

*Auditory Oral/Birth-Kindergarten*  
Education of Deaf Children  
Specialized Education Services

Student Handbook

Revised September 2010

Supplement to the *UNCG Teacher Education Handbook*



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**  
*Inspire. Change.*

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## **Auditory Oral/Birth-Kindergarten Program Description**

The Auditory Oral/Birth-Kindergarten concentration in the Education of Deaf Children major provides audition and spoken language development training at the undergraduate level for teachers of infants, toddlers, and young children who are deaf and hard of hearing. Students completing the program will be eligible for NC licensure in Education of the Deaf (K-12) and Birth-Kindergarten (0-5).

Currently, there is a severe shortage of personnel prepared to facilitate the auditory and spoken language development of infants, toddlers, and young children who are deaf and hard of hearing. This concentration will alleviate the critical shortage of teachers trained to work with infants and young children who are deaf and hard of hearing using an auditory oral communication focus.

Students completing this concentration will gain theoretical and applied knowledge from child development, early childhood education, psychology, nursing, social work, audiology, speech science, developmental linguistics, and counseling. Students will demonstrate an understanding of the importance of viewing the child and family as a unit, and of the multiple systems that interact within the family to influence behavior. Both an understanding of family systems and interrelationships among multiple disciplines are necessary for students to be prepared to provide early intervention services for infants and young children who are deaf and hard of hearing utilizing an auditory oral focus.

Students will also demonstrate the knowledge and skills necessary to implement auditory oral and early childhood teaching practices when providing early intervention and preschool services for infants, toddlers, and young children who are deaf and hard of hearing and their families from diverse cultural backgrounds.

### ***Auditory Oral/Birth-Kindergarten Program Philosophy***

The philosophy of the Auditory Oral/Birth-Kindergarten teacher preparation program at the University of North Carolina at Greensboro is based on the belief that children who are deaf and hard of hearing are well served by programs offering numerous opportunities to acquire spoken language, that all children have access to inclusive early childhood programs, and that the family is the child's first and most important teacher.

### ***Auditory Oral/Birth-Kindergarten Program Goals***

1. To provide undergraduate preparation in the education of young children who are deaf and hard of hearing using an auditory oral approach and in the education of children ages birth to five years with and without disabilities.
2. To prepare students to complete the requirements for a Bachelor of Science in Education degree from the University of North Carolina at Greensboro.
3. To prepare students for "A" licensure in Birth-Kindergarten and B-12 Deaf/Hard of Hearing by the North Carolina Department of Public Instruction.

### ***Auditory Oral/Birth-Kindergarten Program Objectives***

The Auditory Oral/Birth-Kindergarten concentration in the Education of Deaf Children strives to prepare teachers who have the knowledge and skills necessary to implement auditory oral and early childhood teaching practices while providing early intervention and preschool services for infants, toddlers, and young children who are deaf and hard of hearing and their families from diverse cultural backgrounds. Specifically, the objectives of the program are as follows:

#### ***Key Program Competency Areas and Objectives***

- 1.0 Demonstrating theoretical and applied knowledge from child development. Early childhood education, psychology, nursing, social work, audiology, speech science, developmental linguistics, and counseling
- 1.1 Demonstrate knowledge of potential impacts of general and specific disabilities, delays, or risk factors on the different domains of development.
- 1.2 Demonstrate understanding of the interrelatedness of all domains of human development for both typical and atypical children.
- 1.3 Demonstrate knowledge of the health, medical, and physical needs of individual children when preparing the learning environment.
- 1.4 Demonstrate an understanding of the effects that onset of hearing loss, age of identification, and provision of services have on the development of the child who is deaf or hard of hearing.
- 1.5 Identify typical developmental patterns in auditory functioning, communication, speech and language, cognitive functioning, and psychosocial functioning.
- 1.6 Identify the components of an acoustically appropriate classroom.
- 1.7 Identify the proper procedures for routine care, maintenance, and use of group and individual amplification equipment.
- 2.0 Demonstrating the knowledge and skills necessary for working with children and families as a unit.
- 2.1 Support and facilitate family/child interactions as primary contexts for learning and development in infants and toddlers.
- 2.2 Demonstrate skills in establishing and maintaining effective communication and collaborative relationships with families and caregivers for the purpose of enhancing the development of the child.
- 2.3 Demonstrate competence in identifying family concerns, priorities, and resources for families from diverse cultural environments.
- 2.4 Demonstrate an understanding of the effects of families and/or primary caregivers on the overall development of the child who is deaf or hard of hearing.
- 2.5 Demonstrate and understanding of the effects of communication on the development of family relationships and strategies used to facilitate communication in families with children who are deaf or hard of hearing.
- 2.6 Provide families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children who are deaf or hard of hearing.
- 2.7 Facilitate communication between the child who is deaf or hard of hearing and his or her family and/or other caregivers.

