Birth - Kindergarten
Teacher Licensure &
Early Care and Education
Handbook

Department of Human Development and Family Studies in
conjunction with the Department of Specialized Education Services
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- 334-3410
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<tr>
<td>Dr. Jacqueline Dozier, Director</td>
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<td>Ms. Meggan Reagan, Student Services Advisor</td>
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This handbook is designed to assist students, faculty, and cooperating teachers in understanding the nature of the teacher education experience at the University of North Carolina at Greensboro and particularly the Birth through Kindergarten (BK) Teacher Licensure and Early Care and Education (ECE) concentrations. The handbook includes information about the philosophy of the BK and ECE programs, admission criteria, procedures, requirements, and policies for student teaching. Copies of applications and forms needed at various stages of the process of becoming a teacher are included in the appendices or available online. It is hoped that all involved in the teacher education process will find this handbook helpful. All students should check with their advisor for complete program information.

Teachers Academy Conceptual Framework Executive Summary

The mission of professional education at The University of North Carolina at Greensboro is to ensure “Access to Opportunities through Teaching, Learning and Caring.” This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

The Knowledge Base, Philosophy for Preparation, and Objectives of the Birth – Kindergarten Licensure and Early Care and Education Concentrations

Knowledge Base and Philosophy for Preparation

The Birth through Kindergarten teaching license in North Carolina and the Early Care and Education degree concentrations at UNCG are based on several important philosophical premises. These premises have evolved from the theories of Vygotsky, Piaget, and Bronfenbrenner. The premises are as follows:

- **Children are extremely diverse in nature.** Diversity in children is found in their cultural backgrounds, learning styles, rates of development, degree of disability, and individual interests. Young children learn in an integrated manner not in a compartmentalized manner. That is, they often learn math, science, language, and communication skills through a single activity of interest to them. The development of young children proceeds on a continuum and not categorically. Teachers who work with young children must understand the full range of developmental possibilities; they must be knowledgeable both about predictable changes in different developmental domains as well as the significance of variations from the norm in each domain.

- **Families of young children are extremely diverse.** To work with young children, knowledge of family systems and interaction is crucial. Families vary in composition, values, culture, knowledge of parenting and child development, economic status, degree of stress, and level of trust regarding interacting with professionals. For optimal development of young children, programs must work in partnership with families; parents must be respected as individuals and recognized as the constant presence in their children’s lives. Teachers must know how to create a program that is open to family influence and
consonant with family goals. Teachers must also be prepared to assist families in seeking and acquiring a wide range of interagency services designed to strengthen the family unit.

- **Teachers of young children must focus on how children learn.** The “content” for teachers of young children is typical and atypical child development, strategies for facilitating development and learning, and methods for relating to families and professionals in the field. Teachers must be able to create developmentally appropriate, nurturing, warm environments that provide a wide range of concrete, exploratory materials and experiences that encourage child-initiated learning through play, and that are adaptive to children’s special needs and individual learning styles. Teachers must be prepared to integrate the family and understand it as an important vehicle for the child’s positive growth and development. Teachers must be prepared to observe and record young children’s behavior in context, interpreting and responding appropriately through spontaneous and planned curriculum activities. Teachers must know how to establish individual goals and objectives for children and families; they must be prepared to work as a team member with other disciplines and with various agencies concerned with the child’s welfare, and they must be prepared to assume an advocacy role when necessary.

- **Teachers of young children work in diverse settings, requiring the flexible application of developmental principles in response to widely different environments.** Diverse funding sources (public and private) support programs for young children, requiring the teacher to coordinate and collaborate with a variety of agencies. The teacher must be prepared to design settings that are responsive and adapt to a wide range of children’s capabilities. Settings for young children must be open to participation by family members as well as professionals from other disciplines and interested members of the larger community.

The BK and ECE concentrations are interdisciplinary in nature, combining the fields of Child Development, Family Studies, General Education, Early Intervention, and Early Childhood Special Education (which, in turn, rest on a combination of disciplines that includes Psychology, Biology, Sociology, Health, and Anthropology). This interdisciplinary focus stems from the following convictions:

1. Young children with and without disabilities have learning needs in common;

2. Young children should be served in inclusive settings by personnel prepared to work with the full range of developmental possibilities;

3. Young children, no matter what their developmental level, should always be served in developmentally appropriate settings where individualized goals are incorporated into naturalistically evolving activities;

4. Young children are closely and integrally tied into the family unit, whose interactive system must be understood and integrated into programs planned for the child.

**Goals and Objectives of the Program**

Graduates of the BK and ECE concentrations have the skills to facilitate the development of children who have a wide range of developmental capabilities, to analyze and plan activities and environments for young children and evaluate their developmental appropriateness, to apply principles of development to children and families from diverse cultural and socioeconomic backgrounds, to design and implement services for young children with disabilities, and to work collaboratively with families and other personnel involved with young children.

Specifically, the Program Objectives are as follows:
1. That students will develop knowledge about both the milestones and the processes involved in the development of young children and will have the skills to assess both through naturalistic observations of children in various contexts;

2. That students will develop an understanding of the effects of various contexts on the expression of developmental outcomes and processes;

3. That students will develop a thorough understanding of family systems and interaction as well as know how to relate to different types of systems;

4. That students will develop an understanding of the principles that allow them to construct instructional activities that grow out of children’s interests and are based on naturally occurring events;

5. That students will develop the skills to incorporate externally generated goals for children with special needs (e.g., those from IEPs and IFSPs) into the regular routines and activities of the children;

6. That students will develop an understanding of the history and major philosophies influencing the education of young children and the ability to project the effects of current policies on the future;

7. That students will develop a life-long commitment to the well-being of young children and their families, with continuous professional involvement and learning seen as one of the mechanics essential to fulfilling this commitment.

**Technical Standards for BK/ECE Students**

The early childhood programs in HDFS are rigorous programs that place specific requirements and demands on students enrolled in them. The primary goal of these programs is to prepare graduates to enter the profession of teaching children from Birth through Kindergarten with and without disabilities and working with their families and other professionals. The Technical Standards set forth by the early childhood programs establish essential qualities necessary for students admitted to the programs so that they can achieve the knowledge, skills, competencies, and dispositions of an entry-level teacher of Birth through Kindergarten children with and without disabilities. The abilities and expectations listed in the Technical Standards (see Appendix L) must be met by all students admitted to the program, with or without reasonable accommodations. In the event that a student is unable to meet the Technical Standards, with or without reasonable accommodations, the student will not be admitted to the program or allowed to remain enrolled in or to graduate from the program. All students must sign the Technical Standards upon entry into the BK or ECE concentrations.
The Human Development and Family Studies Major

Birth Through Kindergarten Teacher Licensure & Early Care and Education Concentrations

The Birth Through Kindergarten (BK) Teacher Licensure Concentration is designed for students seeking teaching licensure through the State of North Carolina. Such licensure is required by public schools for pre-kindergarten and kindergarten instructors, and by some child care centers in the state. The Early Care and Education Concentration (ECE) is for students who would like to teach in the Birth to Kindergarten age range but do not want the teaching license. There are also recommended electives set up for early childhood administrators and consultants as part of the ECE concentration.

Admission to the Human Development and Family Studies Major

Any student may declare Human Development and Family Studies as a major upon entering the university. Declaring pre-HDFS as a major does not assure the student will be granted admission into a concentration area within HDFS. Pre-HDFS majors cannot register for advanced courses; a student must be admitted to HDFS to take courses above HDFS 409 and to complete work towards the degree.

Students who are anticipating admission to the major will be permitted to register for upper-level courses, but will not be permitted to take such courses unless they have been admitted by the department, or in the case of non-majors, have the permission of the instructor.

Students must meet the department requirements of the current catalog at the time they declare pre-Human Development and Family Studies as their major.

Admission to the HDFS department as a major is subject to space availability. If space is available, admission to HDFS programs will be granted to students who meet the following minimum criteria:

1. Completion of the following group of foundation courses with a C or better: HDF 211, 212, and 302
2. 51 s.h. with a minimum overall GPA of 2.50
3. Transfer students with 60 s.h. may apply for admission after completing 12 s.h. at UNCG with a minimum overall GPA of 2.50.

If space is limited in an HDFS program, preference will be given to students based on the following criteria:

Birth through Kindergarten Licensure (U526, U746, U543):

1. Overall GPA
2. Performance in HDF/SES 315 and HDF/SES 341

Early Care and Education (U531, U532, U544):

1. Overall GPA
2. Performance in HDF/SES 315 and HDF/SES 341

In order to be eligible for admittance into the department as a full major all students must complete the Secondary Admission Form (on the HDFS website – undergraduate tab: http://www.uncg.edu/hdf/undergraduates/secondary%20admissions.html) and email it to Maggie Jones in the
HDFS office: HDFS2uncg.edu. Students must complete the form, save it as an electronic file with their last name in the file name (e.g. AmySmith_admission_form_Aug2014.doc), and email to Maggie Jones. Students will be notified via email of their acceptance or denial into the program. Please note that the **Online Program** in BK Licensure and Early Care and Education priority deadlines for secondary admission are **November 15th** for spring admittance and **April 15th** for fall admittance.

Students will not be permitted to take the following courses in the department unless they have been formally admitted to the major (or in the case of non-majors, have the permission of the instructor): HDF/SES 425, 435, 436, 468, HDF 420, 440, 450, 455, 460, 470, and 482. Please note that HDF/SES 425, 435, 436, 468, HDF 440, 450, 460, and 470 require a grade point average of 2.5 as prerequisites for enrollment. Admission to the Teacher’s Academy/Education is also required for HDF 460 (which requires a 2.7 GPA and passing scores on Praxis I- Core Academic Skills).

**Early Care and Education students** must have a C or better (not a C-) in the following courses: HDF 211, 212, 302, 315, 341, 420, 425, 435, 440, and TED 516. **BK Teacher Licensure students** must have a C or better (not a C-) in the following courses: HDF 211, 212, 302, 315, 341, 420, 425, 435, 436, 440, and TED 516.

**For BK Licensure students, admission to UNCG Teacher Education and to student teaching (HDF 460) requires a 2.7 overall grade point average and passing scores on the Praxis I- Core Academic Skills. Students in Early Care and Education must have a 2.5 GPA to complete their final internship (HDF 450). Students are also required to be certified in Infant & Child CPR and First Aid and have an up to date TB test prior to student teaching.**
The University of North Carolina at Greensboro, in conjunction with the State Department of Public Instruction, has developed policies and procedures for admission and retention in teacher education as well as admission to student teaching for BK Licensure students. Similarly, policies and procedures have been put in place by UNCG, HDFS, and SES to guide students in the ECE concentration to be admitted to the student internship and successfully complete the BS degree.

BK licensure and ECE students are responsible for being familiar with all policies and procedures associated with seeking licensure and the BS degree and must be certain all deadlines are met on time. Please be aware that when deadlines are not met, student teaching and graduation may be delayed for a semester or more.

Please read and follow the following procedures and guidelines.

1. **Know and meet with your Human Development and Family Studies advisor.**
   Deadline: Before each advising/registration period, be sure to schedule an appointment with your HDFS advisor and print out your degree evaluation from Genie. Being prepared for your advising session will help ensure your meeting time is productive and helpful.

2. **Obtain and read the HDFS Birth-Kindergarten Licensure and Early Care and Education Handbook.**
   As soon as you declare BK or ECE as your concentration, you should read through the entire BK/ECE handbook. Keep this document as a reference as you progress through the program. This is available online at the HDFS website: [www.uncg.edu/hdf](http://www.uncg.edu/hdf) - you can find the link under the ‘Undergraduate Studies’ and then ‘BK Program.’

3. **Apply for Secondary Admission to the HDFS Major.** In order to be eligible for admittance into the department as a full major all students must complete the Secondary Admission Form (on the HDFS website – undergraduate tab: [http://www.uncg.edu/hdf/undergraduates/secondary%20admissions.html](http://www.uncg.edu/hdf/undergraduates/secondary%20admissions.html)) and email it to Maggie Jones in the HDFS office: HDFS@uncg.edu

4. **Demonstrate content knowledge and skills.** Early Care and Education students must have a C or better (not a C-) in the following courses: HDF 211, 212, 302, 315, 341, 420, 425, 435, 440, and TED 516. BK Teacher Licensure students must have a C or better (not a C-) in the following courses: HDF 211, 212, 302, 315, 341, 420, 425, 435, 436, 440, and TED 516.

For BK Licensure students, admission to UNCG Teacher Education and to student teaching (HDF 460) requires a 2.7 overall grade point average and passing scores on the Praxis I- Core Academic Skills (or high enough scores on the SAT or ACT to exempt out). Students in Early Care and Education must have a 2.5 GPA to complete their final internship (HDF 450). Students are also required to be certified in Infant & Child CPR and First Aid and have an up to date TB test prior to student teaching.

**BK students must take the Praxis I for Admission to Teacher Education.** For information about registration, current fees, and application deadlines, visit the PRAXIS website at [www.ets.org/praxis](http://www.ets.org/praxis)
The following minimum scores for PRAXIS I – Core Academic Skills Test are required on each of the subtests: Core Reading (test #5712) — 156, Core Writing (test # 5722) — 162, Core Math (test # 5732) — 150, or a combined score of 468 across all three subtests. Students with SAT scores at or above 550 for each subtest or ACT scores at or above 24 may exempt out of part or the entire Praxis I exam.

It is recommended students take the Praxis I: (Core Academic Skills Tests for Educators) during the second semester of their sophomore year. Transfer students should take the Praxis I: (Core Academic Skills for Educators) the beginning of their junior year or the first semester they transfer to UNCG. Information about the Praxis I: (Core Academic Skills for Educators) at www.ets.org/praxis.

5. **Complete required practicum courses.** Prior to student teaching students must complete three practicum courses: HDF 250, 420, and 440. (See page 16 for practicum policy). HDF 250 requires 2-3 hours a week of practicum experiences. For this class students will spend one month with different age levels (e.g. infants/toddlers, preschool, or kindergarten) or in different program types. In HDF 420 and 440, students are required to be in practicum experiences for 6 hours per week for the entire semester. Each of these settings must be inclusive (i.e. include at least one child with an identified disability) and have a high quality rating. HDF 470 is a three hour a week practicum which you will complete in the classroom in which you student taught. Be sure to carefully read through the practicum policy as you consider placements for these courses.

6. **For the BK Teacher Licensure Students: Apply for admission to Teacher Education through the Office of Student Services.** Applications are available online at http://oss.uncg.edu/formsapplications/. Applications need to be completed online and then submitted online. All undergraduate students must complete the Application for Teacher Education by November 1st for the following fall student teaching and by July 1st for the following spring student teaching.

7. **Apply for admission to Student Teaching/Internship:** Applications and forms for BK Licensure Students can be found on the School of Education Office of Student Services website: http://oss.uncg.edu/formsapplications/. (Note: Piedmont Alliance forms and Criminal Records Check and Guilford County Release Forms are required whether teaching on campus or in the public schools.) Applications need to be completed and submitted online. All undergraduate students must complete the Application for Student Teaching by November 1st for the following fall student teaching and by Feb 15th for the following spring student teaching.

Note: Applicants who are denied admission to Teacher Education and/or student teaching and believe that an error has been made should discuss this with their HDFS advisor. Applicants choosing to file a formal appeal should pick up an appeal form in the Office of Student Services in the School of Education (134-140 School of Education Bldg.), fill it out, and submit to the BK Field Placement Coordinator, Stradley Smith in 148 Stone.

8. **Applications for ECE students - Early Care & Education/Non-Licensure Professional Experience Practicum Information & Placement Request Form** can be found on the BK Bulletin board near room 154 or on the HDFS website under ‘Undergraduate’. All students should submit these forms to the HDF office (248 Stone Building).

**Deadline for student teaching in Spring semesters:** Application and forms must be in submitted no later than **February 15th the year before you student teach**.
Deadline for student teaching in Fall: Application and forms must be submitted no later than November 1st the year before you student teach.

9. **Obtain Infant and Child CPR and First Aid certification.** Certification will be offered for a fee one afternoon during the first week of the student teaching semester. This will be for HDF 450 and HDF 460.

10. **Complete Taskstream Portfolio Requirements as outlined by the State of North Carolina.** The Taskstream Electronic Portfolio contains the evidences of pre-service teacher learning as required by the state of North Carolina. Students in BK and ECE will complete the evidences in the context of class projects from a total of four courses (HDF 440, 450/460, 468, and 470). Students must purchase the Taskstream Portfolio starting in HDF/SES 315. Subscriptions can be purchased with a credit card at: [www.Taskstream.com](http://www.Taskstream.com)

11. **Make appointment with career counselor for resume assistance.** Contact: Career Services at 334-5454 in Room #1 at Elliott University Center.

