



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

**North Carolina Department of Public Instruction
National Council for Accreditation of Teacher Education**

Birth-Kindergarten Specialty Area Report

Authors:

Judy Niemeyer, Ph.D.

Deb Cassidy, Ph.D.

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Section I: Program Overview

Levels Offered

The Birth-Kindergarten (BK) program includes undergraduate, licensure only, and graduate licensure programs. Inclusive educational programs in Birth through Kindergarten are seen as the most appropriate and expeditious approach to both the education and licensure of professionals to work with young children with and without disabilities and their families. The BK programs are interdisciplinary in nature.

Program Coordinators

Drs. Deborah Cassidy and Judith Niemeyer serve as co-coordinators of the BK program. Dr. Cassidy is a full time faculty member in Human Development and Family Studies with licensure in BK and Dr. Judith Niemeyer is full time faculty member in the Department of Specialized Education Services with a teaching license in BK.

BK Undergraduate Degree Program

The BK undergraduate program on the UNCG campus is administratively housed in the Department of Human Development and Family Studies. The expertise of HDFS in this disciplinary area was such that we were not required to have approval for a separate and new track within the major; instead licensure was added on to the core Preschool Education track already in existence. Approved in March, 1993, for Temporary Authorization and in 1998 for full authorization by the North Carolina State Department of Public Instruction, the Birth through Kindergarten license at the undergraduate level is an option within the Human Development and Family Studies major in the Department of Human Development and Family Studies (HDFS) in the School of Human Environmental Sciences. The Birth through Kindergarten concentration is one of four options within the Human Development major.

To preserve the interdisciplinary focus of the program, the undergraduate program is governed by the BK Interdisciplinary Committee and Program Coordinators are from Human Development and Family Studies (HDFS) and Specialized Education Services (SES). Other members of the committee include representatives from Specialized Education Services, Curriculum and Instruction, HDFS, Social Work, Nursing, and Exercise and Sports Science. Matters of policy as well as logistical issues such as course scheduling are handled by this committee. The Department Chairs of HDFS and SES serve as ex-officio members. In addition, the three primary methods courses (SES/HDF 425, 435, 441) in the undergraduate program are team taught by instructors in HDFS and SES. In these interdisciplinary courses, the two instructors are assigned sections that meet at the same time and day. The syllabi for the two courses are developed jointly, and the instructors work as a team. In addition, co-instructors include program faculty, clinical professionals, and/or parents in the respective departments.

All teacher preparation programs, including undergraduate, graduate, and licensure only programs, are part of the Teacher's Academy housed in the School of Education. The Teacher's Academy has a separate approval process for all undergraduate

students in any program on campus involved with licensing teachers. This is a two step process involving an application to the Teacher's Academy for admission and an application for student teaching. All placements for student teaching are coordinated through the Teacher's Academy.

BK Wake County Undergraduate Degree Completion Program and Licensure Only

The BK program offers licensure only and an off campus program completion in Wake Co. Post baccalaureates who have completed a four year degree with a cumulative GPA of 2.7 (increase from 2.5 as of June, 2005) can pursue the licensure only option. The licensure-only program requirements are determined through transcript evaluation with a range from 6-36 credit hours required to attain the license. Students who have completed a 2-year degree or are interested in licensure only can complete their 4-year degrees or the licensure only option in Wake County at the Wake Technical Community College Campus. All degree requirements are identical to the on campus program. Approximately four (4) courses per semester are offered in the Wake County Program.

Graduate Program

The Graduate BK program [Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BKISED)] is jointly sponsored by the Department of Human Development and Family Studies in the School of Human Environmental Sciences and the Department of Specialized Education Services in the School of Education. The BKISED (M.Ed.) builds on the competencies of the undergraduate program. The program is one of two M.Ed. degree programs in Human Development and Family Studies, which also offers an MS/Ph. D. program. The BKISED program is also one of two M.Ed. degree programs offered by the Department of Specialized Education Services which also offers a doctoral program in special education. The graduate program is also governed by an interdisciplinary committee comprised of members from HDFS and SES with the Coordinators representing both departments. All program and admission decisions are determined by this committee, whose responsibilities are:

- 1) To ensure that the curriculum is consistent with the interdisciplinary educational and developmental focus of the program.
- 2) To review applications to ensure that only high quality students are admitted.
- 3) To admit an equal number of students to each of the two participating departments and assign a BKISED faculty advisor from the department to which the student is assigned.
- 4) To supervise development of professional portfolios and schedule and participate in oral defenses of the portfolio.

In addition to this strong collaborative curriculum focus between the two co-sponsoring departments, students are encouraged to take courses in other departments such as Social Work, Curriculum and Instruction, Psychology, etc.

Undergraduate Program of Study

The BK undergraduate program is interdisciplinary in nature, combining the fields of Child Development, Family Studies, Early Childhood Special Education, Early Childhood Education, and General Education (which, in turn, include a combination of disciplines such as 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.

Thus, students in this program participate in a highly interdisciplinary and well coordinated program that both requires students to acquire the knowledge bases from multiple disciplines and also helps them integrate those perspectives into one that is functional for planning programs for young children. The final professional experience (student teaching) is the culminating experience for students in this program requiring them to synthesize and apply information from the various disciplines.

Table 1. Courses Required for Undergraduate BK program

Semester	Course Prefix & Number	Course Title	Credit Hours	Regular Instructor
Fall 1	HDF 211	Life Span Development in the Human Environment	3	Dr. Jonathan Tudge
Fall 1	HDF 212	Families & Close Relationships	3	Dr. Heather Helms
Fall 1	PSY 121	General Psychology	3	
Fall 1	MAT 112	Contemporary Topics in Mathematics	3	
Spring 1	HDF 250	Introduction to Birth through Kindergarten Education: Teaching in Early Care and Education Programs	3	Dr. Angela Cranor
Spring 1	HDF 302	Infant & Child Development in the Family	3	Dr. Esther Leerkes

Semester	Course Prefix & Number	Course Title	Credit Hours	Regular Instructor
Spring 1	*BIO 105/105L or 111 or *CHE 106/110	Major Concepts of Biology/Major Concepts of Biology Laboratory or Principles of Biology I or Introductory Chemistry/Introductory Chemistry Laboratory	4	
Spring 1	GEO 103 or 311	Introduction to Earth Science or Weather & Climate	3	
Fall 2	**HDF 409	Family Diversity	3	Dr. Mary Morgan
Fall 2	**HDF 410	Cultural Variations in Families & Children	3	Dr. Jonathan Tudge
Fall 2	***MUS 335	Music for the Preschool Child	3	Connie McKoy
Fall 2	***SES 135	Sign Language for the Deaf I	3	Angie Stratton
Fall 2	ESS 342	Teaching Motor Skills to Preschool Children	3	Dr. Tammy Schilling
Spring 2	SES 242	Introduction to Exceptional Children: Early Years	2	Dr. Judith Niemeyer, Dr. Belinda Hardin
Spring 2	NUR 345	Basic Health Management of Children	3	Dr. Kay Cowen
Spring 2	SES 240	Communication Development in Children	3	Dr. Mary V Compton
Spring 2	NTR 213	Nutrition Facts & Fantasies	3	
Fall 3	HDF 350	Birth through Kindergarten Education: Professional Seminar I	2	Dr. Karen LaParo
Fall 3	HDF/SES 425	Infant & Toddler Programs: Foundations & Methods	4	Dr. Linda Hestenes Ms. Kathryn Aldridge
Fall 3	HDF 452	Child Observation & Assessment	3	Dr. Angela Cranor
Fall 3	LIS 120	Introduction to Instructional Technology for Educational Settings	1	Jean Camp
Spring 3	HDF 360	Birth through Kindergarten Education: Professional Seminar II	1	Dr. Karen LaParo
Spring 3	HDF/SES 435	Preschool/Kindergarten Curriculum	4	Dr. Catherine Scott-Little, Dr. Belinda Hardin

Semester	Course Prefix & Number	Course Title	Credit Hours	Regular Instructor
Spring 3	HDF/SES 441	Young Children's Learning Environments	4	Dr. Deborah Cassidy/Dr. Belinda Hardin
Spring 3	SWK 584	Social Services for Children	3	Dr. Dana Beerman
Spring 3	CUI 516	Emergent Literacy & Literature	3	Dr. Francine Johnston
Fall 4	ELC 381	The Institution of Education	3	
Fall 4	HDF 455	Current Developmental Theory & Research	3	Dr. Garrett Lange
Fall 4	SES 460	Home-School Partnerships for Students with Exceptional Needs	3	Dr. Judith Niemeyer, Dr. Belinda Hardin
Spring 4	HDF 460	Supervised Student Teaching & Seminar	12	Dr. Chris Payne

*, **, *** Students can choose one of these two courses to fulfill this requirement.

*NOTE: To be admitted to Teacher Education, students must achieve a 2.7 overall GPA and a passing score on PRAXIS I. Students are also required to be certified in First Aid and CPR prior to student teaching.

Students are also required to take 12 semester hours of Humanities & Fine Arts, 3 semester hours of Historical Perspectives, 6 semester hours of Reasoning & Discourse as well as 4 Global courses (these can be Gen Ed courses) and 2 speaking intensive and 2 writing intensive courses.

Graduate Program of Study

The graduate program consists of a minimum of 39 hours of coursework. It is expected that all admitted students will have general teaching competencies as well as undergraduate BK competencies. Those who do not must satisfy these requirements by taking prerequisite courses. Prerequisite credits may not be applied toward the M.Ed. degree. In addition, differing backgrounds in basic skills for some applicants produce gaps in expected competencies; therefore, it is occasionally recommended that additional academic work be completed before some students enter the program. The program begins with an intensive orientation and a review of records with individual advising.

Table 2. Courses Required for the BKISED Program

Content Area	Course Prefix & Number	Course Title	Credit Hours	Regular Instructor(s)
Research	HDF 650	**Theory & Research in Early Childhood	3	Dr. Linda Hestenes
Research	ERM 604	Methods of Educational Research	3	Dr. Bert Goldman
Theory & Practice	SES 601	Programs & Policies in Early Intervention	3	Dr. Belinda Hardin
Theory & Practice	SES 602	Theory & Practice in Early Intervention	3	Dr. Judith Niemeyer
Theory & Practice	HDF 660	Families of Individuals with Special Needs	3	Dr. Linda Hestenes
Theory & Practice	SES 603	Preschool Disabilities: Assessment & Evaluation	3	Dr. Belinda Hardin
Theory & Practice	HDF 609	Advanced Early Childhood Educational Theory & Practices	3	Dr. Catherine Scott-Little
Theory & Practice	HDF 683	Leadership & Mentoring Roles in Educating Young Children	3	Dr. Deborah Cassidy
Practicum	SES 604	Internship in Early Childhood	6	Dr. Judith Niemeyer
*Elective	HDF 610	Child Development in Cultural Context	3	Dr. Jonathan Tudge
*Elective	HDF 621	Advanced Theories & Principles of Parenting	3	
*Elective	HDF 632	Infant Development	3	Dr. Esther Leerkes
*Elective	HDF 641	Contemporary Research in Family Studies	3	Dr. Heather Helms
*Elective	HDF 684	Contemporary Issues in Early Childhood Policy	3	Dr. Deborah Cassidy
*Elective	SES 608	Seminar in Early Childhood Education	3	Dr. Judith Niemeyer
*Elective	SES 647	Collaboration & Consultation in Education	3	Dr. Marilyn Friend
*Elective	SES 657	Introduction to Behavioral/Emotional Disabilities	3	Dr. Pam Baker
*Elective	SES 662	Assistive Technology for Inclusive Education	3	Dr. Stephanie Kurtts
*Elective	SES 605	Diversity	3	Dr. Belinda Hardin

* Students only have to have 9 semester hours of elective courses chosen from these courses.

Table 3. List of Faculty with Primary Assignments for Undergraduate Program

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Carolyn Abe, M.Ed	Adjunct/ Human Development & Family Studies Asian/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Preschool Kindergarten Curriculum • Supervision of Student Teachers 		
Kathryn Aldridge, M.Ed	Adjunct/ Department of Specialized Education Services European American/Female Parent of a child with disabilities	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Infant Toddler Programs • Home School Partnerships with students who have disabilities 		

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Khalilah Badger, M.Ed	Adjunct/ Department of Specialized Education Services African American/ Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Preschool Kindergarten Curriculum • Infant Toddler Programs • Managing Preschool Children's Environments 		
Kathleen Casey, Ph.D.	Associate Professor/ Educational Leadership & Cultural Foundations European American/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Philosophy of Education 	<ul style="list-style-type: none"> • African-American Studies Advisory Committee, Member (1992-present) • Women's Studies Advisory, Affiliate (1992-present) 	<ul style="list-style-type: none"> • Casey, K. (1993). <i>I answer with my life: Life histories of women teachers working for social change</i>. New York: Routledge. • Casey, K. (2001). <i>Thou shalt not steal: Reclaiming the virtue of honesty from the conservative polemic</i>. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Deborah J. Cassidy, Ph.D.	Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • B-K Committee Co-Chair • Advising • Instruction 	<ul style="list-style-type: none"> • Managing Preschool Children's Environment 	<ul style="list-style-type: none"> • B-K Higher Education Consortium (1996-present) • NC Early Childhood Professional Development Institute Advisory Committee (1993-present) • USTEP project 	<ul style="list-style-type: none"> • Cassidy, D. J., Mims, S., Rucker, L., & Boone, S. (2003). Play-based curriculum and kindergarten readiness. <i>Childhood Education</i>, 79(4), 194-199. • Cassidy, D., Hestenes, L., Hestenes, S., & Mims, S. (2004, January). <i>The measurement of quality in child care programs at the state level: NC rated license assessment project</i>. Presented at the Hawaii International Conference on Education, Honolulu, HI.
Mary V. Compton, Ed.D.	Associate Professor/ Deaf Education/Department of Specialized Education Services European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Language Development 	<ul style="list-style-type: none"> • NC AG Bell Association for the Deaf, Board of Directors Member (2000-present) • Council on Education of the Deaf, Program Evaluator and Evaluation Panel Leader (1999-present) 	<ul style="list-style-type: none"> • Compton, M., Asfaw, A., & Parrish, R. (2005). Making the most of your internships. <i>Volta Voices</i>, 12(2), 28-29. • Compton, M., Niemeyer, J., Shroyer, E., & McNally, A. (2005, March). <i>Strategies to support communication development: Infants and toddlers with hearing loss</i>. Presented at the National Early Hearing Detection and Intervention Conference, Atlanta, GA.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Kay J. Cowen	Clinical Associate Professor/ School of Nursing European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Basic Health Management of Children 	<ul style="list-style-type: none"> • Brenner Children's Hospital Staff Education Committee, Member (2004-present) • UNCG Golden Chain, Member (1999-present) 	<ul style="list-style-type: none"> • Cowen, K. (2005). The child with a life-threatening illness. In Ball, & Bindler (Eds.), <i>Pediatric Nursing – Partnering with Children and Their Families, First Edition</i>, for release June, 2005. • Cowen, K. J. (1999, February). <i>Illness in Children</i>. Presented at the annual NAEYC Conference. Greensboro, NC.
Angie Cranor, Ph.D.	Academic Professional & Assistant Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Wake County B-K Program Coordinator • Post-Baccalaureate Advisor • Advising • Instruction 	<ul style="list-style-type: none"> • Managing Preschool Children's Environments • Infant & Toddler Programs • Preschool and Kindergarten Curriculum 	<ul style="list-style-type: none"> • Birth – Kindergarten Interdisciplinary Committee (2002-present) • Human Environmental Sciences Scholarships and Awards Committee (2003-present) • USTEP project 	<ul style="list-style-type: none"> • Cranor, A. (2003, June). <i>Interdisciplinary teaching and methods in distance education: Strategies for diverse learners in higher education</i>. Presented at the Hawaii International Conference on Social Sciences, Honolulu, HI. • Cranor, A. (2003, April). <i>The influences of dimensions of teacher responsiveness on toddler's social outcomes at 24 and 36 months: Dyadic and group environments</i>. Presentation submitted to the Biennial Conference for the Society for Research in Child Development, Tampa, FL.

Faculty	Rank/ Department/Et hnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Lissy Gloeckler, M.Ed	Adjunct/Specialized Education Services European American/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Young Children's Learning Environments • Infant & Toddler Programs • Supervision of Student Teachers 		

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Belinda Hardin, Ph.D.	Assistant Professor/ Specialized Education Services European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Young Children's Learning Environments • Introduction to Exceptional Children: The Early Years • Preschool & Kindergarten Curriculum • Home, School Partnerships with Students with Disabilities 	<ul style="list-style-type: none"> • NC Zoological Garden Education Initiative Focus Group, Member (2005) • Early Childhood Education Journal, Reviewer (2004-present) • USTEP project • UNCG/Guatemala Training Program (2005) • Faculty Advisor for Chinese Student Association & Student CEC Organization • Community-based literacy project in Pich. Mexico (2006) 	<ul style="list-style-type: none"> • Hardin, B. J., Jones, M. G., & Figueras, O. (2005). More than clocks and calendars: The construction of timekeepers by kindergarten children in Mexico and the United States. <i>Journal of Research in Childhood Education, 19</i>(3), 223-241. • Hardin, B. J., Wortham, S., Mbugua, T., & Bergen, D. (2005, April). <i>Assessing and improving early childhood program quality using the ACEI Global Guidelines Assessment</i>. Presented at the American Educational Research Association Conference, Montreal, Canada.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Linda Hestenes, Ph.D.	Associate Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Advising • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Child Observation & Assessment • Infant & Toddler Programs 	<ul style="list-style-type: none"> • UNCG Interdisciplinary Birth through Kindergarten Undergraduate Committee, Member (1995-present) • UNCG Birth through Kindergarten Interdisciplinary Studies in Education and Development Committee, Member (1996-present) • USTEP project 	<ul style="list-style-type: none"> • Hestenes, L., Cassidy, D., & Niemeyer, J. (2004). A microanalysis of teachers' verbalizations in inclusive classrooms. <i>Early Education and Development, 15</i>(1), 23-38. • Hestenes, L., Cassidy, D., & Hegde, A. (2004, December). <i>Quality of inclusive and non-inclusive infant and toddler classrooms</i>. Presented at the Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families, Chicago, IL.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Francine Johnston, Ph.D.	Associate Professor/ Curriculum & Instruction European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Emergent Literacy 	<ul style="list-style-type: none"> • NC Association of College Professors of Reading, Membership Chair (1998-present) • <i>The Reading Teacher</i>, Editorial Board (1998-present) 	<ul style="list-style-type: none"> • Johnston, F. R. (2001). Spelling exceptions: Problems or possibilities. <i>The Reading Teacher</i>, 54, 372-378. • Johnston, F. R. (2000, December). <i>Date-based cost effective tutoring programs</i>. Symposium presented at the National Reading Conference, Scottsdale, AZ.
Garrett Lange, Ph.D.	Professor/ Human Development & Family Studies European American/Male	<ul style="list-style-type: none"> • Advising • Instruction 	<ul style="list-style-type: none"> • Developmental Foundations in Preschool Education • Developmental Theory & Research 		<ul style="list-style-type: none"> • Lange, G., & Carroll, D. E. (2003). Mother-child conversation styles and children's laboratory memory for narrative and non-narrative materials. <i>Journal of Cognition and Development</i>, 4(4), 435-457. • Beck, A., & Lange, G. (2004, August). <i>Comparisons of Retrospective and Prospective Memory Abilities of Young Children: Age, Task, and Individual Differences</i>. Presented at the Hawaii International Conference on Education, Honolulu, HI.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Karen LaParo, Ph.D.	Assistant Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Student-Teacher Supervisor • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Professional Seminar 	<ul style="list-style-type: none"> • <i>Early Childhood Research Quarterly</i>, Guest Reviewer (2002) • NAEYC, Validator (2001) • USTEP project 	<ul style="list-style-type: none"> • LaParo, K. M., Olsen, K., & Pianta, R. C. (2002). Special education eligibility: Developmental precursors over the first three years of life. <i>Exceptional Children</i>, 69(1), 55-66. • LaParo, K. M. (2003, October) <i>Teacher-child relationships in ECSE: A description of a master's level program</i>. Presented at the 19th annual DEC Conference on Young Children with Special Needs and Their Families, Washington, DC.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Sharon Mims, M.Ed.	Academic Professional & Instructor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Introduction to Birth through kindergarten Education: Teaching in Early Care and Education Programs • Administration for Dependent Care Programs 	<ul style="list-style-type: none"> • Guilford County Technical Community College Early Childhood Committee, Advisory Board Member (2003-2005) • Human Development & Family Studies “Child Care Quality: Next Steps” Conference Committee, Member (2003-2004) 	<ul style="list-style-type: none"> • Cassidy, D. J., Mims, S., Rucker, L., & Boone, S. (2003). Emergent Curriculum and Kindergarten Readiness. <i>Childhood Education</i>, 79(4), 194-199. • Presentations on NC Rated License Assessment Project for NAEYC National Conference, NC Smart Start Conference and Human Development & Family Studies Research Forum (2003)

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Mary Morgan, Ph.D.	Associate Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Cultural Variations in Individuals & Families 	<ul style="list-style-type: none"> • Student Experience Committee, Member (1996-present) • Women's Studies Coordinating Council (1992-present) 	<ul style="list-style-type: none"> • Morgan, M. Y., & Rhoden, J. L. (1995). Change in white college women's understanding of sexism: Empowerment through critical reflection. <i>National Women's Studies Association Journal</i>, 7(2), 35-57. • Morgan, M. Y., & Odero, D. (1998, February). <i>Women's groups in urban Kenya: A resource for families</i>. Presented at the Southeastern Council on Family Relations Conference, Atlanta, GA.
Judith A. Niemeyer, Ph.D.	Professor/Specialized Education Services European American/Female	<ul style="list-style-type: none"> • B-K Committee Co-Chair • Instruction 	<ul style="list-style-type: none"> • Infant & Toddler Programs • Introduction to Exceptionalities • Home School Partnerships for Students with Disabilities 	<ul style="list-style-type: none"> • Division for Early Childhood of the Council for Exceptional Children, Conference Planning Committee (1996-present) • B-K Higher Education Consortium, Past Chair, Chair Elect and Chair (2000-present) • USTEP project 	<ul style="list-style-type: none"> • Proctor, R., Niemeyer, J. A., & Compton, M. V. (2005). Perceptions of Part C coordinators: Training needs of early intervention personnel in deafness/hard of hearing. <i>Volta Review</i>, 105(2). • Niemeyer, J. A., Compton, M. V., & Michael, S. (2004, January). <i>Family centered practices in early childhood education: Parents as co-instructors</i>. Poster presentation at the meeting of the Hawaii International Conference on Education, Honolulu, HI.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Rosalie Parrish, M.Ed	Instructor/ Department of Specialized Education Services European American/Female Parent of a child with disabilities	<ul style="list-style-type: none"> • Instruction • BK committee member • AO/BK committee member • Technical Standards Committee 	<ul style="list-style-type: none"> • Home School Partnerships for Students with Disabilities • Supervision of Student Teachers 		
Tammy Schilling, Ph.D.	Assistant Professor/ Exercise & Sport Science European American/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Teaching Motor Skills: Preschool Children 	<ul style="list-style-type: none"> • <i>Strategies</i>, Reviewer (1998-present) • Home-schooled Physical Education Program, University of North Carolina at Greensboro, Coordinator (2003-2004) 	<ul style="list-style-type: none"> • Schilling, T., Martinek, T., & Tan, C. (2002). Fostering youth development through empowerment. In B. Lombardo, K. Castagno, T. Caravella-Nadeau, & V. Mancini (Eds.), <i>Sport in the 21st century: Alternatives for the new millennium</i> (pp. 169-179). Boston, MA: Pearson Custom Publishing. • Schilling, T., Rudisill, M., & Wall, S. (2004, April). <i>Tots in action!: Working with preschoolers in P.E.</i> Paper presented at American Alliance for Health, Physical Education, Recreation, and Dance National Convention, New Orleans, LA.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Catherine Scott-Little, Ph.D.	Assistant Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Advising • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Preschool & Kindergarten Curriculum 	<ul style="list-style-type: none"> • North Carolina Department of Public Instruction. Early Learning Standards Task Force, Facilitator (2002-present) • North Carolina Department of Public Instruction. Ready Schools Task Force, member (2006 – present) • North Carolina More at Four Program, State-level Advisory Committee, member (2002-present) • National Association for the Education of Young Children, Assessment of English Language 	<ul style="list-style-type: none"> • Scott-Little, C. Kagan, S. L., & Frelow, V. S. (in press). Conceptualization of readiness and the content of early learning standards: The intersection of policy and research? <i>Early Childhood Research Quarterly</i>. • Hooks, L. M., Scott-Little, C., Marshall, B. J., & Brown, G. (in press). Accountability for quality: One state's experience in improving practice. <i>Early Childhood Education Journal</i>. • Kagan, S. L., Carroll, J., Comer, J., & Scott-Little, C. (in press). Transition and alignment: The missing link in early childhood education. <i>Young Children</i>. • Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2005). <i>Inside the Content: The depth and breadth of early learning standards</i>. University of North Carolina at Greensboro: SERVE Center for Continuous Improvement. • Scott-Little, C., & Martella, J. Standards-based Education, Child Assessment and Evaluation in Early Childhood Programs: A National Survey to Document State-level Policies and Practices. Paper presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA, April, 11, 2006. • Scott-Little, C., Brown, G., Weisner, A., Amwake, C., Mims, L., Hooks, L., & Marshall, B. J. (June, 2005).