- 3.0 Facilitating interdisciplinary intervention to infants, toddlers, and young children who are deaf and hard of hearing and their families.
- 3.1 Integrate knowledge and strategies from professional team members (e.g., speech and language pathologists, physical therapists) in design and implementation of structured and unstructured learning activities for infants and toddlers.
- 3.2 Demonstrate knowledge of a range of agency services, program options, curricula, and materials for families of young children and assist families in the selection process.
- 3.3 Demonstrate knowledge of interagency relationships in early intervention.
- 3.4 Facilitate coordination of support personnel to meet the diverse communication needs of the student who is deaf or hard of hearing and his or her primary caregivers.
- 4.7 Identify basic linguistic, auditory, educational, and psychosocial needs and their implications in providing services.
- 4.0 Demonstrating the knowledge and skills necessary to implement auditory oral and early childhood teaching practices.
- 4.1 Demonstrate knowledge and skill in fostering high quality interactions with children during play and in guiding children's inquiry and discovery.
- 4.2 Apply developmental principles to the process of establishing guidelines for children's behavior that maximize self-control, problem solving, and independence.
- 4.3 Facilitate cognitive and communicative development in students who are deaf or hard of hearing consistent with program philosophy.
- 4.4 Demonstrate the ability to modify incidental language experiences to fit the visual and other sensory needs of children who are deaf or hard of hearing.
- 4.5 Develop tasks appropriate for development of higher-level thinking and conceptual development of children who are deaf and hard of hearing.
- 4.6 Identify and implement major curricular modifications necessary for children who are deaf and hard of hearing and multi-handicapped.
- 4.7 Identify and selecting the essential intervention methods, techniques, materials, and equipment appropriate children who are deaf and hard of hearing.
- 5.0 Demonstrating the knowledge and skills necessary for assessment and educational planning for young children and their families.
- 5.1 Demonstrate competency in assessing typical and atypical development of children for the purposes of providing for individual needs and guiding young children appropriately.
- 5.2 Demonstrate competency in the administration, modification, and interpretation of at least one instrument in each of several types of data collection (e.g., screening, developmental assessment, informant interview, behavior rating scales, anecdotal note-taking, and play observation).
- 5.3 Administer appropriate assessment tools utilizing the natural/native/preferred language of the student who is deaf or hard of hearing.
- 5.4 Identify evaluation instruments appropriate for children who are deaf and hard of hearing.
- 5.5 Use evaluation results to develop instructional strategies.

### ***Auditory Oral/Birth-Kindergarten Program Competencies***

Graduates of the program will acquire competencies recognized by:

- Council on Education of the Deaf
- AG Bell Association for the Deaf and Hard of Hearing
- Auditory-Verbal International, Inc.
- Division for Early Childhood of the Council for Exceptional Children
- NC Department of Public Instruction
- National Association for the Education of Young Children

*And other competencies directly related to Birth-Kindergarten and Hearing Impaired K-12*

## **Project Duet**

The AO/BK Program offers financial support through a competitive federal grant fund available to students who meet certain criteria. After applying and gaining admission to teacher education through the Teacher's Academy, full-time students in the AO/BK program can apply for fall and spring grant funds through the grant project coordinator, Carol W. Jordan. Applications are available at any time and generally due by mid semester for review and acceptance for the following semester. Through the grant program, Project Duet, students receive paid tuition and a stipend to be used on books, professional development opportunities, etc.