12. **Successfully complete your Student Teaching/Internship.** Student teaching and internship experiences will be completed the first semester of the senior year, followed by a final semester in which HDF/SES 468, and 470 are completed.

13. **Apply for Graduation.** Follow instructions on the University Registrar’s website for the online application. Deadline: No later than the first week of semester in which you plan to graduate.

14. **BK Licensure Students Only: Apply for State Department of Public Instruction Teaching Licensure.** Contact: Carol Resch, Office of Student Services, 136 School of Education Bldg., (334-3414).

   Deadline (recommended): Two weeks before degree is to be completed (see Appendix K). The $55 initial licensure fee is to be paid when the application is turned in. The application for teacher licensure will be filed by the Licensure coordinator upon confirmation by the University Registrar that course requirements have been met after graduation.

15. **BK Licensure Students Only: Become a “Highly Qualified” Teacher, Praxis II** Students interested in teaching kindergarten must take the Early Childhood Content Exam (#0022/5022) in order to be considered highly qualified for kindergarten. [www.ETS.com](http://www.ETS.com) Students must apply for licensure within a year after they graduate.
BK/ECE Online Degree Completion Program

Similar to the on-campus programs, the Department of Human Development and Family Studies, in conjunction with the Department of Specialized Education Services, offers an undergraduate online degree completion program leading to a Bachelor of Science degree with a concentration in Birth to Kindergarten Teacher Licensure or Early Care and Education. The BK and ECE degree completion programs are offered online for 2+ transfer students who have completed an AAS degree in Early Childhood Education from an approved North Carolina Community College. There are courses offered each semester (Fall and Spring), as well as during summer sessions. Courses are based on fall entry into the program and are offered on a set course rotation with most courses being offered once per year. Please see your advisor for information about the course rotation for each term. Online degree completion program students have first priority for all online classes. Students must have access to a computer, webcam, and a headset-microphone for participation in the program. Most courses will be run in an asynchronous format but some classes or class sessions use a synchronous format where all students are online at the same time.

Admissions
Admission to the online program is similar to main campus students. Students need to apply to UNCG as an undergraduate student and select either ‘BK Licensure Online 2+’ or ‘Early Care and Education Online 2+’ as their major. Once you have been formally admitted you may contact the Online Program Director – Kathryn Aldridge at kcaldrig@uncg.edu. For questions on specific 2-plus admission requirements you may contact Andre Hill at arhill@uncg.edu.

As with our on-campus program, there are practicum courses required for your degree completion. These practicum experiences will be supervised by UNCG faculty. Each course will discuss approved placements and regulations for the specific practicum in that course. There will be remote supervision using computer webcams for the practicum courses as well as for the student teaching and final internship experiences.

Important Info for on-campus students:
Online courses are designed for those enrolled in the online degree completion program. Main campus students may only take web courses that do not have a “D” at the end of the section (also noted with a 141 footnote code in Genie). For example if PHI 121 is a web based course main campus students may take PHI 121 -01; only distance student may take PHI 121-01D.
Liability Insurance Policy for BK Licensure and ECE Students

All students enrolled in courses that include field experiences must purchase professional liability insurance **prior** to starting any internship, practicum, or student teaching experience. Professional liability insurance should be in effect for each course that requires a field experience as well as during student teaching. In instances where a student causes damage or injury during the field experience or student teaching, neither the University nor the State of North Carolina will be responsible for providing legal defense for the student or for paying for any judgment, which may be entered against the student. Please refer to **Appendix B** for student rates for liability insurance and agencies through which liability insurance can be purchased.

After students obtain liability insurance from providers, **they must still sign the appropriate documentation indicating that they were informed of this policy and provide needed documentation the Office of Student Services and Advising.** Application forms and details for enrollment regarding the above named providers and organizations are available from practicum and student teaching instructors. **(Refer to Appendix B)**

**Criminal Records Check Policy**

A criminal records check covering misdemeanors and felonies for the **past ten (10) years** is required for all student teachers and practicum students in HDFS and SES. The Office of Student Services in the School of Education cannot process the BK student teacher placement requests until they receive all of the proper forms for each candidate to be placed during a particular semester. This means that even one student turning in her or his forms late could hold up the whole group’s placement requests. To assure the safety of the children, the BK and ECE programs require all students to have their background check completed before they enter a practicum placement. **The first class with a practicum requirement is HDF 250 for non-transfer students and HDF 420 for all 2+ transfer students.** The student is responsible for ensuring the background check is **completed before s/he begins the placement.** The cost is currently $22. The criminal background check form is located on the Office of Student Services website: [http://oss.uncg.edu/formsapplications/](http://oss.uncg.edu/formsapplications/). **It is possible that students will need to have a second background check before student teaching if the placement site requires a different company complete the check.**

Results of the out-of-state criminal records checks are sent by BIB to both you and the Guilford County Schools central office. **(Appendix A)**

**TB Tests**

Proof of and up to date TB test must be provided before all practicum (HDF 250, HDF 420, HDF 440 and HDF 470), internship (HDF 450), and student teaching (HDF 460) courses. Proof of current TB test must be turned into the course instructor and the program/school hosting the student if requested.
Practicum Placement Policy HDF 420 and HDF 440
08-08-2014

Purpose/Overview: The aims of the practicum experiences in HDF 420 and HDF 440 are to provide students opportunities to 1) observe and interact with children in the classroom, 2) explore and develop teaching strategies, 3) identify classroom management/behavior guidance plans, and 4) develop professional skills including communication with adults (families and co-teachers) while having support from experienced classroom teachers as well as support and feedback from practicum course instructors.

Approved Placements: Placements will be approved only at centers with at least a 4 star rating. Approved classrooms must meet the following criteria:

- the teacher has agreed to have UNCG practicum students in his/her classroom;
- the children in the classroom represent a range of cultural and linguistic diversity;
- the classroom is inclusive meaning that there is at least one child with an identified disability (has an IFSP or IEP) and at least one child who is typically developing;
- the teacher has at least 2 years of experience teaching in an early childhood setting;
- the teacher has a BK license or early elementary license (required for preschool and kindergarten settings, preferred for infant and toddler settings); and
- the teacher and program allows videotaping (and videos to be posted on secure websites) and/or bug-in-the-ear technology in the classroom for supervision purposes.

Family child care arrangements which meet the criteria stated above and have an adult who can supervise a practicum student (see note below about conflict of interest related to workplace settings and relatives) may be considered as placements for HDF 420 and HDF 440. However, students may not complete either HDF 420 or HDF 440 in their own family child care program.

Ages of children: The goal of the BK program is that students have a range of experiences in different settings with children of different ages. Students should plan to be in an infant, toddler, preschool, or kindergarten age classroom for HDF 420 and a different age group for HDF 440. For example, if a student is in a toddler classroom for their practicum in HDF 420, then they should be in an infant, preschool, or kindergarten classroom for their practicum in HDF 440.

Student Teaching Note: Students may be in the same age classroom as they were for a practicum experience (i.e., HDF 420 or HDF 440) for student teaching.

Diverse Experiences in Programs/Schools/Classrooms: HDF 420 and HDF 440 students must be in different programs/schools/classrooms for each of their practicum placements. Child care programs that have multiple locations are considered one program. So that students have the opportunity for diverse experiences, students cannot complete their practicum experience in different locations of the same program. For example, students who have completed HDF 420 at CCEP in the toddler room cannot complete HDF 440 at CCEP in the preschool room or students who complete HDF 420 at South Square KinderCare cannot complete their practicum at Duke Street KinderCare. Students may be in the same public school in a NC pre-k classroom and
a kindergarten classroom, but may not complete both practicum experiences and student teaching all in the same school.

Student Teaching Note: Students may be in the same school and/or classroom for HDF 450/460 as they were for one of their practicum placements (either HDF 420 or HDF 440). In fact, building these relationships and experiences with cooperating teachers and programs is an important component of our program and students are supported in identifying a cooperating teacher who would be a go mentor for the student teaching experience. The exception is for students who are completing their student teaching in their own classroom (neither HDF 420 nor HDF 440 may be completed in your own classroom, see details below).

**Workplace setting requirements:** Students who chose to complete their practicum experience in their work setting must submit a written paper documenting the teaching philosophy of the center or classroom, and the unique learning opportunities that will be provided in this setting. Over the course sequence of HDF 420, HDF 440, and HDF 450/460 students may only be in their own program for one placement. Students who opt to do their practicum experience in their work place must adhere to the following guidelines:

- There must be an identified cooperating teacher who meets the criteria stated above under the Approved Placements section.
- Students must be in a classroom other than the one in which they typically work.
- Students cannot be counted in the ratio of adults to children.
- Students cannot be paid for their time in the classroom that is considered practicum hours.
- Students must be able to complete the practicum hours in either the 6 hour block or 2 3-hour blocks, the hours for practicum must be clearly identified and submitted to the course instructor.

NC Pre-K teachers and Head Start teachers and assistants in a public school pre-k program exception: If a student is employed in one of these capacities the students will be able to do their student teaching in their own classroom. Additionally, one of their practicum placements can be in their school or program, but not in their own classroom. One practicum placement must be in a different program or school.

**Conflict of Interest:** Often times practicum placements in a student’s work setting creates a conflict of interest; students must be able to complete assignments required for the course in the classroom. To that end, students may not be in placements in which there is a potential conflict of interest (e.g. working for a relative or in a classroom with a previous co-worker or close friend, etc.). Students are required to identify potential conflicts of interest and situations will be evaluated on an individual basis. Failure to identify a potential conflict of interest could result in either dropping the course or re-taking the course at a later time.

**On-campus program:** Contacting Directors/Principals and Teachers: Students enrolled in the practicum courses who are part of our on-campus face-to-face program will indicate their preference for age and any considerations regarding transportation/geographic location prior to or at the beginning of the semester; this information is used to identify placements for students across the practicum courses although students are not guaranteed these preferences. The course instructor will coordinate the placement request with the school or center personnel. The course instructor will inform the student of their placement during the first or second week of the semester. The student should then contact the teacher or director to arrange an introductory meeting and confirm their schedule (days and hours). Some placements require students to attend an orientation session prior to beginning in the classroom – these are generally arranged directly with the director of the center.
and the students. Students who are placed at UNCG’s Child Care Education Program (CCEP) will receive their classroom and schedule information directly from the program.

Students enrolled in the on-campus sections of either HDF 420 or HDF 440 who choose to select their own placement, must submit a written paper documenting the teaching philosophy of the center or classroom, and the unique learning opportunities that will be provided in this setting.

**Distance program: Contacting Directors/Principals and Teachers (for students in the online distance program):** Students enrolled in the practicum courses from our online program are expected to identify their own placement in their area. The Placement Confirmation Form and Practicum Schedule Form will be posted on Blackboard and made available to students before the semester begins. Students requesting a placement in Guilford County must notify the online course instructor so that they can be included in the main campus placement process in a timely manner. **Students must return the Placement Confirmation Form and Practicum Schedule Form to the course instructor at the beginning of the course so that they can attend and log hours at their placement according to the attendance policy of the course.** (See Hours and Practicum Logs section below for additional information regarding completion of practicum hours).

After the placement has been approved, the student should contact the teacher or director to arrange an introductory meeting and confirm their schedule (days and hours). Some placements require students to attend an orientation session prior to beginning in the classroom.

**Hours and Practicum Logs:** Students will be in their practicum placement for 6 hours per week. These hours may be completed in one 6-hour day per week or two 3-hour days per week. The optimal schedule for 2 days is 2 consecutive days. The practicum hours should remain the same time of day throughout the semester.

Practicum hours should be completed during the times of the day when the students can be actively engaged with the children and high quality learning opportunities are available to the children (i.e., *not during naptimes or afternoon hours*, with the exception of infant and kindergarten classrooms). Every effort should be made to schedule all the practicum hours during the morning; a minimum of one 3-hour block must be scheduled and attended during morning hours, prior to lunch. Only with written permission of the cooperating teacher may a student change hours (time of day). Students who opt for the 2 day schedule must also complete two 6-hour days after the midpoint of the semester. Students are required to be in their practicum placement for a total of 72 hours per practicum. The Practicum Placement Log should be signed by the cooperating teacher at the completion of each practicum day. Confirmation of hours and signatures will be conducted at midterm and at the end of the semester.

The intention of the practicum experience included in HDF 420 and HDF 440 is for the student to have opportunities to apply course material through interactions in an early childhood classroom, to complete course assignments, to explore ideas discussed in class, and to consider differing perspectives presented in class.

Practicum hours are to be completed with simultaneous completion of coursework. To this end, your practicum hours should span across a 12 week period during the semester for a total of 72 hours. At the discretion of the course instructor, practicum hours may be recorded each week on Blackboard and reviewed by the instructor. All practicum hours will be reviewed at midterm. At this time, if a student has not completed at least half of their practicum hours (36), the course instructor and student will review the student’s schedule for the remainder of the semester to ensure that practicum hours can be completed following the guidelines outlined below.
Attending practica is considered part of class attendance (see course syllabi for attendance policies) and students can be dropped from the course by the instructor for not completing practicum hours. Missed practicum hours must be made up, but if a situation arises that requires an extended absence, a delayed start in the practicum setting (i.e., failure to identify and attend practica in a timely manner at the start of the semester), or multiple absences from the practicum setting throughout the semester (more than 12 missed hours of practicum to be made up), the course may need to be completed the next semester or next year depending on course offerings. For cases in which the student retakes the practicum course, the student should expect to retake the course completing both the semester’s coursework and redoing all the practicum hours (72).

Switching placements: Only under extenuating circumstances will practicum placements be changed by students. Course instructors must be notified of any impending change in placement and grant permission for the change. If a change in the practicum placement is warranted, an exit interview with the cooperating teacher and/or director/principal is required. The course instructor or another HDFS faculty member will also attend this meeting. Cases in which a cooperating teaching requests a change or for a student to be removed from the classroom will be evaluated on an individual basis.

Additional Practicum Course Requirements:

Liability Insurance: All students in practicum settings must present proof of $1,000,000 in liability insurance. These documents can be turned in to Room 142 of the School of Education Building or students may email proof of membership or the certificate of insurance to the Office of Student Services (OSS) at soeoss@uncg.edu. Information about liability insurance will generally be sent to students who have registered for classes prior to the beginning of the semester. You are responsible for meeting all deadlines or you will be dropped from your courses. Students who have $1,000,000 in liability insurance through their workplace are considered covered under that insurance, but still must present proof of that insurance. Students who have obtained liability insurance for another course may present proof of insurance as well.

Criminal Background Check: Record of a criminal background checks for each student will be confirmed with the Teacher’s Academy. The criminal background check must be completed through the Background Investigation Bureau before students can begin their practicum experience. Details of this process are available in the BK/ECE handbook and on the Teacher Academy website.

TB tests: Students will be required to obtain TB tests before beginning in their placement. Proof of this test must be made available to the course instructor and the programs upon request.
Student Teaching/Final Internship Policies

The student teaching experience is 16 weeks. The general pattern is for student teaching assignments to coincide with the university calendar to begin as classes begin for the semester and end during final exam week. Some provision for experimental or innovative programs, which require a different time schedule, may be discussed with the student teaching supervisor.

Legal Implications of Student Teaching

UNCG student teachers, as well as cooperating teachers in the schools where student teachers are assigned, work under the laws of the State of North Carolina. Additional local school board regulations, which may exist, have the power of law as long as they do not conflict with state laws.

It is important to remember that full legal responsibility for the guidance of the students in the school/program remains with the cooperating teacher during the entire time the student teacher is working in the school/program. The student is assigned certain duties and responsibilities temporarily, but at all times, the cooperating teacher should be fully informed of plans, activities, and the progress of the class.

Requirements for Cooperating Teachers and Placement Schools

B-K Licensure:

- Non-paid student teachers’ Cooperating Teachers must have B-K or related licensure (K-6 or Special Ed.) and the student teacher will be placed in the classroom with their Cooperating Teacher.
- Cooperating Teachers must have tenure in public school system (4 years’ experience).
- Cooperating Teachers in other settings must have at least two years’ experience.
- Placements must be in public school-based, itinerant, developmental day programs or other state funded programs (Head Start, Early Head Start, and NC PreK).
- Students who are eligible to get paid while student teaching must be employed in a public school, Head Start, Early Head Start, or NC PreK, for an academic year, and their cooperating teacher must be onsite. The Cooperating Teacher must do 3-4 observations for a minimum of one hour and provide feedback to the student.
- Students will be working the hours of their Cooperating Teacher, which will be a minimum of 40 hours a week.
- Students must petition the Office of Student Services in the School of Education the beginning of the second semester their junior year in order to have a private center/school for their placement (approval is not guaranteed). These petitions should be completed in conjunction with Stradley Smith (gsmith@uncg.edu)

Early Care and Education:

- Cooperating Teachers must have a four-year degree in child development, B-K, or elementary education, and must be pre-approved by the BK committee. Approval for new Cooperating Teachers can be completed by sending a resume from the teacher to Stradley Smith (148 Stone; gsmith@uncg.edu).
- Non-paid student teachers will be placed in the classroom with their Cooperating Teacher.
- Students who are eligible to get paid while student teaching must be employed in a public school, Head Start, Early Head Start, or NC PreK classroom for an academic year.
Students who are eligible to get paid while student teaching must have their Cooperating Teacher onsite; the Cooperating Teacher must do 3-4 observations for a minimum of one hour and provide feedback to the student.

