

Birth-Kindergarten Licensure Report



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Birth-Kindergarten Licensure

The Birth-Kindergarten (B-K) program offers a sequence of courses and experiences that lead to the B-K licensure.

Program Overview

The curriculum for this program was fully approved by the North Carolina Department of Public Instruction in 2001. The first group of students who completed full time B-K student teaching graduated in spring 2002. The Meredith College Birth-Kindergarten program was developed to provide preservice teachers an interdisciplinary experience that reflects a knowledge base in Child Development, Early Childhood Special Education, Early Childhood Education, and Psychology. The program of study combines a philosophy of collaboration, interdisciplinary planning and implementation between the Departments of Human Environmental Sciences, Psychology and Education. Coursework and practica are coordinated between disciplines to provide a careful sequence of courses and experiences that include diverse populations of children from birth to kindergarten and their families. Undergraduate students complete requirements while also completing a major program of study that provides content knowledge. Because of the considerable overlap in the requirements for the Child Development major and the B-K program requirements, the majority of B-K preservice teachers are also Child Development majors. Psychology also is a very compatible major for B-K, and students occasionally choose this major program of study, or even choose to complete a double major in both departments. The B-K program is housed in the Department of Human Environmental Sciences in the School of Education, Health and Human Sciences. The matrices for the Birth-Kindergarten Standards and Indicators, and the B-K program are included in Table 1.0.

Levels Offered

Initial licensure in Birth-Kindergarten.

Program of Study

B-K Program requirements (See also Plan of Study) are as follows:

- Within the [General Education requirements](#) of the College, the following are required:

Course	Hours
MAT 245 Statistics or PSY 200 Statistics	3
PSY 210 Developmental Psychology or 310 Child & Adolescent Psychology	3
PSY 312 The Psychology of Exceptional Individuals	3
HED 200 Responding to Emergencies	3
SOC 335 Race and Ethnic Relations *(for students who do not complete all three required CORE classes, e.g. transfer students or licensure-only)	3*

- Professional Education (Content)

Course	Hours
BK 341 Variations in Early Development	3

BK 350 Emergent Literacy and Technology Integration	3
CD 234 Preschool Child	3
CD 334 Infant Development	3
CD 340 Young Children's Learning Environments	3
CD 436 Administration of Programs for Young Children	3
CD 440 Readings in Preschool and Early Intervention	3
EDU 232 Foundations of Education	3
PSY 422 Psychological Testing and Evaluation	3

- Professional Education (Methods)

Course	Hours
BK 337 Observation of Young Children	3
BK 442 Practicum	3
BK 445 Advanced Curriculum	3
BK 465 Teaming and Collaboration	3
CD 345 Preschool Curriculum	3
CD 434 Infant Curriculum	3
CD 438 Supporting and Strengthening Families	3

- Professional Education (Practicum)

Course	Hours
BK 460 Clinical Internship: Infant and Toddler	3
BK 469 Field Experience B-K	1
EDU 490 Observation and Directed Teaching: B-K	6

Program Goals

Students completing the B-K program will

- Foster optimal development of all young children by structuring quality programs based on current research and values regarding best practices for young children and their families.
- Recognize the importance of creating partnerships with families and will be responsive to the priorities, concerns and needs of families.
- Create inclusive, developmentally appropriate, nurturing environments featuring concrete, exploratory materials and hands-on experiences.
- Collaborate with children to build an emergent curriculum, encourage child-initiated learning, and adapt to individual children's strengths, needs, interests, and learning styles.
- Build and support children's social competence, including the development of friendships, group entry, cooperative play, problem solving and conflict negotiation.
- Observe, assess, and document young children's behavior, interpret the data, and establish appropriate and functional goals for young children, in partnership with families.
- Communicate clearly and effectively and to work as a team member with families, professionals and agencies.
- Function effectively in diverse settings, facilitating growth and development of young children, building their self esteem, and supporting and celebrating the cultures and values of their families.
- Apply knowledge of family and social systems in accessing formal and informal supports and services designed to strengthen the family unit.

- Present themselves as competent beginning professionals by preparing a portfolio that highlights their academic and service records, their career goals, and their personal philosophy of the education and care of young children.

Program Coordinator

Dr. Diane Strangis has coordinated the Birth-Kindergarten program since 2004. Dr. Strangis has B-K licensure and 15 years’ teaching experience. Currently, she also is working on K-12 reading licensure through UNC-Chapel Hill. Prior to her employment at Meredith as the B-K coordinator, she taught for 5 years in the Unified Early Childhood PROTEACH program at the University of Florida.

Aggregate PRAXIS 2 Pass Rates for Specialty Area

The State of North Carolina does not require a Praxis II for B-K licensure.

Number of Program Completers since the last visit:

Academic Year	# Program Completers
2001-02	10
2003-04	7
2004-05	8
2005-06	7
2006-07	7

Number of Candidates currently enrolled and admitted in the program:

As of spring 2007, 7 students had been admitted to the B-K program and will student teach in spring 2008. Twelve other students have formally declared that they are seeking admission. According to departmental records, 10 other students are in the process of seeking admission, but have not yet formally declared they are seeking B-K licensure.

Enrollment Trends

Enrollment in the B-K licensure program has been steady with 7-10 students completing student teaching per year. Historically, about 25 students per year are somewhere in the educational process of seeking the B-K licensure. In addition, the program works with the Regional Alternative Licensure Center (RALC) to offer courses necessary for licensure of lateral entry teachers, and with the More at Four program to offer courses necessary prior to student teaching.

Matrices – Birth thru Kindergarten Program

Required Courses STANDARDS and INDICATORS	Ge n Ed.	BK 337	BK 341/ 342	BK 350	BK 445	BK 460	BK 465	BK 469/ EDU 490	CD 234	CD 334	CD 340	CD 345	CD 434	CD 436	CD 438	CD 440	EDU 232	PSY 210/ 310	PSY 312	PSY 422
1. Birth- Kindergarten professionals promote child development and learning for ALL young children with and without disabilities, including those at- risk. Indicator 1: Know theories and principles of human development, growth, and learning, including the findings of relevant research.									X	X								X	X	
Indicator 2: Know the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention.			X						X							X				
Indicator 3: Understand health and safety issues as they relate to group care settings.	X					X		X						X						
Indicator 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			X																X	

development.																				
Indicator 5: Understand how the interaction between biological and environmental factors influences children’s development and learning.			X						X										X	
Indicator 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.					X	X			X	X										
Indicator 7: Know the health, medical, and physical requirements of ALL young children and the influence on development.						X			X	X									X	
Indicator 8: Know the social and emotional needs, especially the importance of consistent, positive relationships, for the healthy development of ALL young children.						X		X	X		X									
Indicator 9: Know the range of appropriate technological applications available to children and				X							X				X					

families.																			
Indicator 10: Understand the relationship between differing environmental or situational contexts and children's actions.					X	X			X				X						
2. Birth-K professionals. Understand assessment processes including their goals, benefits and uses. Indicator 1: Are aware of a variety of appropriate assessment tools and procedures and their purposes, including on-going observation, data collection and analysis.		X		X														X	X
Indicator 2: Are knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals.		X																	X
Indicator 3: Are knowledgeable of health appraisal procedures and referral processes.	X																		
Indicator 4: Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children's development and learning.		X																	X

3. Birth-K professionals build family and community partnerships.																				
Indicator 1: Understand that families are the first and most important teachers and key decision makers for their children.						X	X	X						X						
Indicator 2: Understand the characteristics of each child's family and community while developing programs in partnership that support development and learning.	X						X							X		X				
Indicator 3: Understand family systems theory, family structures, functioning styles, and stages of family and adult development.														X			X			
Indicator 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.	X					X	X	X						X						
Indicator 5: Are aware of resources, range of services, and program options available to families and procedures for guiding families in						X	X						X	X						

choice making or decision-making.																				
Indicator 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.						X	X													
4. Birth-Kindergarten professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities including those at-risk and their families. Indicator 1: Use positive, consistent relationships and supportive interactions as the foundation for their work with families and ALL young children.						X	X													
Indicator 2: Guide and foster interactions (child-child, child-adult, adult-adult) that facilitate inquiry and discovery.						X	X													