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Stradley Smith, M.Ed	Clinical Assistant Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Supervision of Student Teachers 		
Marcia Thomas, M.Ed	Adjunct/Specialized Education Services European American/Female		<ul style="list-style-type: none"> • Preschool Kindergarten Curriculum 		
Kimberly Trogdon-Terry, M.Ed	Adjunct/Specialized Education Services European American/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Preschool Kindergarten Curriculum 		

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Jonathan R. H. Tudge, Ph.D.	Professor/ Human Development & Family Studies British/Male	<ul style="list-style-type: none"> • Advising • Instruction 	<ul style="list-style-type: none"> • Lifespan Development in the Human Environment • Infant & Child Development in the Family 	<ul style="list-style-type: none"> • Advisory Board, International Programs, Member (1995-present) • Graduate Student-Faculty Liaison, Member (1996-present) 	<ul style="list-style-type: none"> • Tudge, J. (2004). Practice and discourse as the intersection of individual and social in human development. In A. N. Perret-Clermont, L. Resnick, C. Pontecorvo, & B. Burge (Eds.), <i>Joining society: Social interactions and learning in adolescence and youth</i> (pp. 193-202). New York: Cambridge University Press. • Tudge, J., Doucet, F., Frizzo, G., Spinneli, R., Marques, F., & Sperb, T. (2004, July). The impact of culture and class on children's activities in home and childcare. Paper presented as part of a poster symposium ("Preparing young children for the transition to school: Experiences in the home and childcare setting in Brazil and the United States") at the biennial meetings of the International Society for the Study of Behavioral Development, Ghent, Belgium.
Karienne Berry	African American/Female	Instruction	Young Children's Learning Environments		
Kristy Schenkel	European American/Female	Instruction	Young Children's Learning Environments		

Table 4. List of Faculty with Primary Assignments for Graduate Program

Faculty	Rank/ Department	Responsibilities	Classes Taught	Service/School Involvement
Deborah J. Cassidy, Ph.D. University of Illinois Early Childhood Education	Professor Human Development & Family Studies	<ul style="list-style-type: none"> • BK Committee Co Chair • Instruction • Advising • Director • Child Care Education Program 	<ul style="list-style-type: none"> • Contemporary Issues in Early Childhood Policy • Leadership & Mentoring Roles in Educating Young Children 	<ul style="list-style-type: none"> • USTEP project • Rated License project
Belinda Hardin, Ph.D. University of North Carolina At Chapel Hill Early Childhood Families/Literacy	Assistant Professor	<ul style="list-style-type: none"> • B-K Committee • Instruction • Advising 	<ul style="list-style-type: none"> • Programs and Policies in Early Intervention • Preschool Disabilities: Assessment and Evaluation • Diversity & Inclusive Early Care and Education 	<ul style="list-style-type: none"> • USTEP project
Linda Hestenes, Ph.D. Purdue University	Associate Professor Human Development & Family Studies	<ul style="list-style-type: none"> • Instruction • Advising BK Committee Member 	<ul style="list-style-type: none"> • Families of Children with Disabilities • Theories and Research in Early childhood 	<ul style="list-style-type: none"> • USTEP project • Rated License Project
Judith A. Niemeyer, Ph.D. Vanderbilt University	Professor Specialized Education Services	<ul style="list-style-type: none"> • Instruction • Co-chair BK committee 	<ul style="list-style-type: none"> • Theory & Practice in Early Intervention • Internship in Early Childhood 	<ul style="list-style-type: none"> • USTEP project • Inclusion Project with CMS • CENTe-R Project
Catherine Scott-Little, Ph.D. University of Maryland	Assistant Professor Human Development & Family Studies	<ul style="list-style-type: none"> • Instruction • Advising BK committee member 	Advanced Early Childhood Educational Theory & Practices	<ul style="list-style-type: none"> • USTEP project • N. C. Early Learning Standards, facilitator for development of preschool and infant-toddler standards

Aggregated Praxis Pass Rate for Specialty Area

The B-K License does not require a Praxis II examination.

Number of Program Completers since Last Visit

Table 5. Number of Program Completers Since Last Visit of Candidates Completing B-K Program by Year

2001-2002	48
2002-2003	42
2003-2004	25
2004-2005	14

Number of Candidates Currently Enrolled

Currently, there are 36 undergraduate BK students who have been admitted to the Teachers Academy and 23 licensure-only students. We have an additional 114 students who are in the BK Licensure option in the HDFL Dept. who have not yet been admitted to the Teachers Academy. We also have 20 graduate students in the BKISED program who have been admitted to the Teachers Academy.

Section II: Program Conceptual Framework

Conceptual Framework and Knowledge Base that Informs It

The BK program has adopted the conceptual framework of the Teachers' Academy. The conceptual framework for the University is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. It is carried out in an environment that nurtures the active engagement of all participants, values individual and cultural diversity. The framework also recognizes the importance of reflection and integration of theory and practice.

UNCG's professional education programs are guided by shared commitments to:

- ◆ equity and excellence in teaching, research, and service
- ◆ integrity and ethical deliberation in working with students, their families, and university, school and community colleagues (university-based, school-based, and community-based)
- ◆ construction of a professional knowledge base through collaboration and collegiality
- ◆ dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel

We believe that caring, collaborative and competent professionals possess an elaborate strong knowledge base comprised of five types of knowledge:

- 1) content knowledge
- 2) professional knowledge and skills
- 3) pedagogical content knowledge
- 4) socio-cultural knowledge
- 5) critical and reflective knowledge and skills

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Candidates should display behaviors that are:

- 1) creating caring learning communities in diverse settings through reflection
- 2) ethical by collaborating with colleagues, students, and parents
- 3) inclusive
- 4) engaging in and committed to continuous professional development practice
- 5) dedicated to life-long learning
- 6) self-efficacious
- 7) receptive to feedback
- 8) affirming of diversity
- 9) professionally responsible
- 10) becoming of collaborative leaders in the profession

Evidence of the Conceptual Framework in the Program

The Teacher Academy conceptual framework has been added to every course syllabus for this program since 2001 when it was first developed in order to fully inform students of our core values and is embedded throughout coursework in the program. Our licensure courses for the undergraduate program are linked to the professional organization standards and state BK standards and the graduate courses are linked to the Advanced Masters standards as are embodied in the conceptual framework.

This knowledge base that informs the conceptual framework of the Birth through Kindergarten programs at the University of North Carolina Greensboro is consistent with the Teacher's Academy and is based on several important philosophical premises. These premises have evolved from the theories of Vygotsky, Piaget and Bronfenbrenner. The premises are as follows: (The clear connections to the UNCG Conceptual Framework are in bold in order to highlight them).

- ◆ Children are extremely diverse in nature.

That diversity is found in their cultural backgrounds, learning styles, rates of development, degree of ability (disability) and individual interests. Young children learn in an integrated not a compartmentalized manner. That is, they often learn math, science, and language skills through a single activity of interest to them. The development of young children proceeds on a continuum and not categorically. Personnel who work with young children must understand the full range of developmental possibilities, knowledgeable both about predictable changes in different developmental domains as well as the significance of variations from the norm in each domain. As such, students in the program learn to collaborate with family members and other disciplines by participating with other students on group projects which models recommended practice in early childhood education.

- ◆ Families of young children are extremely diverse.

To work with young children, knowledge of family systems and interaction are 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 child's lives. Professionals must know how to create a program that is open to family influence and consonant with family goals. Professionals must also be prepared to assist families in seeking and acquiring a wide range of interagency services designed to support the family unit. As such, students in the program learn to become caring professionals by participating in diverse field experiences including families and in coursework that is specific to diversity and families (i.e., racial, economic, ability level, gender) but also integrated throughout all coursework. Students will participate in activities that facilitate a caring and nurturing demeanor/attitude. Professionals must be prepared to partner with the family and understand it as an important vehicle for the child's positive growth and development.

- ◆ Individuals working with young children must focus on how children learn.

The “content” for individuals working with young children is typical and atypical child development, strategies for facilitating development and learning, and methods for partnering with families. Professionals 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. Professionals must be prepared to observe and record young children’s behavior in context, interpreting and responding appropriately through spontaneous and planned curriculum activities. Professionals must know how to establish individual goals and objectives for children; they must be prepared to work as a team member with other disciplines, families, and with various agencies concerned with the child’s welfare, and they must be prepared to assume an advocacy role when necessary. As such, they will become competent professionals with understanding of how children with varying abilities learn.

- ◆ Individuals working with 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 and leaders to coordinate and collaborate with a variety of agencies. Professionals must be prepared to design settings that are responsive and adaptable 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.

Evaluation and Continuous Revision of the Conceptual Framework

The Teachers Academy Council of Program Coordinators (CPC) has discussed and reaffirmed the Conceptual Framework repeatedly since its inception in 2001. In 2005-06 a subcommittee of the CPC studied the Conceptual Framework and made several changes to the framework to ensure that it was a reflection of our current thinking. First, greater emphasis was placed on diversity, with an expanded definition and description of the multiple ways in which we are a diverse society and with a clear emphasis on our commitment to the learning of ALL students. Second, the 2001 Conceptual Framework identified four dispositions and the 2006 Conceptual Framework identifies ten dispositions. This is an attempt to align with our 2004-05 study of dispositions and the development and commitment to the ten dispositions that we measure in the new Disposition Rubric.

In addition, each year the BK faculty meet at a summer retreat and discuss program components, which includes the conceptual framework, and make program modifications. For example, in the year following the Undoing Racism training we discussed at each faculty meeting changes that were made to the courses based on ideas from the diversity training. Time was reserved on the agenda at each BK faculty meeting to discuss course changes and additions related to improving our students understanding of bias and diversity in educational settings. In addition, the graduate program includes

the diversity online module from CENTe-R. These discussions at the program level reflect the continuing emphasis on diversity in the Conceptual Framework. The BK Program is committed to all aspects of the Conceptual Framework and the diversity discussions are one example of our ongoing reflection on one dimension of the framework. Time is also reserved each year to discuss feedback from the community advisory committee. The advisory committee meets once per year. The conceptual framework is also discussed and reviewed by the Counsel of Program Coordinator on a yearly basis.

Section III: Standard I --- Candidate Knowledge, Skill and Disposition

Undergraduate Candidates

The B-K program encompasses all of the standards that the B-K students must meet in their course of study, including the North Carolina Core Standards, Diversity Standards, Technology Standards and the BK Specialty Standards. In addition, the North Carolina BK Specialty Standards are aligned with the Standards from our Professional Organizations: a) the Council for Exceptional Children (CEC), b) Division for Early Childhood of the Council for Exceptional Children (DEC), c) INTASC, and d) the National Association for the Education of Young Children (NAEYC). Table 6 provides a graphic view of the alignment of these standards.

Evidence that candidates (for the initial teaching license) meet the core, diversity, technology and specialty area standards

Table 7 provides a graphic view of the alignment of the North Carolina BK Specialty Standards aligned with specific courses and assignments/assessments. In addition, the North Carolina Core Standards are listed as CS#, Diversity Standards are listed as DS#, and the Technology Standards are listed as TS#.

Professional standards are met for BK licensed teachers through a combination of coursework taken in the professional sequence through the School of Human Environmental Sciences, Department of Human Development and Family Studies (HDF 211, HDF 212, HDF 250, HDF 302, HDF 350, HDF 360, HDF 409 or 410, HDF 452, and HDF 455), the integrated methods courses, (HDF/SES 425, HDF/SES 435, HDF/SES 441) and in the interdisciplinary set of courses (ELC 381, SES 242, SES 460, SWK 584, NUR 345, NUT 213, CUI 516, ESS 342, and PSY 121).

The following Table 7 summarizes the relationship of undergraduate courses to North Carolina professional standards (core, diversity, technology and specialty area).

Table 6. Alignment of North Carolina BK Specialty Standards with those from Professional Organizations and North Carolina Core, Diversity and Technology Standards.

	CEC STANDARD S	DEC* STANDARD S	INTASC * STANDARD S	NAEYC STANDARD S	NC DPI STANDARD S CORE	NC DPI STANDARD S DIVERSITY	NC DPI STANDARD S TECHNOLO GY
B-K Standard 1: B-K professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk	1,2,3,4,5,6,7 9,10	1,2,4,5,6	1,2,3,4,5,6,7 8	1,2,3,4,5,6,9 10	1,2,3	1,2,3	1,2,3,6
B-K Standard 2: B-K professionals understand assessment processes including their goals, benefits and uses	1,8	4	1,2,3,8	4,8	1,2		4
B-K Standard 3: B-K professionals build family and community partnerships	1,2,3,7,9,10	2,3,4,5	7,8,10	1,3,4,6,7	4,6	4,6	
B-K Standard 4: B-K professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities, including those at-risk and their families	1,2,3,5,7,10	2,3	1,2,3,4,5,6,7	1,2,3,7	2,4	1,2,4,6	
B-K Standard 5: B-K professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.	1,4,7,8	4	1,2,3,4,5,7,8	3,4,8	2,5	5	

	CEC STANDARD S	DEC* STANDARD S	INTASC * STANDARD S	NAEYC STANDARD S	NC DPI STANDARD S CORE	NC DPI STANDARD S DIVERSITY	NC DPI STANDARD S TECHNOLO GY
B-K Standard 6: B-K professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment.	1,2,3,4,5,6,7,8	2	1,2,3,4,5,6,7	1,2,3,4,5	1,2,5	1,3,5	
B-K Standard 7: B-K professionals support the learning of ALL young children with and without disabilities including those at risk.	1,2,3,4,5,6,7,8	2	1,2,3,4,5,6,7	1,2,3,4,8	2,6	1	1,2,3
B-K Standard 8: B-K professionals recognize and respect individual differences in program planning and implementation.	1,2,3,4,5,8,9	1,2	1,2,3,4,5,6,7	2,3,4	3,6	1,2,4	
B-K Standard 9: B-K professionals demonstrate respectful, reciprocal relationships with families and communities.	1,2,3,5,9,10	3,4,5	7,8,10	1,3,6,7,8	3,6	3,4	
B-K Standard 10: B-K professionals function professionally.	1,2,3,5,9,10	3,4,5,6	9,10	1,3,5,6,7,10	4,5	3,5,6	5,6

*These standards are not delineated by number when presented by sponsoring agency. Numbers were added when completing this table.

Table 7. Summarizes the Relationship of Undergraduate Courses to Professional Standards.

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
B-K Standard 1: B-K professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk. [CS1, CS2, CS3, DS1, DS2, TS1, TS2, TS3 & TS6]	ESS 342	Cultural reflection journal, Reading exam, Lesson plan evaluation, Playground assessment, Lesson plan teaching, Reading assignment & Examination of material	Rubric & Test
	NUR 345	Child health history & Interview school nurse	Rubric
	ELC 381	Papers, Journals & Projects	Rubric
	CUI 516	Children’s literature log, Final exam, Author study & Observation of literature rich classroom	Rubric & Test
	HDF 250	Essay exam & Program observation reaction paper	Test & Rubric
	HDF 425	Belief statement, Essay exam, Reflective journals, Lab experience & Learning environment project	Rubric, Test & Observation
	HDF 452	Final action plan summary, Philosophy statement, Exams & Child portfolio	Rubric
	HDF 460	Adapted activity plans, Final exit evaluation checklist, Activity plans, Professional portfolio & Technology portfolio	Rubric
	SES 240	Parent/Caregiver interview, Exams & Online discussion	Rubric, Test & Observation
	SES 242	Disability project, Online discussion, Midterm & Final exam	Rubric, Observation & Test
	SES 460	Adapted activity plans, Final exit evaluation checklist, Activity plans, Professional portfolio & Technology portfolio	Rubric
HDF/SES 435	Activity plans, Unit project & Software reviews	Rubric	

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
	HDF/SES 441	Belief statement, Essay exam, Reflective journal of inclusive classroom experience & Applied research paper	Rubric & Test
B-K Standard 2: B-K professionals understand assessment processes including their goals, benefits and uses. [CS1, CS2 & TS4]	ESS 342	Lesson plan teaching, Reading exam & Lesson plan evaluation	Observation, Test & Rubric
	NUR 345	Child health history & Interview school nurse	Rubric
	CUI 516	Pre-reader assessment assignment	Rubric
	HDF 250	Essay exam	Test
	HDF 425	Lab experience & Reflective journals	Observation & Rubric
	HDF 452	Instrument evaluation project and presentation, Child portfolio, Exams, Lab assignments & Philosophy statement	Rubric
	HDF 460	Professional portfolio, Final exit evaluation checklist & Technology portfolio	Rubric
	SES 242	Disability project, Online discussions, Midterm & Final exam	Rubric, Observation & Test
	SES 460	Professional portfolio, Final exit evaluation checklist & Technology portfolio	Rubric
	HDF/SES 435	Unit project & Activity plans	Rubric
HDF/SES 441	Belief statement, Essay exam, Reflective journal of inclusive classroom experience & Applied research paper	Rubric & Test	
B-K Standard 3: B-K professionals build family and community partnerships. [CS4, CS6, DS3 & DS5]	ESS 342	Direct teaching experience & Reflective journal	Observation & Rubric
	NUR 345	Interview school nurse	Rubric
	ELC 381	Papers, Journals & Projects	Rubric
	HDF 350	Professional code of ethics & Panel debate	Rubric & Observation
	HDF 425	Belief statement, Essay exam, Reflective journals, Portfolio, Lab experience & IFSP project	Rubric, Test & Observation

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
	HDF 452	Exams, Professional presentation & Philosophy statement	Rubric
	HDF 460	Parent/Teacher conference assignments, Professional portfolio, Exit evaluation conference, Observation journal & Final exit evaluation checklist	Rubric & Observation
	SES 240	Parent/Caregiver interview, Exam & Flyer/Poster	Rubric & Test
	SES 242	Resource project, Case reaction, Virtual family, Disability project & Group project	Rubric & Observation
	SES 460	Parent/Teacher conference assignments, Professional portfolio, Exit evaluation conference, Observation journal & Final exit evaluation checklist	Rubric & Observation
	HDF/SES 435	Belief statement & Field experience evaluations	Rubric & Observation
	HDF/SES 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
B-K Standard 4: B-K professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities including those at-risk and their families. [CS2, CS4, CS6, DS1, DS2 & DS4]	ESS 342	Teaching experience, Cultural reflection, Reading exam, Lesson plan evaluation, Reflective journal, Playground assessment, Lesson plan teaching, Reading assignment & Examination of material	Observation, Rubric & Test
	ELC 381	Papers, Journals & Projects	Rubric
	CUI 516	Children's literature log, Final exam & Author study	Rubric & Test
	HDF 250	Essay exam & Program observation reaction paper	Test & Rubric
	HDF 350	Professional code of ethics, Panel debate & Parent, teacher and principal panels	Rubric & Observation

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
	HDF 360	Parent, teacher and principal panels	Observation
	HDF 425	Belief statement, Essay exam, Reflective journals, Lab experience, Portfolio & Learning environment project	Rubric, Test & Observation
	HDF 452	Practicum experience, Professional presentation, Philosophy statement, Exams & Child portfolio	Observation & Rubric
	HDF 460	Final exit evaluation checklist, Exit evaluation conference, Observation journal, Activity plans & Professional portfolio	Rubric & Observation
	SES 240	Flyer/Poster & Exams	Rubric & Test
	SES 242	Resource project, Case reaction, Virtual family & Disability project	Rubric & Observation
	SES 460	Final exit evaluation checklist, Exit evaluation conference, Observation journal, Activity plans & Professional portfolio	Rubric & Observation
	HDF/SES 435	Journals, Belief statement, Activity plans, Field experience evaluations, Unit projects, Weekly class discussions & Diversity case discussion	Rubric & Observation
	HDF/SES 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
B-K Standard 5: B-K professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments. [CS2, CS5 & DS6]	ESS 342	Teaching and evaluation, Reading exam, Lesson plan evaluation & Reflective journal	Observation, Test & Rubric
	NUR 345	Child health history	Rubric
	ELC 381	Papers, Journals & Projects	Rubric
	CUI 516	Pre-reader assessment assignment	Rubric
	HDF 250	Essay exam & Program observation reaction paper	Test & Rubric

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
	HDF 350	Self/Peer video observation & Supervisor reflection rating	Rubric
	HDF 360	Self/Peer video observation & Supervisor reflection rating	Rubric
	HDF 425	Lab experience & Reflective journal	Observation & Rubric
	HDF 452	Instrument evaluation project and presentation, Child portfolio, Exams, Lab assignments & Philosophy statement	Rubric
	HDF 460	Reflection journals, Final exit evaluation checklist, Self/Supervisor video evaluations, Special integrated topics, Activity plans & Professional portfolio	Rubric & Observation
	SES 242	Online discussions	Observation
	SES 460	Reflection journals, Final exit evaluation checklist, Self/Supervisor video evaluations, Special integrated topics, Activity plans & Professional portfolio	Rubric & Observation
	HDF/SES 435	Activity plans, Reflective journal	Rubric
	HDF/SES 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
	B-K Standard 6: B-K professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment. [CS1, CS2, CS5, DS3 & DS5]	ESS 342	Reading exam, Lesson plan evaluation & Reflective journal
NUR 345		Interview school nurse	Rubric
ELC 381		Papers, Journals & Projects	Rubric
CUI 516		Final exam & Observation reports	Test & Observation
HDF 250		Essay exam	Test
HDF 350		Self/Peer video observation & Supervisor reflection rating	Observation
HDF 360		Self/Peer video observation & Supervisor reflection rating	Observation

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
	HDF 425	Belief statement, Essay exam, Reflective journals, Lab experience & IFSP project	Rubric, Test & Observation
	HDF 452	Exams, Child portfolio, Philosophy statement & Professional presentation	Rubric
	HDF 460	Activity plans, Final exit evaluation checklist, Self/Supervisor video evaluations, Reflective journal & Special integrated topics	Rubric & Observation
	SES 240	Flyer/Poster, Exams & Parent/Caregiver interview	Rubric & Test
	SES 242	Disability project, Online discussions, Midterm, Final exam & Group project	Rubric, Observation & Test
	SES 460	Activity plans, Final exit evaluation checklist, Self/Supervisor video evaluations, Reflective journal & Special integrated topics	Rubric & Observation
	HDF/SES 435	Unit project, Activity plans, Reflective journal	Rubric
	HDF/SES 441	Belief statement, Essay exam, Reflective journal of inclusive classroom experience & Applied research paper	Rubric & Test
B-K Standard 7: B-K professionals support the learning of ALL young children with and without disabilities including those at-risk. [CS2, CS6, DS1, TS1, TS2 & TS3]	ESS 342	Cultural reflection journal, Reading exam, Lesson plan evaluation, Reflective journal, Playground assessment & Lesson plan teaching	Rubric, Test & Observation
	ELC 381	Papers, Journals & Projects	Rubric
	CUI 516	Final essay exam, Children's literature log, Author study & Observation of literature rich classroom	
	HDF 425	Belief statement, Essay exam, Reflective journals, Lab experience & Learning environment project	Rubric, Test & Observation