Students who are eligible to get paid while student teaching must meet weekly and provide email correspondence to the University Supervisor every two weeks for documentation of supervision.

All placements for non-paid student teachers must be in a child-care facility with a 4 to 5 star rating and be inclusive of children with disabilities (i.e., have at least one child with an IFSP or IEP).

Student teachers will work 20 hours a week during hours they are actively engaged with the children; and need to schedule one day a week opening the classroom, and one day a week closing the classroom.
BK Licensure Student Teaching: Roles and Responsibilities

Student teaching is a collaborative effort, which requires the resources of the University, the Local Education Agency (LEA) and the community. Those most directly involved in making student teaching a successful experience are cooperating teachers/on-site teacher educators, school principals, university supervisors, and student teachers themselves. Each of these individuals makes unique contributions to the student teacher’s professional development.

Support and Supervision

The Cooperating Teacher

The cooperating teacher, in guiding the progress of a student teacher, should demonstrate dedication in being a member of a team cooperating in the preparation of teachers. The cooperating teacher should recognize that a student teacher is a developing professional. The cooperating teacher should create and maintain an environment that is conducive to the student teacher’s professional growth. In order to do so a cooperating teacher must be through the initial teaching phase (3 years’ experience) and have a four-year degree with a NC teaching certificate. The cooperating teacher’s responsibilities include:

1. identifying the student teacher’s personal and professional qualifications and assisting the student teacher in adjusting to the school setting;

2. working with the university supervisor in planning a well-balanced program of learning activities consistent with the teaching assignment;

3. providing the student teacher with a place to work and store personal items;

4. acquainting the student teacher with the school’s administration, appropriate faculty, background of the students, class schedules, curriculum materials, and equipment. In addition, attention should be given to school regulations, reports to parents, extracurricular activities, and school patterns;

5. explaining school policies and procedures for evaluation of students as well as assisting the student teacher in evaluating the development of young children;

6. conducting regular formal and informal conferences with the student teacher to plan, share information, evaluate, and make appropriate decisions;

7. encouraging student teachers to participate in non-instructional activities such as faculty meetings, professional meetings, school organizations, and school-related activities;

8. developing an overall plan for observation and evaluation. This plan should be discussed with the student teacher and university supervisor before the student assumes full-time teaching responsibilities.

9. completing a formal midterm evaluation of the student teacher (Appendix C) and Dispositions.

10. completing appropriate forms (e.g., SERVE Assessment for Pre-Service teacher candidates, Certificate of Teaching Capacity)
The School Principal/Administrator
The school administrator is very important to the overall success of the student teaching experience. The administrator gives direction and leadership to the school and sets the tone for selection of cooperating teachers. The school administrator:

1. aids in the orientation of student teachers to the community and the general operation of the school;
2. makes administrative provision for adequate conferences between the cooperating teacher and the student teacher and participates in conferences when desirable;
3. provides the student teacher an opportunity to participate in staff meetings, school-related activities, and school planning;
4. works closely with the University supervisors to assure that the experience of the student teacher is meaningful for the student teacher and beneficial to the students.

The University Supervisor
The university supervisor serves as a liaison between the university and the Local Education Agency (LEA). The supervisor observes student teachers in the school either in person or virtually with cameras and headsets, evaluates student teaching performance, and discusses observations with the student teacher and cooperating teacher/on-site educator as a part of a continuous, systematic evaluation process.

The university supervisor has the overall responsibility of ensuring that student teaching is a rigorous, intellectual, and educational experience. The responsibility for grading the student teaching experience rests with the University. While the grade is assigned by the university supervisor, careful consideration is given to the cooperating teacher’s evaluation of the student teacher. Other responsibilities of the university supervisor include:

Orientation
1. acting as liaison in acquainting the placement site personnel with the philosophy and objectives of the student teaching program;
2. providing the necessary information to the cooperating teachers/on-site teacher educators relating to the supervision of student teachers;
3. conducting orientation and planning conferences for student teachers prior to student teaching;

Observation/Evaluation of Student Teaching
4. visiting and observing the student teacher three to four times during the semester including a minimum two visits during the student’s full-time teaching experience;
5. completing a written evaluation after each visit;
6. conferring with the student teacher after each evaluation to note strengths and make suggestions for improvement;
7. assuring open lines of communication among students, cooperating teachers/on-site teacher educators, and supervisors;
8. assessing the growth and accomplishments of the student teacher after considering all evaluation information;
9. completing appropriate forms (e.g., SERVE Assessment for Pre-Service teacher candidates, a. Certificate of Teaching Capacity, and Dispositions) and assigning a final grade for the student teacher;
10. conducting the student teacher seminar to help student teachers reflect on their professional development.
Problem Situations

11. addressing any problems in a professional manner. Concerns should be addressed early and referred to appropriate university personnel in this sequence: university supervisor, the BK program director and/or department head, and the Director of the Office of Student Services in the School of Education. Upon notification of the university supervisor of any unprofessional behavior the dispositions process will be set in motion, the first dispositions meeting shall consist of the student teacher, the cooperating teacher and the university supervisor (refer to the Disposition Assessment Process and full Policy in Appendix F). Situations that may involve removal of a student teacher from a school should be discussed with the Director of the Office of Student Services in the School of Education before any action is taken.

Final Evaluation and Grade. See section titled “Feedback and Evaluation” for use of Exit Criteria, and the NC Certification of Teaching Capacity of the Student Teaching Performance Form
Early Care and Education Final Internship: Roles and Responsibilities

Student teaching is a collaborative effort, which requires the resources of the University, the University Child Care Education Program, other childcare programs, and the community. Those most directly involved in making the student’s final internship a successful experience are cooperating teachers, program/school administrators, university supervisors, and student’s themselves. Each of these individuals makes unique contributions to the student’s professional development.

The Cooperating Teacher/On-Site Educator
The cooperating teacher/on-site teacher educator, in guiding the progress of a student teacher, should demonstrate dedication in being a member of a team cooperating in the preparation of teachers. The cooperating teacher/on-site teacher educator should recognize that a student teacher is a developing professional. The cooperating teacher/on-site teacher educator should create and maintain an environment that is conducive to the student teacher’s professional growth. The cooperating teacher/on-site teacher educator’s responsibilities include:

1. identifying the student teacher’s personal and professional qualifications and assisting the student teacher in adjusting to the program setting;
2. working with the university supervisor in planning a well-balanced program of learning activities consistent with the teaching assignment;
3. providing the student teacher with a place to work and store personal items;
4. acquainting the student teacher with the program’s administration, appropriate faculty, background of the students, class schedules, curriculum materials, and equipment. In addition, attention should be given to program regulations, reports to parents, extracurricular activities, and program patterns;
5. explaining program policies and procedures for evaluation of students as well as assisting the student teacher in evaluating the development of young children;
6. conducting regular formal and informal conferences with the student teacher to plan, share information, evaluate, and make appropriate decisions;
7. encouraging student teachers to participate in non-instructional activities such as faculty meetings, professional meetings, program organizations, and program-related activities;
8. developing an overall plan for observation and evaluation. This plan should be discussed with the student teacher and university supervisor before the student assumes full-time teaching responsibilities.

The Program Director/Administrator
The program administrator is very important to the overall success of the student teaching experience. The administrator gives direction and leadership to the program and sets the tone for selection of cooperating teachers. The program administrator:

1. aids in the orientation of student teachers to the community and the general operation of the program;
2. makes administrative provision for adequate conferences between the cooperating teacher and the student teacher and participates in conferences when desirable;
3. provides the student teacher an opportunity to participate in staff meetings, program-related activities, and program planning;
4. works closely with the University supervisors to assure that the experience of the student teacher is meaningful for the student teacher and beneficial to the students.

The University Supervisor
The university supervisor serves as a liaison between the university and the Child Care Education Program and community centers and schools. The supervisor visits and observes student teachers either in person or virtually with cameras and headsets, evaluates student teaching performance, and discusses observations with the student teacher and cooperating teacher/on-site educator as a part of a continuous, systematic evaluation process.

The university supervisor has the overall responsibility of ensuring that student teaching is a rigorous, intellectual, and educational experience. The responsibility for grading the student teaching experience rests with the University. While the grade is assigned by the university supervisor, careful consideration is given to the cooperating teacher’s evaluation of the student teacher. Other responsibilities of the university supervisor include:

Orientation
1. acting as liaison in acquainting the placement site personnel with the philosophy and objectives of the student teaching program;
2. providing the necessary information to the cooperating teachers/on-site teacher educators relating to the supervision of student teachers;
3. conducting orientation and planning conferences for student teachers prior to student teaching;

Observation/Evaluation of Student Teaching
4. visiting and observing the student teacher two to three times during the semester, including a minimum of twice during the student’s full-time teaching experience;
5. completing a written evaluation after each visit;
6. conferring with the student teacher after each evaluation to note strengths and make suggestions for improvement;
7. assuring open lines of communication among students, cooperating teachers/on-site teacher educators, and supervisors;
8. assessing the growth and accomplishments of the student teacher after considering all evaluation information;
10. completing appropriate forms (e.g., TGAP – Teacher Growth Assessment for Pre-Service, Departmental Final Evaluation Form and Dispositions) and assigning a final grade for the student teacher;
11. conducting the student teacher seminar to help student teachers reflect on their professional development.

Problem Situations
12. addressing any problems in a professional manner. Concerns should be addressed early and referred to appropriate university personnel in this sequence: University supervisor, the BK program director and the department head or the Director of the Office of Student Services in the School of Education.

Situations that may involve removal of a student teacher from a program should be discussed with the Director of the BK Program before any action is taken. (See Disposition Assessment Process and the full Policy in Appendix F.)
Research and thinking about student teaching advocates for a co-teaching model for student teaching, rather than a completely solo experience (Feiman-Nemser & Beasley, 1997; Fosnot, 1996). The stages that pre-service teachers encounter when following this model are as follows. These stages are recursive (not linear) and at a given time a pre-service teacher may be in more than one stage.

Throughout all stages, cooperating teachers and pre-service teachers should give attention to classroom management, integration of technology, differentiation of instruction, accommodation for students with special needs and English Language Learners, formative and summative assessment, and 21st century knowledge and skills.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Observation</th>
<th>Co-Planning and Co-Teaching with Cooperating Teacher as Lead</th>
<th>Independent Planning/Teaching for One-on-One/Small Group Work</th>
<th>Independent Planning/Teaching for Lesson Segments to the Whole Group</th>
<th>Co-Planning and Co-Teaching with Pre-Service Teacher as Lead</th>
<th>Independent Planning and Delivery of Whole Units</th>
</tr>
</thead>
</table>
| Suggested Activities | • Learn the names of students  
• Become familiar with student work  
• Become familiar with teaching materials such as textbooks  
• Become familiar with school policies and procedures  
• Observe the roles and functions of the teacher assistant, volunteers, guidance counselor and other professionals such as physical therapists, occupational therapists, or speech therapists, and support staff  
• Assist the cooperating teacher with the development of teaching materials, classroom displays, bulletin boards, organizational tasks, etc.  
• Become familiar with and participate in record keeping (such as attendance, checking homework, etc.) | • Assist cooperating teacher with preparing lesson plans  
• Assist cooperating teacher in delivering instruction planned by the cooperating teacher by working with small groups, assisting during whole group instruction, parallel teaching or other co-teaching structure | • Plan for and teach individual students  
• Plan and lead small group activities or discussions  
• Act as an advisor for a group of students involved in a supplementary project, a dramatization, debate, or similar activities  
• Guide a group of students in make-up or remedial work, a special assignment, or laboratory work | • Present a special report or conduct an activity relevant to the topic under study  
• Develop plans and conduct the class for two or three consecutive periods, in middle or high school, or for several activities in elementary school, followed by consultation with the cooperating teacher | • Plan lessons and units with assistance from the cooperating teacher  
• Deliver instruction by co-teaching with the cooperating teacher assisting, working with small groups, parallel teaching (lessons are planned primarily by student teacher) | • Collaborate with other professionals  
• Incorporate different points of view in instruction  
• Integrate effective literacy instruction throughout the curriculum  
• Integrate 21st century knowledge and skills  
• Integrate technology with instruction  
• Organize student learning teams |
Observation

The pre-service teacher needs to become familiar with the students, the subject area, the cooperating teacher’s philosophy and objectives, and the general organization of the classroom and the school. During observation, the pre-service teacher should work actively with the cooperating teacher in developing observational and monitoring skills as well as discussing goal-setting, instructional planning, assessment strategies, and classroom management. Collaboration between the pre-service teacher and the cooperating teacher is essential in order to familiarize the pre-service teacher with the clinical teaching situation.

Co-Planning and Co-Teaching with Cooperating Teacher as Lead

Through collaborative planning in which the cooperating teacher takes the lead in determining the lesson goals, objectives, activities, anticipated outcomes, and assessment measures, the pre-service teacher should work actively with the cooperating teacher to determine how lessons will be delivered and the pre-service teacher’s role in this lesson delivery. Strategies for co-teaching may include the cooperating teacher delivering whole group instruction while the pre-service teacher supports individuals throughout the room or conducts a focused observation of the students; team teaching in which the teachers jointly provide instruction; parallel teaching in which each teacher teaches the same lesson to one half of the class; or guided small-group instruction.

Planning/Teaching for One-on-One/Small Group Work

Initial teaching responsibility should be delegated to the pre-service teacher when she/he becomes reasonably well acquainted with the students in the class and the learning environment. It is important that the pre-service teacher be as successful as possible in this initial teaching experience. During this period the pre-service teacher should be working actively with the cooperating teacher in developing skills in goal-setting, instructional planning, assessment, and classroom management. As the pre-service teacher gains ability and confidence, the extent of her/his participation in actual teaching should increase according to her/his ability and may progress from one-on-one work with students to providing small-group instruction. Again, collaboration between the pre-service teacher and the cooperating teacher is essential for a successful clinical teaching experience.

Planning/Teaching for Lesson Segments to the Whole Group

With the support of the cooperating teacher, the pre-service teacher should be further integrated into the whole-class instruction by involving the pre-service teacher in the planning and instruction of certain segments of the lesson. While the cooperating teacher maintains primary responsibility for instruction, the pre-service teacher may perform pre-identified duties in regards to lesson planning and instructional delivery to the whole group.

Co-Planning and Co-Teaching with Pre-Service Teacher as Lead
Through collaborative planning in which the pre-service teacher takes the lead in determining the lesson goals, objectives, activities, anticipated outcomes, and assessment measures, the pre-service teacher should work actively with the cooperating teacher to determine how lessons will be delivered and the cooperating teacher’s role in this lesson delivery. Strategies for co-teaching may include the pre-service teacher delivering whole group instruction while the cooperating teacher supports individuals throughout the room or conducts a focused observation of the students, team teaching in which the teachers jointly provide instruction, parallel teaching in which each teacher teaches the same lesson to one half of the class, or guided small-group instruction.

**Independent Planning and Delivery of Whole Units**

The student teacher performs all of the activities of a full time teacher (although the legal responsibility for student learning, behavior and safety remains with the cooperating teacher). The student teacher performs all duties related to teaching, including planning and directing instruction, managing teaching and learning materials, constructing and administering tests, evaluating student activities and products, reporting, implementation of classroom management, and other teaching-related activities. This may include working as the lead teacher or as a co-teacher with the cooperating teacher. This is the culmination of the student teacher's progress through the teacher education curriculum and provides the opportunity for the student teacher to demonstrate her/his professional competence. **At UNCG, the expectation is that all student teachers will assume full planning and teaching responsibility for at least one full unit of instruction.**
Feedback and Evaluation

Effective feedback and evaluation of the student teacher’s progress is necessary throughout the student teaching semester. Evaluation should be a continuous process involving the university supervisor, cooperating teacher/on-site teacher educator, and student teacher. The university supervisor will complete a Midterm Progress Report (Appendix C), on all student teachers. These reports are to be kept with departmental records of student teachers; they are not to be sent to The Office of Student Services in the School of Education.

At the conclusion of student teaching, three forms need to be completed: (1) SERVE Assessment for pre-Service teacher candidates (Appendix D), (2) the Student Dispositions Checklist, (3- for BK licensure students only: Appendix F) the Certificate of Teaching Capacity (Appendix E). The university supervisor and cooperating teacher/on-site teacher educator should collaborate in the completion of the SERVE Assessment for pre-Service teacher candidates. The university supervisor is responsible for sharing and discussing the results of this collaborative evaluation with the student teacher.