Indicator 3: Establish principles for guiding ALL young children’s behavior, problem solving with children and fostering independence.						X	X												
Indicator 4: Display warm, nurturing, respectful, and reciprocal interactions with families and ALL young children.						X	X				X								
Indicator 5: Use responsive techniques to enhance social interaction among adults and ALL young children to create a caring community of learners.						X	X												
5. Birth-K professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments. Indicator 1: Collect and synthesize relevant assessment information that informs practice.		X					X												
Indicator 2: Share assessment information results with appropriate family members and professionals.						X	X												
Indicator 3: Link assessment information to practice, including appropriate implementation of Individualized		X				X	X												

Education Plans (IEP's) and Individualized Family Service Plans (IFSP's).																				
Indicator 4: Use assessment information, including observation, to plan, implement, and evaluate program(s).		X				X	X			X										
6. Birth-K professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment. Indicator 1: Use play/active learning processes as a foundation for ALL young children's learning.											X	X								
Indicator 2: Plan a suitable balance between child-initiated and adult-initiated activities.					X	X					X	X								
Indicator 3: Create and adapt integrated, meaningful, challenging, and engaging developmentally supportive learning experiences.						X	X					X								
Indicator 4: Implement and adapt developmental and functional curricula across all domains (including cognitive, physical, social, emotional, and language) in response to ALL						X	X													

young children's strengths, interests, needs and differing ability levels.																			
Indicator 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.				X	X			X				X	X						
Indicator 6: Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.					X			X			X								
Indicator 7: Create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.					X			X			X								
7. Birth-K professionals support the learning of ALL young children with and without disabilities, including those at-risk.	X		X		X			X											

Indicator 1: Accommodate individual learning styles, needs, and interests of ALL young children.																				
Indicator 2: Use strategies and tools that encourage ALL young children's problem solving, thinking skills, and developmental and social competence.	X				X		X				X									
Indicator 3: Use appropriate technology, including software, multimedia, and assistive technology, to support and enhance the learning of ALL young children.				X		X		X			X									
Indicator 4: Use a variety of naturally occurring routines and activities, and responsive and incidental teaching techniques to promote emergent skill development.						X		X					X							
Indicator 5: Develop, implement and evaluate IFSP's and IEP's in partnership with families and other professionals.						X	X													
Indicator 6: Facilitate effective transitions throughout the day.						X		X												
Indicator 7: Use strength-based practices as a focus for teaching and learning.					X	X		X				X	X							

8. Birth-K professionals recognize and respect individual differences in program planning and implementation. Indicator 1: Create an environment that is reflective of the children in the classroom setting that honors diversity.	X					X	X			X								
Indicator 2: Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.				X	X	X			X	X								
Indicator 3: Are sensitive to and meet the individual needs of children and families with differing backgrounds, i.e. linguistic, culture, geographic, ethnic, and socioeconomic.	X		X		X	X	X											
Indicator 4: Are sensitive to and meet the needs of children with different ability levels including those with disabilities and their families.		X			X	X					X							
Indicator 5: Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.					X	X						X						
9. Birth-K professionals demonstrate respectful, reciprocal					X								X					

relationships with families and communities. Indicator 1: Support families as the primary developmental context for their children’s learning and development.																				
Indicator 2: Respect cultural preferences and socioeconomic influences when identifying family resources, concerns, and priorities.							X	X						X						
Indicator 3: Respect diverse cultural values and family structures.	X					X	X							X						
Indicator 4: Communicate effectively with families from diverse backgrounds.						X	X							X						
10. Birth-Kindergarten professionals function professionally. Indicator 1: Identify with and actively involve themselves in birth-k professional organizations.						X	X													
Indicator 2: Respect confidentiality and informed consent.		X				X	X				X			X						
Indicator 3: Articulate the philosophies of the professional organizations that provide the guiding framework for b-k practice (e.g. National Association for the Education of Young Children,		X		X	X		X				X	X	X							

Division of Early Childhood of the Council for Exceptional Children).																					
Indicator 4: Know and follow legal and ethical mandates, policies, and procedures related to services for young children and families.		X						X													X
Indicator 5: Serve in the roles as advocate, consultant, collaborator, and team member.							X	X													X
Indicator 6: Integrate knowledge and strategies from other professionals in designing and implementing learning activities.							X	X													X
Indicator 7: Facilitate effective transitions between programs and services for children and their families.							X	X													
Indicator 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.							X	X													X
Indicator 9: Use a consultative model of service delivery and integrated therapies when appropriate.							X	X													

Indicator 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.								X					X						
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Program Overview Links
Xythos

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| College Catalogues | Annual Reports
Program Review
Curriculum Vitae |
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Conceptual Framework

Our Conceptual Framework was developed by the professional community invested in teacher preparation at Meredith College including public school partners as well as Meredith faculty. The conceptual framework that guides the work of the Department of Education is research-based and is aligned with professional and state standards as illustrated by our initial licensure alignment chart, advanced licensure alignment chart, INTASC Standards, NBPTS Standards, North Carolina Core, Diversity, and Technology Standards, and North Carolina Masters Standards. It embraces the vision of globalization set forth by both the College under [Vision 2010](#) and the [State Board of Education](#) and is focused on preparing teachers who are well-equipped to meet the needs of the diverse students found in our schools.

The Conceptual Framework is comprised of the following ideas, which guide course development and delivery and fieldwork experiences as well as teacher candidate and program assessment. The Department of Education prepares candidates to be teachers who will:

- **Exhibit culturally relevant and inclusive teaching.** Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students (Delpit, 2006; Gibson, 2004; Jenlink & Jenlink, 2005; Ladson-Billings, 1995, 2001; Ryan, 2006).
- This is exhibited in the B-K program through coursework that infuses content about cultural sensitivity and the role of understanding culture when supporting children and their families. In addition, B-K candidates participate in a carefully sequenced program that provides content knowledge about and hands-on experience working in inclusive programs with children who have

disabilities or delays, who are English Language Learners, or who are at risk due to low socioeconomic status, and their families.

- **Practice connected pedagogy.** Teacher candidates understand that teaching and learning must be relevant to the students. As such they connect the content they teach to the lives of their students. Candidates lead student-centered classrooms designed with an understanding of their students' development and consideration of the needs of their students. They are able to design instruction to address individual differences and learning preferences, and when appropriate, respond to diversity in cultural practices and exceptionalities (Hamachek, 1987; Noddings, 2005; Rogers & Renard, 1999; Stears & Malcolm, 2005).

A hallmark of the Meredith B-K program is the commitment to observation-based, integrated curriculum. Beginning with early coursework, students work in programs that model a philosophy of developmentally appropriate practice and inclusion.

- **Engage in reflective teaching.** Teacher candidates believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Teacher candidates are able to engage in reflection not only within their own classroom but also within a community of professionals who have the common goal of improving student learning (Dewey, 1933; Schon, 1987; Sneed, 2005; Valli, 1993, 1997; Zeichner, 1996).

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B-K candidates engage in many strategies for reflection, not only in their service-learning courses, but across all courses that employ a field-component. Candidates engage in email and/or hand-written weekly journals, reflective evaluations of lessons and units, written reflections about their teaching portfolio entries, and reflective discussions both on-line and in class, to name a few of the reflection opportunities embedded into the program.

- **Utilize continuous assessment.** Teacher candidates are knowledgeable in the use of formal and informal assessment and use this data to inform instruction. They are able to use a variety of authentic and traditional forms of assessment to determine their students' understanding and are able to interpret this information and use it to meet the instructional needs of each student. Teacher candidates know how to use appropriate technology in both collecting assessment data and recording that data for analysis (Alexandrin, 2003; Guskey, 2001; Otero, 2006; Quintero & Cooks, 2002).

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Beginning with the earliest content courses, students engage in observations that are recorded in weekly logs or in a child case study. In three courses, B-K candidates study authentic and traditional forms of assessment strategies for use with children or their families. Within child and family-based projects, students use technology to collect data and to construct data charts that communicate assessment findings.

- **Demonstrate leadership.** Teacher candidates demonstrate the professional dispositions necessary to become teacher leaders. They provide leadership by collaborating with colleagues, participating in and forging community-school partnerships, and structuring classrooms as communities of learners (Lieberman & Miller, 2004; Middlebrooks, 2004; Patterson, 2001; Sherrill, 1999; Wynne, 2001).

