAM POLICIES

Licensure-Only

The North Carolina Department of Public Instruction issues licenses to teach in the public schools. Individuals who already possess a baccalaureate degree must satisfy individually determined requirements for licensure based on previous study and professional experiences. Candidates must apply to UNCP and must have earned a degree from a regionally accredited college or university. In determining requirements for licensure-only candidates, consideration will be given to alternative means of demonstrating the knowledge and competencies for licensure. Licensure-only students are subject to the same Teacher Education Program admission and continuation regulations as degree-seeking students. Additional information is available from the School of Education.

Licensure-only candidates who have an overall Quality Point Average (QPA) of 2.5 at the time the degree was awarded may request a Plan of Study (POS) that is developed based upon his/her educational background and intended licensure area. Official transcripts from each institution attended must accompany the request. Based upon review of the transcript(s) by the School of Education Licensure Office and the appropriate program coordinator, a Plan of Study is developed. Upon successful completion of the prescribed POS, the student may apply for licensure recommendation from The University of North Carolina at Pembroke.

Residency Requirements for Teacher Education Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the Professional Semester.

Time Limit Policy

Students will have five years from the date of completing course work toward licensure to be recommended by UNCP for initial licensure. After five years have lapsed, a student's program of study will be reviewed and additional course work may be required before a recommendation will be made for initial licensure.

Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to nine (9) hours transfer credit may be granted for education courses. For each course for which transfer credit is sought, the student must furnish an official transcript from the institution at which the course was taken. Transfer credit will be accepted only from two- and four-year colleges and universities with teacher education programs approved by at least one of the following: (1) North Carolina State Board of Education; (2) National Council for the Accreditation of Teacher Education (NCATE); (3) Teacher Education Accreditation Council (TEAC); or (4) appropriate regional accrediting agencies, such as the Southern Association of Colleges and Schools.

Due Process Procedures for Undergraduate Students

Any student whose entrance to, continuation in, or exit from the Teacher Education Program is denied based on policies established by the Teacher Education Committee (TEC) has the right to appeal the denial. The Dean of the School of Education will notify the student of the denial and the policy upon which it is based. Within ten (10) working days of receipt of the denial, the student wishing to appeal should submit a written request for appeal to the Dean of the School of Education. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not received within ten (10) working days, it will not be considered. Once the appeal is received, it will be forwarded to the chair of the Teacher Education Committee Hearing Appeals Board. The chair will schedule a meeting of the Hearing Appeals Board and notify the student of the date, time, and location of the meeting. The student will be provided the opportunity to appear before the Hearing Appeals Board to present his/her appeal. The chair of the Hearing Appeals Board will inform the Dean of the School of Education of the Board's decisions. The Dean of the School of Education will notify the student of the decision.

If the student is not satisfied with the decision of the Hearing Appeals Boards, he/she may present his/her appeal to the TEC at its next regularly scheduled meeting. To appear before the TEC, the student must provide the Dean of the School of Education with a written request to do so within ten (10) working days of receipt of the decision of the Hearing Appeals Board. The decision of TEC will be final.

SECTION 7: SPECIAL RESOURCES AND FACILITIES

Mary Livermore Library

Named for a former UNCP Dean of Women and Professor of Religious Education, the Mary Livermore Library serves as the chief information resource center for the Pembroke campus and also as a link with other libraries within The University of North Carolina and the world.

Providing approximately 300,000 volumes and 13,000 periodical subscriptions (print and electronic), the Livermore Library serves as a depository for selected state and federal documents and houses local history materials, including the Charlie Rose Archival Collection. Library patrons are offered services which include reference and information consultation and assistance, assistance with computerized database searching, interlibrary loan, orientation tours, and library use instruction.

Resources available to patrons include print materials for research and recreational reading; print and on-line databases; a computerized catalog; Internet access; microform and photo copiers; typing and study facilities; a computer laboratory; and multimedia equipment and materials. The resources are available to patrons 102 hours a week during academic sessions, with extended hours during fall and spring exam periods, and on a reduced schedule during summer, holiday, and between-session time periods. For information concerning services and hours, please phone the circulation desk at (910) 521-6516.