For BK licensure students the Certificate of Teaching Capacity, (Appendix E), (provided but the University Supervisor) is signed by the cooperating teacher/on-site teacher educator along with a designated LEA official and returned to The Office of Student Services in the School of Education, P.O. Box 26170, School of Education Bldg., UNCG, 27402-6170 or the university supervisor. This form indicates that the student teaching performance has been successful.

UNCG Policies Concerning Student Teachers

1. Placements.
   Placements will be determined collaboratively by Guilford County Schools and the UNCG coordinator of the student teaching experience. Typically, placements for on-campus students will be in the Guilford County area.

2. Transportation
   Student teachers are responsible for providing their own transportation to and from their assigned schools.

3. Expenses
   Student teachers are not subject to a special student teaching fee, but are individually responsible for expenses incurred in the student teaching phase of the teacher education program. The normal expenses that should be anticipated are:

   - daily travel
   - subsistence while living away from the university campus
   - dormitory expenses during the time residence halls are closed (during Fall & Spring Break)
4. **Reimbursement of Campus Housing Fee Resulting from Assignment Outside the Greater Greensboro Area**

Student teachers under the block placement system may arrange for off-campus housing during their student teaching assignments. Students who move out of their rooms are entitled to a pro-rated refund for room and board based on the remaining weeks in the semester at the time the dormitory is vacated and a meal card is surrendered provided that:

- the student teacher expresses his/her intention of choosing this alternative prior to leaving campus;
- student teachers check with Housing and Residence Life to follow the proper procedures for obtaining a refund for housing.

5. **Honor Policy and Student Code of Conduct**

Students with off-campus assignments are subject to the University Honor Policy and Student Code of Conduct.

6. **Illness and Other Emergencies**

During the initial interview with the principal and cooperating teacher/on-site educator, the student teacher should learn the policy for notification of absence preferred by that particular school or school system. In accordance with that policy, the student teacher should notify the principal and/or cooperating teacher/on-site educator and the university supervisor as soon as possible regarding illness or other emergencies.

7. **Attendance and Extended Absence**

Absence from the student teaching assignment is permitted only in cases of serious illness or emergency. Absences exceeding five days must be made up before the student can be given credit for the course. Student teachers are not expected to make up days when the schools are closed because of inclement weather or other emergency situations if such make-up days would require extending student teaching beyond the last day of university examinations for the semester.

8. **Withdrawal from Student Teaching**

When circumstances are such that withdrawal from a student teaching assignment is necessary, whether because of illness or upon written request of the principal or the university supervisor, university policy and procedures regarding withdrawal from a course shall be applicable. The Director of The Teachers Academy in the School of Education must approve a request for withdrawal for BK Licensure students.

Candidates are reminded that involuntary withdrawal is not in their best interest. Candidates who are asked to leave a student teaching placement may have difficulties being accepted for a second placement. Should problems arise during the student teaching placement, the candidate should inform his/her university supervisor and should seek ways to resolve the situation as quickly as possible.
9. **Extra Activities for the Student Teacher During Student Teaching**

Student teaching for BK Licensure is considered a full-time commitment; it is a time-intensive learning and teaching opportunity. After teaching hours, candidates will have commitments to instructional planning, meeting with teachers and parents, etc. The Teachers Academy in the School of Education strongly recommends that students should have no other major obligation during this period. Because program requirements vary and students have different needs, it is each department’s responsibility to monitor closely those activities in which their students are engaged and offer counsel and guidance where necessary.

A candidate may be asked to withdraw from student teaching if their department determines that the ‘extra activities’ are unduly or negatively impacting the candidate’s student teaching and or the candidates student teaching performance is unsatisfactory.

10. **Student Teaching and Substitute Teaching for BK Licensure Students**

On occasion, candidates may have opportunity to substitute teach. Approvals to substitute teach is granted in alignment with the following guidance.

- The candidate must have completed the substitute teaching application required by the schools and school district and must have the approval of the university supervisor.

- **For short term substitute teaching (1-3 days)**
  - The candidate may email or otherwise contact his/her university supervisor for approval
  - The supervisor will inform the Director of the Teachers Academy
  - The candidate may substitute only for his/her cooperating teacher

- **For long term substitute teaching (more than 3 days)**
  - The candidate must obtain a letter of approval signed by the principal, cooperating teacher, and university supervisor and forward this letter to the School of Education Office of Student Services;
  - The candidate must successfully complete any training and paperwork that is required by the school district for substitute teachers;
  - The candidate must obtain **written guarantees of continued university and on-site supervision** in the substitute teaching position with a minimum of five observations;
  - The university supervisor must forward all letters of approval, support and guarantees regarding supervision to the Directors of the Teachers Academy for final approval;
  - The candidate must **remain in the student teaching course**;
  - The candidate must successfully complete all licensure programs requirements; including the teaching portfolio; and
At the end of student teaching course, all evaluations and forms that are required for the candidates must be completed and submitted to the Teachers Academy.

- Candidates are discouraged from substitute teaching that would interfere with the quality of their student teaching experience or other university responsibilities.

11. Lateral Entry Teaching

Most alternative licensure candidates and some degree candidates are employed as teachers. They apply to and are hired by school districts which can, under certain conditions, contract with an individual to teach with a temporary “lateral entry license.”

Lateral entry teachers must hold a bachelor’s degree from a regionally accredited institution and have earned a minimum of 24 credit hours or passing scores on the PRAXIS II exam in the subject to be taught. This individual must be accepted into and complete an approved licensure-only (teacher preparation) program at an area college or university, or a Regional Alternative Licensure Center, within three years.

Lateral entry teachers are required to complete the requirements for licensure that are prescribed by their licensure programs. They must also successfully teach for one academic year in their licensure area, which clinical experience replaces student teaching. In some cases, lateral entry teachers may have teaching assignments in other licensure areas. However, 50% or more of their teaching responsibilities must be in their licensure content.

North Carolina Policies

The Public School Laws of North Carolina, enacted by the North Carolina General Assembly and subject to related laws and court interpretation, provide for the following:

G. S. 115-146: Duties of teachers generally: principals and teachers may use reasonable force in exercising lawful authority. It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, teachers’ aides and assistants, when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, by supervising the play activities during recess, and by encouraging wholesome exercises for all children; to teach as thoroughly as they are able all branches which they are required to teach; to give instruction in public school music, and to enter actively into the plans of the superintendent for the professional growth of the teachers. Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he/she may report all violators of the compulsory attendance law to the attendance officer in accordance with rules promulgated by the State Board of Education. Principals, teachers, substitute teachers, voluntary teachers, teachers’ aides and assistants, and student teachers in the public schools of this State may
use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order. No county or city board of education or district committee shall promulgate or continue in effect a rule, regulation, or bylaw which prohibits the use of such force as is specified in this section.

G. S. 115-160.5: Student teacher and student teaching defined.
A student teacher is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who are jointly assigned by that institution and a county or city board of education to student teach under the direction and supervision of a regularly employed licensed teacher.

Student teaching may include those duties granted to a teacher by G. S. 115-146 and any other part of the school program for which either the supervising teacher or the principal is responsible.

G. S. 115-160.6: Legal Protection
A student teacher under the supervision of a licensed teacher or principal shall have the protection of the laws accorded the licensed teacher.

G. S. 115-160.7: Assignment of duties
It shall be the responsibility of the supervising teacher, in cooperation with the principal and the representative of the teacher preparation institution, to assign to the teacher responsibilities and duties that will provide adequate preparation for teaching.

North Carolina’s State Department of Public Instruction
Suggested Competencies and Indicators for Student Teachers

1.0 The student teacher demonstrates an open and flexible teaching personality by:
   1.1 consistently maintaining a fair and friendly attitude
   1.2 displaying ability to accept each pupil “as is” and helping him/her from that point
   1.3 accepting pupils’ responses and responding to students’ questions in a non-defensive manner
   1.4 exhibiting a positive self-image
   1.5 individualizing instruction to the extent possible in a classroom situation

2.0 The student teacher demonstrates an appropriate understanding of teaching-learning situations by:
   2.1 adapting the material to the level of the learners
   2.2 setting attainable goals for all students and for the teacher
   2.3 presenting materials at proper level of concreteness-abstraction
   2.4 diagnosing pupil achievement and prescribing appropriate learning activities and materials based upon the diagnosis
   2.5 setting reasonable, measurable objectives and evaluating outcomes

3.0 The student teacher demonstrates suitable concern for personal health and vitality by:
3.1 arriving at school on time, alert, and “ready to go” each day
3.2 being consistently prompt and in attendance
3.3 discharging teaching and related responsibilities promptly and efficiently

4.0 The student teacher demonstrates effective speaking and listening skills by:
4.1 pronouncing words clearly and distinctly
4.2 using an adequate and appropriate vocabulary
4.3 using the voice to set a variety of moods
4.4 using standard English
4.5 speaking on the grammatical level appropriate to the situation

5.0 The student teacher demonstrates the ability to work cooperatively with other staff members by:
5.1 listening rather than talking at appropriate times
5.2 assuming shared responsibilities
5.3 responding positively toward supervision by principal and supervisors
5.4 accepting criticism and suggestion from peers
5.5 sharing materials, techniques and space with staff

6.0 The student teacher demonstrates the ability to profit from feedback by:
6.1 taking criticism in a positive manner
6.2 utilizing self-evaluation
6.3 being available and willing to discuss criticism
6.4 properly reading student responses for understanding of material

7.0 The student teacher demonstrates maturity of judgment and ability to make realistic decisions by:
7.1 weighing alternatives and choosing wisely
7.2 basing decisions on adequate information
7.3 behaving calmly and rationally during a crisis
7.4 designing achievable objectives
7.5 making decisions, which support clearly expressed goals

8.0 The student teacher demonstrates command of subject matter by:
8.1 identifying major concepts of the subject area
8.2 selecting content appropriate for level of class
8.3 identifying skills basic to content area
8.4 integrating knowledge from various fields
8.5 using questioning techniques incorporating various levels of questioning
8.6 helping pupils recognize the purpose and importance of topics or activities

9.0 The student teacher demonstrates effective lesson preparation by:
9.1 specifying or selecting learner objectives for lessons
9.2 specifying or selecting teaching procedures for lessons

10.0 The student teacher demonstrates effective classroom management by:
10.1 providing feedback to learners about their behavior
10.2 promoting comfortable interpersonal relationships
10.3 maintaining appropriate classroom behavior
10.4 managing disruptive behavior among learners
10.5 demonstrating consistency in the conduct of classroom management procedures
10.6 reinforcing pupils in a positive manner
10.7 developing a sense of self-management on the part of students

11.0 The student teacher demonstrates ability to perform a variety of critical teaching tasks by:
11.1 reinforcing pupils’ positive self-concepts
11.2 diagnosing class and individual problems
11.3 planning for the individual needs of pupils
11.4 handling confidential information appropriately
11.5 asking thought-provoking questions
11.6 diagnosing pupil achievement and prescribing appropriate learning activities and materials based upon the diagnosis

12.0 The student teacher demonstrates competence in the evaluation of students by:
12.1 using teacher-made or teacher-selected evaluation materials or procedures that are valid and reliable to obtain information about learner progress
12.2 communicating with individual learners about their needs and progress
12.3 using a variety of procedures, techniques and instruments in evaluation
12.4 applying results of evaluation for diagnostic purposes
12.5 establishing clearly stated standards of achievement for pupils

13.0 The student teacher demonstrates ability to motivate learners by:
13.1 showing enthusiasm through voice, actions and preparation
13.2 setting realistic expectations
13.3 relating subject matter content to daily problems and occupational experiences
13.4 taking advantage of existing student interest as a vehicle to more effective motivation

14.0 The student teacher demonstrates a fair and just attitude in dealing with students by:
14.1 setting realistic standards of behavior
14.2 practicing courtesy with students
14.3 exhibiting honesty and high morals as a model for students
14.4 showing no bias towards students
14.5 refraining from derogatory statements about students to colleagues

15.0 The student teacher demonstrates a commitment to teaching by:
15.1 spending adequate time in preparation
15.2 participating actively in student teaching seminars
15.3 centering attention on students’ needs rather than on personal concerns
15.4 continuing attempts to correct weaknesses and enhance strengths
15.5 giving student teaching first priority in thinking and planning
16.0 The student teacher engages in continuing professional growth by:
   16.1 participating in professional growth activities
   16.2 sharing and seeking professional materials and ideas
   16.3 participating in pre-professional organization(s)

Information about Initial Licensure Requirements
Department of Public Instruction – Division of Licensure
116 W. Edenton Street, Raleigh, North Carolina 27603-1712

Effective January 1, 1985, all persons meeting the requirements for their first licensure in North Carolina will be issued a three-year Initial Licensure. Persons holding such a license must participate in the Performance-Based Licensure program (PBL) provided in the public school systems to clear the initial status. This program provides for continuing growth and refinement of skills, a time of peer support and assessment, and induction into the profession. Upon successful completion of the PBL, the employing school system prepares the formal recommendation for issuing the continuing license (five-year cycle). (See Appendix H for information on the Performance-Based Licensure requirements.)

The front of the North Carolina professional educator’s license provides:

- dates pertinent to an individual’s eligibility for employment in North Carolina public schools.
- codes and narrative information indicating the areas an individual is eligible for employment
- codes and narrative information indicating the education level and established experience for each area.

The license effective date is the beginning date from which salary can be determined based on the area and class level. Although a license can become effective on any date throughout the year, most effective dates fall on July 1, the beginning of the fiscal year. Some situations, such as mid-year completion of license requirements, necessitate effective dates other than July 1. (Note: The expiration date of the license is always June 30, the end of the fiscal year.)

Non-provisional licenses are valid for five years as indicated by the renewal cycle. Renewal cycles are determined by:

- the date a person completes an education program
- the date an individual completes renewal credits, or
- a date that is based on a current reciprocal out-of-state license (when qualifying for initial licensure).

Other factors (for example, graduate in mid-year) can cause a renewal cycle to be longer or shorter than five years.
Declaration of Understanding

Beginning fall 2014 semester all HDF students entering the Birth-Kindergarten or Early Care and Education concentrations will sign a Declaration of Understanding. The Declaration of Understanding is a document outlining behaviors and competencies expected of students entering the B-K or ECE programs. Main campus students will sign their Declaration of Understanding (Appendix M) when taking HDF 250; students in the Online Degree Completion Program (Appendix N) and the Licensure Only Program (Appendix O) will sign their respective Declarations of Understanding upon acceptance and entry to their programs. Signing this document shows students are aware of the behaviors and competencies outlined in the Declaration and will adhere to policies outlined in the Declaration.
Appendices
Appendix A
Criminal Background Check

School systems and early childhood programs require criminal records checks covering misdemeanors and felonies for the past ten (10) years for all student teachers placed in their programs. The Office of Student Services in the School of Education cannot process the BK student teacher placement requests until they receive all of the proper forms for each candidate to be placed during a particular semester. This means that even one student turning in her or his forms late could hold up the whole group’s placement requests. **To assure the safety of the children, the HDFS department requires all student have their background check done before they enter a practicum placement; the first class a placement is required for is HDF 250. If the student needs to have a second background check before student teaching the following will be true:**

✔ All students must complete a background check before their first internship at UNCG an expense of $22 to the student teacher. Each Student will complete a “Consumer Reports Release/Order Form for Student Teachers” before beginning HDF 250. The form will be faxed to Background Investigative Bureau. The Office of Student Services in the School of Education will be informed of any information which could jeopardize your placement or which could prevent you from receiving a North Carolina teaching license.

Please read the instructions below. Failure to follow these directions will delay the background check process.

If paying by credit card:

1. Fill out the Background Screening Request Form.
2. Fax the form to 704-439-3901.
3. Once the credit card has been cleared, BIB will e-mail you a link and log-in information. Please allow 1 – 3 business days for receipt of this e-mail (if you have not received the email within 3 business days, call BIB at 877-439-3900).
4. Log onto the website via the link in the e-mail and submit your information.
5. Please note: If you do not log into the website and submit your information, your criminal background will not be run.

If paying by money order (personal checks will not be accepted):

1. Fill out the Background Screening Request Form (see below).
2. Mail the form and money order to the address below.
3. Please put your name in the notes section of the money order in case the form is separated from the money order (i.e. UNCG Background Check for John Smith)
4. Once the money order has been received, BIB will e-mail you a link and log-in information. Please allow 6 – 9 business days for receipt of this e-mail (if you have not received the e-mail within 9 business days, call BIB at 877-439-3900).
5. Log onto the website via the link in the e-mail and submit your information.
6. Please note: If you do not log into the website and submit your information, your criminal background will not be run.