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
	HDF 452	Philosophy statement, Exams & Child portfolio	Rubric
	HDF 460	Final exit evaluation checklist, Observation journal, Activity plans, Professional portfolio & Technology portfolio	Observation & Rubric
	SES 240	Language sample analysis	Rubric
	SES 242	Exams, Class discussion & Disability project	Test, Observation & Rubric
	SES 460	Final exit evaluation checklist, Observation journal, Activity plans, Professional portfolio & Technology portfolio	Observation & Rubric
	HDF/SES 435	Activity plans, Unit project, Belief statement, Field experience evaluation & Software reviews	Rubric
	HDF/SES 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
B-K Standard 8: B-K professionals recognize and respect individual differences in program planning and implementation. [CS3, CS6, DS1, DS2 & DS4]	ESS 342	Lesson planning, Teaching experience evaluation, Reading exam, Lesson plan evaluation, Playground assessment, Lesson plan teaching, Reading assignment & Examination of material	Observation, Rubric & Test
	ELC 381	Papers, Journals & Projects	Rubric
	CUI 516	Children's literature log, Final exam & Author study	Rubric & Test
	HDF 350	Parent, teacher and principal panels	Rubric
	HDF 360	Parent, teacher and principal panels	Rubric
	HDF 425	Lab experience, Reflective journals & Learning environment project	Observation & Rubric
	HDF 452	Final action plan summary, Philosophy statement, Exams & Child Portfolio	Rubric

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
	HDF 460	Activity plans, Final exit evaluation checklist, Observation journal & Professional portfolio	Rubric & Observation
	SES 240	Parent/Caregiver interview, Exams & Online discussion	Rubric, Test & Observation
	SES 242	Class discussion, Blackboard family project, Case reaction, Virtual family & Disability project	Observation & Rubric
	SES 460	Activity plans, Final exit evaluation checklist, Observation journal & Professional portfolio	Rubric & Observation
	HDF/SES 435	IEP program development project, Belief statement, Field experience evaluation, Activity plans, Unit project, Weekly class discussions	Rubric & Observation
	HDF/SES 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
B-K Standard 9: B-K professionals demonstrate respectful, reciprocal relationships with families and communities. [CS3, CS6, DS3 & DS4]	ESS 342	Reading exam, Lesson plan evaluation & Reflective journal	Test & Rubric
	NUR 345	Interview school nurse	Rubric
	ELC 381	Papers, Journals & Projects	Rubric
	HDF 350	Parent, teacher and principal panels	Rubric
	HDF 360	Parent, teacher and principal panels	Rubric
	HDF 425	Lab experience, Reflective journals & IFSP project	Observation & Rubric
	HDF 452	Philosophy statement	Rubric
	HDF 460	Final exit evaluation checklist & Observation journal	Observation & Rubric
	SES 240	Parent/Caregiver interview, Exams, Online discussion & Flyer/Poster	Rubric, Test & Observation
	SES 242	Disability project & Group project	Rubric

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
	SES 460	Final exit evaluation checklist & Observation journal	Observation & Rubric
	HDF/SES 435	Journal, Belief statement, Field experience evaluation, Weekly class discussions	Rubric & Observation
	HDF/SES 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
B-K Standard 10: B-K professionals function professionally. [CS4, CS5, DS3, DS5, DS6, TS5 & TS6]	ESS 342	Reading exam, Lesson plan evaluation & Reflective journal	Test, Observation & Rubric
	ELC 381	Papers, Journals & Projects	Rubric
	HDF 250	Essay exam & Program observation reaction paper	Test & Rubric
	HDF 350	Professional code of ethics, Panel debate, Self/Peer video observation & Supervisor reflection rating	Rubric & Observation
	HDF 360	Self/Peer video observation & Supervisor reflection rating	Observation
	HDF 425	Belief statement, Essay exam, Portfolio, Reflective journals, Lab experience & IFSP project	Rubric, Test & Observation
	HDF 452	Professional presentation & Philosophy statement	Rubric
	HDF 460	Midterm, Final exit evaluation checklist, Exit evaluation conference, Self/Supervisor Video evaluations, Reflective journal, Special integrated topics, Activity plans, Professional portfolio & Technology portfolio	Test, Observation & Rubric
	SES 240	Parent/Caregiver interview, Exams, Flyer/Poster, Online discussion, Annotated webliography & Internet summary and reflection	Rubric, Test & Observation

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
	SES 242	Online discussions, Group project & Project presentation on Blackboard	Observation & Rubric
	SES 460	Midterm, Final exit evaluation checklist, Exit evaluation conference, Self/Supervisor Video evaluations, Reflective journal, Special integrated topics, Activity plans, Professional portfolio & Technology portfolio	Test, Observation & Rubric
	HDF/SES 435	Lab experience evaluations, Reflective journals, Journals & Web search for SCOS word processing assignment	Observation & Rubric
	HDF/SES 441	Belief statement, Essay exam & Reflective journal	Rubric & Test

While Table 7 demonstrates the extensive inclusion of the professional standards throughout the coursework, the following Table 8 displays indications of overall student competence over several semesters. As is illustrated in the Table, the majority of the students demonstrate proficient or higher competence in the major assessments benchmarks. The following table indicates each Birth-Kindergarten Specialty Area Standard, the courses in which each standard is primarily addressed, the course assignment used to ensure that students have met each standard, and the course data to indicate that students have met the standard. Examples of each assessment/assignment are available in the BK Document Box. A grade of A was considered to be highly proficient, a B proficient, a C acceptable, and anything below a C—unacceptable. For the dispositions, a score of 6 was considered to be highly proficient, a 4 or 5 proficient, a 3 acceptable, and a 1 or a 2 unacceptable.

Table 8. BK Program Standards Evidence

B-K Standard 1: B-K professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk.									
Indicator 1:1 – Know theories and principles of human development, growth and learning, including the findings of relevant research.									
Indicator 1:2 – Know the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention.									
Indicator 1:3 – Understand health and safety issues as they relate to group care settings.									
Indicator 1:4 – Know the etiology, identifying characteristics, range and complexity of different disabilities (e.g. mild, moderate, severe, profound) and risk factors and their influences on development.									
Indicator 1:5 – Understand how the interaction between biological and environmental factors influences children’s development and learning.									
Indicator 1:6 – Understand that learning approaches are integrated and that interconnectedness among cognitive, social, emotional, linguistic, and physical development influence growth, development and learning for ALL children.									
Indicator 1:7 – Know the health, medical, and physical requirements of ALL young children and the influence on development.									
Indicator 1:8 – Know the social and emotional needs, especially the importance of consistent, positive relationships, for the healthy development of ALL young children.									
Indicator 1:9 – Know the range of appropriate technological applications available to children and families.									
Indicator 1:10 – Understand the relationship between differing environmental or situational contexts and children’s actions.									
Evidence									
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable
Activity Plans	HDF/SES 425	52.2%	30.4%	8.7%	8.7%	55.9%	32.4%	2.9%	8.8%
Activity Plans	HDF 460	80%	0%	0%	20%	83%	11%	0%	6%
Mean of philosophy statement									
		Fall 05				Spring 06			
Philosophy Statement	HDF 250	4.15				2.21			
Philosophy Statement	HDF 460	14.7				11.88			
Philosophy Statement	HDF 350					5.55			
Philosophy Statement	HDF 360	3.89				3.05			

B-K Standard 2 – B-K professionals understand assessment processes including their goals, benefits and uses.

Indicator 2:1 – Are aware of a variety of appropriate assessment tools and procedures and their purposes, including on-going observation, data collection and analysis.

Indicator 2:2 – Are knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals.

Indicator 2:3 – Are knowledgeable of health appraisal procedures and referral processes.

Indicator 2:4 – Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children’s development and learning.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptabl e	% Higher	% Proficient	% Acceptable	% Unacceptabl e
Instrument Evaluation	HDF 452	58.8%	32.4%	0%	8.8%	90%	0%	0%	10%
Activity plan	HDF/SES 435	32%	32%	36%	0%	75%	21.4%	3.6%	0%
Assessment portfolio	HDF/SES 452	73.5%	4.4%	8.8%	11.8%	90%	3%	0%	7%

B-K Standard 3 – B-K professionals build family and community partnerships.

- Indicator 3:1 – Understand that families are the first and most important teachers and key decision makers for their children.
- Indicator 3:2 – Understand the characteristics of each child’s family and community while developing programs in partnership that support development and learning.
- Indicator 3:3 – Understand family systems theory, family structures, functioning styles, and stages of family and adult development.
- Indicator 3:4 – Understand the role of family as a partner in promoting the child’s development, sharing information, making decisions, and implementing and evaluating program plans for their child.
- Indicator 3:5 – Are aware of resources, range of services, and program options available to families and procedures for guiding families in choice making or decision-making.
- Indicator 3:6 – Understand the characteristics of effective team functioning and various team models such as multidisciplinary, interdisciplinary, and transdisciplinary, especially as they impact interagency relationships and service coordination.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptabl e	% Higher	% Proficient	% Acceptable	% Unacceptabl e
IFSP	HDF/SES 425	39.1%	52.2%	8.7%	0%	73.5%	8.8%	5.9%	11.8%
Belief Statement	HDF/SES 425	73.9%	17.4%	8.7%	0%	47.1%	23.5%	14.7%	14.7%
Family Story Project	SES 460	87.5%	6.25%	6.25%	0%	87.5%	6.25%	6.25%	0%
Dispositions	HDF/SES 425	60%	33.4%	2.2%	4.4%	3%	85%	12%	0%
Dispositions	HDF/SES 435	0%	85.7%	14.3%	0%	83%	15%	2%	0%
Dispositions	HDF 460	100%	0%	0%	0%	56%	11%	28%	5%

B-K Standard 4 – B-K professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities including those at-risk and their families.

Indicator 4:1 – Use positive, consistent relationships and supportive interactions as the foundation for their work with families and ALL young children.

Indicator 4:2 – Guide and foster interactions (child-child, child-adult, adult-adult) that facilitate inquiry and discovery.

Indicator 4:3 – Establish principles for guiding ALL young children’s behavior, problem solving with children and fostering independence.

Indicator 4:4 – Display warm, nurturing, respectful, and reciprocal interactions with families and ALL young children.

Indicator 4:5 – Use responsive techniques to enhance social interaction among adults and ALL young children to create a caring community of learners.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Acceptable	% Proficient	% Higher	% Below Acceptable	% Acceptable	% Proficient	% Higher	% Below Acceptable
Journals	HDF/SES 425	73.9%	17.4%	8.7%	0%	58.8%	23.5%	5.9%	11.8%
Journals	HDF/SES 435	61%	14%	25%	0%	75%	17.9%	3.6%	3.6%
Journals	HDF/SES 441	65%	15%	12%	8%	83.9%	6.5%	0%	9.6%
Journals	HDF 460	100%	0%	0%	0%	78%	0%	22%	0%
Modified TGAP	HDF/SES 425	91.3%	0%	8.7%	0%	47.1%	38.2%	8.8%	5.9%
Modified TGAP	HDF/SES 435	85.1%	7.3%	7.3%	0%	30.8%	53.8%	30.8%	0%
Modified TGAP	HDF 460	100%	0%	0%	0%	44%	44%	0%	11%

B-K Standard 5 – B-K professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.

Indicator 5:1 – Collect and synthesize relevant assessment information that informs practice.

Indicator 5:2 – Share assessment information results with appropriate family members and professionals.

Indicator 5:3 – Link assessment information to practice, including appropriate implementation of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).

Indicator 5:4 – Uses assessment information, including observation, to plan, implement, and evaluate program(s).

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptabl e	% Higher	% Proficient	% Acceptable	% Unacceptabl e
Activity Plans	HDF/SES 425	52.2%	30.4%	8.7%	8.7%	55.9%	32.4%	2.9%	8.8%
Activity Plans	HDF/SES 435	32%	32%	36%	0%	75%	21.4%	3.6%	0%
Instrument Evaluation	HDF 452	58.8%	32.4%	0%	8.8%	90%	0%	0%	10%
TGAP Assessment -	HDF 460	100%	0%	0%	0%	44%	44%	0%	11%
TGAP Assessment – University Supervisor	HDF 460					28%	56%	5%	11%

B-K Standard 6 – B-K professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment.

- Indicator 6:1 – Use play/active learning processes as a foundation for ALL young children’s learning.
- Indicator 6:2 – Plan a suitable balance between child-initiated and adult-initiated activities.
- Indicator 6:3 – Create and adapt integrated, meaningful, challenging, and engaging developmentally supportive learning experiences.
- Indicator 6:4 – Implement and adapt developmental and functional curricula across all domains (including cognitive, physical, social, emotional, and language) in response to ALL young children’s strengths, interests, needs and differing ability levels.
- Indicator 6:5 – Integrate content from disciplines that set the stage for subsequent academic development to include emergent reading, writing, mathematics, the arts (visual art, music, movement, drama, dance), science, and social studies.
- Indicator 6:6 – Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.
- Indicator 6:7 – Create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptabl e	% Higher	% Proficient	% Acceptable	% Unacceptabl e
Learning Environment	HDF/SES 425	86.9%	8.8%	4.3%	0%	23.5%	70.6%	0%	5.9%
Unit Project	HDF/SES 435	38%	31%	31	0%	42.9%	42.9%	0%	14.3%
Journals	HDF/SES 425	73.9%	17.4%	8.7%	0%	58.8%	23.5%	5.9%	11.8%
	HDF/SES 435	61%	14%	25%	0%	75%	17.9%	3.6%	3.6%
	HDF/SES 441	65%	15%	12%	8%	83.9%	6.5%	0%	9.6%

B-K Standard 7 – B-K professionals support the learning of ALL young children with and without disabilities, including those at-risk.

Indicator 7:1 – Accommodate individual learning styles, needs, and interests of ALL young children.

Indicator 7:2 – Use strategies and tools that encourage ALL young children’s problem solving, thinking skills, and developmental and social competence.

Indicator 7:3 – Use appropriate technology, including software, multimedia, and assistive technology, to support and enhance the learning of ALL young children.

Indicator 7:4 – Use a variety of naturally occurring routines and activities, and responsive and incidental teaching techniques to promote emergent skill development.

Indicator 7:5 – Develop, implement and evaluate IFSPs and IEPs in partnership with families and other professionals.

Indicator 7:6 – 7:6 – Facilitate effective transitions throughout the day.

Indicator 7:7 – Use strengths-based practices as a focus for teaching and learning.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptabl e	% Higher	% Proficient	% Acceptable	% Unacceptabl e
Learning Environment	HDF/SES 425	86.9%	8.8%	4.3%	0%	23.5%	70.6%	0%	5.9%
Assistive Technology	HDF/SES 425	82.6%	4.3%	8.7%	4.3%	67.6%	8.8%	2.9%	20.6%
Activity Plan	HDF 460	80%	0%	0%	20%	83%	11%	0%	6%

B-K Standard 8 – B-K professionals recognize and respect individual differences in program planning and implementation.

Indicator 8:1 – Create an environment that is reflective of the children in the classroom setting that honors diversity.

Indicator 8:2 – Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.

Indicator 8:3 – Are sensitive to and meet the needs of children with different ability levels including those with disabilities and their families.

Indicator 8:4 – Are sensitive to, and meet the needs of children with different ability levels including those with disabilities and their families.

Indicator 8:5 – Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% proficient	% acceptable	% unacceptable	% Higher	% proficient	% acceptable	% unacceptable
Activity Plans	HDF/SES 425	52.2%	30.4%	8.7%	0%	55.9%	32.4%	2.9%	8.8%
Activity Plans	HDF/SES 435	32%	32%	36%	0%	75%	21.4%	3.6%	0%
Activity Plans	HDF 460	80%	0%	0%	20%	83%	11%	0%	6%
IFSP	HDF/SES 425	39.1%	52.2%	8.7%	0%	73.5%	8.8%	5.9%	11.8%
IEP	HDF/SES 435	75%	7%	18%	0%	78.6%	14.3%	3.6%	3.6%
Diversity, walk-through	HDF/SES 441	27%	27%	15%	31%	77.4%	3.2%	0%	19.4%

B-K Standard 9 – B-K professionals demonstrate respectful, reciprocal relationships with families and communities.									
Indicator 9:1 – Support families as the primary developmental context for their children’s learning and development.									
Indicator 9:2 – Respect cultural preferences and socioeconomic influences when identifying family resources, concerns, and priorities.									
Indicator 9:3 – Respect diverse cultural values and family structures.									
Indicator 9:4 – Communicate effectively with families from diverse backgrounds.									
Evidence									
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptabl e	% Higher	% Proficient	% Acceptable	% Unacceptabl e
Family Story Project	SES 460	87.5%	6.25%	6.25%	0%	87.5%	6.25%	6.25%	0%
Dispositions	HDF/SES 425	60%	33.4%	2.2%	4.4%	3%	85%	12%	0%
Diversity, Walk- through	HDF/SES 441	27%	27%	15%	31%	77.4%	3.2%	0%	19.4%

B-K Standard 10 – B-K professionals function professionally.

- Indicator 10:1 – Identify with and actively involve themselves in birth-kindergarten professional organizations.
- Indicator 10:2 – Respect confidentiality and informed consent.
- Indicator 10:3 – Articulate the philosophies of the professional organizations that provide the guiding framework for B-K practice (e.g., NAEYC, Division of Early Childhood of the CEC).
- Indicator 10:4 – Know and follow legal and ethical mandates, policies, and procedures related to services for young children and families.
- Indicator 10:5 – Serve in the roles as advocate, consultant, collaborator, and team member.
- Indicator 10:6 – Integrate knowledge and strategies from other professionals in designing and implementing learning activities.
- Indicator 10:7 – Facilitate effective transitions between programs and services for children and their families.
- Indicator 10:8 – Use strategies such as reflective teaching, cooperative planning, problem solving, and collaboration with others, including therapists, assistant teachers, volunteers, and families, in order to advocate for recommended practices.
- Indicator 10:9 – Use a consultative model of service delivery and integrated therapies when appropriate.
- Indicator 10:10 – Function in a variety of settings such as natural learning environments, public school classrooms, child care centers, community agencies, homes, hospitals, crisis nurseries, and shelters.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptabl e	% Higher	% Proficient	% Acceptable	% Unacceptabl e
Midterm	HDF 350	62%	29%	9%	0%	83%	5.5%	5.5%	5.5%
Modified TGAP	HDF/SES 425	91.3%	0%	8.7%	0%	47.1%	38.2%	8.8%	5.9%
Modified TGAP	HDF/SES 435	85.1%	7.3%	7.3%	0%	30.8%	53.8%	30.8%	0%
Modified TGAP	HDF/SES 441	0%	92%	8%	0%	35%	6%	12%	47%
IFSP	HDF/SES 425	39.1%	52.2%	8.7%	0%	73.5%	8.8%	5.9%	11.8%
Dispositions	HDF/SES 425	60%	33.4%	2.2%	4.4%	3%	85%	12%	0%
Dispositions	HDF/SES 435	0%	85.7%	14.3%	0%	83%	15%	2%	0%
Dispositions	HDF 460	100%	0%	0%	0%	56%	28%	11%	5%

Competence demonstrated through the Professional Portfolio (including Technology competencies)

Each student in the licensure program completes a professional portfolio reviewed by two University program faculty and one practicing professional. The artifacts are assessments completed throughout the student's program but primarily during the last two years of their core coursework. The portfolio artifacts and reflections are aligned with the North Carolina Standards and are assessed on TaskStream. The Technology Standards are integrated into the Professional Portfolio.

Working with Families to Support Student Learning

The conceptual framework clearly delineates the critical role of partnering with families in educating young children with and without disabilities. Numerous courses in the undergraduate program are focused on working with families including, HDF 212 and SES 460; and in the graduate program, SES 601, HDF 660 and SES 603. In addition, in virtually every course in HDF and SES in the undergraduate program, there is a family component (e.g., HDF/SES 441; HDF/SES 425; HDF/SES 435; SES 242; SES 601; SES 602). In SES 460 the students participate in a virtual family experience; SES 242 several family panels share their experiences related to having a child with a disability; SES/HDF 441 students learn about communication strategies with families. Students have direct contact with families throughout their internships and student teaching as well as in coursework. In SES 460 students participate in a family story project where they participate with families in therapy sessions as well as interviews and home visits. In student teaching students are required to complete a parent conference or a home visit. In the graduate program, students participate with families in SES 601 by conducting five home visits and identifying family priorities and assisting the family in accomplishing these priorities with their child; in SES 603 students assess young children in the context of the family setting/natural environment. Finally, SES 460 is co-taught course with a parent of a child with a disability and a faculty member; the BK program utilizes a parent as a Family Community Liaison currently supported by funds from the Dean of the School of Education. The Family Community Liaison assists in organizing and coordinating parent panels, family-based field experiences for the BK courses and informs programs related to curricular issues.

Evidence that candidates meet the Advanced Standards

- **Graduate BK Program**

North Carolina Advanced Masters Professional standards are integrated throughout the BK masters coursework. The following Table 9 specifically identifies the Graduate courses in which these professional standards are included.

Table 9. Advanced Masters Standards and BKISED coursework

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
Masters Standard 1: Instructional Expertise – The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.	SES 601	Critical issue paper	Rubric
	SES 602	Intervention strategies analysis paper	Rubric
	SES 602	Analysis of cases	Rubric
	SES 603	Assessment Reports	Pass/Fail
	SES 604	Internship reflective analysis paper	Pass/Fail
	SES 604	Internship project & final product	Pass/Fail
	SES 604	Professional development plan	Pass/Fail
	HDF 609	Curriculum critique	Rubric

Masters Standard 2: Knowledge of Learners – The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning in to the planning, delivery, and evaluation of instruction.	SES 601	Family project paper	Pass/Fail
	SES 602	Intervention strategies analysis paper	Rubric
	SES 602	Analysis of cases	Rubric
	SES 603	Assessment Reports	Pass/Fail
	SES 604	Internship reflective analysis paper	Pass/Fail
	SES 604	Professional development plan	Pass/Fail
Masters Standard 3: Research – The candidate uses research to examine and improve instructional effectiveness and student achievement.	SES 601	Family project and paper	Pass/Fail
	SES 602	Intervention strategies analysis paper	Rubric
	SES 602	Analysis of cases	Rubric
	SES 603	Assessment Reports	Pass/Fail
	SES 604	Internship reflective analysis paper	Pass/Fail
	SES 604	Internship project & final product	Pass/Fail
	SES 604	Professional development plan	Pass/Fail
	SES 601	Critical issues paper	Rubric
	SES 602	Intervention strategies analysis paper	Rubric
	SES 602	Analysis of cases	Rubric
	SES 603	Assessment Reports	Pass/Fail
	SES 604	Internship project & final product	Pass/Fail
	SES 604	Professional development plan	Pass/Fail
	HDF 609	Curriculum critique	Rubric
	HDF 609	Blackboard discussions	Observation

	HDF 650	Knowledge of child development	Essay tests
	HDF 650	Theoretical foundations of child and family studies	Rubric
	HDF 650	Term paper	Rubric
	HDF 650	Research article critique	Rubric
	HDF 650	Reading reaction papers	Rubric
	HDF 660	Applied experience reaction papers	Rubric
	HDF 660	Research article critique	Rubric
	HDF 660	Term paper	Rubric
Masters Standard 5: Professional Development and Leadership – The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.	SES 601	Family project reflective analysis paper	Pass/Fail
	SES 602	Analysis of cases	Rubric
	SES 603	Assessment Reports	Pass/Fail
	SES 604	Internship reflective analysis paper	Pass/Fail
	SES 604	Internship project and final product	Pass/Fail
	SES 604	Professional development plan	Pass/Fail
	HDF 609	Blackboard/in class discussions	Observation
	HDF 609	Group exercises	Pass/Fail
	HDF 650	Professional presentation	Observation & Rubric
	HDF 660	Professional presentation	Observation & Rubric

Table 10 indicates each standard with the data supporting the students' competence. As is indicated by the data, all of our Masters students demonstrate competence in all of the Advanced Standards.