Specialized libraries, featuring resources appropriate to particular programs and departments, are found in several locations. In the Educational Center, the Department of Education maintains a Curriculum Laboratory and a Test Review Resource Center. Moore Hall houses a Music Resource Center featuring recordings, scores, and listening facilities.

The McCrimmon Curriculum Laboratory

The McCrimmon Curriculum Laboratory, housed in the Educational Center, is an essential part of the Teacher Education Program. It contains professional and instructional materials supporting all licensure programs in the Teacher Education Program. The Laboratory has textbooks used in P - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional journals, curriculum outlines, Praxis I review materials, and equipment and resources for the construction of instructional materials.

Media Center

The Media Center, located in Jacobs Hall, provides media services to academic departments, the testing center, the library, and other University units. In addition, the center provides services to the community and to students, as directed by the Assistant Vice Chancellor for Academic Affairs.

Native American Resource Center

The Native American Resource Center, on the first floor of Old Main, offers a rich collection of authentic American Indian artifacts, handicrafts, art, books, cassettes, record albums, and filmstrips about the Native Americans, with emphasis on the Lumbee Indians of Robeson County. An exciting variety of exhibits is on display, including prehistoric tools and weapons, 19th century Lumbee household and farm equipment, and contemporary Indian art. Indian cultures from all sections of the United States, Canada, Central America, and South America are represented by characteristic artifacts.

Multicultural Center

The Multicultural Center is open to the entire campus community and exists to promote opportunities that will educate, embrace, and celebrate global diversity awareness. The Center offers changing exhibits showcasing the unique qualities of a variety of cultures. Exhibits will represent a vast array of various cultures from different communities of interest. A computer lab resides in the Center for students to utilize. The Center serves as a resource for minority students by providing academic and personal advisement, as well as cultural and social programs/activities designed to facilitate adjustment to student life at The University of North Carolina at Pembroke. Additional services include orientation programs, regional travel, and social opportunities. The Center is also available for scheduled meetings of student, faculty, and staff groups.

University Writing Center

The University Writing Center, Dial Humanities Building 131, assists UNCP students at any stage in the writing process, from conception and organization to revision and publication. The Writing Center staff works with students on any writing task, helping students focus, select, organize, and develop ideas in early drafts of writing and helping them review, improve, and strengthen later drafts before submission. Writing Center users have access to networked computers and printers and an

extensive collection of writing reference materials. The Writing Center also provides assistance in computer-assisted writing and research, in cooperation with faculty and other campus support areas.

The University Writing Center staff includes a full-time director and a group of upperclassmen and graduate students from across the disciplines, chosen by the director, who have extensive training in the writing process, tutoring, and their Writing Center responsibilities. The director of the Writing Center communicates frequently with faculty to determine both the general needs of classes and the particular needs of individual students who use the center's services. The University Writing Center opened at UNCP in May 1994 as a Title III-funded student support program and was granted permanent institutional support by the Office of Academic Affairs and the Department of English, Theatre, and Languages in August 1998.

Disability Support Services

The office of Disability Support Services, located in the D.F. Lowry Building, provides services to students who are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The mission of Disability Support Services is to create an accessible community where people are judged on their ability, not their disability. Disability Support Services strives to provide individuals with the tools by which they can better accomplish their educational goals.

Disability Support Services may be reached by calling (910) 521-6695 or by email at dss@uncp.edu. Office hours are Monday through Friday from 8:00am - 5:00pm. Appointments are requested.

Any student requesting services must register with the office, provide documentation of a disability, and agree to follow the policies and procedures of Disability Support Services. An opportunity to register as a student with a disability is provided in the acceptance package from UNCP's Admissions Office. A student may register with Disability Support Services anytime by making an appointment and providing necessary information to the Director. Accommodations for students with disabilities are not retroactive.