International (Out-of-Country) Background Checks
- If you have lived outside of the United States within the past seven years, you are required to complete an international background check. The additional fee for this background check varies by country. Please call BIB at 877-439-3900 to begin the International Background check process.

- Military Personnel/Veterans: You will not need to provide an international background check if you were stationed outside of the United States. You will need to provide a copy of your DD Form 214 (Certificate of Release or Discharge from Active Duty).

Address:
Background Investigation Bureau
Attn: Business Development
9710 Northcross Center Court
Huntersville, NC 28078
Phone: 877-439-3900
Appendix A continued

**Background Screening Request Form**
The University of North Carolina Greensboro - Teacher’s Academy

Below are the steps necessary to complete the request for the required background check for UNC-Greensboro:

1. Submit payment (credit card or money order) to Background Investigation Bureau.
2. The total cost of your background check report will be $22.00, payable via credit card or money order.
3. Upon receipt of your payment, BIB will send you an email with a link and user credentials to log into BIB’s site within 1-3 business days. You will log in and submit the required information needed to conduct the background check, as well as an electronic authorization and release of information allowing UNC-Greensboro to conduct a background check on you. Please log on and submit your information within 3 days of receiving the email.
4. Once you submit your information online, your background check results will be reported to UNC-G.

**NAME:** ____________________________

**EMAIL ADDRESS:** ____________________________

If you do not have an email address, please see your UNC-Greensboro Administrator for alternative options.

Please check form of payment _________ Credit Card ________ Money Order

**- CREDIT CARD AUTHORIZATION - Amount to be charged: $ 22.00**

By my signature below, I authorize Background Investigation Bureau to process and charge my credit card for my criminal record searches. PLEASE PRINT CLEARLY AND COMPLETE ALL SECTIONS

Credit Card Type: ____________________________ (Visa / MasterCard / Discover / AmEx)
Credit Card Number: ____________________________ Expiration Date: ____________
Credit and Security PIN ____________________________ (3 to 4 digit number in signature block on back of card)
Cardholder Name: ____________________________ (as written on card)
Billing Address: ____________________________

City: ____________________________ State: ____________ Zip: ____________
Cardholder Telephone Number: (____) ____________ Alt Phone: (____) ____________
Email Address: ____________________________
Cardholder Signature: X ____________ Date: ____________

Please send this form and money order to:
Background Investigation Bureau
Attn: Business Development
9710 Northcross Center Court
Huntersville, NC 28078
-or- Fax this form to: 704-439-3901 (Credit card orders only)
Appendix B

Liability Insurance Policy

All licensure candidates are required to show proof of having $1,000,000 in Professional Liability insurance before they can participate in any UNCG-required activities in schools, and in community or private agencies. This coverage must continue to be in effect each semester a UNCG student is enrolled in any course that requires them to be in schools, and in community or private agencies.

Students should email proof of membership or the certificate of insurance to soeoss@uncg.edu or bring a copy to room 141, School of Education Building.

Procedures:

1. Before the beginning of every semester, students will fill out an online form attesting to having active Professional Liability Insurance. They will enter their name, courses being taken, and the source of Professional Liability Insurance. Completion of this form serves as their affidavit regarding possession of current Professional Liability Insurance coverage in the amount of $1,000,000.

2. No later than the end of the first week of class, students must show proof of having $1,000,000 in Professional Liability Insurance to the Director of the Office of Student Services (OSS), or designee, as follows:
   (a) proof of membership (e.g., online receipt, credit card bill, copy of cancelled check) in an organization that provides professional liability insurance coverage to its members by using one of the options suggested in #6 or #7 below; or
   (b) a certificate of insurance indicating $1,000,000 in Professional Liability Insurance.

3. It is each student’s responsibility to be sure that his/her Professional Liability Insurance is current and to renew coverage as needed to cover the time required to be in schools, and in community or private agencies.

4. Instructors of courses that require field experiences will be notified of the names of students who are without liability insurance by the Office of Student Services at the beginning of every semester.

5. Students must be removed from UNCG-required field experiences in schools or community and private agencies until such time as they show proof of having current $1,000,000 in Professional Liability insurance as directed in #1 and #2 above.

6. Options for obtaining $1,000,000 in Professional Liability insurance include:
   (a) joining Student North Carolina Association of Educators (SNCAE) for $30 annually, which includes as a benefit $1,000,000 in Professional Liability insurance coverage from September to September. Make sure to choose a student membership. https://ims.nea.org/HowToJoin/stateStudent.do?mbrType=STUDENT&sea=nc
   (b) joining PENC (Professional Educators of North Carolina) for $25 annually, which includes as a benefit $1,000,000 in Professional Liability insurance coverage from...
July-June annually. Make sure to choose a student membership.  
http://www.pencweb.org/
(a) using the services of Forrest T. Jones & Company, Inc. (http://www.ftj.com/) to 
purchase a Student Educator Professional Liability Plan for $25 annually, covering 
the student for one year from the date of purchase. You will also need to enroll in an 
organization as part of this plan.

7. Other ways to obtain $1,000,000 in Professional Liability Insurance include:
   (a) showing proof of membership in a professional organization that includes as a benefit 
       $1,000,000 in professional liability insurance to the Director of the Office of Student 
       Services, or designee.
   (b) providing a certificate of $1,000,000 in Professional Liability insurance from their a 
       personal insurance carrier to the Director of the Office of Student Services, or 
       designee
   (c) being initiated into Kappa Delta Pi ($65), and then paying $25 for $1,000,000 in 
       Professional Liability insurance for April to April.

Questions? Contact Meggan Reagan, mlreaga2@uncg.edu or (336) 334-3410
Appendix C

Midterm Progress Report

School of Education
The Teachers Academy

Name of Student Teacher: ________________________________

Report Completed by: ________________________________

Title/Position: ______________________________________

Areas of Strength:

Areas in Need of Improvement:

Recommendations for Improvement:

Evaluator’s Signature: _______________________________ Date: ______________

I have read carefully the above midterm evaluation of my student teaching performance. I understand it is my responsibility to show improvement and progress in each of the areas identified. Furthermore, I understand that not performing at a satisfactory level may result in being withdrawn from student teaching and/or receiving a grade of “D” or “F”.

Student Teacher’s Signature: ________________________ Date: ______________
Purpose: In order to provide feedback on the expectations of pre-service teachers for standards-based performance during the learning-to-teach process, we have adapted the SERVE Model for Teacher Growth and Assessment (© 2000, SERVE) as a summative assessment tool. This Assessment Matrix, which is based on the Interstate New Teacher Assessment and Support Consortium principles, or INTASC, clearly describes what pre-service teachers should know and be able to do by the end of their student teaching experience. This Assessment Matrix is to be used by field-based and UNCG supervisors (e.g., OSTEs) at the end of every semester to assess the progress of every Intern and Student Teacher as they develop and grow in these areas. Each program has designated specific performance dimensions to be targeted and assessed for each internship, and every student teacher must be assessed on all 21 performance dimensions at the end of the student teaching experience. Self-assessment and continuous improvement using this matrix as a guide also remain a primary goal. This system is not to be used for single lesson observations. Instead it is meant to take into account all the efforts of the pre-service teacher during an entire semester.

Directions: Preservice Teacher Self-Assessment: Use this matrix as rubric to help you assess your current level of performance on each of the designated performance dimensions that are the focus of assessment during your Internships. You should also work on developing an understanding of the remaining dimensions in preparation for student teaching.

Supervisor Assessment (Cooperating Teachers (OSTEs) and UNCG Supervisors): Use this matrix as a rubric to guide your formative observations and the oral and written feedback you give to each preservice teacher you are evaluating. At the end of the semester use the Teacher Growth and Assessment for Pre-Service (TGAP) Assessment Matrix to indicate your summative evaluation of the preservice teacher’s performance for that semester. Please base your assessment on observations of the pre-service teacher’s preparation for and execution of instruction in the classroom, including their required Critical Performance(s). Please refer to the Scoring Guide to determine which performance dimensions you are scoring for Interns or Student Teachers.
### PLANNING

#### 1. Long-range planning with sequencing (INTASC 1, 4, 7, 9) (NCPTS 2b.1)

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<td><strong>There is evidence of inconsistent or sporadic planning of daily goals. There are no clear instructional and/or assessment goals or strategies. Plans consist of little more than pages of texts or topics to be addressed. Unit planning, if applicable, is inadequate or weak.</strong></td>
<td><strong>There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment. The teacher can provide a clear rationale for the design and sequence of units. The teacher plans lessons that encourage students to see, question, and interpret ideas from diverse perspectives.</strong></td>
<td><strong>There is evidence of strong daily, weekly or unit planning focusing on key topics. The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past plans, student performance, and student feedback in developing and/or modifying ideas for subsequent plans. The teacher plans lessons that encourage students to see, question, and interpret ideas from diverse perspectives.</strong></td>
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#### 2. Alignment with curriculum (INTASC 1, 7) (NCPTS 3a.2, 3d.1)

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<td><strong>The evidence indicates that instructional content is inconsistently aligned with the North Carolina state curriculum (e.g., NC Standard Course of Study). Key topics or goals of curriculum may be missing in plan(s).</strong></td>
<td><strong>The evidence indicates that instructional content is consistently aligned with North Carolina state curriculum (e.g., NC Standard Course of Study). The plan(s) indicate that instructional goals of the curriculum are met. The teacher integrates effective literacy instruction throughout the curriculum and across content areas to enhance student learning. The teacher integrates 21st century skills and content in instruction.</strong></td>
<td><strong>The evidence indicates instructional content is consistently aligned with the North Carolina state curriculum (e.g., Standard Course of Study). The teacher has developed a plan or method to ensure that all appropriate instructional goals of the curriculum for this lesson(s) are met. Manageable sets of curriculum goals/objectives within this lesson/unit are prioritized. The teacher integrates, evaluates and reflects on effective literacy instruction throughout the curriculum and across content areas to enhance student learning. The teacher consistently integrates 21st century skills and content in instruction.</strong></td>
</tr>
</tbody>
</table>

#### 3. Materials/equipment (INTASC 1, 4, 6)

<table>
<thead>
<tr>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Necessary instructional materials are often missing or not ready prior to the beginning of the lesson. For example, students may be sent to retrieve equipment or materials from other locations during class.</strong></td>
<td><strong>The teacher is prepared for class with all necessary materials and equipment readily accessible and working properly.</strong></td>
<td><strong>Advance planning ensures that the lesson(s) move smoothly. All materials and equipment are prepared ahead of class. The teacher has a well-organized system for managing materials (for example, a filing system) to ensure that materials are available and easily accessible.</strong></td>
</tr>
</tbody>
</table>
## 4. Context of the lesson (INTASC 1, 2, 3, 7) (NCPTS 2b.1, 2b.2, 4g.1, 4g.2)

<table>
<thead>
<tr>
<th>1-2</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Context of the lesson may be set, but expectations for learning are not clear.</strong> Instructional goals/objectives of the lesson may be stated but are often confusing or unrelated to the lesson’s activities. The teacher does not frame the context of the lesson in a key problem or question and rarely stimulates the students to reflect on prior experiences.</td>
<td><strong>Context of the lesson is set with reference to prior knowledge/activities. Expectations for student learning are clearly stated.</strong> The teacher frames the context in a key problem or question. The teacher stimulates student reflection on past experiences and prior knowledge. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family or community norms.</td>
<td>The teacher sets context of lesson in a creative way that engages students from the beginning. Expectations for student learning are well articulated and clearly understood by all students. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family or community norms. The teacher stimulates student reflection on past experiences and prior knowledge. The teacher effectively links new ideas to familiar ideas.</td>
</tr>
</tbody>
</table>

## 5. Content knowledge; presentation (INTASC 1, 4, 7) (NCPTS 3b.2, 4g.1)

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<thead>
<tr>
<th>1-2</th>
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</thead>
<tbody>
<tr>
<td><strong>The teacher displays some errors or lack of depth in content and has difficulty explaining the relevancy of the material. Attempts are made to explain content, but there is little follow-up to student questions.</strong></td>
<td><strong>The teacher displays solid content knowledge and can clearly explain relevancy of material to students. Explanations are clearly stated. Student questions are followed up by attempts to present the material more effectively, using alternative explanations to assist student understanding. The teacher encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</strong></td>
<td>The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge. The teacher provides relevant experiences to engage students in interpreting ideas from a variety of perspectives. The teacher is creative and flexible in presentation, ensuring that all students understand before moving on. The teacher prompts students’ curiosity for learning beyond the required coursework.</td>
</tr>
</tbody>
</table>

## 6. Appropriateness of the lesson; pacing (INTASC 4, 7) (NCPTS 4e.1)

<table>
<thead>
<tr>
<th>1-2</th>
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</thead>
<tbody>
<tr>
<td><strong>The pacing of the lesson (e.g., flow of lesson or appropriate allocation of time to activities) is inconsistent. Opportunities for student engagement are limited with inconsistently appropriate use of instructional time. Frequent off-task behaviors observed. Activities are not always developmentally appropriate.</strong></td>
<td><strong>The pacing of the lesson (e.g., flow of lesson including transitions and closure) consistently offers opportunities for active student engagement with appropriate use of instructional time. Activities reflect developmentally appropriate practices and promote critical thinking and problem solving.</strong></td>
<td>Throughout the lesson, all students are actively engaged in a variety of meaningful ways with maximum use of instructional time including effective transitions and closure. Activities are based on developmentally appropriate practices that challenge without overwhelming students. Lessons encourage students to think critically and problem solve in meaningful contexts.</td>
</tr>
</tbody>
</table>
### 7. Use of technology and instructional resources (INTASC 6) (NCPTS 4c.1, 4d.1)

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<thead>
<tr>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence indicates limited or inappropriate use of available technology and/or other supplementary instructional resources (e.g., math manipulatives).</td>
<td>The evidence indicates consistent integration of available computer technology and other supplementary instructional resources as appropriate to objectives of the lesson.</td>
<td>The evidence indicates that the teacher consistently expands the integration of available computer technology and a wide variety of other supplementary instructional resources. The teacher creates tasks within a lesson to further student expertise and use of available computer technology and resources.</td>
</tr>
</tbody>
</table>

### 8. Effectiveness of instructional strategies (INTASC 1, 2, 3, 4) (NCPTS 1d.1, 2d.2, 4e.1)

<table>
<thead>
<tr>
<th>1-2</th>
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<tbody>
<tr>
<td>The evidence indicates limited knowledge of a variety of appropriate instructional strategies. Teacher relies heavily on one or two strategies regardless of effectiveness.</td>
<td>The evidence indicates growing knowledge and consistently effective use of a variety of research-verified instructional strategies that are developmentally appropriate and promote critical thinking and problem solving. The teacher is able to gauge effectiveness of selected strategies based on student outcomes and student feedback. The teacher implements and adheres to policies and practices positively affecting students’ learning.</td>
<td>The evidence indicates the teacher has selected and created a wide range of research-verified instructional strategies that effectively meet the unique learning needs of all students and consistently engages students in critical thinking and problem solving in meaningful contexts. The teacher places an emphasis on creativity and effectiveness based on student outcomes and student feedback. The teacher implements and adheres to policies and practices positively affecting students’ learning.</td>
</tr>
</tbody>
</table>

### 9. Strategies for differentiation (INTASC 3, 4) (NCPTS 2d.1, 2d.2)

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<tbody>
<tr>
<td>There is evidence that the teacher is inconsistent in implementing specific strategies to raise the performance level of under-achieving students (any student not performing at expected level).</td>
<td>There is evidence that the teacher implements specific strategies to raise the performance level of under-achieving students (any student not performing at expected level). The teacher differentiates instruction, cooperates with specialists, and uses resources to support the special learning needs of all students. The teacher uses research-verified strategies to provide effective learning activities for all students, including students with special needs.</td>
<td>The teacher strives to know each student as an individual learner and uses this knowledge to adapt strategies and resources to ensure the unique learning needs of under-achieving students (any student not performing at expected level) are met. The teacher monitors and adjusts strategies in response to student outcomes and student feedback. The teacher coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.</td>
</tr>
</tbody>
</table>
### 10. Questioning Techniques (INTASC 6, 8) (NCPTS 4g.1, 4g.2)

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<th>1-2</th>
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</thead>
<tbody>
<tr>
<td>Teacher questioning techniques rarely assess student understanding or encourages higher level thinking skills. Most questions focus on low-level content with little or no follow-up. Most, if not all, questions are fact-oriented relying on student recall. (Refer to Bloom’s taxonomy.)</td>
<td>Teacher questioning techniques consistently provide an assessment of most students’ understanding and encourage higher level thinking skills. (Refer to Bloom’s taxonomy.) The teacher asks questions and stimulates discussion in a variety of ways to assess student understanding; probe for critical thinking; and promote risk-taking and problem-solving.</td>
<td>Teacher questioning techniques assess understanding of all students and encourage higher level thinking skills. The teacher effectively uses questioning to evaluate the effect of classroom activities. (Refer to Bloom’s taxonomy.) The teacher asks questions and stimulates discussion in a variety of ways to assess student understanding; probe for critical thinking; promote risk-taking and problem-solving; encourage divergent and convergent thinking; and stimulate student curiosity.</td>
</tr>
</tbody>
</table>