Students participating in Project Duet are matched with families with whom they will gain greater experience working with young children with hearing loss and their families. Grant recipients also participate in professional seminars each semester where current topics are addressed. Students are supported by faculty and staff as well as provided links to resources in the community.

After graduation, students receiving funding through Project Duet work in settings with young children with hearing loss for one year per semester of funding in order to fulfill service obligations. A student receiving funding for a 2 year period would work 4 years in the field in order to satisfy the requirements set forth in the grant.

## **AO/BK Program Requirements**

### ***Required Coursework***

#### **General Education Requirements**

*Students are required to meet General Education Requirements as outlined in the Fall, 2010 and subsequent Undergraduate Bulletins, located online at <http://www.uncg.edu/reg/Catalog/current/default.html>.*

## School/Department Requirements

*The following foundation courses should be taken early in the Auditory Oral/B-K program:*

HDF 212 Families and Close Relationships  
HDF 302 Infant and Child Development in the Family  
SES 240 Communication Development in Children

*Education of Deaf Children Courses (32 semester hours)*

CSD 334 Introduction to Audiology  
SES 245 History and Culture of Deafness  
SES 460 Home-School Partnerships for Students with Exceptional Needs  
SES 450 Audition Development of Deaf Children  
\*SES 451 Spoken Language Facilitation in Deaf Children (4 sh)  
\*CSD 557 Pediatric Aural Rehabilitation  
\*SES 483 Instructional Methods: Students with Hearing Loss  
\*SES 578 Teaching Language to the Deaf

***\* indicates requirement of Admission to Teacher's Academy/ Teacher Education with a minimum of a 2.75 GPA prior to enrollment***

*Birth-Kindergarten Courses (23 semester hours)*

HDF 315 Assessment and Planning  
SES/HDF 425 Infant and Toddler Programs: Foundations and Methods (4 sh)  
SES/HDF 435 Preschool/Kindergarten Curriculum (4 sh)  
SES/HDF 441 Young Children's Learning Environments  
SWK 584 Social Services for Children **or** SWK 491 Family-Centered Interdisciplinary Practice: System of Care  
HDF 440 Birth to Kindergarten Teaching Practicum II  
HDF/SES 341 Social Competence in Inclusive Settings  
HDF/SES 468 Diversity in Inclusive Care

*Teacher Licensure Requirements (23 semester hours)*

LIS 120 Introduction to Technology in Educational Settings  
TED 516 Emergent Literacy and Literature  
ELC 381 The Institution of Education  
NUR 345 Basic Health Management of Children **or** HEA 201 Personal Health  
SES 242 Introduction to Exceptional Children (2 sh)  
SES 461 Student Teaching Internship (12 sh)

*Elective: (3 semester hours from the following courses)*

MUS 361 Music for the Classroom Teacher  
ART 367 Child Art and Teaching  
SES 101 American Sign Language I

### **Field Experience and Observations**

A minimum of 110 hours of field experience is required throughout the program. Field experience is required in three of the Education of the Deaf courses (SES 450, SES 451, and SES 483), and in four of the B-K concentration courses (HDF 425, HDF 435, HDF 441, and HDF 452). Course instructors assist with the arrangement of field experience sites and will provide additional information regarding field experience requirements.

During the student teaching semester, students register for SES 461-02, Internship in Teaching the Deaf/Auditory Oral/B-K concentration. Students will participate in 15 weeks of student teaching under the guidance of a cooperating teacher and University supervisor. Inclusive settings serving young children who are deaf and hard of hearing using an auditory oral approach will be the first choice for student teaching placements. When this is not possible, students will participate in an auditory oral setting for 10 weeks and in an inclusive setting serving young children with and without disabilities for 5 weeks.

Although consideration is given to students' preferences, it is not always possible to place students at a requested site. Students are responsible for their own transportation and housing both for all practicum experiences and the student teaching internship. Due to the specific nature of this program, acceptable student teaching placements may be outside the immediate area.