Table 10. Evidence that Candidate Meet the Masters Standards

Masters Standard 1: Instructional Expertise - The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical stance and with best practices emerging from educational research.																	
Indicator 1:1 – The candidate reads educational literature critically, including theoretical, philosophical, and research materials.																	
Indicator 1:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice.																	
Indicator 1:3 - The candidate designs and modifies instruction based on well articulated theory, philosophy, educational research and best practice.																	
Indicator 1:4 - The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.																	
Indicator 1:5 - The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.																	
Indicator 1:6 - The candidate uses technology to create learning environments that support students' learning.																	
Indicator 1:7 - The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.																	
Indicator 1:8 - The candidate demonstrates the ability to integrate literacy across the curriculum.																	
Evidence																	
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher															
		Fall 04				Spring 05				Fall 05				Spring 06			
		% Higher	% Profi- cient	% Acce- ptabl- e	% Unac- cepta- ble	% High- er	% Pro- fici- ent	% Acc- ept- abl- e	% Un- acc- ept- abl- e	% Higher	% Profi- cient	% Acce- ptabl- e	% Unac- cepta- ble	% Higher	% Profi- cient	% Acc- eptabl- e	% Unacc- eptabl- e
Critical issue paper	SES 601									82%	18%	0%	0%				
Intervention strategies analysis	SES 602					40%	50%	10%	0%								
Analysis of cases	SES 602					30%	60%	10%	0%								
Assessment Reports	SES 603													100%	0%	0%	0%
Internship reflective	SES 604	100%	0%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%

analysis paper																	
Internship project & final product	SES 604	100%	0%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Professional development plan	SES 604	80%	20%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Curriculum critique	HDF 609	100%	0%	0%	0%									100%	0%	0%	0%

Masters Standard 2: Knowledge of Learners - The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

Indicator 2:1 - The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.

Indicator 2:2 - The candidate designs and delivers instruction that is responsive to differences among all learners that are influenced by development, exceptionalities, and diversity.

Indicator 2:3 - The candidate reflects on and modifies instruction that fosters student learning.

Indicator 2:4 - The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.

Indicator 2:5 - The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.

Evidence																	
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher															
		Fall 04				Spring 05				Fall 05				Spring 06			
		% High er	% Profi cient	% Acce ptabl e	% Unac cepta ble	% High er	% Profi cient	% Acce ptabl e	% Unac cepta ble	% High er	% Profi cient	% Acce ptabl e	% Unac cepta ble	% High er	% Profi cient	% Acce ptabl e	% Unac cepta ble
Family project paper	SES 601									63%	27%	10%	0%				
Intervention strategies analysis paper	SES 602					40%	50%	10%	0%								
Analysis of cases	SES 602					30%	60%	10%	0%								
Assessment Reports	SES 603													100%	0%	0%	0%

Internship reflective analysis paper	SES 604	100%	0%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Professional development plan	SES 604	80%	20%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Masters Standard 3: Research - The candidate uses research to examine and improve instructional effectiveness and student achievement.																	
Indicator 3:1 - The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.																	
Indicator 3:2 - The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.																	
Indicator 3:3 - The candidate investigates educational problems through action research.																	
Evidence																	
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher															
		Fall 04				Spring 06				Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable
Family project and paper	SES 601									63%	27%	10%	0%				
Intervention strategies analysis paper	SES 602					40%	50%	10%	0%								
Analysis of cases	SES 602					30%	60%	10%	0%								
Assessments	SES 603																
Reports	SES 603																
Internship reflective analysis paper	SES 604	100%	0%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Internship project & final product	SES 604	100%	0%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Professional	SES 604	100	0%	0%	0%					100	0%	0%	0%	100	0%	0%	0%

development plan		%								%				%			
Masters Standard 4: Content Knowledge - The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.																	
Indicator 4:1 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.																	
Indicator 4:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.																	
Indicator 4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.																	
Indicator 4:4 - The candidate understands current knowledge and trends in education.																	
Evidence																	
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher															
		Fall 04				Spring 05				Fall 05				Spring 06			
		% Higher	% Profi cient	% Acce ptabl e	% Unac cepta ble	% High er	% Profi cient	% Acce ptabl e	% Unac cepta ble	% High er	% Profi cient	% Acce ptabl e	% Unac cepta ble	% High er	% Profi cient	% Acce ptabl e	% Unacce ptable
Critical issue paper	SES 601									82%	18%	0%	0%				
Intervention strategies analysis paper	SES 602					40%	50%	10%	0%								
Analysis of cases	SES 602					30%	60%	10%	0%								
Assessment Reports	SES 603													100%	0%	0%	0%
Internship project & final product	SES 604	100%	0%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Professional development plan	SES 604	80%	20%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Curriculum critique	HDF 609	100%	0%	0%	0%									100%	0%	0%	0%
Blackboard Discussions	HDF 609	100%	0%	0%	0%									100%	0%	0%	0%

Knowledge of child development	HDF 650									50%	50%	0%	0%				
Theoretical foundations of child and family studies	HDF 650																
Term paper	HDF 650									38%	62%	0%	0%				
Research article critique	HDF 650									25%	50%	25%	0%				
Reading reaction papers	HDF 650									88%	0%	12%	0%				
Applied experience reaction papers	HDF 660					73%	27%	0%	0%								
Research article critique	HDF 660					64%	36%	0%	0%								
Term Paper	HDF 660					73%	18%	9%	0%								
Masters Standard 5: Professional Development and Leadership - The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.																	
Indicator 5:1 - The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.																	
Indicator 5:2 - The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.																	
Indicator 5:3 - The candidate participates, formally and informally, in appropriate professional communities.																	
Indicator 5:4 - The candidate participates in collaborative leadership to address educational problems at the levels of classroom, school building, school system, and community.																	
Indicator 5:5 - The candidate provides leadership in working with parents and strengthening the home-school partnership.																	
Evidence																	
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher															
		Fall 04				Spring 05				Fall 05				Spring 06			
		% Higher	% proficient	% acceptable	% unacceptable	% Higher	% proficient	% acceptable	% unacceptable	% Higher	% proficient	% acceptable	% unacceptable	% Higher	% proficient	% acceptable	% unacceptable

								e	ble							e	
Family project reflective analysis paper	SES 601									63%	27%	10%	0%				
Analysis of cases	SES 602					30%	60%	10%	0%								
Assessments Reports	SES 603													100%	0%	0%	0%
Internship reflective analysis paper	SES 604	100%	0%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Internship project and final product	SES 604	100%	0%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Professional development plan	SES 604	80%	20%	0%	0%					100%	0%	0%	0%	100%	0%	0%	0%
Blackboard/in class discussions &	HDF 609	100%	0%	0%	0%									100%	0%	0%	0%
Group exercises	HDF 609	100%	0%	0%	0%												
Professional presentation	HDF 650									62%	38%	0%	0%				
Professional presentation	HDF 660					82%	18%	0%	0%								

1. Final product for Masters: Professional Portfolio

The final portfolio is the culminating experience for the Masters in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BKISED). It includes two components: 1) preparation of a *written document* using the guidelines listed below and 2) *oral defense* using the guidelines listed below. The purpose of the portfolio is to give students an opportunity to demonstrate: a) their knowledge base, b) their ability to synthesize coursework content, and c) their skill in applying this knowledge in professional settings and linking it to career goals. The final portfolio is required of all students graduating from the BKISED program and is due at least two months prior to their expected graduation date. In the fall, it is due the Friday before the fall break and in spring, it is due the Friday before spring break. The portfolio is submitted to the student's advisor and the oral defense is subsequently scheduled.

- ◆ Written Portfolio document: The final portfolio includes a series of reflective essays and supporting documents from coursework and professional experiences. It is organized utilizing the National Board Professional Teaching Standards for Early Childhood (NBPTS: EC) as described below. Each essay is between 3-4 pages double-spaced, APA style. The portfolio is organized into the following components:
- ◆ Introductory context statement describes how the BK program of study has helped the student realize their career goals. This section highlights information from particular courses, assignments, or other graduate program experiences that helped shape their career goals.
- ◆ NBPTS: EC: Each student writes a series of five reflective essays using each standard listed below. In each standard they: a) summarize their knowledge of each content area (reference the course numbers or assignments where they gained this information), b) describe how this knowledge was applied in their graduate studies, c) describe how they will connect this content to their career. Students include specific citations on theory and research in the reflective essays. For each content area, students are expected to integrate relevant information on: children with special needs, diversity, policy, and legislation.

2. Oral Defense

Each student selects one of the areas identified above from the NBPTS:EC and orally presents what they have done, discussing the content of the essay and rationale for the use of the documents. Faculty engage in dialog with the student and provide constructive feedback. The oral defense is approximately 45 minutes in length with 15 minutes of student presentation, 10 minutes for questions and responses, 15 minutes for faculty discussion and 5 minutes for feedback to the student. The oral defense committee comprises three members: two faculty (one from HDFS and one from SES) and one practicing professional. One faculty member must be the student's advisor. The committee members review the portfolio prior to the oral defense meeting. The student is provided verbal and written feedback on their performance of the written and oral portfolio. If revisions or rewrites are necessary, the student is given guidelines with specific deadline. The revised portfolio is then reviewed a second time by the same committee members who make a final determination of pass or fail. The student is notified of the disposition of their

portfolio. This information is also required for the student's application for advanced masters teaching license (M).

Standard 1A: Candidate Qualification

- ◆ Undergraduate Candidate Qualifications
Program admission criteria (including how progress is limited until formal admission has been granted)

Students must meet requirements to be Human Development majors (a 2.5 GPA (change from 2.2 GPA effective August, 2004) based on at least 12 hours of course work at UNCG and a C or better in three foundation courses -- HDF 212, HDF 211 and HDF 302), and they must also meet the requirements to be admitted to teacher education (they must apply at the end of their sophomore year but cannot be admitted later than the beginning of the semester preceding student teaching) through the Teachers' Academy (a 2.7 GPA (change effective, June 2005 from previous 2.5) based on at least 12 hours of course work at UNCG and passage of the PRAXIS I standard examination). These requirements are listed in the Catalog pages for Human Development and Family Studies and spelled out in detail in the BK Student Handbook available on the Department website (www.uncg.edu/hdf).

Records of students who have been admitted to the Teacher's Academy are kept by the HDF Department office, faculty advisors and a copy is also sent to the BK Field Placement Coordinator.

- ◆ Graduate Program:

Students can be admitted to the Graduate BK (BKISED) program without a teaching certificate. However, if they do not have an initial level teaching certificate, a number of pre-requisite courses, field experiences and student teaching are required to fulfill the competencies for the Professional Standard One license. Upon admission, all students' credentials (transcripts and previous experience) are reviewed by program faculty. Acceptable scores on the GRE, 3.0 GPA, three letters of reference, statement of intent and undergraduate transcript are all reviewed for admission to the BKISED program.

Standard 1B: Licensure-only Candidates

- ◆ Program policies and procedures for licensure-only candidates.

To ensure that all BK competencies are met by post baccalaureate students seeking BK licensure, a list of required courses was developed by the BK Interdisciplinary Committee for use in analyzing students' transcripts. (See review sheets in document box.) Factors that determine the required coursework are: 1) whether or not an applicant has an existing teaching license, 2) in what area(s) the applicant is licensed, and 3) whether the applicant holds a Standard Professional One, G or M license. Applicants who hold a Standard Professional One license have the option of taking undergraduate courses to meet the BK competencies for an initial level BK License or taking graduate courses that would meet the BK competencies for their initial level BK License in the graduate BK program (BKISED). Applicants

without a masters degree who do not hold a BK License can only take courses on the undergraduate level. However, if they have a masters degree, they can take masters level courses for BK licensure. Specific coursework for each of these is listed in the document box.

The procedures and policies for Licensure-Only students are identical to degree-seeking students with the exception of admission procedure and number of courses required. Licensure-Only students are admitted into the university through the Teachers Academy office rather than the Admissions office and courses are determined by a transcript analysis done by the BK Licensure- Only advisor.

The following procedure has been established for post baccalaureate applicants seeking BK licensure at UNCG:

1. Prospective students are referred to the BK Licensure-Only advisor in the Department of Human Development and Family Studies, who conducts a meeting with each student to explain the program, do an unofficial transcript review, and develop a tentative program of study.
2. The applicant applies for admission through the Teachers Academy office. In order to be admitted, a student must have earned at least a 2.7 undergraduate grade point average and submitted complete educational transcripts.
3. The application is processed in the Teachers Academy office and is then sent to the BK Licensure-Only advisor for official transcript analysis and recommendation to admit/deny. An official program of study is then developed.
4. The applicant's program of study is filed with the Teachers Academy. Upon completion of those courses (the BK Program Coordinator verifies the completion of requirements), the student can then apply through that office for the BK Licensure.

Post baccalaureate student files are kept by the BK Licensure-Only Advisor in the Department of Human Development and the Teachers Academy. Currently, 23 students are enrolled in the licensure-only program.

Alternative assessment procedures for licensure-only candidates to demonstrate how they meet state standards.

Currently, students may submit information about their experience and relevant and detailed workshop experience in lieu of a particular course. The BK Coordinators and the Licensure Only Advisor jointly make the determination as to the appropriateness of the workshop experience.

- **Dispositions**

Student dispositions are assessed multiple times throughout the program. For undergraduate students it occurs initially in the Introduction to the Profession (HDF 250) and then in each of the methods courses (SES/HDF 425, 441, 435) and then in the final student teaching experience. The process includes the student, faculty member and practicing professional to assess their disposition. While we were implementing this process, initially program faculty did the assessment and beginning Spring 2006, students are also assessing their dispositions. The format is the one adopted by the Teachers' Academy. When students fall within the unacceptable range, a formal process for addressing the inappropriate dispositions is implemented.

◆ Procedures for Addressing Student Problems Related to Dispositions

All students enrolled in BK programs and coursework are expected to demonstrate that they are developing the dispositions that have been identified by the Teachers Academy. When a problem occurs that relates to dispositions, the following procedures should be followed:

1. Any faculty member or other instructor may initiate this procedure because of a concern related to student dispositions.
2. When a problem is identified, the faculty member/instructor should meet individually with the student to discuss the problem and expectations.
3. If the problem related to disposition continues to occur, the Dispositions Concern Form should be obtained and the first section of it completed. The faculty member/instructor should meet individually with the student to discuss the concern and identify actions needed to address it. Possible sanctions also should be discussed. Both the faculty member/instructor and student should sign the form. The student's name and identification number and the date of the meeting are noted in the dispositions log, and the form is filed in the department office.
4. If the problem continues or if another faculty member/instructor identifies a problem for the same student, the second section of the form should be completed by the appropriate individual. When this second reporting occurs, the program coordinator appoints a committee of three faculty members to meet with the student. All participants sign the form and the log is updated. After this meeting, the committee determines what actions are needed and the chair of the committee communicates that information in writing to the student. A date for follow-up is scheduled with the committee chair; at that point, a decision is made regarding appropriate progress in completing the necessary changes in student behavior.
5. If a third disposition report is completed, the same committee as noted in Item 4 meets to determine an appropriate sanction for the student. Sanctions may include initiating the UNCG Academic Integrity procedures, suspension from all BK programs for a designated period of time, or permanent removal from all BK programs. This decision is communicated in writing to the student and the Associate Dean of the Teachers Academy, and the action is noted in the log.

Section IV: Standard II ---- Candidate assessment and evaluation

Individual Candidate Assessment

For years, programs at UNCG have engaged in program review and revision. Minutes from program faculty meetings and the catalog changes from year to year provide evidence of these reviews. These informal program reviews were possible because most programs were small and faculty knew students and schools well. Over the past six years, with the advent of performance based assessments, programs have gradually been implementing more systematic evaluations. Table 11 depicts the current assessment plan at UNCG.

Table 11. Overview of the UNCG Assessment Plan

	Data Sets	Database	Use
Candidate Assessment	<p>Course assessments that reflect the conceptual framework, SPA, state and national standards</p> <p>Specific course grades</p> <p>GPA</p> <p>Field experience evaluations & SERVE rubric</p> <p>Final portfolio evaluation</p> <p>PRAXIS I & PRAXIS II (for elementary & special ed)</p> <p>Disposition rubric</p> <p>Licensure & employment status</p>	<p>The <u>Teachers' Academy database</u> will contain:</p> <p>Course grades</p> <p>GPA</p> <p>PRAXIS I (& PRAXIS II, when applicable)</p> <p>Licensure</p> <p><u>Taskstream</u> will contain:</p> <p>SERVE evaluation</p> <p>Portfolio evaluation</p> <p>Disposition rubric</p>	<p>Candidate assessments are used for:</p> <ul style="list-style-type: none"> ➤ feedback to candidate ➤ feedback to faculty for decision making on candidate advancement ➤ curriculum alignment and course modification
Program Evaluation	<p>Each semester, the Modified TGAP rubric, Portfolio rubric & Disposition rubric are aggregated by program area and reviewed as are candidate evaluations of courses, faculty, field placements, and clinical experiences. Each program also collects some follow-up data about their graduates. Faculty review all but the personnel data. Individual faculty review</p>	<p>TA provides programs with data on basic variables. Programs summarize their program specific data. Faculty committees examine data each semester and annually. The results of these self-studies drive course modifications and curriculum actions. These self-studies</p>	<ul style="list-style-type: none"> ➤ Aggregated data are used to: drive program area improvements ➤ review and revise assessment tools and scoring criteria for accuracy, consistency, fairness, and avoidance of bias ➤ review and revise effectiveness of curriculum and instruction in

	Data Sets	Database	Use
	<p>their own evaluations with their chair. Annually, the following are reviewed: enrollment & graduation data, alignment of course assignments and key work samples with the conceptual framework. Additionally, an analysis of assessment tools for accuracy, consistency, fairness, and avoidance of bias is conducted.</p>	<p>are shared with the NCATE office annually.</p>	<p>each program</p> <ul style="list-style-type: none"> ➤ Identify trends and need areas for improvement in programs ➤ Identify areas for improvement of field experiences
Unit Evaluation	<p>Annually, the following data are examined across all programs:</p> <ul style="list-style-type: none"> ▪ # of students admitted, ▪ FTE & SCH, ▪ full-time/part-time enrollment, ▪ # and % of students graduating, ▪ time to graduation, ▪ % of students applying for license ▪ External funding ▪ Faculty publications and presentations ▪ Diversity of staff and students ▪ Candidate complaints and their resolutions ▪ Exit and post-graduation and employer surveys 	<p>Reports from each program area are aggregated.</p>	<ul style="list-style-type: none"> ▪ Alignment of curriculum and assessment with CF ▪ Improve curriculum and instruction ▪ Increase unit effectiveness ▪ External reports

BK Program Assessment (individual and program)

The BK programs (both undergraduate and graduate) have been conducting individual and program assessments since the programs were first approved and implemented. This information has been used to make changes for program improvement. In addition, the assessment system has evolved over the past several years. The current assessment system has been in development for the past four years and has been formally implemented over the past year. Prior to this time, data was collected but in a more informal manner. Individual candidate performance is currently being monitored in a more systematic manner so as to assist candidates in their professional development. Program data is also being collected and analyzed for overall program improvement. This information is reviewed annually at our program retreat and with the program advisory board. Program changes are made accordingly. Table 12 provides an overview of the BK Assessment Plan.

Table 12. Overview of the BK Assessment Plan

	Data Sets	Database	Use
Candidate Assessment	<ul style="list-style-type: none"> ➤ Course assessments that reflect the conceptual framework, professional, state and national standards ➤ Specific course grades ➤ GPA ➤ Field experience evaluations & TGAP rubric ➤ Final portfolio evaluation ➤ PRAXIS I ➤ Disposition rubric 	<p><u>Taskstream</u> will contain:</p> <ul style="list-style-type: none"> ▪ Modified TGAP evaluation ▪ Portfolio evaluation ▪ Disposition rubric <p>Individual courses:</p> <ul style="list-style-type: none"> ◆ Assignments ◆ grades 	<p>Candidate assessments are used for:</p> <ul style="list-style-type: none"> ➤ feedback to candidate ➤ feedback to faculty for decision making on candidate advancement ➤ curriculum alignment and course modification
Program Evaluation	<ol style="list-style-type: none"> 1. Individual faculty review their own evaluations with their chair. 2. alignment of course assignments and key work samples with the conceptual framework. 	<p>Annual Faculty retreat:</p> <ol style="list-style-type: none"> 1. Summary information is reviewed <p>Advisory Board:</p> <ol style="list-style-type: none"> 2. Review of summary data 	<ul style="list-style-type: none"> ➤ Aggregated data are used to: drive program area improvements ➤ review and revise assessment tools and scoring criteria for accuracy,

	Data Sets	Database	Use
	3. analysis of assessment tools for accuracy, consistency, fairness, and avoidance of bias 4. Teacher Beliefs Scales 5. BK Competencies Scale 6. Philosophy Statements		consistency, fairness, and avoidance of bias ➤ review and revise effectiveness of curriculum and instruction in each program ➤ Identify trends and need areas for improvement in programs ➤ Identify areas for improvement of field experiences

System for the Collection and Analysis of Data on Candidate Performance

For undergraduate candidates, individual assessment occurs several times throughout their program. The following Table 3 describes the specific information as it relates to the undergraduate BK program. Admission to the program requires a minimum GPA of 2.7, passing of Praxis I, completion of program prerequisites and admission to the Teachers' Academy at the end of their sophomore year (and no later than least one semester prior to student teaching). In order to maintain status in the program students must maintain a GPA of 2.7, receive satisfactory reviews on their practicum placements and receive a grade of C or better in HDF/SES 425, HDF/SES 435, HDF/SES 441, and an acceptable score in all dimensions of their dispositions profile. (see desired scores in the table below). At the conclusion of their program, in addition to the previous items, students also must also receive an acceptable score on their professional portfolio.

Individual Assessment Indicators. Students will also be required to complete a personal philosophy statement four times over the course of the BK program in order to demonstrate the development and growing clarity of their approach to working with young children. The philosophy statement will be evaluated through a rubric based on the BK standards. Students will also use a self-assessment scale to evaluate their teaching competencies through videotapes of their field experiences in classrooms. These self-assessments will be conducted in the two professional seminars, which are co-requisites with two of the methods classes, and student teaching. Feedback from cooperating teachers will be collected in each of the methods classes (which include field placements) and student teaching. For the methods classes and student teaching, cooperating teachers will complete a modified version of the Teacher Growth and Assessment Plan (TGAP), which is the teaching assessment system for all teacher education programs at UNCG. The TGAP has been modified by the instructors in the methods courses so that the questions that are used on the scale are appropriate for the designated methods course. The evaluation of student performance takes place at midterm and at the end of the semester. However, the evaluation form for student teaching is more comprehensive in nature. The entire TGAP assessment is utilized during the student teaching experience. University supervisors will also provide evaluation of student performance through the evaluation of the implementation of other course assignments (i.e., activity plans). During the Preschool and Kindergarten Curriculum course and student teaching the instructor for the courses will evaluate students' curriculum plans on how well the BK student promoted child learning based on the NC Pre-kindergarten Widely Held Expectations and the Kindergarten Standard Course of Study. A rubric has been developed to evaluate the effectiveness of the planned experience in impacting children's learning. In addition, student dispositions will be assessed at three points in their academic program. It is hoped that we will be able to recognize early in the BK program student characteristics and attitudes that will lead to the development of competent, caring, and collaborative professionals.

Table 13. Individual Candidate Assessment Gates (Undergraduate)

Assessment	Admission to Licensure	Midway in Program	Entrance to Student Teaching	Completion of Student Teaching	Follow-up
GPA	Minimum of 2.7	Checked each semester by Teachers' Academy	Minimum of 2.7	Minimum of 2.7	
Praxis I	Minimum scores 176 for Math, 173 for Writing, 173 for Verbal				
Disposition Rubric		Ratings of 1 or 2 require an action plan	Ratings of 1 or 2 require an action plan	All ratings must be a 3 or higher	
Portfolio Rubric				Satisfactory ratings in all dimensions	
SERVETGAP & Modified TGAP Practicum Evaluations		Completed in early field experiences		Satisfactory ratings in all dimensions	
Course Requirements	Pre-requisites must be completed		Required courses satisfactorily completed & methods courses with a C or better		
Licensure Status					TA keeps record of all licensure applications
Employment Status					Checked at end of 2 nd year of teaching

Assessment	Admission to Licensure	Midway in Program	Entrance to Student Teaching	Completion of Student Teaching	Follow-up
Employer Satisfaction					Completed at end of graduate's 2 nd year of teaching
Candidate Satisfaction					Completed at end of program
Additional Program Requirements	Must be admitted to the TA at least one full semester prior to final field experience	C or better in methods courses and acceptable dispositions	CPR & First Aid	Positive Evaluation by cooperating teacher	

◆ Graduate Program

Candidates in the Graduate program are also monitored using assessment gates several times throughout their program. Table 14 describes those gates. Admission to the program requires a minimum GPA of 3.0, appropriate GRE scores, strong letters of support identifying the applicant’s potential for expanding their knowledge base related to working with young children with and without disabilities, clear statement of intent for pursuing graduate work, and initial teaching license in BK or fulfillment of prerequisite courses. Prior to internship candidates must complete the majority of their coursework, receive approval for their internship prospectus, and have acceptable dispositions. Completion of the program requires that they maintain a GPA of 3.0, successful completion of their professional portfolio and oral presentation, and completion of all required courses and maintenance of acceptable dispositions.