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B-K candidates demonstrate understanding of the role of collaboration when working in programs for young children and their families, and take on leadership roles in the college and greater community, as well as their field sites. B-K candidates present and volunteer at professional conferences.

- **Understand content.** Teacher candidates demonstrate strong content knowledge learned in their general education and liberal arts or professional majors and are able to combine that content knowledge with professional knowledge of pedagogy and best practices. They are able to utilize technology effectively in both helping students understand content as well as expanding their own content knowledge. In addition, teacher candidates are able to connect content to the student's community, and understand how cultural diversity and diversity in learning needs can interact with content understandings (Bain & Mirel, 2006; Gudmundsdottir, 1990; Osana, Lacroix, Tucker, & Desrosiers, 2006; Shulman, 1986).

B-K students demonstrate strong content knowledge about all developmental domains and subject areas appropriate to the birth-five year old age group. Candidates show that they can utilize pedagogy that establishes a caring community for children and their families and that embraces cultural sensitivity and inclusion of all children. Candidates also demonstrate the ability to work with families that are diverse.



Changes to Conceptual Framework

The basic components of the Conceptual Framework as last revised in 2000-2001 have not been changed. Our campus and public school communities continue to believe that the ideas represented in the Conceptual Framework are both relevant and desirable for both our initially licensed teacher candidates

and the experienced teachers we serve in our masters programs. The Conceptual Framework paper has been updated to reflect current literature and to clarify our meaning in some areas. These revisions were reviewed by Department of Education faculty.

In the fall of 2004 and spring of 2005, we requested that cooperating teachers provide us with feedback on both the importance of each component of the Conceptual Framework and the extent to which they believed we were meeting each goal. These surveys confirmed for us that our public school partners share our beliefs regarding the continued appropriateness of our conceptual framework.

Based upon feedback from our faculty both within the department and across the College, however, we redesigned its visual representation. Working with a Meredith College graphic design student during the summer of 2006, we updated our graphic to one that reflects our department's revised mission statement as well as our college's and our state's global emphasis. The new visual was shared with education and campus faculty before its formal adoption.

Shared Vision & Coherence

The Conceptual Framework embodies a vision of quality in teacher education and education in general that is based on the values of the college. It embraces a vision of teaching and learning that is relational, personal, and responsive to particular individual students and groups of students. It encourages innovative and rigorous practices that are responsive to the needs of students and the larger community. These are ideas that not only guide our work with teacher candidates, but form the basis for faculty student relationships and instruction across campus. It is shared with faculty, students, and school partners in a variety of ways including meetings, most course syllabi, our Teacher Education Handbook and our Internship Handbook for Teacher Candidates.

Our Conceptual Framework is firmly aligned with both our vision and mission statements, which were reviewed and revised during the spring and fall of 2006. This process ensured that our vision and mission statements are aligned with the College's [Vision 2010](#) plan as well as with our Conceptual Framework. It also strengthened our common sense of purpose as the statements were vetted and discussed by fulltime and adjunct education faculty, program coordinators and methods faculty across campus, undergraduate and graduate students, and community partners on our Teacher Education Committee. Our work led to the following vision and mission statements:

The Meredith College Department of Education seeks to become the premier teacher education program in the Southeast with a reputation that attracts intelligent, dedicated, and diverse students. To achieve this vision, the department will work collaboratively with a variety of professionals to develop and implement quality undergraduate and graduate programs that are innovative, responsive to the needs of public schools, and rigorous in both content and pedagogy. Our faculty will serve as leaders and role models and our graduates will be sought after nationwide as the best prepared in the field.

The mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to effectively teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

Sharing common vision and mission statements as well as a common Conceptual Framework unites our undergraduate and graduate programs. It is appropriate given our small size and the fact that all of our programs lead to teaching licenses (either initial or advanced). While expectations regarding our

candidates' facility with the components of the Conceptual Framework vary for the two levels of study, our students, both graduate and undergraduate, receive the same message from us about what is important.

Professional Commitments and Dispositions

The Department of Education has adopted the following statement which conveys our professional expectations to our students. This statement appears in all education and methods syllabi as well as in our Teacher Education Program Handbook and our Internship Handbook for Teacher Candidates.

We, at Meredith, are very proud of the professional educators we graduate. Becoming a professional is a process that involves more than just coursework; it also involves the continual development of behaviors and attitudes that will enable a person to make a strong positive contribution to the teaching profession. We expect the following:

A respect for the people with whom you are working: While on campus this is reflected in classroom behaviors such as attending classes regularly and on time, notifying the instructor of absences and turning in adequately prepared work in a timely fashion. Such standards should also be maintained while conducting fieldwork.

A respect for the diversity represented by the people with whom you are working: This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to all people and openness to other cultures and ideas.

An awareness of the significance of the individual's role in social interactions: This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

A consistent demonstration of professional behavior: This is reflected in such behaviors as assuming responsibility for behavior, demonstrating initiative, displaying enthusiasm and a positive attitude toward professional responsibilities, and a willingness to make ethical decisions.

Candidate dispositions are evaluated at multiple points during their progression through initial licensure programs: at admission, before the internship and again at the end of the internship. Advanced licensure students are expected to have developed these dispositions already in their careers. Any shortcomings are handled on an individual basis.

Commitment to Diversity

Meredith College is committed to diversity as reflected in the [Vision 2010](#) plan, in the curriculum, in college programs, and in its organizational structure. The [CORE Curriculum](#) of the new [General Education](#) program begins with a common freshman level class titled "*Context of Culture*" that examines cultural identity in the United States. The intermediate level course emphasizes cultural connections and cross-cultural perspectives. The senior level course explores global perspectives through inquiry into questions of global importance. One way in which students can fulfill the intermediate level CORE requirement is to study abroad. The number of students participating in the [Study Abroad](#) program has increased significantly (from 82 in 2000-01 to 137 in 2006-07) over the last six years and the college continues to look for ways to further increase these numbers. Our teacher candidates have been directly affected in that the college has begun to include a study abroad experience in the package of financial support it gives to all incoming Teaching Fellows. As of August, 2007, 59 Teaching Fellows have benefited from this experience, some of them more than once. Other B-K candidates also participate in Study Abroad opportunities. The [Diversity Council](#) was formed in January 2004 as a result of a recommendation from the President's Diversity Task Force with the explicit charge of facilitating Meredith's diversity initiatives with a special emphasis on increasing the diversity of our students, faculty and staff; researching, identifying and implementing diversity training opportunities for the Meredith

community; identifying programs, services and facilities that will make Meredith a more welcoming environment; identifying diversity resources, and evaluating Meredith's progress towards its diversity goals. The [Student Government Association](#) also maintains an active [Unity Council](#) which works to increase diversity education and awareness on campus through open forums and sponsored programs. These initiatives have helped to increase the College's enrollment of diverse students from 12 percent in the fall of 2001 to 23 percent in the fall of 2006.

The Department of Education and the B-K program further support this commitment to diversity, which is both explicitly and implicitly evident throughout our conceptual framework. First, culturally relevant and inclusive teaching is one of the six dimensions of quality teaching articulated in the framework. Furthermore, each of the dimensions includes understandings, practices, and dispositions related to diversity. Additionally, one of our professional expectations is a "respect for the diversity represented by the people with whom you are working." As noted above, these dispositions are monitored throughout the candidate's program. Our partner schools have been selected to help ensure that our candidates have broadly defined diverse experiences. Our initial teacher candidates must either successfully complete the full CORE sequence or take [SOC 335, Race and Ethnic Relations](#), as part of their required program of study. In addition to study abroad experiences, candidates can fulfill the intermediate CORE requirement by taking a section of EDU 232, *Foundations of American Education*, that is linked with [SOC 273, Education and Family in Mexico](#). At the graduate level, both EDU 620, *Education and Society*, and EDU 625, *Inclusion in the General Classroom*, have diversity as a primary focus. In addition, the entire ESL sequence addresses culturally and linguistically diverse students. B-K candidates take, at minimum, three Service-Learning courses, that engage students in content-based projects with diverse children and their families in community-based programs or the public schools.