### **Admissions Procedures**

Initial admission procedures for all programs are managed by the Admissions Office of the University of North Carolina at Greensboro, 123 Mossman Building, UNCG, Greensboro, NC, 27402, (336)334-5234 (voice) or online at <http://web.uncg.edu/adm/>. Once admitted, students should declare a major in Education of Deaf Children, Auditory Oral/Birth-Kindergarten immediately. Students who have not declared a major or who wish to change a major should do so in the Student Academic Advising Office in 324-A Curry Building. Education of Deaf Children majors with an Auditory Oral/Birth-Kindergarten concentration, like all students seeking teacher licensure, must complete an application for admission to Teacher Education **and** to Student Teaching.

## AO/BK Proposed Course Sequence - REVISED

### **FRESHMAN - FALL SEMESTER (15 hrs)**

GPR (3) Philosophical Perspectives  
 ENG 101 English Composition  
 GNS (3) Natural Science  
 MAT 112 Math  
 GHP (3) Historical Perspectives

### **FRESHMAN – SPRING (15 hrs)**

GRD (3) Reasoning & Discourse  
 GFA (3) Fine Arts  
 GNS (3-4) Natural Science (and Lab)  
 GLT (3) Literature  
 GL/GN (3) Global/Non-Western

### **SOPHOMORE - FALL SEMESTER (16 hrs)**

GLT/GFA/GPR (additional)  
 GL/GN (3) Global/Non-Western  
 GL/GN (3) Global/Non-Western  
 GN (3) Non-Western  
 CSD 295 Fund. Of Speech and Lang. Analysis  
 LIS 120 Intro to Technology in Ed. Settings\*\*

### **SOPHOMORE – SPRING (18 hrs)**

SES 240 Comm. Dev in Children  
 HDF 302 Infant/Child Dev  
 SES 242 Intro Excptl Child\*\*  
 SES 460 Home School Partnerships  
 HDF 212 Family & Close Rel\*\*  
 ELC 381 Institution of Educ\*\*

Students are to apply for the Teachers Academy by the spring of their sophomore year, but no later than the fall of their junior year. This precedes application for student teaching. *Admission requirements: minimum scores on SAT/ACT and 2.75 GPA.*

### **JUNIOR - FALL SEMESTER (19 hrs)**

SES/HDF 425 Infants/Toddlers Dev., Learning, Cur.  
 SES 245 Intro to Deaf Culture  
 NUR 345 Health Mgt Child or HEA 201\*\*  
 CSD 334 Intro to Audiology  
 HDF 315 Assessment & Planning (4 s.h.)  
1 course from following:  
 MUS 361 Music for the Classrm Tchr  
 ART 367 Child Art and Teaching  
 SES 101 American Sign Language I (recommended)

### **JUNIOR – SPRING (18 hrs)**

SES/HDF 435 Preschool: Dev., Learning, Cur.  
 TED 516 Literature & Literacy  
 SWK 491/584 Family-Centered Services\*\*  
 SES 450 Aud. Development  
 CSD 557 Pediatric Aural Rehabilitation\*  
 HDF 440 Birth to Kindergarten Practicum II

### **SENIOR - FALL SEMESTER (16 hrs)**

SES 578 Lang. Teaching Methods: Deaf Students\*  
 SES 483 Instructional Methods: Stu w/Hearing Loss\*  
 SES/HDF 341 Inclusive Settings  
 SES 451 Spoken Lang. Facilitation. (4 s.h.)\*  
 HDF/SES 468 Diversity in Inclusive Care

### **SENIOR – SPRING (12 hrs)**

SES 461-02 Student Teaching\*

\*\* = *Teacher Education requirements*

*\*Indicates requirement of admission to the Teacher's Academy/ Teacher Education and 2.75 GPA prior to enrollment*

## Procedures for Teacher Education and Licensure

### Education of Deaf Children: Auditory Oral/Birth-Kindergarten Concentration

Auditory Oral/Birth-Kindergarten teacher education students are expected to become familiar with all policies and procedures associated with seeking licensure and must be certain all deadlines are met on time. Please read and adhere to the following procedures and guidelines.