**APPENDIX A:
UNCP TEACHER EDUCATION STANDARDS FOR UNDERGRADUATE INITIAL TEACHER
LICENSURE PROGRAMS**

UNCP Teacher Education Standards for Undergraduate Initial Teacher Licensure Programs

A NEW VISION OF TEACHING

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you?

The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st Century.

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.

- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

Standard I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals

- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions.

Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

Standard II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues.

They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice.

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

Standard III: TEACHERS KNOW THE CONTENT THEY TEACH

Teachers align their instruction with the North Carolina Standard Course of Study.

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning.

Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

Standard IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly.

Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem-solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform. Instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

Standard V: TEACHERS REFLECTION THEIR PRACTICE

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning.

They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

APPENDIX B

Teacher Education Program Area Descriptions

ART EDUCATION

Dr. Tulla Lightfoot, Coordinator

PROGRAM DESCRIPTION

The program of study in Art Education consists of four curricular components: freshman seminar and general education, the specialty area, Educator Preparation Core , and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Art Education program is one of 12 teacher education programs offered at UNCP. Art Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Art Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

One goal of the Art Education program is to help prospective art educators develop art insight and technical competence in their chosen area of study as well as groundwork for special interests and needs. Prospective art educators must also demonstrate professional awareness and communication skills concerning their discipline. They must be proficient as art instructors at all grade levels and have a philosophical basis for planning and implementing curricula in a pluralistic society. Students must be able to evaluate art products and procedures and defend their evaluations. More specifically, prospective art educators will:

1. attain a high level of visual literacy of history, criticism, aesthetics and production of art throughout their endeavors of art (art education), beginning to carry out the integration of these four disciplines through the activities of inquiry, production, observation and practice;
2. become familiar with traditional and contemporary art education movements, theories, and issues, demonstrating knowledge of the fundamental principles and the language of art as part of their art theory instruction;
3. possess a comprehensive and integrated understanding of the visual arts, crafts, and art history;
4. be knowledgeable about the various techniques, materials, and studio procedures of art production and be able to translate those processes into sequentially based curricula for diverse learners;
5. gain knowledge, in the classroom and during field experiences, of the structure, procedures, and processes found in schools as related to the special area of art education;
6. know and understand the developmental stages (both cognitive and affective domains) and be able to structure lessons that are developmentally appropriate; and
7. take an active role in instructional planning, presentation, the uses of instructional technology, and assessment, taking into consideration the diversity of the population.

BIRTH-KINDERGARTEN

Dr. Judith Losh, Coordinator

PROGRAM DESCRIPTION

The program of study in Birth-to-Kindergarten Education consists of four curricular components: freshman seminar and general education, the specialty area, Educator Preparation Core , and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Birth-to-Kindergarten Education program is one of 12 teacher education programs offered at UNCP. Birth-to-Kindergarten Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Birth-to-Kindergarten Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

NORTH CAROLINA BIRTH-KINDERGARTEN PROGRAM STANDARDS

The goals of the Birth-Kindergarten program are to prepare preservice and inservice Birth-Kindergarten professionals with the knowledge, skills, and dispositions needed to effectively serve infants, toddlers, preschoolers, and their families in diverse settings. Our program is based on the following ten standards as established by the North Carolina Department of Public Instruction. The successful Birth-Kindergarten professional will

1. have a comprehensive knowledge of typical as well as atypical patterns of child development;
2. foster relationships with families that support children's development and learning;
3. build community partnerships in support of children and families;
4. use authentic, ongoing assessment of children's abilities in order to plan, implement, and evaluate programs that build upon each child's unique strengths;
5. create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child's construction of knowledge and provides a strong foundation of lifelong learning;
6. provide an integrated curriculum derived from Infant-Toddler Guidelines, Foundations for Early Learning, and the Kindergarten Standard Course of Study which includes the following areas: emotional/social development, physical development, health, nutrition, and safety; and cognitive development.