Table 14. Individual Candidate Assessment Gates (Graduate)

Assessment	Admission	Entrance to Internship	Completion of Program	Follow-up
GPA	Minimum of 3.0	Minimum of 3.0	Minimum of 3.0	
GRE	Appropriate scores			
Disposition Rubric	Every spring	Ratings of 1 or 2 require an action plan to address problems	All ratings must be a 3 or higher	
Professional Portfolio			Must have satisfactory ratings in all dimensions	
Course Requirements	Pre-requisites must be completed		Required courses must be satisfactorily completed	
Licensure Status	BK license or prerequisite courses for to meet BK competencies			TA keeps record of all licensure applications
Employment Status				Checked 2 nd year of post grad

Assessment	Admission	Entrance to Internship	Completion of Program	Follow-up
Employer Satisfaction				Completed at end of 2 nd year post grad Focus groups every two years
Candidate Satisfaction				Completed at end of program
Additional Program Requirements	Statement of Intent Strong letter of recommendation or other evidence of potential in graduate school	Prospectives for internship		

- ◆ Individual Candidates are also assessed on their competence of the Advanced Program Standards.
See Table 10.

Program Assessment Data

The *Teacher Belief Q-Sort* is administered four times over the course of a student's BK coursework. *The Teacher Beliefs Scale* is administered six times, including after graduating from the BK program. These scales provide indicators of an individual student's beliefs about what and how young children should be learning in preschool and kindergarten classrooms and how those beliefs are influenced by coursework in the BK program. The two scales provide quite different approaches to measuring a student's beliefs and will assist in determining the reliability of the information about beliefs. *The Teacher Attitudes Scale (Ideas About Raising Children)* provides valuable information about our students' attitudes toward rearing and educating children. This measure provides a more general measure of attitudes toward children that may be influenced by BK coursework. The attitude scale is administered six times over the course of the program. The BK standards and required student teaching competencies are used to develop the *BK Competencies Scale*. This comprehensive scale measures student perceptions about how much they know about each of the stated competencies as well as how well they feel they could implement the competencies in a classroom setting. This measure is administered six times over the course of the program.

Annual review of the program

The BK programs are reviewed annually with the outcome results applied to program improvement. Examples of the types of evaluation include the following:

1. Undergraduate

- Community Advisory Committee Feedback:

The BK programs are privileged to have a Community Advisory Committee composed of teachers, former students, and principals from the community and community agency representatives. Based on yearly feedback from the group numerous changes have been made to the undergraduate program. For example, cooperating teachers requested an initial meeting with interns prior to beginning their placement and this has been implemented. Advisory Board Committee members also asked that we help students articulate their philosophy of Developmentally Appropriate Practice. Students now present their philosophy in the portfolio and orally present this to peers and faculty during their student teaching. Members also asked that we assist students in meshing school-adopted discipline programs with the developmentally appropriate philosophy taught in the BK program. HDF/SES 441 now includes discussion of how to adapt school-adopted discipline procedures to be appropriate for young children.

- Program Faculty Retreat:

A retreat is held each summer for faculty of the undergraduate program to review program requirements and make changes based on the Advisory Board Committee and student feedback and to discuss overall program philosophy and approaches to presenting a coordinated philosophy to our students. Numerous changes have been made based on the stimulating discussion among faculty regarding the relationship between theory and practice. Examples of changes that have been made are described in item #1. Changes have also included: a) the addition of HDF 250, Introduction to the Profession to help acclimate students to the professional programs and expectations in BK, b) identified specific and consistent placements for each of the field based courses (HDF/SES 425; 435; 441), c) inclusion of family interviews and IEP development in student teaching, d) changing the way IEPs and IFSPs are completed in SES/HDF 425 and SES/HDF 435 in that they are individually completed versus as a group, and e) restructuring of SES/HDF 435 based on student and faculty feedback.

- Student Teacher Feedback:

Student teacher performance and preparedness feedback is received by the Student Teacher supervisor from cooperating teachers at mid-term and end-of-semester. The Student Teacher supervisor brings to the attention of the BK committee any trends that might signal needed program changes. For example, students conducting their student teaching in kindergarten classrooms had no previous experience in kindergarten and found the experience to be extremely challenging so, now students who want to teach kindergarten are expected to have a kindergarten experience prior to student teaching if at all possible.

2. Graduate

- Student feedback:

Once per year, the program coordinators meet with students in the BKISED program to solicit feedback about program requirements and expectations. As a result of this feedback, the final culminating experience changed recently. Instead of a written comprehensive exam, students now complete a comprehensive portfolio which includes a written and oral component. Another example, the final internship (SES 604) is now completed during the Spring semester versus the Fall. The number of required courses was changed to allow students flexibility in taking courses in an area of their major interest (e.g., families, disabilities, agency work) which also increased the interdisciplinary focus of the program. Another example, a course focused on development during the early years was created (HDF 650) so students would gain in-depth knowledge about research during these years; previously students took a course on lifespan development.

- Employers of Graduates:

A survey is sent to all employers of program graduates requesting their feedback on the graduates' competence for their current employment position.

- Phone interviews

A phone interview of graduated students was conducted in Fall of 2004 and another one is anticipated in Fall 2006. The interview information is

collapsed and summarized by the interviewer and salient themes are then shared with program faculty to make adaptations as recommended.

3. Undergraduate and Graduate

- Course evaluations by students.

Program Faculty currently conduct student evaluations in all courses taught each semester. These evaluations are reviewed by the respective department chairs and if necessary in consultation with the faculty member. Each faculty member uses the course evaluations to make changes and improvements in future course offerings.

- Observation and evaluation of all non-tenured faculty and adjuncts.

Non-tenured faculty members and adjuncts are observed by a peer annually. After the observation, the tenured faculty member provides oral and written feedback to the non-tenured/adjunct faculty member. This feedback is used as a basis for making changes in the non-tenured/adjunct faculty member's teaching.

- Summarize what the data that have been collected and analyzed indicate.

A complete program evaluation of the undergraduate program began in the 2004-2005 academic year. The sample included a total of 196 current students and program graduates during the 2004-05 academic year. One hundred and eighteen current students completed the measures. Of these, 42 were enrolled in the introduction to child development course (HDF 302) that is considered to be an “entry-level” course because it is taken by majors and non-majors. Twenty-seven were enrolled in the first course within the B-K program (HDF 250), 33 were enrolled in the methods courses (HDF 350/360), and 16 were student teachers (HDF 450/460). Seventy-eight respondents were graduates of the B-K program.

The amount of experience respondents had working with young children varied. The mean number of years of experience current students reported was 2.64 (range = 0 – 16 years, SD = 3.4). Graduates reported a mean of 3.52 (range 0 – 16, SD = 3.45) years experience before graduation and 2.83 (range 0 – 7, SD = 1.78) years experience after graduation.

Description of Measures

- ◆ Teacher Beliefs Scale

The Teacher Beliefs Scale (TBS) developed by Hart, et al., (1990) was used to assess teacher beliefs about developmentally appropriate practices. The TBS is a 36-item Likert Scale questionnaire on which teachers use a five-point scale to rate a particular practice from “not important at all” to “extremely important.” The TBS has been found to be comprised of six factors with subscale reliabilities (assessed by Cronbach’s alpha) ranging from .58 to .84 ($M = .70$). For purposes of the current study 12 items (1, 3, 6, 10, 13, 14, 16, 18, 19, 21, 22, 23) were reversed coded so that higher scores indicated more developmentally appropriate beliefs. The scale was also modified to allow respondents to indicate their ratings relative to preschool children and to kindergarten children. Therefore the measure included two scales—Teacher Beliefs Related to Preschool Children and Teacher Beliefs Related to Kindergarten

Children. Inter-item reliability analyses indicated that both scales had good reliabilities. The Alpha for the TBS—Preschool sub-scale was .862 and the Alpha for the TBS—Kindergarten was .860.

◆ Ideas About Children Scale

The Ideas About Children Scale (also known as the Parental Modernity Scale), developed by Schaefer & Edgerton (1985) was used to assess respondents' authoritarian attitudes. The scale has been used in previous research with both parents and teachers. The Spearman-Brown corrected split half reliability has been found by the authors of the scale to be .90, and the test-retest reliability from fall to spring was reported to be .84. For the current study, eight items (6, 11, 13, 15, 20, 23, 27 and 29) were reverse coded so that higher scores indicated more authoritarian attitudes. In the current study, the overall alpha for the scale was .88.

◆ Perceived Competency Scale

The Perceived Competency Scale was developed for purposes of this study to measure respondents' beliefs regarding their own competence on skills and knowledge related to early childhood education. The content of the items was based on the Birth-Kindergarten standards articulated in North Carolina's standards for teacher preparation programs. Standards deemed to be most significant were identified by B-K faculty through a consensus process and appropriate wording changes made to convert the standard into an item that could be rated. Through a series of reviews by B-K faculty, the wording for individual items was revised to improve the readability of the items and increase the likelihood that constructs of interest were being measured. The measure was piloted twice, first with a group of "novice" students and then a revised version was piloted with advanced students. The result was a 60 item scale which asked students to rate their perceived competency on two dimensions: knowledge related to the construct and competence to actually perform the skill/area described. Respondents rated "How much I KNOW/ UNDERSTAND" and "How well I can DO this in a group setting." The items were arranged into eight subscales, each with varying numbers of items. The titles of the subscales and the number of items under each are shown in Table 1.

Data were collected from students enrolled in the B-K program during class and data was collected from UNCG B-K graduates via a mailed survey. For students, a trained data administrator visited each class during the first two weeks of the Fall 2004 semester. Following a brief explanation of the purpose of the survey, their rights as human subjects, and the procedures for completing the survey, respondents completed the measures and returned them to the data administrator.

The mail survey of B-K graduates was conducted in January 2005. A post card was mailed to all B-K graduates that had completed the program between 1999 and 2002. A total of 175 surveys were mailed and 78 (44.6%) were returned.

◆ Results: Teacher Beliefs Scale

The mean score on the TBS—Preschool was 146.6 (SD = 14.7) and the mean score on the TBS—Kindergarten was 142.5 (SD = 14.0). On this measure the higher the score, the more developmentally appropriate the beliefs of the students. We examined between group differences on the Teacher Beliefs Scale to determine whether the beliefs reported by respondents were different at different levels of the B-K program. One-way ANOVA's contrasting respondent scores on scores on the two

Teacher Belief Scales (preschool and kindergarten) at the entry-level, beginning the B-K program, methods courses, student teaching and graduate level. Results indicated that the mean scores on both TBS—Preschool and TBS—Kindergarten (see Table 9) were significantly different by level within the program. The mean scores on TBS—Preschool are higher for each subsequent level within the program except for the graduates ($F = 43.2$, $df = 4$, 191 , $p = .000$) indicating that the students beliefs became more developmentally appropriate as they proceeded through the program. These analyses also revealed that scores for respondents at the entry-level and beginning the B-K program were significantly lower than scores of respondents at the three other levels within the B-K program. All other differences between scores of respondents at various levels of the B-K program were not statistically significant. Nonetheless, the students' beliefs gradually increased over the course of the BK program and significantly changed once they completed their first course in the BK program and were beginning their methods courses.

Similar analyses were conducted to examine differences in respondents' scores on the TBS—Kindergarten measure. As with the TBS—Preschool scale, scores on the TBS—Kindergarten scale also indicated significant differences between respondents at different levels of the program ($F = 30.6$, $df = 4$, 191 , $p = .000$). Post hoc analyses revealed a similar pattern in the differences between scores from respondents at different levels of the program. Respondents at the entry-level and respondents just beginning the B-K program had significantly lower ($p < .05$) mean scores on the TBS—Kindergarten than respondents at higher levels within the program. All other differences between scores of respondents at various levels of the program were not statistically significant. Again, students had a much better idea of appropriate practice in kindergarten classrooms once they had completed the introductory course and continued to grow in their understanding of appropriate kindergarten practice over the course of the program.

Results from the Teacher Beliefs Scale indicate that our graduates' responses were consistent with Developmentally Appropriate Practices. The graduates' mean score on the Teacher Beliefs Scale—Preschool was 154.5 ($SD = 10.5$), which was not significantly different from the scores of students who were currently enrolled in the student teaching phase of the program but was significantly higher than students just entering the B-K program. The pattern for scores on the Teacher Beliefs Scale—Kindergarten was the same—graduates scores ($M = 148.2$; $SD = 11.7$) were not statistically different from current student teachers but were significantly higher than students just entering the field. However, it is interesting to note that for both the Pre-K and K versions of the Teacher Beliefs Scale scores dropped after graduation from the UNCG BK program perhaps indicating a slight change in beliefs once employed.

Table 15. Mean Scores on All Scales by Level of Respondent within the B-K Program

	Teacher Beliefs Scale				Ideas About Children		Perceived Competencies Scale			
	Preschool		Kindergarten				Knowledge		Ability to Do	
Level of Respondent	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Entry Level	130.7	10.0	128.9	8.3	83.1	13.3	227.2	63.0	222.0	66.8
Beginning B-K Program	137.5	10.4	135.0	8.5	71.9	14.3	214.4	42.8	218.3	53.7
Methods	149.8	13.4	146.9	13.5	67.9	15.9	248.3	36.1	223.6	42.5
Student Teaching	158.1	8.6	154.5	11.6	54.8	10.3	270.1	30.3	245.0	35.4
Graduate	154.5	10.5	148.2	11.7	67.8	16.0	269.3	26.0	246.8	34.9
Overall	146.6	14.7	142.5	14.0	70.6	16.5	249.3	45.8	233.5	48.5

◆ Ideas About Children Scale

The Ideas About Children Scale measured the degree to which respondents indicated authoritarian attitudes. The mean score on the Ideas About Children Scale was 70.6 (SD = 16.5). Respondents' scores ranged from 32 to 114. Results from a one-way ANOVA analysis indicated significant differences between the mean scores of respondents at different levels within the program ($F = 13.05$, $df = 4$, 191, $p = .000$). Tukey HSD post hoc comparisons revealed that scores for the entry-level group were significantly higher than all the other groups (lower scores indicate more appropriate attitudes). Scores for the student teachers were significantly lower than all other groups. The remaining between group differences were not statistically significant. This would indicate student teachers had much more appropriate attitudes toward children than did students at any other level in the program. Graduates' mean score on the scale was 67.8 (SD = 16.0), which was significantly lower (less authoritarian) than persons entering the program but significantly higher (more authoritarian) than students currently completing their student teaching experience.

◆ Perceived Competencies Scale

Total scores on the PCS—Knowledge ranged from 71 to 300. The mean total score on this scale was 249.3 (SD = 45.8). The mean total score on the PCS—Ability to Do scale ranged from 62 to 298, with a mean of 233.5 (SD = 48.5). One-way ANOVAS were conducted to determine if mean scores on these subscales differed by the level of the respondent within the program. For the PSCS—Knowledge, the overall model was significant ($F = 13.8$, $df = 4$, 191, $p = .000$). Tukey's HSD post hoc analyses indicated that scores for the Entry Level students and those beginning the B-K program were not significantly different from each other but were significantly lower than student teachers and graduates ($p < .05$). Scores for the entry-level students were also significantly lower than scores for students enrolled in the methods courses. This analysis indicates that once again students in the BK program gradually gained the competencies targeted in the BK program and that by student teaching there was a significant difference in their knowledge of the competencies required for the BK license than when they began the BK program.

Mean scores on the PCS—Ability to Do scale also differed by group, but not as much. The one-way ANOVA indicated significant between group differences ($F = 3.45$, $df = 4$, 191 , $p = .01$). Tukey HSD tests revealed that none of the between group comparisons were significant at the $p < .05$ level.

A total of 78 graduates returned the Perceived Competency Scale. The graduates' mean score on the measure of their perceived knowledge of the items in the scale was 269.3 ($SD = 26.0$, range from 204 to 300). Their mean score on the measure of how well they perceive they can actually “do” the items in the scale was 246.8 ($SD = 34.9$, range from 130 to 298). The graduates' ratings on the “knowledge” scale were significantly higher than their ratings on their perceptions of how well they “do” the various competencies (with a mean score of 269.3 for the “knowledge” part of the scale and a mean score of 244.8 for the “do” part of the scale, $t = 6.01$, $df = 77$, $p = .000$). This pattern was consistent with the observed pattern for current students on the Perceived Competency Scale—both graduates and students report that they perceive they are more competent in their knowledge than their ability to actually “do” the standards described on the scale. Graduates' scores on the knowledge part of the scale were significantly higher than students just beginning the program but not significantly higher than students nearing the end of the program. Graduates' scores on the “do” part of the measure did not differ significantly from students at different points in the program.

Data were received from a total of 45 supervisors of 45 graduates who returned the Perceived Competency Scale. The supervisors were asked to think about their observations of the graduate and then to complete the Perceived Competency Scale to indicate how competent they thought the graduate was on each of the individual items. Supervisors were not asked to rate the graduates' knowledge separately from their ability to “do” the competency described on the measure. The mean rating this sub sample of graduates received from their supervisor was 268.6 ($SD = 27.8$, range from 161 to 300). The supervisors' ratings were significantly higher than the graduates' ratings of their own ability to “do” the described BK competencies but did not differ significantly from the graduates' own ratings of their knowledge. Overall, the supervisors of these graduates appear to feel that the UNCG graduates are relatively competent in the areas described in the BK competencies.

◆ Teacher Belief Q-Sort

As described in the assessment plan, a second belief scale was administered to students in the BK program. The tables below describe the items that the students indicated to be least characteristic and very characteristic of their beliefs in the areas of discipline and behavior management, teaching practice, and children.

Table 16. BELIEFS ABOUT DISCIPLINE AND BEHAVIOR MANAGEMENT
Spring 05

course	Quest	LEAST CHARACTERISTIC OF MY BELIEFS	Quest	VERY CHARACTERISTIC OF MY BELIEFS
250	i1Q7	Peer interactions are best left to recess and snack time.	i1Q10	Classroom rules should be discussed and posted.
	i1Q20	Extrinsic rewards for desirable behaviors undermine students' motivation; it is better not to give such rewards at all.	i1Q14	Rules for children's classroom behavior need to be reinforced consistently.
	i1Q3	Children must be kept busy doing activities or they soon get into trouble.	i1Q15	Praise from me is an effective way to change children's behavior.
350	i1Q7	Peer interactions are best left to recess and snack time.	i1Q10	Classroom rules should be discussed and posted.
	i1Q3	Children must be kept busy doing activities or they soon get into trouble.	i1Q9	A classroom runs smoothly when there are clear expectations for behavior.
	i1Q16	Children learn best in primarily teacher-directed classrooms.	i1Q17	If I treat students with respect, kindness and concern, there are less behavior problems.
360	i1Q16	Children learn best in primarily teacher-directed classrooms.	i1Q9	A classroom runs smoothly when there are clear expectations for behavior.
	i1Q7	Peer interactions are best left to recess and snack time.	i1Q10	Classroom rules should be discussed and posted.
	i1Q8	The curriculum and class schedule need to be prioritized over children's specific interests.	i1Q17*	If I treat students with respect, kindness and concern, there are less behavior problems.
			i1Q11*	Self-monitoring skills (or self-regulation) are important skills for children to develop.
460	i1Q8	The curriculum and class schedule need to be prioritized over children's specific interests.	i1Q11	Self-monitoring skills (or self-regulation) are important skills for children to develop.

	i1Q7	Peer interactions are best left to recess and snack time.		i1Q17	If I treat students with respect, kindness and concern, there are less behavior problems.
	i1Q3*	Children must be kept busy doing activities or they soon get into trouble.		i1Q10	Classroom rules should be discussed and posted.
	i1Q16*	Children learn best in primarily teacher-directed classrooms.			
* For this rank, more than one statement had the same mean.					

An examination of the changes in student beliefs about discipline and guidance over the course of their program of study indicates that they clearly learned that self-monitoring skills are important (not very characteristic of their beliefs in HDF 250 or 350, but attaining top three status by 360 and student teaching (HDF 460). Students did not list “if I treat students with respect, kindness, and concern, there are less behavior problems” as very characteristic of their beliefs in the introductory course (HDF 250), but consistently listed it in the top three in the three succeeding courses.

◆ Q Sort 2

Table 17. BELIEFS ABOUT TEACHING PRACTICES
Spring 05

course	Quest	THOSE PRACTICES THAT ARE LEAST ESSENTIAL	Quest	THOSE PRACTICES THAT ARE MOST ESSENTIAL
250	i2Q5	Talking about current events.	i2Q3	Welcoming each child by name to class.
	i2Q8	Discussing a written announcement or message created by the teacher.	i2Q13	Modeling behaviors for children.
	i2Q18	Using whole group instruction.	i2Q11	Reflecting on the content of an academic lesson/activity and talking about what we learned.
350	i2Q15	Using work sheets.	i2Q16	Permitting children to choose from a variety of activities.
	i2Q12	Using drill and recitation for factual information (math facts, etc.).	i2Q13	Modeling behaviors for children.
	i2Q8	Discussing a written announcement or message created by the teacher.	i2Q3	Welcoming each child by name to class.

360	i2Q15	Using work sheets.	i2Q3	Welcoming each child by name to class.
	i2Q12	Using drill and recitation for factual information (math facts, etc.).	i2Q13	Modeling behaviors for children.
	i2Q20	Working on group projects.	i2Q16	Permitting children to choose from a variety of activities.
460	i2Q15	Using work sheets.	i2Q3	Welcoming each child by name to class.
	i2Q12	Using drill and recitation for factual information (math facts, etc.).	i2Q13	Modeling behaviors for children.
	i2Q19	Using a theme-based approach to instruction.	i2Q16	Permitting children to choose from a variety of activities.

Students seemed to rapidly change their beliefs (after completion of the introductory course—HDF 250) from acceptance of the use of worksheets and drill and recitation with young children to listing these as least essential in HDF 350.

◆ Q Sort 3

Table 18. BELIEFS ABOUT CHILDREN

Spring 05

course	Quest	LEAST CHARACTERISTIC OF MY BELIEF SYSTEM	Quest	MOST CHARACTERISTIC OF MY BELIEF SYSTEM
250	i3Q2	Many of the children in my class show little effort.	i3Q14	Children need to feel safe and secure in the classroom.
	i3Q8	Children seldom take care of their materials if they are not supervised.	i3Q3	Children should feel as though they are “known” and “recognized” in the classroom.
	i3Q19	Some children show little desire to learn.	i3Q10*	Children need some choice of activities within the classroom.
			i3Q9*	Children learn best when they have good role models for their behavior.
350	i3Q2	Many of the children in my class show little effort.	i3Q14	Children need to feel safe and secure in the classroom.
	i3Q8	Children seldom take care of their materials if they are not supervised.	i3Q18	Children need opportunities to be creative in the classroom.

	i3Q19*	Some children show little desire to learn.	i3Q3	Children should feel as though they are “known” and “recognized” in the classroom.
	i3Q20*	Children are more motivated by rewards/grades than they are by the acquisition of competence.		
360	i3Q2	Many of the children in my class show little effort.	i3Q18	Children need opportunities to be creative in the classroom.
	i3Q8	Children seldom take care of their materials if they are not supervised.	i3Q14*	Children need to feel safe and secure in the classroom.
	i3Q19	Some children show little desire to learn.	i3Q10*	Children need some choice of activities within the classroom.
			i3Q9*	Children learn best when they have good role models for their behavior.
460	i3Q2	Many of the children in my class show little effort.	i3Q14	Children need to feel safe and secure in the classroom.
	i3Q8	Children seldom take care of their materials if they are not supervised.	i3Q9	Children learn best when they have good role models for their behavior.
	i3Q19	Some children show little desire to learn.	i3Q4*	Children need to be met where they are in terms of ability.
			i3Q5*	Each one of my children teaches me something.
			i3Q17*	Children learn best by being actively involved in lessons/activities.
			i3Q18*	Children need opportunities to be creative in the classroom.
* For this rank, more than one statement had the same mean.				

Regarding the students beliefs about children, students indicate by the time of student teaching that “children need to be met where they are in terms of ability” as one of the most characteristic of their beliefs but did not list this as most characteristic in any of the courses prior to student teaching. Student teachers also indicated that

“each one of my children teaches me something” and “children learn best by being actively involved in lessons/activities”. These characteristics were not listed as most characteristic in any of the earlier classes.