**Admission to Teacher Education must be completed at the end of the sophomore year or the beginning of the junior year. Acceptable scores on the PPST I (Pre-Professional Skills Test) or the ACT/SAT are required for admission to Teacher Education. Students must be admitted to Teacher Education before they can apply to Student Teach, which must be done at least one year in advance of the student teaching internship. Students are responsible for meeting all deadlines for application and admission to Teacher Education and Student Teaching.**

**1. Meet with your advisor in the Education of Deaf Children.**

**Deadline:** First week of your first semester on campus or as soon as you declare a major in Education of Deaf Children, Auditory Oral/Birth-Kindergarten concentration. Be sure to also schedule an appointment and meet with your advisor during registration each semester.

**2. Purchase and become familiar with the *Teacher Education Handbook* available at the counter of the UNCG bookstore, or online.**

**Deadline:** First semester you are on campus.

**Note:** You must purchase the *Teacher Education Handbook*, as it provides information not available in this handbook.

**3. Register, take, and pass the Praxis I: Pre-Professional Skills Tests (PPST), Reading, Writing and Math, OR the Computer-Based Equivalent (CBT) at ProMetrics; OR provide acceptable scores on the ACT or SAT.**

Current minimum scores for the PPST are as follows:

Written or Computer

PPST Reading 176 CBT Reading 323

PPST Writing 173 CBT Writing 319

PPST Math 173 CBT Math 318

For details regarding registration for the Praxis I, go to the Student Advising and Recruitment Center (SARC, 324 Curry Bldg.) where you will be able to obtain the examination registration booklet (*Praxis Series Bulletin*) which contains current information regarding fees and application deadlines. You may also get registration and other information at the following website: [www.ets.org/praxis](http://www.ets.org/praxis)

**Deadline:** No later than the second semester of the sophomore year. If you are a junior transfer, no later than your second semester on campus. Check registration and test administration dates during the first week of the fall semester.

**NOTE:** *Until students pass the PPST or CBT Tests, or can show acceptable scores on the ACT or SAT, they cannot be admitted to Teacher Education.*

4. ***Apply for admission to UNCG Teacher Education by filing an application available in the Teacher's Academy, 3<sup>rd</sup> floor Curry Building.***  
**Deadline for non-transfers:** End of sophomore year or upon junior status with a GPA of at least 2.75 and minimum scores on the PPST, CBT, ACT, or SAT tests.  
**Deadline for transfers:** Upon completion of at least 12 semester hours at UNCG with a GPA of at least 2.75 and minimum scores on the PPST, CBT, ACT, or SAT tests.  
**\*\*Students must have passed SES 250, in addition to maintaining a GPA of 2.75.**  
**\* Admission to the Teacher's Academy/ Teacher Education is required for admission into SES 451, SES 483, SES 578 and CSD 557**
5. **Review your Degree Evaluation online through UNCGenie and discuss with your advisor during registration.**  
**Deadline:** During first semester of junior year.
6. **Apply for Admission to Student Teaching by filing an application in the Teachers Academy (Curry 321), including the Piedmont Alliance form.**  
**Deadline:** Application forms must be submitted between **January 15 and February 15 the year before** you plan to student teach.

The university student teaching placement coordinator discusses possible and preferred placement sites of prospective student teachers with the public school placement coordinator.

***However, final authority for placement sites rests with the public school placement coordinator, NOT the university.*** Until the university supervisor notifies student teachers that a particular request has been confirmed, students are NOT to contact the school or classroom cooperating teacher.

Applicants who are denied admission to teacher education and/or student teaching and believe that an error has been made in determining the status of their application should discuss this with their advisor. Applicants choosing to file a formal appeal should pick up a form in the Teachers Academy (Curry 319 or 321). Appeals begin at the departmental level but must end at the Teachers Academy level.

**Note:** As of September 1998, students wanting to student teach in Guilford County Schools must complete a Criminal Records Check Form. Guilford County Schools may deny a student teaching placement based on the results of the criminal records check.