Commitment to Technology

Our commitment to technology is also evident across the college, within our Conceptual Framework, and throughout our programs. The Meredith College [Technology Initiative](#) began in 2001-02. This initiative provides laptops and technology training to all incoming first year students and a second laptop in their junior year that the students are then able to take with them when they graduate. Most of the campus is wireless. Technology continues to be a priority as evidenced in the college's [Vision 2010](#) plan. Demonstration of basic computer competencies has been added to the [General Education requirements](#) of the college and each department on campus is in the process of developing appropriate advanced competency requirements.

All teacher candidates, both initial and advanced, complete numerous technology-enhanced presentations and projects in their Education classes and nearly all Education classes use Blackboard to support instruction. In response to concerns raised by students during our last accreditation visit, EDU 241, *Introduction to Instructional Media*, was redesigned around the North Carolina Technology Standards, which are based on the [NETS-T technology standards](#). Additionally, teacher candidates are required to demonstrate technology use as well as complete an electronic portfolio during their internship. Most of our advanced licensure students take EDU 605, *Design and Evaluation of Instructional Materials*, and all use technology in a variety of course assignments.

Conceptual Framework Links-Xythos

[Course Syllabi](#)

[Examples of Student Leadership](#)

[MAYC](#)

[Reflections](#)

Program Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet the state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

Initial Licensure Programs

Teacher preparation at Meredith College is embedded in a liberal arts context; Meredith College undergraduate teacher candidates in B-K education develop content knowledge as they fulfill general education requirements; major requirements in the B-K education program of study; and, general professional education and methods courses. Licensure only applicants submit transcripts, which are reviewed before admission, to ensure that programs of study are designed to include all necessary courses. All courses for initial preparation are aligned with state licensure standards as required by the State Board of Education.

General Education. All undergraduate students at Meredith College are required to complete Meredith's general education curriculum, entitled *Making Connections—Making a Difference*. The General Education program encourages students to develop a breadth of skills and knowledge for the 21st century, to serve their communities through civic engagement, and to become independent and lifelong learners. Students combine Core Curriculum courses and Fields of Knowledge courses to meet most academic criteria.

- **The Core Curriculum** (18–24 hours) includes the three culture-focused [CORE](#) courses, English composition, English literature, History, and Religion.
- **Fields of Knowledge** (32–46 hours) are comprised of: (1) Data Analysis, Abstract Reasoning, and Problem Solving—a mathematics course and an approved Quantitative elective, (2) World Cultures and Languages – demonstrated competency or 12 hours in a foreign language, an approved Literature elective, and an approved Cultural Perspectives elective, (3) Scientific Literacy—a lab science course, an approved Science in Society course, and a Social/Behavioral Science course, (4) Aesthetics and the Arts—three credits in art, dance, music, or theater, and (5) Health and Physical Learning—four to six credits in physical education or dance activity courses and a Health Education course.

1. Provide evidence that the candidates meet the core standards.

The B-K Education program meets the Core Standards set for all teacher education programs in North Carolina. The program of study is designed to meet the current standards that have been specified by the national, state, and professional organizations that influence B-K teaching, and follows the guidelines outlined for licensure programs in North Carolina. Teacher candidates in B-K education have a broad knowledge of content and its relevance.

Evidence shows that the Meredith College B-K education teacher candidates know and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Multiple assessments are used to evaluate these areas of competence in teacher candidates. Then, program completers are asked to reflect on their knowledge, skills, and dispositions as they move into the

workforce and after having teaching experience. All general professional education and methods courses are fully aligned with INTASC, as are our Professional Teaching Portfolio assessment and Teacher Candidate Evaluation Rubric (TCER), which is used to evaluate the student interns. Table 1 shows the alignment of the learning outcomes for all teacher candidates as assessed by the Teacher Candidate Evaluation Survey (TCER), the Conceptual Framework, the dispositions expected of all teacher education candidates, the Core, Diversity, and Technology Standards, and NCATE Standard 1.

Table 1.1: Alignment of TCER/INTASC Standards, Conceptual Framework, Dispositions, NCATE Standard 1, and North Carolina Core, Diversity & Technology Standards for Initial Licensure Candidates

Learning Outcomes: INTASC Standards (TCER) The teacher candidate...	Conceptual Framework	Dispositions	NCATE Standard 1 *	NC Core Standards for all teachers **	NC Core Diversity Standard s	NC Core Technology Standards
1. Understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	Understand content Practice connected pedagogy		CK, PCK	1	1	1, 6
2. Understands how children learn and develop, and creates learning opportunities to support their intellectual, social, and personal development.	Exhibit culturally relevant and inclusive teaching	Respect for people	PPKS	2, 4, 6	2	2
3. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Exhibit culturally relevant and inclusive teaching	Respect for diversity	PPKS, D	2, 3, 6	1, 2, 4	2, 3, 6
4. Understands and uses varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills.	Practice connected pedagogy		PCK	2	1, 2	3
5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Practice connected pedagogy Exhibit culturally relevant and inclusive teaching	Respect for people Awareness in social interactions	PPKS, D	2,6	1	
6. Uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Exhibit culturally relevant and inclusive teaching	Awareness in social interactions	PPKS, D	2	1	1, 2, 3, 6

Learning Outcomes: INTASC Standards (TCER) The teacher candidate...	Conceptual Framework	Dispositions	NCATE Standard 1 *	NC Core Standards for all teachers **	NC Core Diversity Standards	NC Core Technology Standards
7. Understands the importance of instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	Understand content		CK, PPKS	2, 3	2	2, 3
8. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Practice connected pedagogy Utilize continuous assessment		PPKS, SL	2	1,2	4
9. Is a reflective practitioner who continually evaluates the effects of her choices and actions on others and who demonstrates a professional commitment to teaching.	Engage in reflective teaching	Awareness in social interactions	PPKS, D	5	6	5
10. Fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well being.	Demonstrate leadership	Professional and ethical behaviors Respect for people Respect for diversity Awareness in social interactions Professional and ethical behaviors	PPKS, D	3, 4, 6	3,4, 5	5

* CK = Content Knowledge; PCK = Pedagogical Content Knowledge; PPKS = Professional and Pedagogical Knowledge and Skills; D = Dispositions; SL = Student Learning

**Standards text available in supporting documents

CORE Standards

B-K candidates have a broad knowledge of the content, its relevance, and how it relates to the overall curriculum. This broad knowledge is measured several times during the program.

All B-K candidates are required to have the following to qualify for a North Carolina teaching license:

- Acceptable Final Evaluations: All B-K teacher candidates must receive satisfactory evaluations by their cooperating teacher, college supervisor, specialty area supervisor.
- A minimum of 2.5/4.0 grade point average overall.

All traditional undergraduate students at Meredith College are expected to show competence in foreign language, mathematics, foreign language, English, the social sciences, and the arts. In addition, students are expected to have experiences that permit them to demonstrate writing,

technology, and understand and demonstrate ethical behavior. The teacher education program at Meredith College embraces the General Education program, and uses the competencies from General Education to ensure a globally competent teacher for the 21st century classroom.

Candidates are required to show mastery of the B-K required courses. Field experiences and clinical practice give students a variety of experiences in schools. As demonstrated in the field experiences table, B-K candidates have a variety of experiences in B-K programs that are community-based and in the public schools.

Licensure only B-K candidates demonstrate knowledge, skills, and dispositions, the same as the traditional undergraduates. Though not required to take the General Education Core, expectations for demonstrating the competencies in technology and diversity are the same. However, since licensure-only students do not take the CORE courses addressing diversity, they are required to take SOC 335 Race and Ethnic Relations.

Core Standard 1: Candidates know the content they teach

The following table illustrates the knowledge base of B-K candidates. For admission to the teacher education program, candidates must have an overall GPA of 2.5, acceptable scores on PRAXIS I, an acceptable essay outlining experiences with diverse populations, and acceptable recommendation letters. If a candidate’s overall GPA or content GPA falls below the 2.5, they must retake courses or take additional courses. Candidates complete unit and daily lesson plans in methods and during the student internship. During the student internship, lesson plans are submitted weekly for assessment and input. These plans demonstrate how students synthesize and apply content knowledge.