In addition, faculty in the BK program were asked to complete the Teacher Belief Q-Sort. The scores were then compared to student scores from HDF 250, HDF/SES 425, HDF/SES 435, and HDF 460. From the table below it is clear that students in HDF 460 (student teaching) have beliefs more similar to the BK faculty than students in HDF 250 (Introduction to BK). Based on all of these findings it is clear that the students developed a philosophy over the course of the program that was developmentally appropriate and consistent with good practice in the early childhood field.

Based on these findings it is clear that the students developed a philosophy over the course of the program that was developmentally appropriate and consistent with good practice in the early childhood field.

Table 19. Average Degree of Relation Between B-K Faculty Criterion Q Sort And Students in HDF/SES Courses

	HDF 250	HDF/SES 425 & HDF 350	SES 435 & HDF 360	HDF 460	F values Significance Effect size
Q Sort 1					
Mean	.34	.52	.53	.58	F(3,137) = 3.49
SD	.30	.30	.34	.37	$p = .018$
N	35	40	35	28	$\eta^2 = .073$
Q Sort 2					
Mean	.48	.75	.67	.76	F(3, 136) = 4.73
SD	.36	.36	.38	.30	$p = .004$
N	34	40	35	28	$\eta^2 = .096$
Q Sort 3					
Mean	.76	.90	.82	.83	F(3, 137) = 1.07
SD	.28	.33	.30	.43	$p = .364$
N	35	40	35	28	$\eta^2 = .023$

◆ Student Dispositions

Each semester faculty and students in selected courses complete the dispositions forms on every student enrolled in their classes (HDF 250, HDF/SES 425, HDF/SES 435, and HDF 460). Anytime during the semester when a student’s disposition is inappropriate for the BK profession, a corrective action plan is initiated. Individual student dispositions are

reviewed annually during the BK retreat and students with low scores in any area are provided feedback so they can improve their performance.

- Survey of graduates of the undergraduate program

- a. Introduction

Faculty in the Birth through Kindergarten program surveyed recent graduates in winter 2005 to determine what types of positions graduates have secured, to examine beliefs and attitudes of program graduates, and to collect descriptive data regarding the perceived competencies of UNCG graduates. Contact information for students who graduated from the Birth through Kindergarten program between 1999 and 2003 was obtained from the University Development Office. Packets containing a demographic survey, measures of beliefs regarding Developmentally Appropriate Practices, authoritarian/authoritative attitudes- Ideas About Children Scale, and BK Perceived Competencies were mailed to 175 graduates in February 2005. The packet also included a letter from the B-K program Co-chair, a participant assent form and a self-addressed, postage paid return envelope. A total of 79 graduates (45.1%) returned the survey packet. Graduates who returned the survey packets received a \$20 Target gift card.

Of the 79 graduates who returned the survey, 64 indicated their degree was in the Birth through Kindergarten teacher licensure concentration. The remaining 15 majored in the Early Care and Education concentration. This report provides demographic data from the surveys returned from the 64 B-K graduates. Data on the measures of beliefs and attitudes are presented on all graduates, both B-K and Early Care and Education majors.

Employment Experiences of Recent B-K Graduates

Results from the survey indicated that B-K graduates had significant employment experiences prior to graduating the University and that they have been successful in obtaining professional positions within the field after graduation. Fifty-two (81%) respondents indicated they had been employed within the field *prior* to graduation. The mean number of years of employment prior to graduation was 4.25 (SD = 2.95, range = 1 to 15 years). Most (82%) of the graduates with employment experience prior to graduation reported they worked part time and the vast majority (87%) indicated they had been employed in a preschool or day care setting. Only one graduate had public school employment experience prior to graduation. Slightly over half (57%) of the graduates indicated they had experience working with children with disabilities prior to graduation.

Graduates indicated they have been successful in obtaining positions within the field of early care and education subsequent to graduation. Ninety-two percent (N = 59) of the respondents reported they have been employed in an early care and education program working with preschool or kindergarten age children since graduation. They reported working a mean number of 3.3 (SD = 1.5) years since graduation and indicated they have been in their current position a mean of 2.7 (SD = 1.6) years since graduation. Ninety-eight percent of the respondents reported they have had primarily full-time positions since graduation. Graduates have more commonly worked with preschool-age children. Seventy-eight percent of the graduates indicated they have worked with preschool-age children, while only 39% indicated they have worked with kindergartners and 25% have worked with infants

since the time of their graduation. Eighty-four percent indicated they have worked with children with disabilities since graduation. Of these graduates with experience working with children with disabilities, the majority (80%) have worked in inclusive settings, some (8%) have worked in self-contained classrooms, and others (12%) have worked in both inclusive and self-contained classrooms.

When asked about their current position, 59 (92%) responded they are currently working within the field of early care and education and 41 of these graduates (69%) indicated they were currently working directly with preschool or kindergarten age children. Most are working full time (mean number of hours worked per week was 38). Graduates not working directly with children indicated they are employed in a variety of positions such as administrative positions within child care centers or consultants/trainers with child care programs, or are enrolled full time in graduate school.

Graduates were currently working in a variety of settings: public school (62%), child care (14%), Head Start (7%), family child care (9%), and Early Intervention (5%). The majority of the B-K graduates (67%) reported they are working with preschool-age children. Twenty-six percent indicated they are working with kindergarten-age children. Approximately 6% of the graduates reported they were currently working with infants and toddlers.

Graduates of the program who were surveyed (n=78) were also asked to indicate three things that they liked and three things they would like to change about the program. Positive comments primarily included feedback on the benefit of the practicum student teaching experiences, programmatic issues (such as working in groups for projects and providing information on multicultural and diverse/disabled populations), the knowledge and sensitivity of program faculty, and the content of the coursework particularly about children with disabilities and inclusion. Concerns expressed by graduates related to needed changes in the practicum and student teaching experiences. For example, an increase in the number of practicum experiences was suggested. Other concerns in the content/coursework area included a need for more information on children with disabilities particularly in self-contained settings. By far and away the bulk of the expressed concerns pertained to an increase in the preparation for public school classrooms particularly public school kindergarten classrooms.

b. Conclusion

B-K graduates have been quite successful at obtaining positions within the field and report that they are employed in a variety of positions. Their beliefs regarding Developmentally Appropriate Practices are consistent with the B-K program's philosophy. Their attitudes toward children appear to be somewhat more authoritarian than students just completing the program. Graduates perceived themselves to be quite knowledgeable of items associated with the B-K standards, as do their supervisors. They rate themselves somewhat lower on their ability to actually carry out the competencies within group care and education settings.

1) Identify improvements in the program and program operations made on the basis of the data.

The data were presented to the BK Community Advisory Committee in January of 2006 and the findings discussed. The committee members were extremely

pleased with the findings and the consistently developmentally appropriate responses of the students. The committee members focused on the qualitative data from the BK graduate (of the undergraduate program) surveys and decided to continue to discuss the possibility of UNCG providing mentors for first year teachers who are graduates of the program and to add more content related to kindergarten curriculum.

Section V: Standard III --- Field experiences and clinical practice

Early Field Experiences

The BK licensure program is based on a set of field experiences that culminate in the fifteen week student teaching experience. A description of each field experience is included in the syllabus for each class involved. In addition, the documents file contains evaluation forms and the sample coursework file contains samples of student products from the field experiences. Listed below are the classes in which field experiences are an integral part:

HDF 250—Students are required to conduct approximately 5 one-hour observations of classrooms with varying philosophies. Students are required to assess the environment and the appropriateness of the activities and materials available to the children. Reaction papers are completed on each observation.

HDF 452--Students are required to spend between one and two hours per week in an assigned community or on-campus preschool classroom conducting observations and completing various assignments. For the assignments, students conduct objective observations, practice using various rating scales and recording formats, and critically evaluate various assessment tools. In addition to these assignments, students must complete a portfolio project on one child in their assigned classroom. This project requires approximately 10 hours of observation in addition to the time necessary to collect relevant materials related to their target child in order to produce an accurate and professional portfolio.

HDF/SES 425--Students participate in a field experience in an inclusive on-campus or community program serving infants and toddlers. If an inclusive placement is not available, they split their time between a classroom with typical infants/toddlers and a classroom serving infants/toddlers with disabilities. Typically a school serving only children with disabilities is the site (e.g., Gateway) as most infant and toddlers with disabilities are served at this school or at home. The students are expected to keep a journal of their field experiences in an infant and toddler program. Classroom lead teachers supervise the students in their placements, and journals are regularly examined by class instructors. The journal entries include: date, time and place of experience; observations of infants and toddlers; activities/interactions planned or experienced with children; and personal/professional reactions to the experience. Students must complete a minimum of 39 hours. Students must develop, implement, and evaluate five activity plans during the semester. Each student must also develop an Individualized Family Service Plan. Students are also involved in designing an appropriate environment for infants and presenting this information to the class using technology media such as Powerpoint.

HDF/SES 435--Students are given the opportunity to gain direct experiences with young children. Students will work in an inclusive on-campus full-day program, Title I Pre-K classroom, community child care facility, or an Exceptional children's classroom for 39 plus 3 hours of planning for a total of 42 hours throughout the semester. They work with

3-5 year olds in inclusive settings and are directly supervised by the lead teacher. The classrooms in which the students are placed represent a wide variety of cultures. The journal is an opportunity to record and analyze a student's involvement, comparing and contrasting activities, and implement observation-based activities. Each student also develops an Individualized Education Plan (IEP) based on assessment report shared in class.

HDF/SES 441--Students participate in an off campus public school classroom in a school serving low socio-economic population, on-campus full-day program, Title I Pre-K classroom, community child care facility, or an Exceptional children's classroom for a total of 39 hours. The students work with a group of 2-5 year olds. The students work cooperatively with the classroom lead teacher. All classrooms in which students are based are inclusive. This laboratory experience enables students to focus specifically on teacher child interactions, particularly issues related to guidance, and community and diversity. The placements are limited to low income and racially diverse settings. The students also conduct a BK diversity walk through to examine the school's level of diversity.

ESS 342 --Students are placed in the lab school on the campus of UNCG for this field experience. They work primarily with 3-5 year olds, some of whom have disabilities, students are required to teach 8-10 30-minute lessons. Students also work one-on-one with children and are directly supervised by the course instructor.

Table 20. Undergraduate Field Experiences

Course & Number	Course Title	Hours	Experiences
HDF 250	Introduction to BK	5	Classroom Observation
ESS 342	Motor Skills	5	Design and Teach Appropriate Motor Activities
HDF 425	Infant/toddler Programs	40	Design and Teach Appropriate Activities for Infants and Toddlers
HDF 435	Preschool and Kindergarten Curriculum	42	Design and Teach Appropriate Activities for Preschooler and Kindergarten Children
HDF 441	Young Children's Learning Environments	39	Interact with children implementing various guidance and teaching strategies

Field placement supervisors complete an evaluation on the students which is part of the overall assessment system. A modified TGAP along with a feedback form are used. Both are located in the document box.

Student Teaching Experiences

HDF 460-- Students are placed with cooperating teachers in a preschool or kindergarten setting for a full-time teaching experience. Students enroll for 12 credit hours and student teach for 16 weeks. The focus of this course is two-fold: 1) gaining skills in best classroom practice and 2) applying theory and principles to their classroom practice through reflection. The University Supervisor leads a seminar which varies in length and timing. That is, some sessions are up to three hours in length to accommodate special clinical faculty guests. In such instances, this seminar takes the place of two weeks so the next week one would not be held. The University Supervisor also observes each student a minimum of four to five times (two videotaped sessions) during the semester, meets with the student teacher and cooperating teacher at least three times throughout the semester, and meets individually with the students at least twice during the semester. Feedback, support, and assistance in reflecting on their classroom practice are the foci of meetings with students. In addition to fulfilling their daily, full-time teaching responsibilities in the classroom, students attend weekly seminars where outside readings are required, compile a comprehensive reflective teaching portfolio, a child's portfolio that builds on the initial skills gained in HDF 452, submit curriculum plans for review, maintain a reflective journal that both the cooperating teacher and university supervisor read and respond to, conduct a field trip experiences, develops an IEP for a child in the classroom, and participates in a home visit or parent conference.

Table 21. HDF 460

Course & Number	Course Title	Hours	Experiences
HDF 460	Student Teaching	Approx. 600	Apply knowledge of core, diversity, technology, & specialty area standards to teaching. Assume full responsibility for planning, teaching, and assessing.

Involvement of P-12 Partners in Field Experiences and Clinical Practice.

Program faculty, the Director of Field Experiences, and school partners share in developing learning experiences for candidates. In addition to helping in the design, implementation, and evaluation of the field experiences, school partners also help with assessment of candidates during their field and student teaching experiences. The pre-kindergarten and kindergarten teaching partners often attend the classes associated with the field placements. For example, they often attend the student teaching seminar to lead discussion of a specific topic. They also attend the professional seminars (HDF 350 & 360) that are taken concurrently with HDF 425 and 435. Again, they share information about specific topics, such as assessment, with the practicum students.

Criteria and Processes Used for Selecting Mentors and Making Field Placements

Every effort is made to ensure that candidates in the BK program receive a variety of placements including the full age range from Birth through Kindergarten as well as placements that include children with mild, moderate, and severe disabilities. Program faculty directly contact principals and teachers each semester to request field placements. Written requests for student teaching are submitted by the Field Placement Supervisor through the Teachers Academy to the relevant school systems. All field experience sites are selected by program faculty, the Teachers Academy, and school partners. Both the student and the cooperating teachers receive copies of the request letters and procedures for carrying out the process. Faculty consider a site if there is congruency between the program's goals and the B-K classrooms, there are children with disabilities enrolled in the classrooms, there is sufficient diversity in the classrooms, and the faculty are familiar with the programs. In addition, in HDF 360 (the semester prior to student teaching) students are required to conduct observations in classrooms that they are considering for student teaching. The classrooms are selected from a list of approved classroom sites. They are also required to interview the three teachers that they observed. The interviews and prioritized list of their request for student teaching is reviewed by the 360 instructor and the student teaching coordinator.

Procedures Used to Prepare Cooperating Teachings and Field Based Supervisors for Their Roles

All cooperating teachers must hold a Standard Professional One license in Birth-Kindergarten and must have a minimum of three years of successful teaching. Cooperating teachers are given an orientation packet of information at the beginning of the student teaching semester. It includes a list of cooperating teacher and university supervisor responsibilities, expected competencies, midterm and final evaluation forms, grading and evaluation criteria, copy of course syllabus for HDF 460, and a timeline of student teaching responsibilities. Supervisors in the field based experiences are also provided a packet (although smaller) of information regarding the class and expectations (e.g., assignments, course syllabus, evaluation forms, and expectations for the students).

Supervision and Evaluation of Candidates in Field Experiences

Student teachers are evaluated 4-5 times by the university supervisors and routinely by the cooperating teacher who provides supervision on a daily basis. Additional observations occur if needed. University supervisors and cooperating teachers conference with the candidate and provide feedback about the experience. The final evaluation of the student teacher's performance is the joint responsibility of the cooperating teacher and the university supervisor. Both the university supervisor and the student teacher evaluate the student teaching placement.

Section VI: Standard IV: Diversity

The Departments of Human Development and Family Studies and Specialized Education Services have both made a strong commitment to diversity throughout their programs. For example, the Department of Specialized Education Services through a series of discussions with faculty at department meetings and retreats have developed a vision and mission statement that embodies the commitment. The vision is 'Living our commitment to understanding and respecting human diversity.' And the action statement:

The faculty of the Department of Specialized Education Services of the University of North Carolina at Greensboro is committed to an evolving and interactive process of understanding and respecting human diversity. Through advocacy, teaching, scholarship, and service to the academy, the profession, and the community, we engage in both individual actions and group interactions that recognize and respect the full spectrum of human differences and similarities in order to support the inclusion of ALL people.

A Matrix describing the initiatives surrounding diversity in the Department of Specialized Education Services is included in the document box.

How Diversity is Addressed in Curriculum and in Clinical Practice

Diversity is addressed in a number of different ways throughout coursework and in clinical practice. First, students in the undergraduate BK program are required to take either HDF 409 Family Diversity or HDF 410 Cultural Variations in Families and Children in which they explore diversity in general through a variety of readings and assignments. In SES 460, Home School Partnerships for Students with Disabilities, students engage in active discussions about families from different ethnic, cultural and other backgrounds, participate in a family field placement through experiences with families from a variety of cultures and analyze family challenges and situations from a cultural perspective through problem based cases. In 2002 BK faculty participated in Undoing Racism training and as a result, have made a concerted effort to make sure that diversity is addressed in throughout all of their courses. Several specific strategies include: a) examining textbooks and other readings to make sure they reflect authors from diverse ethnic backgrounds, b) infusing diversity discussions and assignments throughout courses, especially the methods courses. See the course syllabi for specific activities and topics. For example, in SES 240, a panel of individuals from diverse backgrounds discuss their perspectives from a community viewpoint. In SES/HDF 435, Preschool Kindergarten Curriculum, students are expected to describe how the activity plans they have developed are adapted or address children from diverse backgrounds and abilities.

In the Graduate Program diversity is embedded throughout all of the courses. For example, in SES 601 students examine their own cultural perspective through a series of activities; students engage in extensive discussions about diversity, especially as relates to families, children and programs while analyzing specific problem based cases in SES 602; in HDF 609 students discuss curriculums from many aspects, including relevance for children from diverse backgrounds; SES 603 students analyze assessments from a

cultural perspective. Recently a new course, SES 650 was created as an elective to address diversity issues in early childhood.

Diversity of the higher education and PB-12 faculty with whom candidates interact.

Table 22. Student Teaching Placement Sites and Cooperating Teacher Information

School, Address, Phone Number	Race of Cooperating Teacher	Age Level
UNCG Child Care Education Program 310 McIver Street Greensboro (334-5810)	Asian American (As. A) European Am. (EA) EA African American (AA) AA	Pre-K Pre-K Pre-K Toddler Pre-K
Hunter Elementary 1305 Merritt Drive Greensboro (294-7331)	EA	Pre-K
Guilford County Schools Exceptional Children's Program (Itinerant Teacher) Greensboro 370-8026	EA	Pre-K
Early Childhood Center Asheboro City Schools 336-672-6636	EA EA EA As A	Pre-K Pre-K Pre-K Pre-K
Southwest Elementary, Lexington City Schools 434 Central Avenue Lexington 336-242-1548	EA EA EA EA	Pre-K K K K
Lindley Elementary 2700 Camden Rd. Greensboro 294-7360	EA EA	Pre-K K K
Oak View Elementary 614 Oakview Road High Point 819-2935	EA EA EA	Pre-K K K
Rankin Elementary 3301 Summit Avenue Greensboro 375-2545	AA EA	K Pre-K

School, Address, Phone Number	Race of Cooperating Teacher	Age Level
Colfax Elementary 9112 W. Market St Colfax 275-4332	EA	Pre-K
Frazier Elementary 4215 Galway Drive Greensboro 294-7340	EA EA	K K
Parkview Elementary 506 Henry Place High Point 819-2945	EA EA	K Pre-K
Foust Elementary 2610 Floyd St. Greensboro, NC 370-8155	AA	K

Table 23. List of Faculty (and Ethnicity) with Primary Assignments for Undergraduate Program

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Carolyn Abe, M.Ed	Adjunct/ Human Development & Family Studies Asian/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Preschool Kindergarten Curriculum • Supervision of Student Teachers 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Kathryn Aldridge, M.Ed	Adjunct/ Department of Specialized Education Services European American/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Infant Toddler Programs • Home School Partnerships with students who have disabilities 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Khalilah Badger, M.Ed	Adjunct/ Department of Specialized Education Services African American/ Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Preschool Kindergarten Curriculum • Infant Toddler Programs • Managing Preschool Children's Environments 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Kathleen Casey, Ph.D.	Associate Professor/ Educational Leadership & Cultural Foundations European American/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Philosophy of Education 	<ul style="list-style-type: none"> • African-American Studies Advisory Committee, Member (1992-present) • Women's Studies Advisory, Affiliate (1992-present) 	<ul style="list-style-type: none"> • Casey, K. (1993). <i>I answer with my life: Life histories of women teachers working for social change</i>. New York: Routledge. • Casey, K. (2001). <i>Thou shalt not steal: Reclaiming the virtue of honesty from the conservative polemic</i>. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
Deborah J. Cassidy, Ph.D.	Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • B-K Committee Co-Chair • Advising • Instruction 	<ul style="list-style-type: none"> • Managing Preschool Children's Environments 	<ul style="list-style-type: none"> • B-K Higher Education Consortium (1996-present) • NC Early Childhood Professional Development Institute Advisory Committee (1993-present) • USTEP project 	<ul style="list-style-type: none"> • Cassidy, D. J., Mims, S., Rucker, L., & Boone, S. (2003). Play-based curriculum and kindergarten readiness. <i>Childhood Education</i>, 79(4), 194-199. • Cassidy, D., Hestenes, L., Hestenes, S., & Mims, S. (2004, January). <i>The measurement of quality in child care programs at the state level: NC rated license assessment project</i>. Presented at the Hawaii International Conference on Education, Honolulu, HI.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Mary V. Compton, Ed.D.	Associate Professor/ Deaf Education/Department of Specialized Education Services European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Language Development 	<ul style="list-style-type: none"> • NC AG Bell Association for the Deaf, Board of Directors Member (2000-present) • Council on Education of the Deaf, Program Evaluator and Evaluation Panel Leader (1999-present) 	<ul style="list-style-type: none"> • Compton, M., Asfaw, A., & Parrish, R. (2005). Making the most of your internships. <i>Volta Voices</i>, 12(2), 28-29. • Compton, M., Niemeyer, J., Shroyer, E., & McNally, A. (2005, March). <i>Strategies to support communication development: Infants and toddlers with hearing loss</i>. Presented at the National Early Hearing Detection and Intervention Conference, Atlanta, GA.
Kay J. Cowen	Clinical Associate Professor/ School of Nursing European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Basic Health Management of Children 	<ul style="list-style-type: none"> • Brenner Children's Hospital Staff Education Committee, Member (2004-present) • UNCG Golden Chain, Member (1999-present) 	<ul style="list-style-type: none"> • Cowen, K. (2005). The child with a life-threatening illness. In Ball, & Bindler (Eds.), <i>Pediatric Nursing – Partnering with Children and Their Families, First Edition</i>, for release June, 2005. • Cowen, K. J. (1999, February). <i>Illness in Children</i>. Presented at the annual NAEYC Conference. Greensboro, NC.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Angie Cranor, Ph.D.	Academic Professional & Assistant Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Wake County B-K Program Coordinator • Post-Baccalaureate Advisor • Advising • Instruction 	<ul style="list-style-type: none"> • Managing Preschool Children's Environments • Infant & Toddler Programs • Preschool and Kindergarten Curriculum 	<ul style="list-style-type: none"> • Birth – Kindergarten Interdisciplinary Committee (2002-present) • Human Environmental Sciences Scholarships and Awards Committee (2003-present) • USTEP project 	<ul style="list-style-type: none"> • Cranor, A. (2003, June). <i>Interdisciplinary teaching and methods in distance education: Strategies for diverse learners in higher education</i>. Presented at the Hawaii International Conference on Social Sciences, Honolulu, HI. • Cranor, A. (2003, April). <i>The influences of dimensions of teacher responsiveness on toddler's social outcomes at 24 and 36 months: Dyadic and group environments</i>. Presentation submitted to the Biennial Conference for the Society for Research in Child Development, Tampa, FL.
Lissy Gloeckler, M.Ed	Adjunct/Specialized Education Services European American/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Young Children's Learning Environments • Infant & Toddler Programs • Supervision of Student Teachers 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Belinda Hardin, Ph.D.	Assistant Professor/ Specialized Education Services European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Young Children's Learning Environments • Introduction to Exceptional Children: The Early Years • Preschool & Kindergarten Curriculum • Home, School Partnerships with Students with Disabilities 	<ul style="list-style-type: none"> • NC Zoological Garden Education Initiative Focus Group, Member (2005) • Early Childhood Education Journal, Reviewer (2004-present) • USTEP project 	<ul style="list-style-type: none"> • Hardin, B. J., Jones, M. G., & Figueras, O. (2005). More than clocks and calendars: The construction of timekeepers by kindergarten children in Mexico and the United States. <i>Journal of Research in Childhood Education</i>, 19(3), 223-241. • Hardin, B. J., Wortham, S., Mbugua, T., & Bergen, D. (2005, April). <i>Assessing and improving early childhood program quality using the ACEI Global Guidelines Assessment</i>. Presented at the American Educational Research Association Conference, Montreal, Canada.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Linda Hestenes, Ph.D.	Associate Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Advising • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Child Observation & Assessment • Infant & Toddler Programs 	<ul style="list-style-type: none"> • UNCG Interdisciplinary Birth through Kindergarten Undergraduate Committee, Member (1995- present) • UNCG Birth through Kindergarten: Interdisciplinary Studies in Education and Development Committee, Member (1996- present) • USTEP project 	<ul style="list-style-type: none"> • Hestenes, L., Cassidy, D., & Niemeyer, J. (2004). A microanalysis of teachers' verbalizations in inclusive classrooms. <i>Early Education and Development, 15</i>(1), 23-38. • Hestenes, L., Cassidy, D., & Hegde, A. (2004, December). <i>Quality of inclusive and non-inclusive infant and toddler classrooms</i>. Presented at the Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families, Chicago, IL.
Francine Johnston, Ph.D.	Associate Professor/ Curriculum & Instruction European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Emergent Literacy 	<ul style="list-style-type: none"> • NC Association of College Professors of Reading, Membership Chair (1998- present) • <i>The Reading Teacher</i>, Editorial Board (1998- present) 	<ul style="list-style-type: none"> • Johnston, F. R. (2001). Spelling exceptions: Problems or possibilities. <i>The Reading Teacher, 54</i>, 372-378. • Johnston, F. R. (2000, December). <i>Date-based cost effective tutoring programs</i>. Symposium presented at the National Reading Conference, Scottsdale, AZ.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Garrett Lange, Ph.D.	Professor/ Human Development & Family Studies European American/Male	<ul style="list-style-type: none"> • Advising • Instruction 	<ul style="list-style-type: none"> • Developmental Foundations in Preschool Education • Developmental Theory & Research 		<ul style="list-style-type: none"> • Lange, G., & Carroll, D. E. (2003). Mother-child conversation styles and children's laboratory memory for narrative and non-narrative materials. <i>Journal of Cognition and Development, 4</i>(4), 435-457. • Beck, A., & Lange, G. (2004, August). <i>Comparisons of Retrospective and Prospective Memory Abilities of Young Children: Age, Task, and Individual Differences</i>. Presented at the Hawaii International Conference on Education, Honolulu, HI.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Karen LaParo, Ph.D.	Assistant Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Student-Teacher Supervisor • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Professional Seminar 	<ul style="list-style-type: none"> • <i>Early Childhood Research Quarterly</i>, Guest Reviewer (2002) • NAEYC, Validator (2001) • USTEP project 	<ul style="list-style-type: none"> • LaParo, K. M., Olsen, K., & Pianta, R. C. (2002). Special education eligibility: Developmental precursors over the first three years of life. <i>Exceptional Children</i>, 69(1), 55-66. • LaParo, K. M. (2003, October) <i>Teacher-child relationships in ECSE: A description of a master's level program</i>. Presented at the 19th annual DEC Conference on Young Children with Special Needs and Their Families, Washington, DC.
Sonia Michael, M.Ed	Instructor/Specialized Education Services European American/Female	<ul style="list-style-type: none"> • Instruction • BK committee member 	<ul style="list-style-type: none"> • Preschool Kindergarten Curriculum • Supervision of Student Teachers 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Sharon Mims, M.Ed.	Academic Professional & Instructor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Introduction to Birth through kindergarten Education: Teaching in Early Care and Education Programs • Administration for Dependent Care Programs 	<ul style="list-style-type: none"> • Guilford County Technical Community College Early Childhood Committee, Advisory Board Member (2003- 2005) • Human Development & Family Studies “Child Care Quality: Next Steps” Conference Committee, Member (2003- 2004) 	<ul style="list-style-type: none"> • Cassidy, D. J., Mims, S., Rucker, L., & Boone, S. (2003). Emergent Curriculum and Kindergarten Readiness. <i>Childhood Education</i>, 79(4), 194-199. • Presentations on NC Rated License Assessment Project for NAEYC National Conference, NC Smart Start Conference and Human Development & Family Studies Research Forum (2003)