ELEMENTARY EDUCATION

Ms. Kelly Ficklin, Coordinator

PROGRAM DESCRIPTION

The program of study in Elementary Education consists of five curricular components: freshman seminar and general education, the specialty area, content pedagogy (methods and internship), Educator Preparation Core , and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Elementary Education program is one of twelve (12) teacher education programs offered at UNCP. Elementary Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Elementary Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

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 wellbeing 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

1. to develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
2. 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;
3. to acquire knowledge of the theories and principles of human growth and development;
4. to understand the major determinants of curriculum in the elementary schools, including the North Carolina Standard Course of Study;
5. to know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of diverse learners;
6. 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.

ENGLISH EDUCATION IN SECONDARY EDUCATION AND MIDDLE GRADES

Dr. Virginia Jones, Coordinator

PROGRAM DESCRIPTION

The program of study in English Education consists of four curricular components: freshman seminar and general education, the specialty area, Educator Preparation Core , and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The English Education program is one of 12 teacher education programs offered at UNCP. English Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The English Education program is accredited by the National Council of Teachers of English, the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS:

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goals of the UNCP English licensure program are that students will increase their knowledge of and competence in the language arts and will be prepared to become effective teachers in the English classroom and to function as contributing English professionals. The objectives of the program are that students will

1. understand such areas of the English language as historical and developmental perspectives, grammar systems, and dialects/levels of usage;
2. read and respond in various ways to works of American, British, and world literature, including literature by women, minorities, and non-western writers;
3. become acquainted with traditional and contemporary literature appropriate for adolescents and become aware of ways to encourage a variety of reader response to such literature;
4. experience and study both the writing process and written products for diverse purposes and audiences, completing a variety of writing tasks and studying pedagogical techniques appropriate to working with diverse learners;
5. be exposed to materials and methods for teaching reading, writing, speaking, listening, and viewing;
6. practice instructional planning, presentation, and assessment in the field of English, understanding the necessity of critical reflection in the entire instructional process;
7. learn how to use diversity of learners, technology, and community resources as strengths in the English classroom; and
8. gain a sense of professionalism through exposure to positive pedagogical models in their course work, through structured, monitored early field experiences, and through an extended supervised student teaching experience.

MATHEMATICS EDUCATION

Ms. Mary Klinikowski, Coordinator

PROGRAM DESCRIPTION

The program of study in Mathematics Education consists of four curricular components: freshman seminar and general education, the specialty area, Educator Preparation Core , and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Mathematics Education program is one of 12 teacher education programs offered at UNCP. Mathematics Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Mathematics Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The Mathematics Education program recognizes that teaching mathematics is a complex endeavor. Pre-service teachers of mathematics need to be involved in developing their knowledge, skills, understandings, and dispositions to teach mathematics to diverse learners. The goal of the Mathematics Education program is to prepare effective and professional mathematics teachers who are ready to make positive contributions to the mathematical development of middle and high school students in diverse settings. To accomplish this goal, the Mathematics Education program will

1. provide students with a solid foundation and understanding of mathematics.
2. enable students to appreciate both the aesthetic and practical aspects of mathematics.
3. provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. provide students with current theories regarding the psychological development of the learner and an understanding of human dynamics found in the home, the school, and the community.
5. demonstrate methods of evaluating student learning, textbooks, the curriculum, educational techniques, and the educational process as a whole.
6. prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meeting and in-service programs.