7. **Complete Technology Requirements as outlined by the state of North Carolina**  
**Basic Competencies - Successfully complete LIS/CUI 120 or prepare a section of the teaching portfolio that covers the basic competencies.**  
**Advanced Competencies: Demonstrate mastery through the development of an advanced technology portfolio that will be evaluated by a team of university and public school educators. These competencies are embedded in the professional courses required by each program.**

8. **Go to Career Services (Optional) to start your Credential File (208) Foust Building - 334-5454).**  
**Deadline:** Semester prior to student teaching.
9. **Check status of Credential File and see Career Counselor (Optional)**  
**Deadline:** During and after student teaching.
10. **Apply for teacher licensure in the Teachers Academy (319 Curry).**  
**Deadline:** Four to six weeks before degree is completed. DO NOT mail anything to Raleigh!

## CHECK LIST: Requirements for Licensure

<u>Requirements</u>	<u>Date</u>
<b>Initial contact with advisor</b>	_____
<b>Purchase Teacher Education Handbook from bookstore</b>	_____
<b>Obtain copy of program specific handbook</b>	_____
<b>Praxis I, PPST or CBT Equivalent</b>	
Registered for exam	_____
Took exam	_____
Passed exam	_____
<b>Course audit and conference with advisor</b>	
Made appointment	_____
Completed	_____
<b>Admission to UNCG's Teacher Education Program</b>	
Filed application in the Teacher's Academy	_____
Accepted into the Teacher Education Program	_____
<b>Admission to Student Teaching</b>	
Filed application in the Teachers Academy	_____
Piedmont Alliance Form completed	_____
Accepted into Student Teaching	_____
<b>Technology requirements completed (e.g., LIS 120)</b>	_____
<b>Application for graduation</b>	_____
<b>Career Services (optional)</b>	
Initiated Credential File	_____
Checked status of credential file	_____
Appointment with career counselor	_____
Met with career counselor	_____
<b>Applied for Licensure in the Teachers Academy</b>	_____

## Student Teaching Requirements and Information

### **Education of the Deaf: Auditory Oral/Birth-Kindergarten Concentration**

Students will spend five days each week in student teaching activities (approximately 35-40 hours on site) per week. The precise times for student teacher arrival and departure will be determined by the regular schedule of the internship site. Hours per week include the following: direct service, planning time, staff meetings, meetings with families, IEP meetings, home visits, or relevant conferences (approved by the University Supervisor). Students will complete 16 weeks of student teaching in an inclusive BK setting with children receiving auditory oral input and children who do not have disabilities of any kind. If this is not possible, a Birth-Kindergarten/Auditory Oral rotation or an Auditory Oral/Birth-Kindergarten rotation will take place. Ten weeks will be spent in the auditory oral placement, and six weeks will be spent in the BK placement. The student teacher will follow the calendar for the school site (not the UNCG semester calendar).

Absences are strongly discouraged. In case of the student teacher's absence due to illness or emergency, the student teacher is responsible for notifying the cooperating teacher (the night before or early morning the days of absence), and the university supervisor. Permission must be obtained in advance from the student teacher's university supervisor and the cooperating teacher for any absence not due to illness or emergency. Such permission must be obtained 5 days in advance of the absence. **Unexcused absences must be made up before credit can be given for the course.** Should the university give the student teacher permission to attend meetings that would necessitate their absence from student teaching, cooperating teachers will be notified by the university supervisor at least one week in advance of the absence. The student teacher will notify the school site if he/she is unavoidably delayed in arriving in the morning. If tardiness occurs, the cooperating teacher will discuss this with the student teacher, and if the problem persists, the university supervisor will be informed.

**Students will be required to complete a teaching portfolio as well as other assignments during the student teaching semester.** Information regarding the professional portfolio may be found in the appendix of this handbook. Guidelines for additional assignments will be provided in an orientation meeting prior to student teaching or in the student teaching syllabus provided by your assigned university supervisor for that course (SES 461-02).