***Denotes Student Teacher Evaluation Instrument used academic years fall 2001-spring 2006**

Core Standard 1: Candidates know the content they teach		
Indicator 1.1: Candidates have a broad knowledge of content.		
Indicator 1.2: Candidates know the content appropriate to their teaching specialty		
Indicator 1.3: Candidates understand the ways in which their teaching area connects to the broad curriculum		
Indicator 1.4: Candidates know relevant applications of the content they teach		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy)	2001-2002	N=10 Avg. =3.9
	2002-2003	N=6 Avg. =4.1
	2003-2004	N=7 Avg. =4.3
	2004-2005	N=8 Avg. =4.3
	2005-2006	N=7 Avg. =3.7
TCER Standard 1 Content Pedagogy	2006-2007	N=7 Avg.= 3.75
Overall GPA, Student interns	2002	Avg =3.25
	2003	Avg=3.44
	2004	Avg=3.44

	2005	Avg=3.40
	2006	Avg=3.29
	2007	Avg=3.19
Unit plans	2002-2007	100% C or above

Core Standard 2: Candidates know how to teach students

Pedagogy is a major focus of the B-K program, and the evidence shows that teacher candidates in the program know how to teach students. A number of courses focus on pedagogy including CD 340 Environments for Young Children, CD 345 Preschool Child, BK 337 Observation of Young Children, BK 341 Variations in Early Development, BK 350 Emergent Literacy and Technology Integration, BK 445 Advanced Curriculum, PSY 422 Measurement and Evaluation, BK 460 Clinical Internship: Infant/Toddler, and EDU 490, Observation and Directed Teaching and afford the opportunity for candidates to demonstrate knowledge of instructional and assessment strategies.

Core Standard 2: Candidates know how to teach students		
Indicator 2.1: Candidates know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.		
Indicator 2.2: Candidates use a variety of methods to teach students.		
Indicator 2.3: Candidates are expert communicators.		
Indicator 2.4: Candidates are able to use communication skills to circumvent or manage conflict as it arises in the classroom.		
Indicator 2.5: Candidates have strong and current technology skills.		
Indicator 2.6: Candidates plan instruction that is appropriate for the students they teach.		
Indicator 2.7 Candidates use a variety of methods to assess what students have learned.		
Indicator 2.8 Candidates teach communication, thinking, and problem solving skills.		
Indicator 2.9 Candidates help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication.		
Indicator 2.10 Candidates instill a love of learning and self-confidence based on achievement.		
Indicator 2.11 Candidates align their instruction with the required curriculum.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % at acceptable or above
Grades in CD 345 Preschool Curriculum	2001-2002	N=10 A=5 B=5
	2002-2003	N=6 A=4 B=1 C=1
	2003-2004	N=7 A=3 B=4
	2004-2005	N=8 A=1 B=2
	2005-2006	N=7 A=3 B=2 C=2
	2006-2007	N=7 A=3 B=4
Grades in BK 350 Emergent Literacy and Technology Integration	2007	4=A, 4=B
Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy)	2001-2002	N=10 Avg Score: 3.9
	2002-2003	N=6 Avg Score: 4.1
	2003-2004	N=7 Avg Score: 4.3
	2004-2005	N=8 Avg. Score: 4.3

TCER Standard 1 Content Pedagogy	2005-2006 2006-2007	N=7 Avg Score: 3.7 N=7 Avg Score: 3.75
Professional Portfolio (C)	2002-2007	100% Pass
E Portfolio <u>Portfolio at a Glance</u> (total grid)	2006-2007	100% Pass

Core Standard 3: Candidates are successful at teaching a diverse population of students.

B-K candidates create classroom environments that value diversity and address the needs of all students. Teacher candidates develop an understanding of the complexity of supporting all children by working in classroom settings with children whose cultures and ways of viewing the world are different from their own; by exhibiting behaviors that value those differences; by creating environments where diversity is appreciated; and, by working with others to bring about lasting changes in the attitudes and dispositions of others.

Evidence presented in the professional portfolios, final evaluations, and lesson plans show that candidates are conscious of the importance of developing strategies for teaching in diverse settings.

Core Standard 3: Candidates are successful at teaching a diverse population of students.		
Indicator 3.1: Candidates demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.		
Indicator 3.2: Candidates treat students as individuals.		
Indicator 3.3: Candidates know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.		
Indicator 3.4: Candidates adapt their teaching for the benefit of students with special needs.		
Indicator 3.5: Candidates work collaboratively with the families and significant adults in the lives of their students.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % at acceptable or above
Grades in SOC Race and Ethnic Relations	2002-2003	N=7 A=5 B=1 C=1
	2003-2004	N=8 A=5 B=1 C=1 D=1*
	2004-2005	N=8 A=6 B=2
	2005-2006	N=7 A=4 B=3
Grades in CORE 400 Global Questions	2006-2007	N=7 A=5 B=2
Grades in EDU 232, Foundations of American Education	2002-2003	N=7 A=4 B=3
	2003-2004	N=7 A=5 B=1 C=1
	2004-2005	N=8 A=7 B=1
	2005-2006	N=7 A=5 B=2
	2006-2007	N=7 A=3 B=3 C=1
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002	N= 10 Avg Score: 4.8
	2002-2003	N= 6 Avg Score: 4.6

TCER Standard 4 (Instructional Strategies)	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.5
	2005-2006	N= 7 Avg Score: 4.2
	2006-2007	N=7 Avg. Score: 3.5
CD 340 Portfolio: Diversity (C)	2002-2007	100% B or above
Professional Portfolio: Teaching Philosophy	2002-2007	100% Pass

*Student with a D grade was remediated using an action plan

Core Standard 4: Candidates are leaders.

Meredith College stresses the development of women leaders, and it is natural that the Conceptual Framework of the teacher education program emphasizes that its teacher candidates demonstrate those qualities necessary for them to be teacher leaders. The teacher education program at Meredith College expects its students to collaborate with colleagues, participate in and forge community school partnerships, and structure their classrooms as communities of learners. In addition, the teacher education program accumulates data on program completers who are asked to report on their leadership in their current positions.

Core Standard 4: Candidates are leaders		
Indicator 4.1: Candidates lead in their classes.		
Indicator 4.2: Candidates lead in the school.		
Indicator 4.3: Candidates lead in advocating for school and children.		
Indicator 4.4: Candidates function effectively in complex, dynamic environments.		
Indicator 4.5: Candidates meet high ethical standards.		
Indicator 5.5: Candidates support the teaching profession.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % at acceptable or above
Student Teacher Final Evaluations* Standard 10 (Reflective Practice)	2001-2002	N=10 Avg. Score: 4.1
	2002-2003	N=6 Avg. Score: 4.7
	2003-2004	N=7 Avg. Score: 4.6
	2004-2005	N=8 Avg. Score: 5
	2005-2006	N=7 Avg. Score: 3.9
	2006-2007	N=7 Avg. Score: 3.5
TCER Standard 9, Reflective Practice	2002-2007	100% Pass
Teaching Portfolio (C)	2002-2007	100% Pass
BK 438 Ethics Presentation	2006-2007	100% Pass
BK 465 Reflection	2002-2007	100% B or above

Core Standard 5: Candidates are reflective about their practice.

B-K candidates are reflective teachers. They demonstrate mastery of this indicator when they are open about what they do, implement instructional strategies that demonstrate best practices, reflect on why what they do works, and ask for feedback on what works and what doesn't work. Reflection activities are a hallmark of Service-Learning courses, but all fieldwork courses require that students engage in reflection. During the senior year internships (infant/toddler and student teaching), students engaged in weekly written reflections about all areas of their work.

Core Standard 5: Candidates are reflective about their practice.		
Indicator 5.1: Candidates analyze the results of teaching.		
Indicator 5.2: Candidates collaborate with their colleagues.		
Indicator 5.3: Candidates use research in their classrooms.		
Indicator 5.4: Candidates continue to grow professionally.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % at acceptable or above
Grades in EDU 490, Observation and Directed Teaching	2001-2007	100% Pass rate
BK 445 Lesson Plan evaluation	2002-2007	100% B or above
Student Teacher Final Evaluations* Standard 11 (Collaborative Relations) TCER Standard 10, School and Community Involvement	2001-2002	N= 10 Avg Score: 4.8
	2002-2003	N= 6 Avg Score: 5
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.15
	2005-2006	N= 7 Avg Score: 3.85
Student Teacher Final Evaluation Surveys	2006-2007	N= 7 Avg. Score: 3.4
	2005-2006	100% 3 or above

Core Standard 6: Candidates respect and care about students.