MUSIC EDUCATION

Dr. Jose Rivera, Coordinator

PROGRAM DESCRIPTION

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the specialty area, Educator Preparation Core , and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Music Education program is one of 12 teacher education programs offered at UNCP. Music Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Music Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and the community. Specifically, students majoring in Music Education will

1. demonstrate: a) mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills;
2. demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;
3. demonstrate the ability to create (compose and improvise) derivative or original music;
4. demonstrate knowledge of music history and literature of both Western and non-Western origin;
5. demonstrate a knowledge of current music technology;
6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);
7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and
8. demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

PHYSICAL EDUCATION

Dr. Denny Scruton, Coordinator

PROGRAM DESCRIPTION

The program of study in Physical Education consists of five curricular components: freshman seminar and general education, the specialty area, Educator Preparation Core, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Physical Education program is one of 12 teacher education programs offered at UNCP. Physical Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Physical Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Physical Education program is to enable the prospective physical educator to acquire knowledge of the processes underlying wellness, fitness, health, exercise, and recreation in relationship to educating the physical, mental, and social human. More specifically, the student will:

1. learn teaching strategies, curriculum planning, evaluation approaches, and research methods;
2. learn how to meet the individual learning needs of diverse learners, typical or atypical;
3. learn how to adapt the physical education program to the academic, social, and physical developmental needs of diverse K-12 learners;
4. learn the professional literature and how to research that literature;
5. develop affiliations with various professional communities at the local, state, and/or national levels;
6. learn how to select and evaluate curricular materials, select appropriate instructional methods, and use equipment appropriate for different levels and types of physical education instruction.

SCIENCE EDUCATION

Ms. Mary Ash, Coordinator

PROGRAM DESCRIPTION

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the specialty area, Educator Preparation Core , and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 12 teacher education programs offered at UNCP. Science Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Science Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Science Education program is to prepare competent science teachers committed to the development of scientific literacy in diverse secondary school learners. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own through collaboration with peers, university faculty, and public school partners. The prospective science teacher should possess the following characteristics:

1. an understanding of unifying concepts of science and how this knowledge will enable students to deal with personal and social problems intelligently;
2. an understanding of the nature of science and the historical development of scientific thought;
3. an understanding of the interrelationships between science, mathematics, technology, and society;
4. an understanding of how science contributes to the personal development of diverse individuals;
5. an understanding of developmentally appropriate instructional methods and curriculum of science, to include inquiry-based instruction, assessment techniques, and the integration of technology;
6. the communication skills necessary for effective teaching, as well as, the skills necessary for effective classroom management;
7. an understanding of the role of research in science education;
8. an awareness of the importance of incorporating best practices into science classrooms through lifelong professional development;
9. an awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.
10. the ability to collaborate with colleagues, families, and community members to improve science instruction for all students.

SOCIAL STUDIES EDUCATION

Dr. Jeffrey Lucas, Coordinator

PROGRAM DESCRIPTION

The program of study in Social Studies Education consists of four curricular components: freshman seminar and general education, the specialty area, Educator Preparation Core , and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Social Studies Education program is one of 12 teacher education programs offered at UNCP. Social Studies Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Social Studies Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Social Studies Education program is to educate effective, professional social studies teachers who have a solid foundation in the liberal arts; an academic major in history and a strong concentration in the social sciences; and the skills and attitudes essential for preparing middle grades and secondary school students for responsible citizenship in a multicultural, democratic society and an interdependent world. Teaching social studies, which includes “the entirety of human experience,” requires that students

1. know the major periods of United States, North Carolina, World, European, African, Asian, and Latin American history and identify the basic political, social, economic, cultural, and geographical themes of each period;
2. recognize the influence of each civilization upon the world and acknowledge the European heritage of significant United States institutions;
3. situate significant current events within an historical framework and recognize their interrelatedness;
4. understand the nature, content, and concepts of the social science disciplines (Anthropology, Economics, Geography, Political Science, and Sociology) and apply social science concepts to the study of individuals, societies, and institutions;
5. develop constructive attitudes toward diversity, pluralism, change, conflict, and uncertainty;
6. understand the historical and contemporary place of Social Studies in public education, with particular attention to the current North Carolina Social Studies curriculum, and become familiar with recent trends and their significance for social studies educators;
7. formulate appropriate objectives and utilize a variety of effective instructional strategies, resources, and assessment techniques which are designed to develop the skills of inquiry, decision-making, problem solving, and critical thinking;
8. develop classroom management skills consistent with current professional standards, respect for all individuals, fairness, and a positive classroom climate;
9. exhibit a working knowledge of instructional technology and the ability to integrate appropriate Computer Based Instructional resources and strategies into social studies instruction;
10. complete a sequenced program of field experiences and professional activities that develop a respect for the profession, a sense of individual competence, and an appreciation for continual reflective practice, collaboration, and professional development.