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Mary Morgan, Ph.D.	Associate Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Cultural Variations in Individuals & Families 	<ul style="list-style-type: none"> • Student Experience Committee, Member (1996- present) • Women's Studies Coordinating Council (1992- present) 	<ul style="list-style-type: none"> • Morgan, M. Y., & Rhoden, J. L. (1995). Change in white college women's understanding of sexism: Empowerment through critical reflection. <i>National Women's Studies Association Journal</i>, 7(2), 35-57. • Morgan, M. Y., & Otero, D. (1998, February). <i>Women's groups in urban Kenya: A resource for families</i>. Presented at the Southeastern Council on Family Relations Conference, Atlanta, GA.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Judith A. Niemeyer, Ph.D.	Associate Professor/ Specialized Education Services European American/Female	<ul style="list-style-type: none"> • B-K Committee Co-Chair • Instruction 	<ul style="list-style-type: none"> • Infant & Toddler Programs • Introduction to Exceptionalities 	<ul style="list-style-type: none"> • Division for Early Childhood of the Council for Exceptional Children, Conference Planning Committee (1996-present) • B-K Higher Education Consortium, Past Chair, Chair Elect and Chair (2000-present) • USTEP project 	<ul style="list-style-type: none"> • Proctor, R., Niemeyer, J. A., & Compton, M. V. (2005). Perceptions of Part C coordinators: Training needs of early intervention personnel in deafness/hard of hearing. <i>Volta Review</i>, 105(2). • Niemeyer, J. A., Compton, M. V., & Michael, S. (2004, January). <i>Family centered practices in early childhood education: Parents as co-instructors</i>. Poster presentation at the meeting of the Hawaii International Conference on Education, Honolulu, HI.
Rosalie Parrish, M.Ed	Instructor/ Department of Specialized Education Services European American/Female	<ul style="list-style-type: none"> • Instruction • BK committee member • AO/BK committee member • Technical Standards Committee 	<ul style="list-style-type: none"> • Home School Partnerships for Students with Disabilities • Supervision of Student Teachers 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Tammy Schilling, Ph.D.	Assistant Professor/ Exercise & Sport Science European American/Female	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Teaching Motor Skills: Preschool Children 	<ul style="list-style-type: none"> • <i>Strategies</i>, Reviewer (1998-present) • Home-schooled Physical Education Program, University of North Carolina at Greensboro, Coordinator (2003-2004) 	<ul style="list-style-type: none"> • Schilling, T., Martinek, T., & Tan, C. (2002). Fostering youth development through empowerment. In B. Lombardo, K. Castagno, T. Caravella-Nadeau, & V. Mancini (Eds.), <i>Sport in the 21st century: Alternatives for the new millennium</i> (pp. 169-179). Boston, MA: Pearson Custom Publishing. • Schilling, T., Rudisill, M., & Wall, S. (2004, April). <i>Tots in action!: Working with preschoolers in P.E.</i> Paper presented at American Alliance for Health, Physical Education, Recreation, and Dance National Convention, New Orleans, LA.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Catherine Scott-Little, Ph.D.	Assistant Professor/ Human Development & Family Studies European American/Female	<ul style="list-style-type: none"> • Advising • Instruction • B-K Committee Member 	<ul style="list-style-type: none"> • Preschool & Kindergarten Curriculum 	<ul style="list-style-type: none"> • North Carolina Department of Public Instruction. Early Learning Standards Task Force, Facilitator (2002-present) • North Carolina Department of Public Instruction . Ready Schools Task Force, member (2006 – present) • North Carolina More at Four Program State- level Advisory Committee, member (2002- present) • North Carolina Division of Child Development. Infant – Toddler Early Learning Standards Task Force, Facilitator (2005-present) • National Association for the Education of Young Children, Assessment of English Language Learners Work Group, member (2004 – 2004) • Child Care 	<ul style="list-style-type: none"> • Scott-Little, C., Kagan, S. L., & Frelow, V. S. (in press). Conceptualization of readiness and the content of early learning standards: The intersection of policy and research. <i>Early Childhood Research Quarterly</i>. • Hooks, L. M., Scott-Little, C., Marshall, B. J., & Brown, G. (in press). Accountability for quality: One state's experience in improving practice. <i>Early Childhood Education Journal</i>. • Kagan, S. L., Carroll, J., & Scott-Little, C. (in press). Transition and alignment: The missing link in early childhood education. <i>Young Children</i>. • Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2005). <i>Inside the content: The depth and breadth of early learning standards</i>. University of North Carolina at Greensboro: SERVE Center for Continuous Improvement. • Scott-Little, C., & Martella, J. Standards-based Education, Child Assessment and Evaluation in Early Childhood Programs: A National Survey to Document State-

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Barbara Skelly, M.Ed	Adjunct/Specialized Education Services European American/Female	• Instruction	• Preschool Kindergarten Curriculum	•	•
Stradley Smith, M.Ed	Adjunct/ Human Development & Family Studies European American/Female	• Instruction	• Supervision of Student Teachers	•	•
Marcia Thomas, M.Ed	Adjunct/Specialized Education Services European American/Female	•	• Preschool Kindergarten Curriculum	•	•
Kimberly Trogon- Terry, M.Ed	Adjunct/Specialized Education Services European American/Female	• Instruction	• Preschool Kindergarten Curriculum	•	•

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Jonathan R. H. Tudge, Ph.D.	Professor/ Human Development & Family Studies British/Male	<ul style="list-style-type: none"> • Advising • Instruction 	<ul style="list-style-type: none"> • Lifespan Development in the Human Environment • Infant & Child Development in the Family 	<ul style="list-style-type: none"> • Advisory Board, International Programs, Member (1995- present) • Graduate Student- Faculty Liaison, Member (1996- present) 	<ul style="list-style-type: none"> • Tudge, J. (2004). Practice and discourse as the intersection of individual and social in human development. In A. N. Perret-Clermont, L. Resnick, C. Pontecorvo, & B. Burge (Eds.), <i>Joining society: Social interactions and learning in adolescence and youth</i> (pp. 193-202). New York: Cambridge University Press. • Tudge, J., Doucet, F., Frizzo, G., Spinneli, R., Marques, F., & Sperb, T. (2004, July). The impact of culture and class on children's activities in home and childcare. Paper presented as part of a poster symposium ("Preparing young children for the transition to school: Experiences in the home and childcare setting in Brazil and the United States") at the biennial meetings of the International Society for the Study of Behavioral Development, Ghent, Belgium.

Faculty	Rank/ Department/Ethnicity	Responsibilities	Classes Taught	Service/School Involvement	Recent Publications/ Presentations
Karienne Berry	African American/Female	Instruction	•	•	•
Kirsty Schenkel	European American/Female	Instruction	•	•	•

Table 24. Diversity of P-12 Students With Whome Candidates Work in Clinical Experiences

School	Kind. Total	Gender (% in Kindergarten)		Ethnicity (% of Kindergarten)						School Population Total	Free & Reduced Lunch (% of School Population)	% Children w/ Disabilities
		Male	Female	Am. Indian	Asian	Hisp.	Black	White	Multi-Racial			
Oak View Elementary	83	52	48	0.4	2.7	7.6	36.3	45.1	7.8	512	50	13.7
Alamance Elementary	147	52	48	1.1	1.3	6.0	27.0	60.6	3.9	897	30	15.4
Rankin Elementary	120	45	55	0.1	6.2	15.0	62.0	12.3	4.3	673	85	14.0
Alderman Elementary	61	61	39	0.6	13.3	17.3	34.1	23.1	11.6	346	80	19.0
Pleasant Garden Elem.	85	48	52	1.0	1.0	4.9	11.7	78.5	2.9	592	32	15.2
Erwin Montessori	52	52	48	0.5	1.0	0.0	51.7	44.4	2.4	207	33	23.2
Lindley Park Elementary	57	49	51	1.4	5.5	17.1	33.9	37.7	4.5	292	0	20.2
Hunter Elementary	73	53	47	2.7	6.6	25.3	44.5	10.5	10.3	438	77	15.5
General Greene Elem.	67	57	43	0.2	2.3	1.1	32.7	60.3	3.4	474	24	14.1
Gateway Educ. Ctr.	19	84	16	0.0	4.7	4.7	53.7	33.6	3.4	149	61	100
Oak Ridge Elementary	71	52	48	0.9	4.4	2.0	3.6	86.7	2.4	549	7	14.2
Johnson Street Elem.	62	53	47	0.6	3.3	7.5	50.0	31.0	7.5	332	99	20.8
Foust Elementary	54	44	56	0.3	6.1	7.3	74.8	4.6	7.0	329	76	21.9
Fairview Elementary	82	49	51	0.4	6.7	13.5	68.9	6.2	4.3	466	94	14.2
Parkview Village Elem	75	49	51	0.0	1.4	6.5	81.4	7.5	3.1	415	77	18.1
Brooks Global Stds.	74	47	53	0.2	1.7	0.0	51.9	41.0	5.2	424	25	17.0
Sedalia Elementary	86	52	48	1.7	0.6	11.5	19.1	62.3	4.8	477	47	14.3
Falkener Elementary	96	55	45	0.0	0.5	14.9	79.4	2.3	3.0	572	69	17.3
Irving Park Elementary	108	53	47	0.7	5.2	8.2	29.3	53.1	3.5	573	53	16.1
Colfax Elementary	135	57	43	0.4	4.2	3.3	6.4	81.6	4.0	919	8	15.2
Millis Road Elementary	72	50	50	0.2	9.9	4.0	20.6	59.2	6.1	446	27	13.7
Oak Hill Elementary	50	50	50	0.3	12.1	28.6	33.2	20.9	4.9	364	93	19.5
* Douglass Elementary (Rockingham Co.)				0	1	5	22	73	NR	471	39	
Child Care Educ. Prog. (UNCG)		39	39	0	3	0	8	63	4	78	11	12
Garrett Elementary (Alamance Co.)				1	1	10	15	73	NR	671	37	
Alexander Wilson Elem. (Alamance Co.)				1	1	7	16	76	NR	469	42	

School	Kind. Total	Gender (% in Kindergarten)		Ethnicity (% of Kindergarten)						School Population Total	Free & Reduced Lunch (% of School Population)	% Children w/ Disabilities
		Male	Female	Am. Indian	Asian	Hisp.	Black	White	Multi-Racial			
B. Everette Jordan Elem. (Alamance Co.)				1	1	12	17	70	NR	414	45	
E. M. Yoder Elementary (Alamance Co.)				1	0	5	23	72	NR	376	26	
Williamsburg Elementary (Rockingham Co.)				0	0	21	29	49	NR	188	79	
McCrary Elementary (Asheboro City)				0	2	35	23	40	NR	415	0	
Douglas Elementary (Wake Co.)				1	2	16	32	50	NR	422	40	

* Starting with Douglass Elementary the schools listed are not in Guilford County (their counties are listed with the school name). For these schools ethnicity is listed as a percentage of the school population not just kindergarten.

How the Program Provides Opportunities and Experiences for Candidates to Interact with Diverse Higher Education and School Faculty

Several faculty who teach methods classes are from diverse backgrounds (Ms. Badger and Ms. Berry are African American; Ms. Abe is Asian). A new faculty member was recently hired in the BK program (HDF) and is Hispanic. Prior to and during her doctoral studies she worked as a public school teacher so will bring a wealth of experience and knowledge to the methods courses that she will be team teaching. In addition, university faculty provide opportunities for interactions with faculty from diverse ethnic backgrounds through guest lecturers in their classes. For example, Jose Villaba provides information in SES/HDF 441 on working with students from other cultures; and Carolyn Abe provided students with basic Spanish words for use in their field placements (SES/HDF 435); a diversity panel is included in SES 240; and an African American parent co-teaches SES 460. .

Students participate in field and student teaching placements with school faculty who are from diverse backgrounds. In addition, two clinical faculty, one a kindergarten teacher and the other a preschool teacher, participate in program activities, such as seminars for student teachers, program evaluation committees, etc. Students participate in field and student teaching placements with school faculty who are from diverse backgrounds.

Diversity of the Candidates in the Program

Table 25. Most Current Data on BK Program Undergraduate Enrollment

Program	White	African American	American Indian	Asian/Pacific Islander	Hispanic	Unknown	Total	Females	Males
BK Teaching Licensure * (based on declared major and not admission to Teachers Academy)	82	42	2	0	4	6	136	133	3
HDF Early Care and Education (most of these majors become licensure students)	15	8	0	1			24	23	1

* declared major but not admitted to Teachers Academy

+ majors often become licensure students

Table 26. Most Current Data on BK Graduate Enrollment

	White	African American	American Indian	Asian/Pacific Islander	Hispanic	Unknown	Total	Females	Males
BKISED	14	3		2	1		20	19	1

How the Program Provides Opportunities and Experiences for Candidates to Interact with Diverse Candidates

31% of our candidates are from diverse ethnic backgrounds, therefore, multiple opportunities are available through group activities in class discussions and assignments and participation activities. In addition, UNCG is part of a Consortium of local colleges and universities so students can take classes at other institutions in the area. One of these is a Historically Black Institution, North Carolina A&T which has a BK program. Students from NC A&T take courses at UNCG and vice versa. In addition, the student professional organization, Council for Exceptional Children, plans activities that involve individuals from diverse backgrounds.

Diversity of the P-12 Students with Whom Candidates Work in Clinical Experiences

See Table 24 above for demographic descriptions of the children our students interact with in B-12 settings.

How the Program Ensures that Candidates Interact with Diverse P-12 Students in Public School Settings

Since the focus of the BK program is an inclusive one in that candidates learn to work with children with and without disabilities, all candidates have opportunities to interact with children with disabilities. As is observed in Chart #3, the schools in which our students are placed are diverse in nature. For their practicum placements (SESHDF 425, 435 & 441) our students are placed in a wide variety of diverse settings. For example, in SES/HDF 441 they are placed in schools with low socio-economic populations. In addition, since our program is an inclusive one, the students are in settings with children of varying abilities throughout their placements. In SES/HDF 425 (Infant Toddler Programs) it is difficult to identify quality inclusive placements so the students often are placed in a typical infant/toddler classroom and also a self-contained classroom for children with disabilities (e.g., Gateway School). The placements are carefully planned so that our students receive experiences in a variety of settings with children based on ethnicity and ability. Since the focus of the BK program is an inclusive one in that candidates learn to work with children with and without disabilities, all candidates have opportunities to interact with children with disabilities and as is observed in Chart #5, the schools in which our students are placed are diverse in nature.

Section VII: Standard V: Faculty Qualifications, Performance, and Development

Program Faculty, Their Qualification, and Their Teaching Assignments

See Table 3 for Faculty teaching assignments and qualifications and examples from vitae. All faculty working in the core BK program have a BK teaching license and received their training from accredited institutions of higher education. In addition, all faculty have extensive experience working with young children with and without disabilities. (See faculty vitae for specific information).

Individual Responsible for Coordinating the Program

Drs. Deborah Cassidy and Judith Niemeyer serve as co-coordinators of the BK program. Dr. Cassidy is a full time faculty member in Human Development and Family Studies with licensure in BK and Dr. Judith Niemeyer is full time faculty member in the Department of Specialized Education Services with a teaching license in BK. Dr. Cassidy has a two-two teaching load and Dr. Niemeyer has a three-two teaching load. Dr. Niemeyer also serves as the Director of Graduate Studies for the Department of Specialized Education Services, hence, she has a one course per year load reduction.

Teaching Practices Used by Faculty

See Table 27 for descriptions of the instructional strategies and technology used in specific courses.

All of the BK courses (graduate and undergraduate) utilize Blackboard which is a course management tool that is internet based. Instructors hold online class discussions, students share reflective responses to readings and research articles, can access their grades throughout the semester and are able to correspond with the course instructors in a timely fashion. Courses also routinely use large and small group discussions, and videos. Many classes also use cooperative learning and problem based cases in their assignments because of the importance of collaboration in BK classroom environments. For example, in HDF/SES 425 students collaboratively develop an environmental plan for a classroom of infants. In HDF/SES 435 students analyze a case for specific strategies a teacher uses with a child who is blind. And in SES 460 students analyze problem based cases to strategize working effectively with families from diverse backgrounds. In SES 602 students analyze problem based cases through written and oral modes. In the Graduate courses students engage in open dialog based on the empirical studies they read in preparation for class and do a formal presentation on a particular topic as identified in each of the course syllabi. In SES 604 students orally present an extensive description of the final internship project.

Table 27. Teaching Practices in Sample Courses

Course & Number	Course Title	Student Videotapes of Their Teaching	Whole Class Discussion	Small Group Discussion	Cooperative Learning Assignments	On-line Discussions
HDF 350	Professional Seminar I	x	x	x	x	x
HDF 360	Professional Seminar II	x	x	x	x	x
HDF 460	Student Teaching	x	x			x
SES 602	Procedures in Early Intervention		x	x	x	x
HDF 609	Advanced Curriculum		x	x		x
SES 603	Assessment	x	x	x	x	x

In addition, the assessment system and student portfolios are managed by TaskStream. In TaskStream, students directly post their assignments for grading and develop their final portfolio utilizing this technology tool.

The BKISED graduate program is partially online in that ¼ of each course is conducted online. This is to accommodate students from a distance and those who are employed. The final internship (SES 604) is conducted totally online.

Content Pedagogy and Professional Education Faculty Service to the Institution and Collaboration with Colleagues in the Disciplines

See Table 3 and faculty vita for descriptions of their service. Faculty in the BK programs are very actively engaged in professional organizations, state program development activities and university committees. For example, Drs. Niemeyer, Cassidy and Scott-Little participated in the development of the North Carolina Foundations in Early Learning (the early learning standards for 3-5-year-old children in North Carolina). In fact, Dr. Scott-Little actually facilitated the process and Drs. Cassidy and Niemeyer served as subcommittee co-chairs. Dr. Scott-Little is facilitating a similar process for the North Carolina Division of Child Development, which has convened a work group to develop early learning standards for infants and toddlers. Dr. Scott-Little also serves as a member of several other state-level committees, including the North Carolina More at Four Advisory Committee and the Ready Schools Task Force. Dr. Scott-Little has also served on a task force established by the National Association for the Education of Young Children to develop recommendations regarding assessment of young children who are learning English in addition to their home language.

Content Pedagogy and Professional Education Faculty Involvement and Collaboration with and Service to the Public Schools

Many BK program faculty are involved in activities with public school students. For example:

- ◆ USTEP – Funding was received from UNCG Teachers Academy to facilitate development of University and School Partnerships. Funding is being used to provide professional development activities for cooperating teachers supervising our interns and student teachers as well as other preschool and kindergarten and early intervention professionals. Over the course of the 05-06 academic year, approximately 185 teachers from the Guilford County Schools attended professional development activities three times (September, November, and February).
- ◆ B-K program- Advisory Board (public schools and community) this group meets once a year and advises BK and BK:ISED programs regarding program issues. The Advisory Board is composed of principals, teachers, students, and other administrators who provide detailed feedback about the competence of our students as teachers in community schools. They frequently make specific feedback about changes needed in our undergraduate and graduate programs. The changes are consistently implemented and the changes reported back to the Advisory Board.
- ◆ Program faculty (Scott-Little, Cassidy, & Niemeyer) were involved in the revision of the new curriculum for pre-Kindergarten classrooms and the state pre-kindergarten standards.
- ◆ Program faculty also collaborate on projects related to school enhancement activities, such as, licensure workshops for practicing teachers and research for increasing the quality of classroom instruction for young children.
- ◆ Faculty scholarship.

See Faculty Vita and Chart # 1 for specific details.

Dr. Scott-Little has been engaged in a program of research that addresses the core of what schools expect our graduates to teach in preschool classrooms – a study of the early learning standards that states have developed to outline expectations for what children should know and be able to do before they enter kindergarten. This research has produced a number of publications related to the content and implementation of early learning standards. Drs. Scott-Little and La Paro have developed a collaborative research project that examines the beliefs and attitudes of students enrolled in the B-K program. Data from this work has been presented at several conferences and they are coauthoring several manuscripts based on this work.

Faculty Evaluation Process

The university has an evaluation system in which all faculty identify annual goals and then develop an Annual Report identifying success in achieving the goals. In addition all courses are evaluated each semester by the students. In addition, untenured faculty and adjuncts are observed by a tenured faculty member and provided written and verbal feedback regarding their teaching performance. Faculty are provided verbal feedback from the Department Chair regarding their accomplishment of their goals and

provided written summaries of their course evaluations. Adjunct faculty are also observed by one of the Program Coordinators and provided written and verbal feedback.