### ASSESSMENT

#### 11. Analysis of student assessment results (INTASC 2, 8) (NCPTS 1a.1, 4h.2, 5a.1)

<table>
<thead>
<tr>
<th>1-2</th>
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<tbody>
<tr>
<td>The teacher is beginning to analyze student assessment results (formal and informal) and to reflect on how instructional planning and intervention strategies may be structured around results.</td>
<td>The teacher demonstrates proficiency in analyzing student assessment results (formal and informal) within a lesson or unit in order to adjust instruction or plan future intervention strategies. The teacher evaluates the progress of students toward high school graduate using a variety of assessment data measuring goals of the North Carolina Standard Course of Study. The teacher provides evidence that students attain 21st century knowledge, skills and dispositions. The teacher uses technology for formative assessment.</td>
<td>The teacher demonstrates exceptional skill in analyzing student assessment results. The teacher demonstrates skill in implementing classroom assessment strategies (formal and informal) to adjust instruction during the lesson and to plan future lessons and future intervention strategies. The teacher takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the North Carolina Standard Course of Study. The teacher provides evidence that students attain 21st century knowledge, skills and dispositions, and provides opportunities for students to assess themselves and others. The teacher uses technology for formative assessment.</td>
</tr>
</tbody>
</table>
### 12. Meaningful student work assignments (INTASC 5, 8) (NCPTS 4c.1, 4h.1)

<table>
<thead>
<tr>
<th>1-2</th>
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<tbody>
<tr>
<td>The evidence indicates inconsistent engagement of students in assessment activities and/or assignments. There is inconsistent effort by the teacher to vary assessments or assignments to reflect desired goals and/or objectives.</td>
<td>There is evidence of consistently meaningful engagement of students in activities and/or assignments. There is consistent effort by the teacher to vary assessments and assignments to reflect desired goals and/or objectives. The teacher uses multiple indicators, both formative and summative to monitor and evaluate students’ progress and to inform instruction.</td>
<td>There is evidence of consistently meaningful engagement of students in purposeful activities and/or assignments. The teacher uses multiple indicators, both formative and summative to monitor and evaluate students’ progress and to inform instruction. The teacher uses information gained from assessment activities to improve teaching practice and students’ learning.</td>
</tr>
</tbody>
</table>

### 13. Quality of feedback to students (INTASC 6, 8) (NCPTS 4g.1, 4g.2, 5a.1)

<table>
<thead>
<tr>
<th>1-2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Written and/or verbal feedback is minimal. Feedback does not adequately address individual student strengths or weaknesses. Re-direction is inconsistent or limited. Feedback is general (e.g., &quot;Good job!&quot;) rather than specific.</td>
<td>The teacher effectively communicates appropriate written and verbal feedback that consistently addresses individual student strengths and weaknesses. Feedback provides students with appropriate information concerning how they can improve.</td>
<td>The teacher effectively communicates appropriate written and verbal feedback that consistently addresses individual student strength and weaknesses. The teacher encourages student self-reflection. Feedback is fair and demonstrates high expectations for all students. Feedback is specific enough to build on student knowledge and address individual student need.</td>
</tr>
</tbody>
</table>

### STUDENT MOTIVATION AND MANAGEMENT

### 14. Expectations/procedures (INTASC 2, 5) (NCPTS 1a.3, 1a.4, 4g.1)

<table>
<thead>
<tr>
<th>1-2</th>
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</thead>
<tbody>
<tr>
<td>Explicit expectations and procedures for classroom and school safety are inconsistently enforced as evidenced by significant difficulties in managing student behavior in the classroom. Disruption of instructional time by student behavior is frequent.</td>
<td>Explicit expectations and procedures for classroom and school safety are clearly communicated and understood as evidenced by generally successful management of student behavior in the classroom. Disruption in instructional time by student behavior is rare and does not adversely impact instruction.</td>
<td>Explicit expectations and procedures for classroom and school safety are clearly communicated and understood. There is evidence that students take ownership of their behavior and learning. Disruption of instruction by student behavior is generally prevented through prior intervention and knowledge of students.</td>
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<tr>
<td><strong>15. Expectations for student success (INTASC 2, 3, 5) (NCPTS 2a.1, 2c.1)</strong></td>
<td><strong>1-2</strong></td>
<td>The teacher has moderate expectations for student achievement for some students and inconsistently uses effective motivational techniques or strategies. Teacher does not initiate any efforts beyond those of colleagues or school to celebrate or recognize student success.</td>
</tr>
<tr>
<td><strong>16. Student interest and participation (INTASC 5) (NCPTS 3b.2)</strong></td>
<td><strong>1-2</strong></td>
<td>Student interest and participation is inconsistent. There is inconsistent meaningful engagement of students in learning experiences.</td>
</tr>
<tr>
<td><strong>17. Student collaboration (NCPTS 4f.1)</strong></td>
<td><strong>1-2</strong></td>
<td>The teacher demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.</td>
</tr>
<tr>
<td><strong>18. Classroom climate (INTASC 5, 10) (NCPTS 1a.4, 2a.1, 2b.1, 4g.2)</strong></td>
<td><strong>1-2</strong></td>
<td>Attention is distributed inequitably. The teacher demonstrates an emerging awareness of the diversity of student needs. Interactions among students and with the teacher do not consistently demonstrate mutual respect.</td>
</tr>
</tbody>
</table>
Appendix E

LEA/IHE Certification of Teaching Capacity

Candidate Name: ________________________________ School: ________________________________

Cooperating Teacher Name: ___________________________ Grade: ___________________________

LEA: ___________________________ IHE: ___________________________

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td>1e.1 Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Climate/Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</td>
<td></td>
</tr>
<tr>
<td>1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>2a.1 Maintains a positive and nurturing learning environment.</td>
<td></td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student.</td>
<td></td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.1 Uses a variety of methods to communicate effectively with all students.</td>
<td></td>
</tr>
<tr>
<td>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
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<tr>
<td><strong>Instruction</strong></td>
<td></td>
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<tr>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
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<tr>
<td>Standard/Element</td>
<td>Proficient Descriptor</td>
<td>Rating</td>
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<tr>
<td>2b.2</td>
<td>Incorporates different points of view in instruction.</td>
<td></td>
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</tbody>
</table>

Candidate initials: _____

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a.</td>
<td>Teachers align their instruction with the <em>North Carolina Standard Course of Study</em>.</td>
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<tr>
<td>3a.2</td>
<td>Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</td>
<td></td>
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<tr>
<td>3b.</td>
<td>Teachers know the content appropriate to their teaching specialty.</td>
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</tr>
<tr>
<td>3b.2</td>
<td>Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
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</tr>
<tr>
<td>3d.</td>
<td>Teachers make instruction relevant to students.</td>
<td></td>
</tr>
<tr>
<td>3d.1</td>
<td>Integrates 21st century skills and content in instruction.</td>
<td></td>
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<tr>
<td>4c.</td>
<td>Teachers use a variety of instructional methods.</td>
<td></td>
</tr>
<tr>
<td>4c.1</td>
<td>Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
<td></td>
</tr>
<tr>
<td>4d.</td>
<td>Teachers integrate and utilize technology in their instruction.</td>
<td></td>
</tr>
<tr>
<td>4d.1</td>
<td>Integrates technology with instruction to maximize students’ learning.</td>
<td></td>
</tr>
<tr>
<td>4e.</td>
<td>Teachers help students develop critical-thinking and problem-solving skills.</td>
<td></td>
</tr>
<tr>
<td>4e.1</td>
<td>Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</td>
<td></td>
</tr>
<tr>
<td>4f.</td>
<td>Teachers help students to work in teams and develop leadership qualities.</td>
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</tr>
<tr>
<td>4f.1</td>
<td>Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td></td>
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</tbody>
</table>

**Evaluation/Assessment**

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a.</td>
<td>Teachers lead in their classrooms.</td>
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</tr>
<tr>
<td>1a.1</td>
<td>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <em>North Carolina Standard</em></td>
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</tr>
<tr>
<td>4h.</td>
<td>Teachers use a variety of methods to assess what each student has learned.</td>
<td></td>
</tr>
<tr>
<td>4h.1</td>
<td>Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.</td>
<td></td>
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<tr>
<td>4h.2</td>
<td>Provides evidence that students attain 21st century knowledge, skills and dispositions.</td>
<td></td>
</tr>
<tr>
<td>5a.</td>
<td>Teachers analyze student learning.</td>
<td></td>
</tr>
<tr>
<td>5a.1</td>
<td>Uses data to provide ideas about what can be done to improve students’ learning.</td>
<td></td>
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</tbody>
</table>

**Impact on Student Learning**

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1d.</td>
<td>Teachers advocate for schools and students.</td>
<td></td>
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<tr>
<td>1d.1</td>
<td>Implements and adheres to policies and practices positively affecting students’ learning</td>
<td></td>
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<tr>
<td>2d.</td>
<td>Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
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<tr>
<td>Standard/Element</td>
<td>Proficient Descriptor</td>
<td>Rating</td>
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<tr>
<td>2d. Teachers adapt their teaching for the benefit of students with special needs.</td>
<td>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td>Met □ Not Met □</td>
</tr>
</tbody>
</table>

Candidate initials: _______
LEA/IHE Certification of Teaching Capacity

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

**SIGNATURES**

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
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<tr>
<td>Cooperating Teacher</td>
<td></td>
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<tr>
<td>Principal (or designee)</td>
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<td></td>
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<tr>
<td>University Supervisor</td>
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</table>

**Comments (optional):**
Appendix F

Candidate Disposition Assessment Process

B-K Dispositions Assessment Process

The BK Faculty is committed to supporting students so that they can be successful in every aspect of their teaching career. This includes evaluating both students’ knowledge of content related to early childhood education and students’ dispositions or the professional attitudes, values, and behaviors that contribute to effective teaching. The goal is to provide students with candid, constructive feedback so they can improve as teachers. To facilitate communication with students regarding dispositions issues, the BK faculty follow the Candidate Disposition Assessment Process established by the Office of Student Services in the School of Education for both BK Licensure students and students in Early Care and Education. The process is outlined below.

The intent of the dispositions review process is to promote our candidates’ professional growth and retain them in our program; however, if a particularly egregious episode of inappropriate professional behavior occurs, immediate dismissal from the program may be recommended by the faculty team who work with the candidate. Serious problematic behaviors such as plagiarism; cheating on tests; rude public outbursts at faculty or fellow candidates; intoxication; and possession, distribution, sale, and/or use of illegal drugs warrant immediate faculty intervention. These behaviors are addressed by the University Academic Integrity Policy and the Student Code of Conduct and may also result in program dismissal. Other problematic behaviors that warrant faculty intervention include chronic tardiness, failure to assume responsibility, lack of dependability, and inappropriate or insensitive social interactions. Candidates receive feedback about these behaviors and related dispositions. Failure to improve when problems are identified may also result in dismissal from the program.

BK faculty in the following courses take time at the beginning of the semester to explain the dispositions process—HDF/SES 250, 315, 420, 440, and 450/460. After faculty have explained the process and the forms used to complete the Disposition Assessment Process, students are asked to sign a paper to document that they understand the process.

The vast majority of students demonstrate proficiency in each area of the Disposition Assessment Process. Our goal is to provide feedback to students in a timely manner if concerns do arise so that each student can demonstrate proficiency by the end of the semester. Throughout the course of the semester, faculty will observe students’ behavior and attitudes and will let a student know if there are concerns regarding a disposition issue. This may take the form of an informal conversation or the faculty member can request a formal meeting to discuss the concerns. Faculty may elect to complete a Disposition Assessment Form during the semester to provide full information to the student on areas where improvement is needed.

Although faculty provide feedback to students throughout the semester at the end of the semester the faculty in each of the courses noted above will complete a Disposition Assessment Process.
Form to provide feedback to each student on his/her dispositions. Faculty in other BK courses may choose to complete a Disposition Assessment Process Form if they have concerns related to areas that are assessed as part of the dispositions process. Faculty will complete this form with input from the full BK faculty and, in courses where a student participates in a practicum or student teaching experience, with input from the cooperating teacher. The “norm” or “typical” rating for students on this form is “proficient.” Students who receive an “Exceeds Expectations” rating have demonstrated outstanding professional behaviors. Students who receive a rating of “Not Met” have not demonstrated proficiency in the disposition area. For the majority of students, the Disposition Assessment Process Form will be distributed at the end of the semester for the student’s review. After reviewing the instructor’s rating, the student will formulate goals for areas where she/he can improve further and sign to document that the form has been shared with him/her. The signed form will be maintained in the HDF main office for three years and the scores from the Disposition Assessment Process form will be entered into TaskStream if the student is enrolled in HDF/SES 315, 440 or 450/460.

In cases where a student receives a rating of “Not Met” a meeting with the course instructor(s) will be scheduled to discuss the concern and make plans for improvement. This meeting can take place at any time during the semester when a concern is noted, at the end of the semester, or at the beginning of the following semester. The purpose of the meeting is to provide additional support to the student, with the expectation that the student can make improvements in the area identified.

In cases where the student demonstrates on-going disposition issues, resistance to suggestions for improvement or receive a rating of “Not Met” in any course, the Office of Student Services in the School of Education Dispositions process will be followed. This process is described below:

- If there is consensus among faculty that a candidate should be ranked as unacceptable (“not met”) on the Dispositions Assessment Process form, remedial plans are developed for addressing the candidate’s needs. Expectations for successful performance and a timetable by which a successful performance is expected are specified. A meeting will be held with the student to discuss the issues and the plan for improvement.

- If a candidate’s behavior or disposition does not improve after a plan has been developed and appropriate time and opportunities for improvement have been provided, the team working with the candidate may recommend that the candidate be dismissed from the program.

- If the BK faculty determine that a candidate should be dismissed from the program, the BK Faculty will refer the student to the Department Chair to initiate program dismissal. The dismissal process will be implemented in accordance with guidance established by the Office of Student Services in the School of Education and the BK Dispositions process. The student will receive notice that she/he is being considered for dismissal from the program, and will be invited to a meeting to discuss the concern. A minimum of three days notice will be provided to the student. If after the meeting the faculty and the chair recommend dismissal, the candidate has the option to appeal and must follow the appeal procedures established by the Office of Student Services in the School of Education. This process is described in more detail in the Teacher Education Handbook for Undergraduates, which is found at http://oss.uncg.edu/academic-advising/handbooks/.
Appendix F (continued)

THE TEACHERS ACADEMY
“A community of professional educators committed to preparing and supporting the professional development of caring, collaborative, and competent educators who work in diverse settings.”

Candidate Disposition Assessment Process
Developed 2005, Revised 2011

The Candidate Disposition Assessment Process is used for formative and summative assessment of teacher education candidates. It enables programs to identify difficulties that candidates may have early in their programs so that these issues can be corrected. Programs vary in when and how they administer the Candidate Disposition Assessment, but all collect data from multiple sources (at a minimum from the candidate, mentor teacher, and university supervisor), and at least three times (early in the program as decided by the licensure program, before admission to student teaching, and by the end of student teaching). If a candidate does not receive an acceptable evaluation on any element in Candidate Disposition Assessment, the difficulty is brought to the attention of the candidate and plans for development are created in accordance with the Professional Behavior Intervention Procedures.

While the primary purpose of the Candidate Disposition Assessment Process is to provide candidates with candid, constructive feedback so that they can improve as teachers, this process may also become grounds for removing a candidate from the teacher education program if, after repeated efforts, improvement in identified areas is not seen. Candidates must have acceptable scores on all elements in their summative evaluation in order to be recommended for licensure.

Candidates are also expected to adhere to University of North Carolina at Greensboro Academic Integrity Policy ("Honor Policy") and Student Code of Ethics, the North Carolina Code of Ethics for Educators and Standards of Professional Conduct, and the Public School Laws of North Carolina.
### Candidate Dispositions Assessment Process

The Candidate Dispositions Assessment Process, listed below, reflect professional attitudes, values and behaviors that are characteristic of caring, collaborative and competent teachers. Candidates must have acceptable evaluations by their university and school-based supervisors in order to be recommended for licensure.

<table>
<thead>
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<th>1-2</th>
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<th>5-6</th>
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<tbody>
<tr>
<td>Proficient</td>
<td>Exceeds Expectations</td>
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#### 1. Ethical behavior

- The candidate
  - protects the rights of all students and their families to confidentiality, freedom from harassment and physical and verbal abuse;
  - behaves in an impartial and prudent manner, avoiding conflicts of interest; and
  - is honest and trustworthy in the performance of professional duties.