Evidence shows that B-K teacher candidates communicate, care, and enthusiastically present active learning opportunities for children and their families. Through a variety of field experiences and clinical practice, teacher candidates demonstrate that they have mastered relationship skills with children and families that are respectful, and that they show delight in working with children.

Core Standard 6: Candidates respect and care about students.		
Indicator 6.1: Candidates enjoy spending time in the company of children and young adults.		
Indicator 6.2: Candidates learn all they can about each of their students.		
Indicator 6.3: Candidates maintain the dignity of each student.		
Indicator 6.4: Candidates express pride in their students' accomplishments.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % at acceptable or above

Student Teacher Final Evaluations* Standard 2 (Student Development) TCER Standard 2, Student Development	2001-2002	N= 10 Avg Score: 4.25
	2002-2003	N= 6 Avg Score: 4.9
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.45
	2005-2006	N= 7 Avg Score: 3.95
	2006-2007	N= 7 Avg. Score: 3.8
Student Teacher Final Evaluations* Standard 5 (Management & Motivation) TCER Standard 5, Management & Motivation	2001-2002	N= 10 Avg Score: 4.5
	2002-2003	N= 6 Avg Score: 4.65
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.1
	2005-2006	N= 7 Avg Score: 3.7
	2006-2007	N= 7 Avg Score: 3.2
BK 350 Service-Learning Weekly Reflections	2007	100% B or above
Grades in EDU 490, Observation and Directed Teaching	2002-2007	100% Pass rate

Core Standards - Links
Xythos

[Philosophy of Teaching](#)

[Portfolio at a Glance](#)

[Philosophy Statement](#)

[BK 350 Service Learning Reflections](#)

[BK 445 Lesson Plan Evaluation after Observation](#)

[BK 438 Ethics Presentation](#)

[BK 465 Reflection](#)

[BK Courses Syllabi](#)

[Education Courses Syllabi](#)

Diversity Standards

Meredith College is a community where people are encouraged to express their individuality. The community provides an environment that affirms difference as we promote lives of thoughtful inquiry and service, and our commitment to “educate women to excel” impels us to create a diverse climate that assures equity, moves beyond tolerance, and fosters community. At Meredith College, we work to build inclusiveness by promoting a climate of understanding and trust for learning, living, and growing. To that end, the teacher education program has laid out the following dispositions for its candidates:

All teacher candidates at Meredith College are expected to evidence the following:

- A respect for the diversity represented by the people with whom you are working. This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to and openness to other cultures and ideas; and,
- An awareness of the significance of the individual’s role in social interactions. This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

The same commitment is reflected in the Conceptual Framework -

- Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

And, in its Mission –

- The mission of the Department of Education is to prepare educators with the knowledge, skills and values to teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice and cultivates passion for learning and the art of teaching. We develop teachers who embrace their significant role in a diverse society.

***Denotes Student Teacher Evaluation Instrument used academic years fall 2001-spring 2006**

Diversity Standard 1: Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.
Indicator 1.1: Candidates evaluate and incorporate unbiased instructional materials.
Indicator 1.2: Candidates use multiple strategies to address the needs of individual learners.
Indicator 1.3: Candidates create a safe, inclusive and caring environment in which all students can learn.
Indicator 1.4: Candidates understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.

Indicator 1.5: Candidates use a variety of assessment procedures/instruments.		
Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
CD 345, CD 434, BK 445 Lesson Plans	2005-2007	100% B or above
Student Teacher Final Evaluations*Standard 3 (Diverse Learners)	2001-2002	N= 10 Avg Score: 4.8
	2002-2003	N= 6 Avg Score: 4.6
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.5
	2005-2006	N= 7 Avg Score: 4.2
TCER Standard 3, Diverse Learners	2006-2007	N= 7 Avg. Score: 3.65
Student Teacher Final Evaluations* Standard 4 (Instructional Strategies)	2001-2002	N=10 Avg. Score: 4.1
	2002-2003	N=6 Avg. Score: 4.5
	2003-2004	N=7 Avg. Score: 4.4
	2004-2005	N=8 Avg. Score: 4.4
	2005-2006	N=7 Avg. Score: 4.3
TCER Standard 4, Instructional Strategies	2006-2007	N=7 Avg. Score: 3.5
CD 340 Portfolio (C)	2002-2007	100% B or above

Diversity Standard 2: Candidates understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

B-K candidates demonstrate an understanding of how children develop, learn, construct knowledge, including children with disabilities or delays, and students who are English Language Learners. Candidates design and provide learning experiences that support development and learning that are integrative of all domains and subject areas. Teacher candidates value children’s’ existing background by linking new learning with prior experiences, and build new background knowledge when appropriate.

Diversity Standard 2: Candidates understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.
Indicator 2.1: Candidates seek and apply good matches among instructional goals, methods, and materials, and students’ skills and abilities.
Indicator 2.2: Candidates assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.

Indicator 2.3: Candidates modify instruction and assessment to meet the needs of individual student.		
Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
Unit Plans	2002-2007	100% B or above
Student Teacher Final Evaluations*Standard 2 (Student Learning & Development) 2006-2007	2001-2002	N= 10 Avg Score: 4.25
	2002-2003	N= 6 Avg Score: 4.9
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.45
	2005-2006	N= 7 Avg Score: 3.95
TCER Standard 2, Student Development	2006-2007	N= 8 Avg. Score: 3.8
Student Teacher Final Evaluations* Standard 7 (Planning)	2001-2002	N=10 Avg Score: 4.65
	2002-2003	N=6 Avg. Score: 4.55
	2003-2004	N=7 Avg. Score: 4.1
	2004-2005	N=8 Avg. Score: 4.3
	2005-2006	N=7 Avg. Score: 4.0
TCER Standard 7, Planning	2006-2007	N=7 Avg. Score: 3.6
BK 445 Planning Web	2005-2007	100% B or above
Grades in BK 341	2001-2002	A=4 B=6
	2002-2003	A=4 B=2
	2003-2004	A=4 B=3
	2004-2005	A=5 B=3
	2005-2006	A=4 B=3
	2006-2007	A=1 B=6

Diversity Standard 3: Candidates work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

B-K teacher candidates recognize how stereotypes and one’s own personal biases limit effective teaching. They exhibit behaviors that are inclusive and equitable. They model an appreciation of all children and work to promote children’s respect for each other. Teacher candidates understand schools as organizations within a larger community context and that this context can affect children at school. They establish cooperative partnerships with parents/guardians, faculty and staff that support child development and learning. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 3: Candidates work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.		
Indicator 3.1: Candidates develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.		
Indicator 3.2: Candidates recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related tasks.		
Indicator 3.3: Candidates make links with the learners’ other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.		
Indicator 3.4: Candidates talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.		
Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
Teaching Portfolio	2002-2007	100% Pass
E Portfolio Portfolio at a Glance	2006-2007	100% Pass
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships) TCER Standard 10, School & Community Involvement	2001-2002	N= 10 Avg Score: 4.8
	2002-2003	N= 6 Avg Score: 5
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.15
	2005-2006	N= 7 Avg Score: 3.85
	2006-2007	N= 8 Avg. Score: 3.4
BK 438 Salvation Army Family Project (C)	2002-2007	100% B or above