### **Suggested Weekly Timeline**

#### **Week 1**

- Participate in placement planning meeting with cooperating teacher and supervisor.
- Discuss and establish schedule with cooperating teacher.
- Become familiar with school policies, procedures, routines, personnel.
- Participate in planning meeting in preparation for Week 2.
- Implement and evaluate activities and routines planned by cooperating teacher.
- Write and distribute a letter of introduction to parents.  
Complete First Diversity Walk-through.
- Turn in table of previous placements to instructor.

#### **Week 2**

- *Assist* cooperating teacher in planning, implementing, and evaluating at least 2 activities each day (one large group and one small group).

- Implement and evaluate with the cooperating teacher other activities and routines planned by the cooperating teacher.
- Generate a calendar with cooperating teacher reflecting due dates for assignments in SES 461-02.
- Participate in planning meeting in preparation for Week 3.

### **Week 3**

- *Assist* cooperating teacher in planning, implementing, and evaluating all activities.
- *Independently* plan, implement, and evaluate at least one large group and one small group plan each day.
- Lead planning meeting in preparation for Week 4.
- Begin to plan with cooperating teacher for lead teaching week.

### **Week 4**

- Begin lead teaching responsibilities (lead teaching means taking the primary responsibility for planning, implementing, and evaluating all classroom activities with input from the cooperating teacher and teaching assistant).
- Keep record of plans and evaluations.
- Lead planning meeting in preparation for Week 5.

### **Week 5**

- Continue lead teaching responsibilities. Participate in mid-term placement evaluation meeting.
- Keep record of plans and evaluations.
- Lead planning meeting in preparation for Week 6.

### **Week 6**

- Continue lead teaching responsibilities. Keep record of plans and evaluations.
- Participate in planning meeting in preparation for Week 7.

### **Week 7**

- Continue lead teaching responsibilities. Keep record of plans and evaluations.
- Participate in planning meeting in preparation for Week 8.

### **Week 8**

- *Independently* plan, implement, and evaluate one large group and one small group each day.
- Continue lead teaching responsibilities. Keep record of plans and evaluations.
- Participate in planning meeting in preparation for Week 8.

### **Week 9**

- Continue lead teaching responsibilities. Keep record of plans and evaluations.

### **Week 10**

- Continue lead teaching responsibilities. Keep record of plans and evaluations.
- Participate in an end-of-placement evaluation meeting.
- Complete evaluation forms.
- Contact next placement site.
- *Assist* cooperating teacher in planning, implementing, and evaluating at least 2 activities each day (one large group and one small group).
- Implement and evaluate with the cooperating teacher other activities and routines planned by cooperating teacher.
- Participate in planning meeting in preparation for Week 11.

**Week 11**

- Discuss and establish schedule with cooperating teacher.
- Become familiar with school policies, procedures, routine, personnel.
- Participate in placement planning meeting with cooperating teacher and supervisor.
- Generate a calendar with cooperating teacher reflecting due dates for assignments in SES 461.
- Participate in planning meeting in preparation for Week 12.
- Implement and evaluate activities and routines planned by cooperating teacher.
- Write and distribute a letter of introduction to parents.

**Week 12**

- *Independently* plan, implement, and evaluate at least one large group and one small group plan each day.
- *Assist* cooperating teacher in planning, implementing, and evaluating at least 2 activities each day (one large group and one small group).
- Participate in planning meeting in preparation for Week 13.
- Begin to plan with cooperating teacher for lead teaching weeks.

**Week 13**

- Begin lead teaching responsibilities (lead teaching means taking the primary responsibility for planning, implementing, and evaluating all classroom activities with input from the cooperating teacher and teaching assistant). Keep record of plans and evaluations.
- Lead planning meeting in preparation for Week 14.

**Week 14**

- Continue lead teaching responsibilities.
- Participate in mid-term placement evaluation meeting.
- Participate in planning meeting in preparation for Week 15.

**Week 15**

- Continue lead teaching responsibilities. Keep record of plans and evaluations.
- Participate in an end-of-placement evaluation meeting.
- Complete evaluation forms.