#### 2. Responsible

- The candidate
  - puts in sufficient time and effort to complete required tasks to high standards,
  - troubleshoots problems and find solutions,
  - is prompt and reliable, and
  - is well prepared.

#### 3. Personal and Professional Conduct

- The candidate
  - demonstrates a high standard of personal character and conduct;
  - communicates in a respectful and open manner with students, instructors, colleagues, families and other stakeholders;
  - continuously seeks to establish and maintain fair, impartial and appropriate professional relationships with all students and their families;
  - serves as a role model for students, parents and the community; and
  - uses all technology, including social networking, appropriately.

#### 4. Inclusive and affirming of diversity

- The candidate
  - demonstrates appreciation and affirmation of multiple perspectives and that one’s perspective is mediated by one’s race/ethnicity, social class, gender, as well as other identities, personal characteristics, and experiences;
  - is sensitive to power differentials;
  - values and uses as a resource the diversity within the school;
  - is responsive to diversity;
  - welcomes students and families; and
  - treats people equitably and with respect.

#### 5. Collaborative

- The candidate
  - has positive relationships with colleagues,
  - values the contributions of colleagues,
  - actively participates in collegial activities,
  - shares successful practices,
  - contributes to group endeavors, and
- involves learners, families, and the community in appropriate aspects of the instructional programs.

6. Reflective learner
   The candidate
   - demonstrates curiosity about learning and professional development;
   - asks questions and questions assumptions;
   - reflects on personal attitudes, professional beliefs, professional practice, and student outcomes;
   - engages in behaviors that demonstrate the motivation to improve; and
   - participates in a variety of avenues for professional growth.

7. Receptive to feedback
   The candidate
   - listens to constructive criticism from supervisors, colleagues and other stakeholders;
   - seeks out the perspectives of others on issues relating to professional practice;
   - is receptive and responsive to constructive feedback;
   - engages in critical thinking about the feedback; and
   - makes necessary adjustments after critically assessing the information.

8. Self-efficacious
   The candidate
   - demonstrates confidence in his/her ability to make decisions, and to organize and execute actions needed to complete professional tasks;
   - is self-reliant but is willing to seek support and resources when appropriate; and
   - believes that the collaborative actions of the candidate and his/her colleagues positively impact all learners.

9. Engaged and committed to teaching as a profession
   The candidate
   - articulates and demonstrates high interest in, respect for and commitment to teaching;
   - seeks ways to improve the profession; and
   - is an advocate on behalf of learners and their families.
Appendix G

Code of Ethics for North Carolina Educators
North Carolina State Board of Education Policy Manual

Policy Identification
Priority: Quality Teachers, Administrators, and Staff
Category: Personnel Relations
Policy ID Number: QP-F-012
Policy Title: 16 NCAC 6C.0601 Policy regarding the Code of Ethics for North Carolina Educators
Current Policy Date: 02/05/1998
Other Historical Information: Previous board date: 06/05/1997
Statutory Reference: Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6C.0601

Code of Ethics for North Carolina Educators

Preamble: The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies an commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. To uphold these commitments, the educator:

I. Commitment to the Student

   A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.

   B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

   C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.

   D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

E. When acting in an administrative capacity:
   1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
   2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
   3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
   4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.
Appendix H

Introduction to Performance-Based Licensure
(For Teachers in Public School Positions)

The Performance-Based Licensure (PBL) Program is designed to provide beginning teachers direction, support, and feedback during their first years in the classroom so that their experiences are positive and focused on the knowledge, skills, and dispositions associated with effective teaching. In this process, the beginning teacher demonstrates what he/she knows and is able to do by assembling a Performance-Based Product that contains evidence from the second year in his/her classroom and demonstrates basic mastery of the ten INTASC Standards.

Just as in other professions, it is the responsibility of the person seeking a license to demonstrate that he or she has the requisite knowledge, skills, and attitudes. The Performance-Based Licensure Process is designed to offer the beginning teacher the autonomy and responsibility for developing a product that reflects his or her teaching. The model recognizes the very different contexts in which teachers work and provides them the opportunity to present that which best reflects their knowledge and skills in that context.

The PBL product is a collection of evidence gathered over time in the normal course of teaching, using a systematic process of reflection. It contains three components: Component A focuses on instructional Practice; Component B focuses on Unique Learner Needs; Component C focuses on Classroom Climate. In addition, it contains documentation related to professional growth.

Each product is evaluated by assessors who have qualified after completing a rigorous training program. Candidates who do not earn the required minimum score must rework and resubmit the portion(s) of the product with identified deficiencies. The product is typically submitted during the second year of teaching. Lateral entry and provisionally licensed teachers must be within six semester hours of completing their prescribed programs of study to submit the product. The product must reflect the initial teaching license area.

The Performance-Based Licensure Program allows up to three licensure reviews. Each time the performance-based product is submitted for the licensure review, it is evaluated by two trained assessors who do not know the candidate and who work independently of each other. The candidate is guaranteed that his or her product will be reviewed by a practicing classroom teacher and by an assessor who holds a license in the same field.

Beginning Teacher Individual Growth Plan

Each beginning teacher is required to develop an Individual Growth Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. To assist the beginning teacher in meeting performance-based licensure requirements, the plan should be focused on the INTASC Standards which form the basis for the performance-based product. In developing the plan, the initially licensed teacher, principal (or designee) and mentor teacher should begin with an assessment of the initially licensed teacher's knowledge, dispositions, and performances related to the key indicators for each of the INTASC Standards. Throughout the year, formative assessment conferences should be held to reflect on the progress of the initially licensed teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Initial Licensure Program. A copy of the plan should be included in the teacher's ILP cumulative folder.
Appendix I

The North Carolina Professional Teaching Standards

A NEW VISION OF TEACHING

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 teach students in the 21st Century:

1. 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.

2. Teachers make the content they teach engaging, relevant, and meaningful to students’ lives.

3. 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.

4. 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.

5. The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.

6. Subjects and related projects are integrated among disciplines and involve relationships with the home and community.

7. Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.

8. Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

I. STANDARD 1: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.

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.

1. Take responsibility for all students’ learning
2. Communicate vision to students
3. Use data to organize, plan, and set goals
4. Use a variety of assessment data throughout the year to evaluate progress
5. Establish a safe and orderly environment
6. 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.

1. Work collaboratively with all school personnel to create a professional learning community
2. Analyze data
3. Develop goals and strategies through the school improvement plan
4. Assist in determining school budget and professional development
5. Participate in hiring process
6. 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.

1. Strive to improve the profession
2. Contribute to the establishment of positive working conditions
3. Participate in decision-making structures
4. 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.

1. Advocate for positive change in policies and practices affecting student learning
2. 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)

1. Demonstrate ethical principles
2. Uphold the Code of Ethics and Standards for the Professional Conduct

**II. STANDARDS 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.

1. 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.

1. Demonstrate knowledge of diverse cultures
2. Select materials and develop lessons that counteract stereotypes and incorporate contributions.
3. Recognize the influences on a child’s development, personality, and performance
4. 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.

1. Maintain high expectations for all students
2. 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.

1. Collaborate with specialists
2. 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.

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

**III. STANDARDS 3: 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.

1. Teach the North Carolina Standard Course of Study
2. Develop and apply strategies to make the curriculum rigorous and relevant
3. 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.
1. Know subject beyond the content they teach
2. 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.
1. Know links between grade/subject and the North Carolina Standard Course of Study
2. Relate content to other disciplines
3. 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.
1. Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
2. 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

IV. STANDARDS 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.
1. Know how students think and learn
2. Understand the influences on student learning and differentiate instruction
3. Keep abreast of evolving research
4. 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.

1. Collaborate with colleagues
2. Use data for short and long range planning
3. Engage students in the learning process
4. Monitor and modify plans to enhance student learning
5. 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.

1. Choose methods and materials as they strive to eliminate achievement gaps
2. 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.

1. Know appropriate use
2. 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.

1. Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
2. 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.

1. Teach the importance of cooperation and collaboration
2. 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.

1. Communicate clearly with students in a variety of ways
2. 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.
1. Use multiple indicators, both formative and summative, to evaluate student progress
2. Provide opportunities for self-assessment
3. Use assessment systems to inform instruction and demonstrate evidence of students’ 21st Century knowledge, skills, performance, and dispositions

**V. STANDARDS V: TEACHERS REFLECT ON 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.
1. Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
2. 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.
1. 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.
1. Actively investigate and consider new ideas that improve teaching and learning
2. Adapt practice based on data
Appendix J

Standards for Birth-Kindergarten Teacher Candidates

Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.

BK teacher candidates demonstrate an understanding of age-related characteristics that permit predictions about what experiences are most likely to promote children’s development and learning across all domains. They recognize that each domain is important and that children’s development is integrated or holistic, with progress in one domain influencing development in all of the others. They recognize that children of various ages, abilities, and cultural, linguistic, or socio-economic backgrounds will demonstrate varying degrees of strengths across developmental domains.

- Understand interrelated domains: approaches to learning, emotional and social development, health and physical development, language development and communication, cognitive development
- Demonstrate awareness of categories and characteristics of disabilities in young children
- Demonstrate awareness of how cultural, linguistic, and socio-economic factors influence learning and development
- Articulate and apply theory and research to practice (e.g. articulate how children are learning what they need through play.)

Standard 2: BK teacher candidates foster relationships with families that support children’s development and learning.

BK teacher candidates understand that families are the first and most important teachers and key decision makers for their children. BK teacher candidates understand diverse family structures and functioning styles, family systems and human ecological theories, family structures, functioning styles, and stages of family and adult development. BK teacher candidates apply this knowledge while working with young children and their families.

- Acknowledge families as the first and most important teachers and key decision makers for their children
- Demonstrate awareness of diverse family structures and functioning styles
- Apply evidence-based knowledge of family systems and human ecological theories and the stages of family and adult development
- Demonstrate skills in partnering with families to promote the child’s development and learning by exchanging information, making collaborative decisions, and cooperatively implementing and evaluating program plans for the child
- Demonstrate knowledge of issues relating to families who have children with disabilities

Standard 3: Birth-Kindergarten teacher candidates build community partnerships in support of children and families.

BK teacher candidates are aware of resources that are available to children and families and support them in accessing services and materials to meet family and educational goals. BK
teacher candidates inform families of their rights, available resources, and strategies to negotiate service systems and transitions. They collaborate with families to make decisions and support families to become advocates, thus promoting children’s development in the context of the larger community.

- Demonstrate knowledge of the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention
- Are aware of resources, range of services, and program and transition options available to children and families
- Implement procedures for supporting families in decision making
- Support families in becoming advocates for their children
- Collaborate with related service professionals within a variety of settings (e.g., classroom, home, agencies, etc.)

Standard 4: BK teacher candidates use authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths.

Birth-Kindergarten teacher candidates use varied and multiple methods of appropriate assessment procedures (e.g., observation, documentation, formal and informal evaluation, interview, record review) and sources of information (e.g., parents, teachers, caregivers, relatives) collected over time, to support individual learning and instruction, identify children who need additional services, plan programs, and monitor progress. Partnering with families, teachers use multiple measures to assess children within typical daily activities within the natural environment (including school and home), using familiar materials. They use assessment results to inform ongoing decisions about curriculum and instructional practices.

- Implement a child- and family-centered, team-based evaluation process
- Address each child’s unique strengths and needs through authentic, developmentally appropriate, culturally and linguistically responsive, multidimensional assessment methods.
- Reflect upon results of assessments to determine program planning and implementation.
- Use task analysis to determine goals and objectives, select learning outcomes, prioritize and sequence tasks, determine instructional strategies, select and arrange learning environments, and construct performance assessments and evaluation.
- Use the assessment process to make decisions about eligibility for program services, settings, and the identification of appropriate IEP/IFSP goals, instructional strategies, ongoing progress monitoring, program evaluation, program impact, and outcomes.
- Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.
- Use a variety of authentic assessment approaches to determine children’s responses to teaching and intervention prior to identification for special education services.
- Demonstrate knowledge of appropriate assessment materials that are used during the assessment process for identification of children with disabilities
- Demonstrate knowledge of foundational strategies to use with young children who have disabilities (e.g., task analysis, level of assistance, communication strategies, and assistive technology, both low tech and high tech).
Standard 5: B-K teacher candidates 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 for lifelong learning.

B-K teacher candidates address the growth, development, and learning of the whole child, with particular emphasis on promoting positive approaches to learning. They provide a comprehensive and effective curriculum across developmental domains and academic content. They adapt environments and curriculum for children with disabilities or other special needs. BK teacher candidates:

- use play and active learning processes as a foundation for ALL young children’s learning.
- plan a suitable balance between child-initiated and adult-initiated activities.
- create and adapt integrated, meaningful, challenging, and engaging and developmentally supportive learning experiences.
- embed IFSP/IEP goals and objectives into curriculum activities.
- implement and adapt developmental and functional curricula across all domains (including cognitive, physical, emotional-social, and language) in response to ALL young children’s strengths, interests, needs and differing ability levels.
- integrate content from disciplines that set the stage for subsequent academic development to include emergent reading, writing, mathematics, science, technology, social studies, and the arts (visual art, music, movement, drama, dance).
- create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.
- create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.
- understand that social and emotional learning is taking place at all times and that children are simultaneously engaged in social, emotional, and cognitive tasks.
- design indoor and outdoor spaces with many types and levels of challenge and stimulation and schedule opportunities for physical development each day.

BK teacher candidates 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: To support the emotional/social growth and development of children, BK teacher candidates

- promote children’s awareness of personal uniqueness, including cultural and racial identity.
- provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interaction between children and adults as well as among children.
- foster children’s increasing competence in regulating, recognizing, and expressing emotions, verbally and non-verbally.
- support children’s ability to form and maintain relationships.
Physical Development, Health, Nutrition and Safety: BK teacher candidates embed opportunities for large and small motor development and promote health, nutrition, and safety within daily outdoor and indoor activities. They

- teach and model hygienic practices
- encourage development and opportunities to practice personal care and self-help skills
- have knowledge of creating a safe environment that supports self care and hygiene
- develop classroom safety rules and model safe practices
- create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities
- model and discuss healthy eating habits and frequent exercise

Cognitive Development (including Emergent Language and Literacy, Mathematics, Science, Social Studies, and the Arts)

Emergent Language and Literacy: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s

- development of receptive and expressive oral language
- literacy acquisition including print concepts, alphabetic principles, and phonemic awareness
- emergent written expression

Emergent Mathematics: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s construction of

- basic concepts of number and operations.
- spatial sense and understanding of measurement and geometry.
- understanding of patterns, relationships, and functions.
- basic principles of data analysis, including probability, experimentation and observation to make predictions.
- multiple strategies of mathematical processing
- representation of mathematical concepts

Emergent Science: BK teacher candidates understand the developmental sequence and use a wide range of child directed exploration and experimentation to facilitate development of

- perceptual functioning and motor skills in order to maintain safety during learning, play, and daily routines, including appropriate use of equipment and tools
- thinking skills relevant to observing, describing, questioning, sequencing, predicting, comparing, and contrasting
- understanding of the nature of science, the process of scientific inquiry, and the relationship between science and daily life.
- fundamental understanding of the physical world, of living organisms, and of the immediately perceptible earth environment

Emergent Social Studies: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s understanding of

- culture and cultural diversity
• time, continuity, and change (e.g., sequence of daily events, changes in body and environment)
• technology and economic development (e.g., wants and needs)
• individuals, groups and institutions—their development and identities (e.g., awareness and appreciation of similarities and differences among individuals, families, etc.)
• civic ideals and practices—power, authority and governance (e.g., fairness and social justice)

**Emergent Creative Arts:** BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s
• creative expression through the visual arts, dance and creative movement, music, and drama
• representation of ideas
• familiarity with and appreciation of a variety of art forms and artists
• integration of arts to support learning in all content areas (including cultural diversity)
• apply creativity to problem solving, risk-taking, and critical thinking

Approved by the State Board of Education
January 8, 2009
Appendix K

APPLICATION INSTRUCTIONS FOR NORTH CAROLINA TEACHER LICENSURE
Undergraduate (Standard Professional I License)

Please locate the Undergraduate Licensure Application at:
http://oss.uncg.edu/formsapplications/

The application packet must include when submitted:

1. Application forms
2. Check or credit card form
3. Required documents

Mail or return the completed packet to:
UNCG
Carol Resch, 136 School of Education
PO Box 26170
Greensboro, NC 27402-6170

INSTRUCTIONS:
A. Payment may be made by credit card, check or money order – no cash.
   1. Complete the attached credit card form OR
   2. Check or money order payable to: LICENSURE SECTION (SDPI) in the amount of
      $55.00, include your social security number in the memo section.
B. Provide copies of the following:
   1. Official transcripts of all schools for any courses not transferred to UNCG. The Office of
      Student Services will obtain UNCG transcripts.
   2. Photocopy of Praxis II Specialty Area score reports, if required. We do not receive an
      individual score sheet from ETS which is required by DPI, so please provide a photocopy of
      your report. If you do not have these scores, you will need to obtain a copy by contacting ETS at
      1.800.772.9476 or www.ets.org of Praxis II Specialty Area score reports, if required.
   C. Keep copies of everything for your files. Make your copies before turning in to the Office of
      Student Services.
D. Processing of your application will start after:
   1. Transcripts have been completed by the Registrar’s office and sent to our office, and
   2. We receive verification from your advisor that your portfolio and final program evaluations
      are completed and the data is available on TaskStream.
This application may be turned in about two weeks before graduation. You will be contacted if
additional information is needed. If you have questions, contact Carol Resch at
crwalke2@uncg.edu or 336.334.3450. You will be notified by email when your package is sent
to DPI. The process can take 60 business days once sent to DPI. Your license will be mailed to
you or your school system, by the State Department of Public Instruction, Raleigh, NC
(1.800.577.7994).