SPECIAL EDUCATION

Dr. Marissa Scott, Coordinator

PROGRAM DESCRIPTION

The programs of study in Special Education consist of five curricular components: freshman seminar and general education, the specialty area, Educator Preparation Core, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Special Education program in General Curriculum is one of 12 teacher education programs offered at UNCP. Special Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Special Education programs are accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

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 an 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.

APPENDIX C
RESOURCES

Declaration of Major Form
Admission Interview and Reflection on Teacher Dispositions
Application for Admission to the Teacher Education Program
Candidate for Professional Licensure (CPL) Form

Declaration of Major Form

Print and complete the following information and return this to the Office of the Registrar.

Student Name:

Social Security Number:

Date:

•Select your option.

<input type="radio"/> Declaration of Major	<input type="radio"/> Change of Major	<input type="radio"/> Declaration of Minor
<input type="radio"/> Change of Minor	<input type="radio"/> Declaration / Change Concentration	<input type="radio"/> Change Advisor

• Take this form to the Department Chair of your new major, where they will assign a new advisor.

Name of new advisor: Chairs Initials:

- Meet with your new advisor and write the code for the new major below.

Major	Major (2nd)	Minor	Minor (2nd)	Concentration

New Advisor's Signature:

- Get your former advisor's signature:
- Return completed form to the Office of the Registrar

Office use only

Date Received:	Date Entered:	Data Entry Operator:
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Preparing professional educators who are committed, collaborative, and competent

UNCP Teacher Education Program Admission Interview and Reflection on Teacher Dispositions

Teacher Education Admission Interview

One of the requirements for admission to the UNCP Teacher Education Program is an interview. The purpose of the interview is to allow faculty members to get to know you better and to prompt you to consider the types of dispositions, or attitudes, that teachers should exhibit.

When you have completed all admission requirements with the exception of the interview, you should fill out an application for Admission to Teacher Education Program. Then you should contact your program coordinator to schedule your interview, which will last approximately 15 minutes. At your scheduled interview time, you should bring the completed form and report to an area/room designated by the program coordinator. Please make every effort to be punctual; a late or missed interview may be difficult to reschedule and could delay your formal admission to the Teacher Education Program.

NOTE: In lieu of the interview, all students classified as lateral entry and currently employed with a public school must have on file the *Request for an Individualized Education Plan*, which must be signed by the school principal.

Preparing for the Interview

The list below represents a few of the dispositions considered important to successful teaching. Review the list and think about why each disposition might be important for a teacher to possess. Also, decide to what degree you already possess some of these dispositions. Be prepared to discuss these dispositions during your interview. The interview is not a test; it is simply a conversation designed to raise your awareness of what it takes to be a good teacher.

Teacher Education faculty members look forward to meeting you and talking with you about the profession and any questions or concerns you might have with regard to your career decision or the Teacher Education Program.

DISPOSITIONS RELATED TO COMMITMENT

1. Effective teachers are committed to the democratic goals of public schooling.
2. Effective teachers are committed to high professional standards.
3. Effective teachers are committed to helping all students learn.
4. Effective teachers care about the children or youth they teach.

DISPOSITIONS RELATED TO COLLABORATION

5. Effective teachers seek out opportunities to work collaboratively and productively with other teachers, administrators, school personnel, and community members.
6. Effective teachers value regular communication with families in order to work with them to help the child.
7. Effective teachers seek out collaborative leadership roles in the school and the community.