## Teaching Portfolio Requirements & Information

*The University of North Carolina Greensboro has very recently implemented the use of TaskStream, an online service which assists in the building of electronic professional portfolios. Because this system is new to the university, there are likely to be some glitches, and we ask for your patience and professionalism while we all work through these.*

In the past, creating a teaching portfolio has been a time-consuming challenge for students. But in the age of technology, most universities have moved toward replacing the very large, 3-ring binder style with electronic portfolios. TaskStream, an online service provider of portfolio builders has been this university's choice and should make the process a lot easier than it has been for students in the past. The main reason for that is you will have been submitting your assignments on Task Stream for a variety of courses throughout the program; to add these assignments as evidence in your portfolio, you simply click on them! Another advantage of using TaskStream is that you will be able to put your entire portfolio on a disc, so you will be able to make multiple copies to distribute to potential employers upon graduation. This is highly preferable to dragging around a heavy 3-ring binder!

Your university supervisor for student teaching will make the final decisions about requirements for your portfolio; however, here are a few guidelines to keep in mind:

1. The Teaching Portfolio is to be presented **no earlier** than the semester of your student teaching. One reason for this is that you are expected to include assignments completed throughout the semester of student teaching as evidence in your portfolio.
2. The Teaching Portfolio represents what YOU KNOW about child development, education of deaf children, technology, teaching practices, etc. Therefore, you will be expected to save ALL of your projects and assignments as possible evidence for your portfolio, not just those required in specific courses.
3. Unlike most education programs, the Auditory Oral/Birth-Kindergarten teaching portfolio reflects TWO sets of core standards – Birth-Kindergarten *and* Education of the Deaf. With guidance, you will be required to provide evidence of your competency in both areas. Keep in mind that standards are often revised by state and national organizations to stay up-to-date, which *might* mean that there will be new assignments added to your portfolio. Your university supervisor will keep you informed of any changes that might occur.
4. In addition to the two sets of core standards, the technology portfolio will also need to reflect competencies in technology and diversity.
5. A reflection must be written for each standard addressed. The reflection should 1) provide a description of the evidence you have provided, 2) address how the evidence fulfills the specific competency/standard, 3) explain what you learned while collecting the evidence (or completing the project/assignment), 4) and explain how you will use this information in your work with children, families, and other professionals.

Your university supervisor during student teaching will provide more information on the specifics of completing the teaching portfolio requirements. *Each student teacher is required to complete their TaskStream portfolio in order to receive clearance for graduation.*

## Important Names and Numbers

### *Specialized Education Services*

- Kathryn Aldridge, M.Ed., AO/BK Project Coordinator 3607M Moore Bldg. (336) 256-0497
- Mary V. Compton, Ph.D., 317 Ferguson (336) 334-3771
- Judy Niemeyer, Ph.D., 204 Ferguson (336) 334-3447
- Marilyn Friend, Ph.D., Department Chair, 212 Ferguson (336) 256-0153

### *The Teachers Academy*

- Dr. Betty C. Epanchin, Director and Associate Dean for Teacher Education/School Relationships 318 Curry 334-3412
- Dr. Cheryl Greenberg, Assistant Director 322 Curry (336) 334-4004
- Ms. Deb Ackerman, Licensure Coordinator 321 Curry (336) 334-3415
- Mrs. Carol-Ann Walker-Resch, Field Placements Coordinator (336) 334-4004

**Student Academic Services** 159 Mossman (336) 334-5730

**Registrar's Office** 180 Mossman (336) 334-5946

**Career Services**, Ms. Leslie Nguyen, 1 Elliot (336) 334-3764

### **School of Education Student Advising and Recruitment Center,**

Ms. Stephanie Davis, Director 341-B Curry (336) 334-3408

## **FOR PRAXIS INFORMATION:**

Prometric (CBT testing information) (336) 854-4230

Also, see the Teacher Education home page on the UNCG web site for more information on registering for the PRAXIS.

The PRAXIS-I is a required test that can be taken on a computer or with pen and paper. The PRAXIS-II is optional and only available to take with pen and paper. The PRAXIS-II provides teachers with a "Highly Qualified Status."