Faculty Assessment of Their Effectiveness as Related to Candidate Performance

Each semester faculty analyze the course evaluations and make changes as necessary. In addition, faculty are observed by faculty at rank or higher and adjustments to their teaching is made accordingly. Finally, each faculty member receives written feedback from the Department Chair each year.

Faculty Evaluations Inform Teaching, Scholarship, and Service

Assignments are routinely adjusted based on the feedback received from students on their end of the semester evaluations. For example, students indicated that they wanted more opportunities to write weekly lesson plans in addition to activity plans and daily lesson plans. This assignment was added to the Preschool and Kindergarten Curriculum class (HDF/SES 435). In addition, many instructors are now collecting mid-term feedback from students and adjusting the course content accordingly. The instructors in HDF/SES 441 (Young Children's Learning Environments) recently collected feedback from students and then created a better balance between lecture and discussion. They also created alternative assignments for the quizzes for the remaining weeks of the semester. In SES 604 which is an online course students wanted more direct contact with each other so, there are now three synchronous online classes throughout the semester.

Describe the Professional Development Opportunities Provided for Faculty

Many opportunities at the University are available for faculty development, in addition, faculty attend professional conferences on a regular basis. See Teaching and Learning website for listing of workshop offerings. See Faculty Vitae for list of presentations at Professional Conferences.

Practices Used to Select, Orient, Communicate with, and Evaluate Adjunct Faculty to Ensure Program Quality

Adjunct faculty who teach in the BK program typically teach one course. They are invited to a program retreat to discuss program philosophy and course requirements. One of the Program Coordinators observe the adjunct faculty on a regular basis and provide verbal and written feedback. The program coordinators are responsible for program administration, admissions, curriculum changes and other program decisions. Adjunct faculty each have a mailbox to receive regular communications and office space available if needed to meet with individual students.

Section VIII: Standard VI: Program Governance and Resources

Program Administration

The undergraduate BK program is administratively housed in the Department of Human Development and Family Studies of the School of Human Environmental Sciences in the Stone Building. The Graduate BKISED program is located in both the Departments of Specialized Education Services in the School of Education in the Ferguson Building and the Department of Human Development and Family Studies of the School of Human Environmental Sciences in the Stone Building.

The BK programs are organizationally managed by the Teachers' Academy of the School of Education. Drs. Niemeyer and Cassidy both serve on the Council of Program Coordinators and the Executive Committee of the Teachers' Academy. Regular program committee meetings and annual program review meetings occur to manage and maintain the quality of the programs.

- ◆ Adequacy of the number of faculty to support the program

The Department of Human Development and Family Studies (HDFS) currently has 22 fulltime faculty with 2 new faculty members to arrive in the Fall of 2006. The Specialized Education Services (SES) has 10 fulltime faculty members. The number of faculty in the HDFS and SES Departments is adequate for the BK graduate and undergraduate programs. Adjuncts are hired routinely in HDFS and SES to replace fulltime faculty when they have research or administrative release.

- ◆ Adequacy of the non-faculty personnel that support the program. (This should include graduate assistants.)

The Departments of Specialized Education Services and Human Development and Family Studies are strongly supported with non-faculty personnel. These include the following:

- SES has one department administrative assistant and HDF has three departmental administrative assistants who work fulltime for the departments to ensure that all day-to-day aspects of department operations occur efficiently and effectively. Responsibilities of the office assistants include ordering supplies, responding to calls that come into the department office, greeting and assisting students, parents, and others who come to the department office, assisting the department chair in completing all necessary reports and other department business, and providing day-to-day logistical supervision of department graduate assistants.
- Generally, tenure-track faculty members have approximately 15-20 hours/week of assigned GA time.
- There is adequate office support for the BK Program and a good number of BKISED students receive graduate assistantships each year from the two departments. Approximately, 5-7 students receive assistantship each year to support the BK program.

Facilities in Which the Program is Housed and Their Adequacy

Each program faculty member has a private office with sufficient space to meet with students and other individuals. All faculty have an office equipped with standard office furniture (e.g., desk, comfortable chair, bookcases) and equipment (e.g., computer three years old or less, laser printer, scanner if requested, telephone). SES and HDF have departmental offices that are equipped as faculty offices. In addition, the offices have copiers as well as a fax machine.

- Office supplies for faculty members and graduate assistants are located within the SES and HDF office suites.
- Meetings in Ferguson are held in any of several locations. Small meetings (e.g., program area meetings) may be held in the suite at one of the workspaces noted above. SES also shares a conference room (same building as department suite) with the Department of Communication Sciences and Disorders, and this room is available on a sign-up basis. Meeting space also is arranged as needed in the counseling clinic (same floor as the SES suite), the Dean's conference room (Curry 315), and other campus locations. For larger meetings, rooms are available on a reservation basis. The Department of Human Development and Family Studies is located in the Stone Building and there is a large meeting room (Edwards Lounge) that is shared with other departments in HES. Several small meeting rooms/conference rooms are available to HDF faculty. Classrooms in both buildings are of adequate size and are all equipped with Teaching Stations (e.g. computers, Elmos, etc.).
- Instructional resources that support the program and their adequacy. (This should include library resources.)
Testing materials and video tapes specific to the BK programs are located in the Teaching Resources Center located in Ferguson Building, the HDFS office, and Auditory-Oral Project office. In addition some faculty have video-tapes located in their individual offices
- Information describing University wide resources to support UNCG's teacher education programs can be found in the file labeled "University Resources Available to Program Areas".
- An essential instructional resource for students and faculty members in HDF and SES is the Jackson Library. The following descriptive information has been taken from the library website description (<http://library.uncg.edu/about/description.asp>):
 - Jackson Library has the shelving capacity for more than one million books, an area of 220,174 square feet, and seating capacity for 1,700. The library offers a variety of materials and services to its users. Information regarding collections is available through the Library's online catalogue. In addition, computerized database searches can retrieve vast amounts of information in a short period of time. Orientation to the library and instruction in use of information resources are available.

- Current library holdings number more than 2.6 million items, including 700,000 federal and state documents and 968,000 items in microtext. The library subscribes to approximately 5,100 newspapers, periodicals, and other serials. Its open shelves provide a generous selection of reference books, bibliographies, periodicals, and books reserved for class assignments. The building includes reading rooms, carrels, study areas in the stack sections, and microcomputer classroom/labs.
- * Through a cooperative lending agreement with the other fifteen campuses of the University of North Carolina system, and with Duke University, faculty members and graduate students borrow books directly from the libraries of those institutions using a privilege card issued by the Circulation Department of Jackson Library.
- * Jackson Library is dedicated to providing state-of-the-art information technology for use by its patrons. The Electronic CITI and Superlab provide more than 150 machines for general-use computing by current UNCG faculty, staff, and students. The Library also contains about 75 machines which provide access to the Library's catalog, as well as electronic databases and full text resources.
- * The reference librarian who works with faculty member in the School of Education regularly invites requests for textbooks and other materials, and he encourages faculty members to ask for necessary materials. Because nearly all journals in the field are available through on-line subscriptions, the common issue of journal expense is now avoided.
- Teaching and Learning Center is available on campus and has additional resources for educators including a library of testing and instructional materials. The Center has a state-of-the-art Distance Learning Laboratory available to faculty and staff as well as the community. Additional information on this resource is available at the TLC website at <http://www.uncg.edu/tlc>.
 The SERVE (formerly South Eastern Region Vision for Education), a regional education center, funded by the U. S. Department of Education, is located on campus. This regional unit is involved in a wide variety of activities such as dissemination, recruitment and program development. Additional information on this resource is available at the SERVE website at <http://www.serve.org>.
 The Teaching Resources Center contains teaching materials, assessment instruments and software programs for faculty and student use. It is located in the Ferguson building across the lobby from the SES suite. Additional information on this resource is available at the TRC website at http://www.uncg.edu/soe/affiliates/index_new.html#TRC.
 The Center for Youth, Family, and Community Partnerships is available to work with faculty on projects to enhance individuals' and families' lives

through interdisciplinary research and education at the community, state, national, and international levels. Additional information on this resource is available at the Center's website at <http://www.uncg.edu/csr/index.html>. Classroom assignments for faculty members are made centrally at the university level. If a special accommodation is needed, the department administrative assistant makes the request; most such needs can be met.

Technology Resources that Support the Program and Their Adequacy

Extensive technology resources are available to faculty members and students at UNCG. The following is a sample of these resources:

- Many resources are available through the UNCG Technology Services office. The following information was taken from that website:
 - Currently 15 open-access computer labs located throughout the campus, containing more than 500 computers: 385 PC or Windows-based machines, 110 Macintosh, and 11 Sun computers.
 - The SuperLab, located on the first floor of Jackson Library, contains approximately 140 computers and is the location for the Student Help Center, where students can obtain help with their questions about lab software or the labs in general. Student Consultants are also available for telephone consultation at 256-TECH (256-8324).
 - IT Services employs approximately 130 student consultants in the computer labs.
 - IT Services offers a variety of on-line and face-to-face technology workshops for faculty and students.
- The University Teaching and Learning Center (TLC) makes available to faculty members a wide array of technology resources including a faculty computer lab (e.g., for faculty professional development on using technology resources), equipment that can be checked out, instructional services (e.g., transferring analog media to digital format), and other services (e.g., technical consultation) to assist faculty members in preparing and delivering coursework using contemporary technology.
- Nearly all classrooms in which SES and HDF faculty members teach are equipped with teaching stations that include a media projector, document projector, video player, computer, and screen. If a problem is encountered with classroom technology, a technology consultant from the TLC (described above) responds nearly immediately.
- School of Education and School of Human Environmental Sciences technology consultants. Consultants are available to assist faculty members with technology. Two computer technicians are available by calling the UNCG technology HELP desk. These individuals help to resolve problems related to hardware and software, they install equipment, and they address issues such as viruses and spyware. Another consultant works in the area of instructional technology. His responsibilities include providing professional development related to using technology in

instruction, assisting faculty members creating on-line courses, helping faculty members take full advantage of the options available in Blackboard, the UNCG on-line course platform, and tutoring faculty members encountering difficulties in using such technology.

Other technology resources also support SES and HDF programs. Examples include these: The School of Education and the School of Human Environmental Sciences generally replace faculty computer equipment every three years, SES has been instrumental in ensuring that an assistive technology lab is available so that students in both undergraduate and graduate programs can learn about these tools, the Office of Disability Services assists when technology needs arise for specific students, and specific requests for technology (hardware or software) usually can be made to and are fulfilled by the School of Education Director of Technology

- Specific personnel also serve as technology resources. Two technology consultants are assigned fulltime to assist with technology problems and setup; an additional technical instructor assists faculty members in developing courses making full use of technology resources available.
- ◆ Technology resources that support the program and their adequacy.

Most of the courses are taught in classrooms in Stone, Curry, and Ferguson Buildings. These buildings are adequately equipped with teaching stations and other audiovisual equipment needed for class participation. Each faculty member has a computer in their office and other technology needed for teaching their classes. In addition, the Teaching and Learning Center has equipment and services for assisting faculty in adapting and developing other technology needs.

 - Well-equipped observational facilities exist in the Child Care Education Program classrooms, including sound equipment. Information describing University wide resources to support UNCG's teacher education programs can be found in the file labeled "University Resources Available to Program Areas".

Adequacy of the Fiscal Resources that Support the Program

The Provost's Office allocates adequate funds into departmental accounts to support the BK Program. This includes funding for general operations, travel reimbursements, materials and supplies, as well as faculty development and training. Adequacy of the fiscal resources that support the program.

As is true in many universities, financial support for HDF and SES teacher education programs comes from many sources and is based on documented need. An overview of the funding structures includes the following components:

- Each department in the School of Human Environmental Sciences and School of Education is allocated a small budget that covers specified departmental expenses (e.g., postage, office supplies, faculty travel reimbursement, mileage for travel to field placement sites)

- Funding for several types of expenses are centralized. For example, salaries for faculty members and adjunct faculty are allocated through the Dean's office and the funds for the former are held in accounts from that office. Funds for adjunct faculty members and some student help is transferred as allocated from the Dean's office to the appropriate departmental line. Telephone expense, duplicating, office maintenance costs, and requests for special events (e.g., support for program evaluation meetings with local employers) are provided for upon request through the Dean's office.
- When faculty members generate external funding a significant portion of that funding benefits the individual and the departments. That is, part of the indirect cost is placed in an account that supports the faculty member's ongoing research and part of it is placed into a department account to support department activities. Funds gained when faculty have time bought out on grant funds are returned to the department for use at the chair's discretion.
- Additional supplemental funds are available from several on-campus offices. For example, funding to present at an international conference may be partially supported through the International Program Center, the Dean's offices typically provides supplemental funding to support junior faculty members' travel to present at conferences, and internal grant funds can be sought from the Office of Research.
- There are a variety of scholarships available for HDF and SES students (competitive application) through the School of Education and the School of Human Environmental Sciences, and students, of course, also may seek financial aid through the UNCG Office of Financial Aid.
- The Department of Specialized Education Services has a small endowment, the Cross Endowment, which focuses on preparing professionals to work with students with attention deficit/hyperactivity disorder (ADHD). Funds from this endowment generally are used for faculty member, cooperating teacher, and student professional development.
- The University-School Teacher Education Partnerships (USTEP) operated through the Teachers Academy of the School of Education make available resources to assist programs and form partnerships with local school personnel. HDF and SES generally access these funds to foster collaborative research and teaching efforts.

Standard 6A: Working Conditions

- ◆ Faculty teaching, advisement, and committee loads by semester for at least three years. Teaching Loads (02-05)

UNCG has specific policies regarding faculty workload. The Departments of Human Development and Family Studies and Specialized Education Services follow these guidelines and supplements them with policies that clarify their application to SES programs and needs.

- The following information was drawn directly from the Provost's website (<http://provost.uncg.edu/publications/personnel/facultyworkload.asp>):

Determining the workload for a specific faculty member requires consideration of a complex variety of variables related to the department's goals and expectations for instruction, research/creative expression, service/outreach, and directed professional activity. In most cases, counting semester hours alone fails to reflect the totality of a faculty member's effort, and is therefore insufficient for the purposes of developing or comparing workload assignments. Within and across departments, schools, and the College, individual workload assignments must allow for both flexibility and maintenance of UNCG's commitment to instructional productivity and academic excellence. The resulting assignments, however, must convey recognition of the Faculty Workload Guidelines stated for UNCG (see below) and adherence to the faculty workload expectations of the UNC Board of Governors and UNC Office of the President.

- Guidelines

The following guidelines are stated with regard to the determination of faculty workloads at UNCG:

1. *Department heads make assignments and adjustments to assignments, based upon: a) an overall expectation of the department's instructional productivity, negotiated annually with the dean; b) consideration of the guidelines for individual teaching assignments (items 2-4 below); and c) consideration of the differential weightings of teaching, research, graduate supervision, and service activities assigned to and/or being assumed by a faculty member in a given year.*
2. *In departments that do not offer the doctoral degree, 18 semester hours for each tenured/tenure-track faculty member are normally assigned to teaching; in departments that offer the doctoral degree, 15 semester hours are normally assigned to teaching and 3 hours to dissertation supervision. (These assignments are based upon the expectation of 24 semester hours per academic year, 6 hours of which are assigned to research/creative activity, for all tenured/tenure-track faculty.)*

Modifications to a faculty member's assigned hours for teaching may be made on the basis of considerations listed in item #1 above, and also in consideration of alternative assignments beyond those routinely expected of all faculty members in the department. Alternative assignments may include academic administration, unique service commitments, or other special assignments. Service on Department, College/School and University-wide/Faculty Senate Committees is not an alternative assignment but is expected as part of the normal responsibilities of a faculty member. In

addition, hours assigned for teaching may increase or decrease in consideration of the type of courses taught and/or number of student credit hours generated.

- 3. Assignments other than teaching will be reviewed and agreed to by the department head and dean.*
- 4. The standard teaching load for full-time lecturers and other non-tenure track faculty is 24 semester hours per year (12 hours per semester). This teaching load may vary in certain cases (see item 2 above).*
- 5. Faculty members will receive their assigned annual workload in writing, using the Faculty Assignment Form (which may be modified to meet department- or unit-specific needs). Adjustments to a workload assignment may be necessary depending on course enrollments and/or program needs.*
- 6. A record of a faculty member's assigned workload is to be included as part of the documentation for annual reviews, as well as for reappointment, promotion, tenure, and post-tenure reviews.*

Because the Department of Specialized Education Services offers a doctoral program tenure-track faculty members generally carry a teaching load of 12-15 credit hours. Non-tenure track faculty members may carry up to a 24-credit hour teaching load, but because these essential department members often are assigned to other significant responsibilities, they typically have a teaching load of 18-21 credits hours. In the Department of Human Development and Family Studies the regular teaching load is 12 credit hours per semester. For faculty with ongoing research programs the teaching load is two courses per semester. Ongoing research in addition to supervision of Master's theses and Doctoral dissertations, serving on graduate student committees, and independent and field studies comprise the remainder of the workload.

Table 28. Human Development and Family Studies BK Faculty Teaching Schedules for Fulltime Faculty

<u>Faculty</u>	<u>Full Time/Part Time</u>	<u>Fall 2002</u>	<u>Spring 2003</u>	<u>Fall 2003</u>	<u>Spring 2004</u>	<u>Fall 2004</u>	<u>Spring 2005</u>
Cassidy	<u>F</u>	<u>HDF 609</u> <u>Buyout</u>	<u>HDF 250</u> <u>Buyout</u>	<u>HDF 441</u> <u>HDF 683</u>	<u>Buyout</u> <u>Buyout</u>	<u>HDF 441</u> <u>Buyout</u>	<u>HDF 441</u> <u>Buyout</u>
Cranor	<u>F</u>			<u>HDF 435</u> <u>HDF 350 (1</u> <u>& 81)</u>	<u>HDF 435</u> <u>HDF 441</u>	<u>HDF 441</u> <u>HDF 452</u> <u>HDF 350</u> <u>HDF 360</u>	<u>HDF 302</u> <u>HDF 411</u> <u>HDF 425</u> <u>HDF 455</u>
Hestenes	<u>F</u>	<u>HDF 425</u> <u>HDF 452</u>	<u>HDF 660</u> <u>Buyout</u>	<u>HDF 425</u> <u>HDF 452</u>	<u>HDF 632</u> <u>Buyout</u>	<u>HDF 425</u> <u>HDF 650</u>	<u>HDF 660</u> <u>Buyout</u>
Lange	<u>F</u>	<u>HDF 302</u> <u>HDF 455</u> <u>HDF 689 (1)</u> <u>& HDF 690</u> <u>(1)</u>	<u>HDF 455</u> <u>HDF 691 (1)</u>	<u>HDF 455</u> <u>HDF 618</u> <u>HDF 689 &</u> <u>690</u>	<u>HDF 455</u> <u>HDF 691</u>	<u>HDF 455</u> <u>HDF 689 &</u> <u>690</u>	<u>HDF 691</u> <u>ADM</u>
LaParo	<u>F</u>				<u>HDF 350 (2)</u> <u>& 360 (1)</u> <u>HDF 460</u>	<u>HDF 460</u> <u>RLS</u>	<u>HDF 350 &</u> <u>360</u> <u>HDF 460</u>
Mims	<u>F</u>		<u>HDF 482</u>	<u>HDF 250</u>			<u>HDF 250</u>
Morgan	<u>F</u>	<u>HDF 407</u> <u>HDF 409</u> <u>WMS 350</u>	<u>HDF 445</u> <u>HDF 607</u>	<u>HDF 407</u> <u>HDF 409</u>	<u>HDF 212</u> <u>HDF 445</u> <u>WMS 350</u>	<u>HDF 407</u> <u>HDF 409</u>	<u>HDF 212</u> <u>HDF 212</u> <u>HDF 607</u>
Scott-Little	<u>F</u>			<u>HDF 435</u> <u>RLS</u>	<u>HDF 482</u> <u>Buyout</u>	<u>HDF 435</u> <u>HDF 609</u>	<u>HDF 482</u> <u>Buyout</u>

Table 29. Course Schedules and Faculty Assignments for SES BK faculty

Name	Full time or Part time ²	2003-2004			2004-2005			2005-2006		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Compton	F	SES 240 SES 578	SES 240 SES 461 SES 467 SES 577		SES 240 SES 333 SES 350 SES 578	SES 577 Special Assignment		SES 240 SES 578	SES 240 SES 333 SES 577 SES 650	
Hardin	F				SES 242 SES 441 SES 460	SES 242 SES 333 SES 441		SES 460 SES 601		
Murray	F	SES 441 SES 601 SES 650	SES 460 SES 603 SES 650	SES 649 SES 650 SES 660			SES 660			
Niemeyer	F	SES 460 SES 604 SES 650 SES 747	Research leave		SES 604 (2) SES 758	SES 602 SES 650 SES 749	SES 649 ³	SES 604 SES 650 SES 762 SES 790	SES 460 SES 650	
Parrish	FG					SES 460 SES 461		SES 460 SES 461	SES 460 SES 461	
Aldridge	P	SES 425	SES 425		SES 425	SES 425		SES 425	SES 425	
Ask	P	SES 240	SES 240	SES 240	SES 240	SES 240	SES 240	SES 240	SES 240	
Badger	P	SES 435	SES 425		SES 441	SES 435		SES 425	SES 441	
Gloeckler	P						SES 649 ³	SES 441	SES 441	
Grubbs	P				SES 601					
Roach	P							SES 242	SES 242	
Skelly	P				SES 435					
Terry	P							SES 435		
Thomas	P					SES 435				

¹Multiple sections noted in parentheses

²Denotes adjunct faculty member

FG denotes full time on grant

Table 30. HDF S BK Faculty Undergraduate and Graduate Advising Table

Faculty	02-03	03-04	04-05
Cassidy	25 (U) 6 (M)	32 (U) 9 (M)	35 (U) 11 (M)
Cranor	60 (U)	60-65 (U)	62 (U)
Hestenes	40 (U) 8 (M)	31 (U) 8 (M)	31 (U) 5(M)
Lange	23 (U) 1 (M)	20 (U)	10 (U) 1 (M)
LaParo	N/A	N/A	20 (U)
Morgan	51 (U)	41 (U)	14 (U) 1 (M)
O'Brien	27 (U)	27 (U)	25 (U) 2 (M)
Payne	50 A-Licensure Only	50 A-Licensure Only	44 A-Licensure Only
Scott-Little	NA	17 (U)	23 (U) 2 (M)

◆ HDF BK Faculty Committees Served: (02-05)

Cassidy: BK Undergraduate Interdisciplinary Comm., BK Undergrad Licensure Program, BKISED, Executive Comm. of Teacher’s Academy, Univ. Teaching Excellence Award Committee, ERM Search Committee, HDF Administrative Team, Univ Outstanding Dissertation Award, HES School Council, HDF Conference Committee, Child Care Education Program Committee, Search Committee (in BK area), HDF Grad Studies Committee.

Cranor: BKIC, HES Scholarship and Award Committee, HDF BK Committee

Hestenes: BKIC, BKISED, HDF Undergrad Curriculum, HDF Graduate Mentoring, UNCG AEYC, HDF Search, Child Care Quality Conf Committee, HES Staff Excellence Award, SOAR advisor.

Lange: UNCG Residence Appeals, UNCG Grad Studies, UNCG Grad St Curr Sub-Committee, UNCG Ad-Hoc –Tuition Waivers, UNCG Graduate Directors Group, HES Grad Coord, HDF Graduate Committee, HDF Admin Committee, HDF P&T Review, BKISED, HDF Faculty Search, Faculty Student Liaison, PSY Faculty Search.

LaParo: BKIC, BK Methods Faculty Committee

Morgan: Gen. Educ. Core – SBS, General Educ. Core – PRE, African Programs, Faculty Grievance, Faculty Development, HDF Undergraduate Committee, HES Undergraduate Curriculum Committee, Adm Team, B-K, Vision, WMS Graduate Committee, AP Faculty Track

O'Brien: UNCG Research Grants Committee, HES Promotion & Tenure, HDF Adm Committee, HDF Graduate Committee, Conference Committee,

HDFS Search Committee, HES Grant Proposal Incentive Comm., UNCG Undergraduate Research Committee, UNCG Promotion and Tenure Policy Committee, Statistician Search Committee.

Payne: BKIC, BK Methods Faculty Committee, Ad-Hoc on Lateral Entry, Council of Program Coordinator, Early Childhood Ed. Search Committee

Scott-Little: BKIC, AEYC/CARE Student Group, BKISED, HDF Undergraduate Curriculum Committee.