DISPOSITIONS RELATED TO COMPETENCE

8. Effective teachers are lifelong learners in the subject matter they teach.
9. Effective teachers inspire students with their own passion for learning.
10. Effective teachers strive to make learning meaningful for all students.
11. Effective teachers critically reflect on their teaching and student learning.

Following your interview, the faculty member(s) will use the following rating scale: (1) *Satisfactory*, or (2) *Needs follow up by the Dean*. Questions or concerns should be directed to the Office of University-School Programs.



The University of North Carolina at Pembroke
Application for Admission to the Teacher Education Program

First Name: _____ Middle/Maiden Name: _____ Last Name: _____

Gender: Female Male Other Student ID: _____

Current Address: _____ City: _____ State: _____ Zip: _____

Email Address: _____ Telephone: _____ Work/Cell Number: _____

Major: _____ Advisor: _____

Check one of the following: Undergraduate Lateral Entry Licensure Only

To be eligible for consideration by the Teacher Education Committee and approved for admission to the Teacher Education Program, each candidate must:

Check each box indicating that the requirement has been met.

- Have not more than nine (9) hours of the General Education requirements remaining.
- Have earned a “C” (2.0) or better in EPC 2020 (Introduction to Education, Ethics, and Professionalism) and EPC 2040 (Introduction to Exceptional, Diverse, and At-Risk Students) or the approved equivalent course.
- Have earned a grade of at least a “C-“ (C if the course was repeated) in all required educator preparation core, content pedagogy, and essential standards courses completed at the time of admission, with the exception of EPC 2020 and EPC 2040, which requires a grade of “C.”
- Have at least a 2.500 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
- Meet the state established scores on Praxis I, SAT or ACT. An official copy of the scores must be sent to UNCP. Students must meet the scores in effect at the time they apply to and qualify for admission to the Program (see next section for details).
- Satisfactorily complete an admission interview after completing all the above requirements.
- Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education Licensure Office and on the School of Education website.

Admission Interview: Rating (to be completed by the faculty members conducting the interview):

Satisfactory Needs Review

Signature of Faculty Member

Date

Signature of Faculty Member

Date

Statement of Applicant:

- Have you ever had a certificate of license revoked or suspended by any state or other governing body? If yes, attach a statement giving full details and official documentation of the action taken.

Yes No
- Have you ever been convicted of a crime (excluding minor traffic violations)? If yes, you must submit court documents that indicate judgment and disposition of the case from the court of conviction and an explanation of the incident(s).

Yes No

With this document, I hereby make application to the UNC Pembroke Teacher Education Program. I understand that this document is only an application and I am not considered admitted to the Teacher Education Program until I receive written documentation from the UNC Pembroke School of Education. I understand that falsification of any statement or document will result in denial or dismissal from the UNC Pembroke Teacher Education Program. I certify that the information given in this application is complete, correct and true.

Signature of Applicant

Date

Revised July 2010

The University of North Carolina at Pembroke
Teacher Education Program
Candidate for Professional Licensure (CPL) Data Form:

The applicant must keep information provided on this form current.

If any changes occur to the information listed below, notify the School of Education immediately.

Demographics: _____ **Student ID:** _____

Last Name _____ **First Name** _____ **Middle Name** _____ **Maiden Name** _____

Ethnicity: White American Indian/Alaskan Black/African-American
 Hispanic Asian/Pacific Islander Other

Date of Birth: ___/___/___ **Month Day Year**

Gender: Female Male Other

Email Address: _____

Mailing Address: _____

Street 1: _____

Street 2: _____

City: _____ **State:** _____ **Zip:** _____

Phone: () - _____ **Cell Phone Number:** (_____) - _____

General Information:

- Undergraduate
- Employed in NC/Clear License
- Graduate
- Employed in NC/Lateral Entry
- Licensure Only (Not Employed in a School System)

Education Programs:

Degree Type: Bachelor Master Other (specify)

License Type: Initial Add On Upgrade

Licensure Area:

Admit Date: Fall Spring

Expected Completion Date: / / **Semester:** Fall Spring **Student type:** Full-time Part-time

This section to be completed by School of Education

<i>Admittance Exams</i>					
<i>PPST:</i>	<i>Paper</i>	<i>Computer</i>	<i>SAT</i>	<i>ACT</i>	<i>Date</i>
Reading					//
Writing					//
Math					//
Date Interviewed:				//	
Q.P.A.:				//	
Date Admitted:				//	
<i>Completion Exams</i>					
Subject Area Exam:					<i>Date</i>
Code	Description	Score			//
Code	Description	Score			//
Code	Description	Score			//
Code	Description	Score			//
IHE where received degree:					
Bachelor Degree: IHE				Completion Date	//
Master Degree: IHE				Completion Date	//

APPENDIX D
REQUEST FOR A PLAN OF STUDY

Request for a Plan of Study
The University of North Carolina at Pembroke
Teacher Education Program

Please print the following information:

First Name: _____ Middle/Maiden Name: _____ Last Name: _____

Social Security Number _____ Daytime Phone _____

Address: _____ City: _____ State _____ Zip: _____

Educational Background: College/University Dates Attended Degree

For Office Use ONLY

_____	_____	_____
_____	_____	_____
_____	_____	_____

***Before processing can begin on your request, transcripts of ALL college/university work and any North Carolina licensure areas now held must be on file in this office. A cumulative QPA of 2.5 on a 4.0 scale is required in order to issue an IEP.**

Request *ONE* area from the following:

Licensure Area	
Art (K-12)	English as a Second Language Add-On (K-12) (If you hold a clear license)
AIG Add On	Mathematics (9-12)
Spanish Add On	
Birth-Kindergarten (B-K)	Music (K-12)
Elementary (K-6)	Physical Education (K-12)
English (9-12)	Social Studies (9-12)
Middle Grades – (6-9) Circle one (1): Language Arts Mathematics Science Social Studies	Science – (9-12) Circle one (1): Biology Chemistry Earth Science Physics
Pre-School Add-On (If you hold a clear license in Elementary Education, Family or Consumer Sciences or Special Education.)	Special Education: General Curriculum (K-12)

Full-Time Teaching Experience: _____

Signature _____ Date _____

School of Education
 UNC Pembroke
 Post Office Box 1510
 Pembroke, NC 28372
 (910) 521-6879 or (800) 949-UNCP

CONTACT INFORMATION

Name	Office	Phone	Email
Dr. Leah Fiorentino, Dean School of Education	118 Ed. Center	(910).521.6539	leah.fiorentino@uncp.edu
Dr. Carol Higy Assoc. Dean	112 Ed. Center	(910) 521.6449	carol.higy@uncp.edu
Dr. Karen Stanley, Chair Elementary Education	215B Ed. Center	(910) 521.6221	karen.stanley@uncp.edu
Dr. Judith Losh, Chair Educational Specialties	215A Ed. Center	(910) 521-6753	judith.losh@uncp.edu
Dr. David Oxendine, Chair Professional Pedagogy and Research	113 Ed. Center	(910) 521-6324	david.oxendine@uncp.edu
Dr. Tommy Thompson, Chair, Health, Physical Education and Recreation	1103 Jones Athletic Center	(910) 521-6385	tommy.thompson@uncp.edu
Dr. Bryan Winters University-School Programs	102 Ed. Center	(910) 521.6321	bryan.winters@uncp.edu
Ms. Aku Opata Licensure Officer	101 Ed. Center	(910) 521.6879	nuekie.opata@uncp.edu
Dr. Valjeaner Ford Praxis Liaison	101G Ed. Center	(910) 521.6893	valjeaner.ford@uncp.edu
Ms. Amy Oxendine – morning Ms. Tori Nicolosi – afternoon Curriculum Lab	137 Ed. Center	(910) 521.6293	amy.oxendine@uncp.edu tori.nicolosi@uncp.edu