(Office of Student Services 12.11)
Appendix L

TECHNICAL STANDARDS FOR ADMISSION

EARLY CHILDHOOD PROGRAMS
Birth to Kindergarten Licensure: U526, U746, U543
Early Care and Education: U531, U532, U544

DEPARTMENT OF SPECIALIZED EDUCATION SERVICES
and
DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

These Technical Standards are provided to applicants of the early childhood programs (Birth to Kindergarten Licensure: U526, U746, U543, and Early Care and Education: U531, U532, U544) to inform decisions regarding choice of career and area of study.

Technical standards include academic requirements and non-academic criteria essential for participation in the early childhood programs. Technical standards include, but are not limited to physical, cognitive, communication, technological proficiency, and attitudinal abilities essential to becoming a teacher of children from birth through kindergarten as required by the North Carolina Department of Public Instruction, (NC DPI), Council on Exceptional Children (CEC)/Division of Early Childhood (DEC), National Association for the Education of Young Children (NAEYC), and the International Society for Technology in Education (INSTE).

The early childhood programs are rigorous programs that place specific requirements and demands on students enrolled in them. The primary goal of these programs is to prepare graduates to enter the profession of teaching children from Birth through Kindergarten with and without disabilities and working with their families and other professionals. The Technical Standards set forth by the early childhood programs establish essential qualities necessary for students admitted to the programs so that they can achieve the knowledge, skills, competencies, and dispositions of an entry-level teacher of Birth through Kindergarten children with and without disabilities. The abilities and expectations listed below must be met by all students admitted to the program, with or without reasonable accommodations. In the event that a student is unable to meet the Technical Standards, with or without reasonable accommodations, the student will not be admitted to the program or allowed to remain enrolled in or to graduate from the program.

To be admitted to or to maintain enrollment in any of the early childhood programs each student must demonstrate:

PHYSICAL CAPACITY

With or without reasonable accommodation, a candidate in the early childhood programs must have sufficient stamina, sense of vision, hearing, neuromuscular control and touch in order to:
Observe/participate in activities associated with preparing to be a teacher, including but not limited to classroom demonstrations, lessons, classroom interactions, child observation and assessment, classroom management and child guidance, lesson planning, lesson implementation, and physically picking up, holding, caring for infants, toddlers, preschool, and kindergarten age children.

Perform the typical techniques used during instruction such as visual assessment of child engagement and the management of a safe and responsive instructional environment.

Work a teacher’s contracted day and perform extended and additional duties such as conducting parent conferences, attending after-school events, and other assigned duties.

**INTELLECTUAL REASONING**

With or without reasonable accommodation, a candidate in the early childhood programs must have sufficient cognitive-intellectual abilities and skills as a student at UNCG and in their practicum and student teaching placements in order to:

Comprehend, assimilate and apply complex information presented in the form of lectures, small group work, written materials, and field experiences.

Independently analyze, synthesize, integrate concepts and problem-solve to formulate educational judgments appropriate to the practice of teaching.

Understand and apply strategies for creating contextually-relevant learning experiences for children aged infancy through kindergarten.

**COMMUNICATION**

With or without reasonable accommodation, a candidate in the early childhood programs must have sufficient spoken, written, and nonverbal communication skills in order to:

Express himself/herself effectively in spontaneous written and spoken English in communication interactions with university faculty, parents of young children, cooperating teachers, teaching assistants, school administrators, and support personnel (e.g. speech-language pathologists, occupational therapists, physical therapists).

Demonstrate the ability to use grammatically appropriate and correctly spelled Standard English in written and spoken formats.

Communicate and collaborate effectively, efficiently and sensitively with colleagues, supervisors, families and children with sociocultural competence, in a manner
respectful of diverse gender, ethnicity/race, life-style, socioeconomic, disability, religion or cultural and social backgrounds.

TECHNOLOGICAL PROFICIENCY

With or without reasonable accommodation, a candidate in the early childhood programs must have sufficient technological skills for digital-age learning in order to:

- Demonstrate computational thinking skills to operate digital-age hardware, software, and emerging technologies.
- Effectively navigate the Internet and utilize web-based resources.
- Learn and practice computational thinking skills within web-based learning communities in synchronous and asynchronous formats.
- Be prepared for 21st century professional responsibilities that utilize technology when working with children and families.

PROFESSIONAL BEHAVIOR and DISPOSITIONS

With or without reasonable accommodation, a candidate of the early childhood programs must possess the requisite professional behaviors and dispositions in order to:

Successfully demonstrate the characteristics of caring, collaborative and competent teachers as defined in the UNCG School of Education Candidate Disposition Assessment process. These characteristics are as follows:

- Ethical
- Responsible
- Adhering to personal and professional conduct
- Inclusive and affirming of diversity
- Collaborative
- Reflective learner
- Receptive to feedback
- Self-efficacious
- Engaged and committed to teaching as a profession

Organize time and materials, prioritize tasks, perform several tasks at once and readily adapt to changing situations.

Demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, cope with variations in workload).
Display compassion, justice, empathy, integrity, responsibility and the emotional capacity to handle the varying demands of a teacher’s duties.

Attend professional commitments, including classes and field experiences in a punctual manner.

Seek assistance and follow supervision recommendations in a timely manner.

Accept and respond in a professional manner to constructive feedback from field supervisors and faculty.

Project an image of professionalism in personal hygiene, dress, self-discipline, honesty, perseverance, and diligence.

Candidates for the early childhood programs are required to verify they understand and meet these Technical Standards or that they believe that, with specific reasonable accommodations, they can meet the standards.

If, after he/she is enrolled in the program, it becomes apparent that a student is unable to meet the Technical Standards, upon the student’s request, a meeting with the student, program coordinator, additional faculty member and a representative of the Office of Disability Services will be held to determine the best course of action.

The Office of Disability Services will coordinate documentation and evaluation of a student who states he/she could meet the program’s Technical Standards with reasonable accommodation. The student must provide appropriate documentation of a qualified disability and properly request a reasonable accommodation pursuant to applicable laws.

If the stated condition is a qualified disability, the university will confer with the student and appropriate professionals to identify possible reasonable accommodations and determine whether the student can meet the Technical Standards with a reasonable accommodation. The accommodation shall not jeopardize the safety or educational progress of children birth through kindergarten, the University student, or any University employee, including all coursework, fieldwork/practica, and internships deemed essential to graduation.
STATEMENT OF UNDERSTANDING

I certify that I have read and understand the Technical Standards for admission to one of the 
early childhood programs listed above, and I believe to the best of my knowledge that I 
meet each of these standards without reasonable accommodation. I understand that if I am 
unable to meet these standards, I will not be admitted or be allowed to remain enrolled in the 
program.

_______________________________________________            ____________
Signature of Applicant                                      Date

Alternative statement for students requesting accommodations:

I certify that I have read and understand the Technical Standards for admission to the 
early childhood programs listed above and I believe to the best of my knowledge that I 
can meet each of these standards with a reasonable accommodation. I will contact the 
UNCG Office of Disability Services to document my disability, and request and identify 
reasonable accommodations. I understand that if I am unable to meet these standards 
with or without accommodations, I will not be admitted or allowed to remain enrolled in 
the program.

________________________________________________          _____________
Signature of Applicant                                     Date

9/11/12
NOTE: The primary sources used in the preparation of this document were technical standards from the University 
of Maryland and the University of Illinois at Chicago.
Appendix M

Declaration of Understanding - BK/ECE - Main Campus Program

I, ____________________________, understand that I intend to apply for admission into the School of Health and Human Sciences in the Department of Human Development and Family Studies, and that I am expected to apply myself in all classes. In addition, I am aware of the following department guidelines for the HDFS BK Licensure or Early Care and Education concentration:

- I am aware that I must earn a grade of C or higher in many of my major courses completed at UNCG and that I must maintain a 2.5 overall GPA to advance in the program, a 2.7 to qualify for student teaching in the BK concentration, and 2.5 to student teach in the Early Care and Education concentration. (See BK Handbook for courses requiring a C or better.)
- I understand that completing a Bachelor’s degree is a serious commitment and I will make my education one of my main priorities. I am aware of the necessity of self-motivation and time-management skills needed to complete a bachelor’s degree.
- I understand that I need to maintain ongoing and respectful communication with my instructors and advisors and seek assistance from them, and then the program director, if I feel I am struggling or falling behind in my classes.
- I understand that I need to meet with my academic advisor every semester during advising to discuss my academic progress and career goals. Note: academic advisors are not financial aid counselors and students will need to contact the Financial Aid office for assistance related to financial aid and tuition.
- I understand that HDFS has Technical Standards covered in the BK handbook that include academic requirements and non-academic criteria which must be meet and are essential to become a teacher of children from birth through kindergarten. (See BK Handbook for Technical Standards)
- I understand that I am a Main Campus student and web-based main campus courses are available to me. However, I am not eligible for Distance sections of courses which are noted as D sections in Genie.
- I understand that I understand that I am required to take courses that include a practicum placement: HDF 250, 420, 440, 450/460 and 470. I confirm that I have read the practicum policy and understand my obligations in these courses. (Note: all practicum placements require Liability Insurance, BIB Criminal Background check and TB testing. Additionally, SES 460 and HDF/SES 468 also require Liability Insurance and a BIB check.)
- I understand that there is a Candidate Disposition process that evaluates the conduct and attitudes of BK and ECE students as part of the professional development process. Included in Candidate Dispositions, all communications with instructors and advisors are to be respectful and appropriate when face-to-face, on the phone and by email.
- I understand that if I am in the BK Licensure concentration I must take and pass the Praxis I (PPST) exam at least one year prior to student teaching. The Praxis II is required prior to graduation.
- I understand that a Plan of Study is not a guarantee of a graduation timeline and I am expected to follow the POS developed during advising and notify my advisor of any changes I may make such as dropping a course or moving a course to a different semester.
- I understand that I am responsible for completing the secondary admissions process in order to be an HDFS major the application process for student teaching and the application for graduation in a timely fashion. Deadlines for these application processes are published by the Department and the University, and I am responsible for knowing and meeting all required deadlines.
• I recognize my responsibility to uphold the Academic Integrity Policy on assignments in all classes:
  1. *My words and actions will reflect Academic Integrity.*
  2. *I will not cheat, lie or steal in academic matters.*
  3. *I will promote integrity in the UNCG community.*

________________________________________  _______________________
Signature                                      Date

Appendix N

**Declaration of Understanding** - BK/ECE Online Degree Completion Program

I, _____________________________________, understand that I intend to apply for admission into the School of Health and Human Sciences online degree completion program in the Department of Human Development and Family Studies, and that I am expected to apply myself in all classes. In addition, I am aware of the following department guidelines for the HDFS BK program online concentration:

• I am aware that I must earn a grade of C or higher in many of my major courses completed at UNCG and that I must maintain a 2.5 overall GPA to advance in the program and a 2.7 to qualify for student teaching in the BK concentration and 2.5 to student teach in the Early Care and Education concentration. (See BK Handbook for courses requiring a C or better.)
• I understand that completing a bachelor’s degree is a serious commitment and I will make my education one of my main priorities. I am aware of the necessity of self-motivation and time-management skills needed to complete an online degree program.
• I will maintain ongoing and respectful communication with my instructors and advisors and seek assistance from them, and then the program director, if I feel I am falling behind in classes.
- I will communicate with my academic advisor every semester during advising to discuss my academic progress and career goals. Note: academic advisors are not financial aid counselors and students will need to contact the Financial Aid office for assistance related to financial aid and tuition.
- I understand that HDFS has Technical Standards that include academic requirements and non-academic criteria that must be met and are essential to become a teacher of children from birth through kindergarten. (See BK Handbook for Technical Standards)
- I understand online courses are taught asynchronously and synchronously and that I am responsible to go online to “attend” synchronous classes at their designated class meeting time.
- I understand that I am required to take courses that include a practicum placement: HDF 420, 440, 450/460 and 470. I confirm that I have read the practicum policy and understand my obligations in these courses. (Note: all practicum placements require Liability Insurance, BIB Criminal Background check and TB testing. Additionally, SES 460 and HDF/SES 468 also require Liability Insurance and a BIB.)
- I understand that there is a Candidate Disposition process that evaluates the conduct and attitudes of BK and ECE students. As a part of Candidate Dispositions, all communications with instructors and advisors are to be respectful and appropriate when face-to-face, on the phone and by email.
- I understand that if I am in the BK Licensure concentration I must take and pass the Praxis 1 (PPST) exam at least one year prior to student teaching and the Praxis II during the last semester of my degree.
- I understand that a Plan of Study is not a guarantee of a graduation timeline, and students are expected to follow the POS agreed upon by the student and the advisor
- I understand that I am responsible for completing the secondary admissions process in order to be an HDFS major, the application process for student teaching, and the application for graduation in a timely fashion. Deadlines for these application processes are published by the Department and the University, and I am responsible for knowing and meeting all required deadlines.
  - I recognize my responsibility to uphold the Academic Integrity Policy on assignments in all classes:
    1. My words and actions will reflect Academic Integrity.
    2. I will not cheat, lie or steal in academic matters.
    3. I will promote integrity in the UNCG community.

______________________________  ________________
Signature                      Date
Appendix O

Declaration of Understanding - BK Licensure Only Students

I, _____________________________________, understand that I intend to apply for admission into the School of Health and Human Sciences BK Licensure Only program in the Department of Human Development and Family Studies, and that I am expected to apply myself in all classes. In addition, I am aware of the following department guidelines for the HDFS BK LO program:

- I am aware that I must earn a grade of C or higher in many of my major courses completed at UNCG and that I must maintain a 2.5 overall GPA to advance in the program and a 2.7 to qualify for student teaching. (See BK Handbook for courses requiring a C or better.)
- I understand that earning a NC teaching license is a serious commitment and I will make my education one of my main priorities. I am aware of the necessity of self-motivation and time-management skills needed to complete a licensure program.
- I understand that although courses are taught asynchronously and synchronously online, I am not guaranteed a seat in online sections of courses and that I may have to take face-to-face sections of required courses.
- I will maintain ongoing and respectful communication with my instructors and advisors and seek assistance from them, and then the program director, if I feel I am falling behind in classes.
- I will communicate with my academic advisor every semester during advising to discuss my academic progress and career goals. Note: academic advisors are not financial aid counselors and students will need to contact the Financial Aid Office for assistance related to financial aid and tuition.
- I understand that HDFS has Technical Standards that include academic requirements and non-academic criteria that must be met and are essential to become a teacher of children from birth through kindergarten. (See BK Handbook for Technical Standards)
- I understand that I am required to take courses that include a practicum placement: HDF 420, 440, 460 and 470. I confirm that I have read the practicum policy and understand my obligations in these courses. (Note: all practicum placements require Liability Insurance, BIB Criminal Background check and TB testing. Additionally, SES 460 and HDF/SES 468 also requires Liability Insurance and a BIB.)
- I understand that there is a Candidate Disposition process that evaluates the conduct and attitudes of BK students. As a part of Candidate Dispositions, all communications with instructors and advisors are to be respectful and appropriate when face-to-face, on the phone and by email.
I understand that in order to be granted a NC Teaching License I will need to take the Praxis II in the last semester of my program.

I understand that a Plan of Study is not a guarantee of a program completion timeline, and students are expected to follow the POS agreed upon by the student and the advisor.

I understand that I am responsible for completing the application process for student teaching in a timely fashion. The deadline for this application process is published by the Department and the University, and I am responsible for knowing and meeting that required deadline.

- I recognize my responsibility to uphold the Academic Integrity Policy on assignments in all classes:
  1. My words and actions will reflect Academic Integrity.
  2. I will not cheat, lie or steal in academic matters.
  3. I will promote integrity in the UNCG community.

_________________________________________  _______________________________________
Signature                                      Date