Diversity Standard 4: Candidates acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Traditional undergraduates in the teacher education program have completed the [CORE General Education](#) program. Licensure-only students complete SOC 335 Race and Ethnic Relations. The purpose of all the courses at Meredith College that address diversity and multiculturalism is to develop the knowledge, skills, and dispositions to work within the global community. The teacher education program supports the CORE General Education program and other courses on diverse populations by ensuring that teacher candidates are placed in diverse settings for field and clinical practice. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 4: Candidates acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.		
Indicator 4.1: Candidates become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.		
Indicator 4.2: Candidates provide opportunities for students and their families to share their diversities.		
Indicator 4.3: Candidates promote appreciation and respect for diversity by rejecting the use of stereotypes.		
Indicator 4.4: Candidates provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.		
Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
Grades in SOC 335 Race and Ethic Relations	2002-2003	N=7 A=4 B=1 C=1
	2003-2004	N=8 A=4 B=2C=1 D=1*
	2004-2005	N=8 A=6 B=2
	2005-2006	N=7 A=4 B=3
	2006-2007	N=7 A=5 B=2
Grades in CORE 400 Global Questions	2006-2007	N=7 A=5 B=2
Sample “Admission Essay” with rubric	2002-2007	100% Acceptable
Grades, EDU 232, Foundations from Amer. Edu.	2002-2003	N=7 A=4 B=3
	2003-2004	N=8 A=6 B=1 C=1
	2004-2005	N=8 A=7 B=1
	2005-2006	N=7 A=5 B=2
	2006-2007	N=7 A=3 B=3 C=1
Lesson Plans from BK 350 Emergent Literacy and Technology Integration	2006-2007	100% B or above
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002	N= 10 Avg Score: 4.8
	2002-2003	N= 6 Avg Score: 4.6
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.5
	2005-2006	N= 7 Avg Score: 4.2
	2006-2007	N=7 Avg. Score: 3.65
TCER Standard 3, Diverse Learners	2006-2007	N=7 Avg. Score: 3.65

Diversity Standard 5: Candidates who teach diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

B-K candidates demonstrate leadership by contributing to the development of their peers, becoming involved in community partnerships in their schools, and promoting and fostering respect among all children. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 5: Candidates who teach diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.		
Indicator 5.1: Candidates become strong advocates for educational equity.		
Indicator 5.2: Candidates continually refine practices that address the individual needs of diverse learners.		
Indicator 5.3: Candidates are proactive and deliberate in promoting and fostering respect among students.		
Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
Lesson Plans	2002-2007	100% Pass
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)	2001-2002	N= 10 Avg Score: 4.8
	2002-2003	N= 6 Avg Score: 5
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.15
	2005-2006	N= 7 Avg Score: 3.85
TCER Standard 10, School & Community Involvement	2006-2007	N= 7 Avg. Score: 3.4
CD 340 Portfolio (C)	2002-2007	100% B or above
Teaching Philosophy	2002-2007	100% B or above

Diversity Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity.

BK teacher candidates on practice, and are committed to educational equity. As demonstrated by EPG Projects completed in EDU 232, Foundations in American Education, final evaluations, and professional portfolios, teacher candidates recognize the importance of providing equal access to all children in the schools and programs. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity.		
Indicator 6.1: Candidates identify own biases and reflect on them in terms of practice.		
Indicator 6.2: Candidates provide equity and access to learning in classroom.		
Assessments (Knowledge, Skills, Dispositions)	Timeframe	Findings: % acceptable or above
Sample EPG Projects from EDU 232, Foundations of American Education	2001-2007	
Grades, EDU 232, Foundations from Amer. Edu.	2002-2003	N=6 A=3 B=3
	2003-2004	N=7 A=6 B=1 C=1
	2004-2005	N=8 A=7 B=1

	2005-2006 2006-2007	N=7 A=5 B=2 N=7 A=3 B=3 C=1
Student Teacher Evaluations* Standard 10 (Reflective Practice)	2001-2002 2002-2003 2003-2004 2004-2005 2005-2006	N=10 Avg. Score: 4.1 N=6 Avg. Score: 4.7 N=7 Avg. Score: 4.6 N=8 Avg. Score: 5 N=7 Avg. Score: 3.9
TCER Standard 9 (Reflective Practice)	2006-2007	N=7 Avg. Score: 3.5
E Portfolio Portfolio at a Glance	2005-2007	100% Pass

Diversity Standards - Links

Xythos

[Portfolio at a Glance](#)

[BK 445 Lesson](#)

[Unit Plans](#)

[Parent Newsletter](#)

[Teaching Philosophy](#)

[Course Syllabi](#)

Technology Standards

B-K teacher candidates demonstrate a sound understanding of technology operations and concepts. Portfolios have been used by the Department of Education to assess student competence in technology since 1996. However, since that time, Meredith College has moved into the 21st century with a [laptop initiative](#), and the Department of Education moved into the direction of E Portfolios on cds, and during the fall 2006, offered students the option of uploading their portfolio online, using Digital Locker (Xythos).

Because children taught by BK candidates are emergent readers and have different technology needs from older students, a separate course from the other licensure areas was developed. Students in CD 340 learn about organizing environments that include electronic technology. During BK 350 Emergent Literacy and Technology Integration, introduced in 2007, students learn about the positions of the National Association for the Education of Young Children and the International Society for Technology in Integration regarding developmentally appropriate use of technology with young children. Students also learn about selection and inclusion of software, an implement a technology lesson with children during a service-learning project. Several other courses infuse projects that incorporate recommended use of technology so that candidates see a model of technology integration in their program of study. Finally, students across all courses, but particularly in BK 350 and EDU 490 design and complete their electronic teaching portfolio.

BK candidates must also have a firm grasp of how assistive and adaptive technology (AT) enhances access and achievement in all developmental domains and learning activities. A strength of the BK program at Meredith is the infusion of learning about AT across courses and field experiences. The BK program owns a small collection of low and high tech AT devices used to demonstrate how AT is integrated into learning environments. In addition, BK students are allowed to use the program's copy of Boardmaker software for use in instruction with children with disabilities or delays. Students have found Boardmaker, also to be effective with young children who are ELL. Finally, during student fieldwork in CD 345 Preschool Curriculum and BK 460, and in student teaching sites that serve young children with disabilities, students design and employ activities and support for children using assistive technology.

The E Portfolio with the Portfolio-at-a-Glance is used to assess candidate performance in the areas delineated in the core technology standards and the technology standards throughout the individual specialty area standards. The Portfolio-at-a-Glance grid of the portfolio is assessed for completion at the midterm, and during the internship. This gives interns an opportunity to use some of their projects in their classrooms, and assess their effectiveness. The final completion of the E Portfolio is assessed at the conclusion of the internship. Any deficiencies found at midterm must be corrected by the final completion of the portfolio. Although B-K students completed paper portfolios through 2006-2007, beginning 2008 all BK candidates will submit an electronic portfolio.

***Denotes Student Teacher Evaluation Instrument used academic years fall 2001-spring 2006**

Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.		
Indicator 1.1: Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).		
Indicator 1.2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Portfolio at a Glance	2006-2007	100% Pass
Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy)	2001-2002	N=10 Avg Score: 3.9
	2002-2003	N=6 Avg Score: 4.1
	2003-2004	N=7 Avg Score: 4.3
	2004-2005	N=8 Avg Score: 4.3
	2005-2006	N=7 Avg Score: 3.7
TCER Standard 1 Content Pedagogy	2006-2007	N=7 Avg. Score: 3.75
Grades in BK 350	2006-2007	N=8 A=4 B=4
CD 340 Assistive Technology Project	2002-2007	100% B or above

Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

Lesson plans included in the Portfolio at a Glance and the student teacher final evaluations, standard 6, are used to show that B-K candidates plan and design effective learning environments and experiences supported by technology. For example, the artifacts that are evident in Technology Standard 2 and INTASC Standard Pedagogy show the candidate’s ability to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Analyses of the portfolios show that all teacher candidates meet the competency.

Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.		
Indicator 2.1: Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		
Indicator 2.2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.		
Indicator 2.3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.		
Indicator 2.4: Teachers plan for the management of technology resources within the context of learning activities.		
Indicator 2.5: Teachers plan strategies to manage student learning in a technology-enhanced environment.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2006-2007	100% Pass
Student Teacher Final Evaluations* Standard 2 (Student Development)	2001-2002	N= 10 Avg Score: 4.25
	2002-2003	N= 6 Avg Score: 4.9
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.45
	2005-2006	N= 7 Avg Score: 3.95
TCER Standard 2, Student Development	2006-2007	N= 7 Avg. Score: 3.8
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002	N= 10 Avg Score: 4.8
	2002-2003	N= 6 Avg Score: 4.6
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.5
	2005-2006	N= 7 Avg Score: 4.2
TCER Standard 3, Diverse Learners	2006-2007	N=7 Avg. Score:3.65
Student Teacher Final Evaluations* Standard 7 (Planning)	2001-2002	N=10 Avg. Score: 4.3
	2002-2003	N=6 Avg. Score: 4.6
	2003-2004	N=7 Avg. Score: 4.1
	2004-2005	N=8 Avg. Score: 4.5
	2005-2006	N=7 Avg. Score: 4.1

TCER Standard 7, Planning	2006-2007	N=7 Avg. Score: 3.6
CD 340 Assistive Technology Project	2002-2007	100% B or above
BK 445 Lesson Plans	2002-2007	100% B or above

Technology Standard 3: Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

B-K candidates implement curriculum that include methods and strategies for applying technology to maximize children’s learning. Examples in the Teaching Portfolio show that they facilitate technology-enhanced experiences that address content standards and student technology standards. Lesson plans that implement digital photography and developmentally appropriate software such as KidPix demonstrate that candidates apply and integrate technology in their teaching. Teacher candidates understand the importance of using technology in meaningful ways, as a vehicle to enhance and/or reinforce instruction. Data show that all candidates meet the standard.

Technology Standard 3: Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.		
Indicator 3.1: Candidates facilitate technology enhanced experiences that address content standards and student technology standards.		
Indicator 3.2: Candidates use technology to support learner-centered strategies that address diverse needs of students.		
Indicator 3.3: Candidates apply technology to develop students’ higher order skills and creativity.		
Indicator 3.4: Candidates manage student learning activities in a technology-enhance environment.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2006-2007	100% Pass
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002	N= 10 Avg Score: 4.8
	2002-2003	N= 6 Avg Score: 4.6
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.5
	2005-2006	N= 7 Avg Score: 4.2
TCER Standard 3, Diverse Learners	2006-2007	N=7 Avg. Score: 3.65
Student Teacher Final Evaluations* Standard 4 (Instructional Strategies)	2001-2002	N=10 Avg. Score: 4.1
	2002-2003	N=6 Avg. Score: 4.5
	2003-2004	N=7 Avg. Score: 4.4

TCER Standard 4, Instructional Strategies	2004-2005	N=8 Avg. Score: 4.3
	2005-2006	N=7 Avg. Score: 3.8
	2006-2007	N=7 Avg. Score: 3.5
BK 445 Lesson Plans	2002-2007	100% B or above
BK 350 Lesson Plans (C)	2006-2007	100% B or above

Technology Standard 4: Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teacher candidates demonstrate their ability to use technology to assess and evaluate in various ways. Whether it is using the schools' assessment system to report grades of children or to collect and analyze assessment data, or using Microsoft Office products to depict and present assessment results, candidates demonstrate that they employ technology in assessment and evaluation.

Technology Standard 4: Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.		
Indicator 4.1: Candidates apply technology in assessing student learning of subject matter using a variety of assessment techniques.		
Indicator 4.2: Candidates use technology resources to collect, analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.		
Indicator 4.3: Candidates apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2006-2007	100% Pass
Student Teacher Final Evaluations* Standard 8 (Assessment) TCER Standard 8, Assessment	2001-2002	N= 10 Avg Score: 4.3
	2002-2003	N= 6 Avg Score: 4.35
	2003-2004	N= 7 Avg Score: 4.0
	2004-2005	N= 8 Avg Score: 4.05
	2005-2006	N= 7 Avg Score: 3.9
	2006-2007	N= 7 Avg Score: 3.05
BK 337 Excel chart	2002-2007	100% B or above
BK 337 Presentation	2002-2007	100% B or above

Technology Standard 5: Candidates use technology to enhance their productivity and professional practice.

BK candidates are adept at using technology such as email and on-line discussion boards or to construct parent newsletters to communicate with peers, parents, and the larger community. Students use Microsoft office products and other graphics products in planning and implementing instruction. Several artifacts are evident in the Portfolio-at-a Glance portion of their professional portfolios that show that this competency is met.

Technology Standard 5: Candidates use technology to enhance their productivity and professional practice.		
Indicator 5.1: Candidates use technology resources to engage in ongoing professional development and lifelong learning.		
Indicator 5.2: Candidates continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.		
Indicator 5.3: Candidates use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2006-2007	100 % Pass
Student Teacher Final Evaluations* Standard 10 (Reflective Practice)	2001-2002	N=10 Avg. Score: 4.1
	2002-2003	N=6 Avg. Score: 4.7
	2003-2004	N=7 Avg. Score: 4.6
	2004-2005	N=8 Avg. Score: 5
	2005-2006	N=7 Avg. Score: 3.9
TCER Standard 9, Reflective Practice	2006-2007	N=7 Avg. Score: 3.5
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)	2001-2002	N= 10 Avg Score: 4.8
	2002-2003	N= 6 Avg Score: 5
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.15
	2005-2006	N= 7 Avg Score: 3.85
TCER 10, School & Community Involvement	2006-2007	N= 7 Avg Score: 3.4
BK 460 Szanton article on-line discussion	2006-2007	100% B or above

Technology Standard 6: Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply these principles in practice.

The ethical and legal use of technology is critical to the teacher education program at Meredith College. BK candidates research and write about ethical and legal uses of electronic technology. In addition, teacher candidates research effective software and good websites that they can use in planning lessons for all children and with families. Artifacts are evident that show that teacher candidates meet this standard.

Technology Standard 6: Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply these principles in practice.		
Indicator 6.1: Candidates model and teach legal and ethical practice related to technology use.		
Indicator 6.2: Candidates apply technology resources to enable and empower learners with diverse background, characteristics, and abilities		
Indicator 6.3: Candidates identify and use technology resources that affirm diversity.		
Indicator 6.4: Candidates promote safe and healthy use of technology resources.		
Indicator 6.5: Candidates facilitate equitable access to technology resources for all students.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
E Portfolio – Portfolio at a Glance	2006-2007	100% Pass
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002	N= 10 Avg Score: 4.8
	2002-2003	N= 6 Avg Score: 4.6
	2003-2004	N= 7 Avg Score: 4.4
	2004-2005	N= 8 Avg Score: 4.5
	2005-2006	N= 7 Avg Score: 4.2
TCER Standard 3, Diverse Learners	2006-2007	N=7 Avg. Score: 3.65
BK 445 Ethical and Legal Use Assignment	2002-2007	100% C or above
CD 438 Family website assignment	2002-2007	100% B or above

Technology Standards Links
Xythos

[CD 340 Assistive Technology Project Portfolio-in-Progress](#)

- [BK 445 Lesson Plans](#)
- [BK 445 Ethical and Legal Use Assignment](#)
- [BK 337 Excel Chart](#)
- [BK 337 Presentation](#)
- [Szanton on-line discussion](#)

Birth-Kindergarten Specialty Standards

B-K Standard One

Meredith Birth-Kindergarten candidates complete coursework and field activities regarding infants, toddlers, preschool and kindergarten-age children. Placements are selected so that students can see models of developmentally and age appropriate practices that are inclusive and respect diversity of children’s strengths and needs, and family backgrounds. Students’ knowledge of development begins

with courses in their General Education program (e.g. CORE 100 and 200, and PSY 100 Introduction to Psychology and 210 Life Span Developmental Psychology or PSY 310 Psychology of Children and Adolescents). They progress to introductory level child development courses CD 234 Preschool Child and CD 334 Infant Development. Both introductory courses have placements that promote candidates' connections between coursework and recommended practice. During higher level coursework and placement, students continue to build on and demonstrate their conceptual knowledge of Developmentally Appropriate Practice for all children.

Standard 1: Birth-Kindergarten professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk		
Indicator 1: Know theories and principles of human development, growth and learning, including the findings of relevant research.		
Indicator 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 3: Understand health and safety issues as they relate to group care settings.		
Indicator 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 5: Understand how the interaction between biological and environmental factors influences children's development and learning.		
Indicator 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 7: Know the health, medical, and physical requirements of ALL young children and the influence on development.		
Indicator 8: Know the social and emotional needs, especially the importance of consistent, positive relationships, for the healthy development of ALL young children.		
Indicator 9: Know the range of appropriate technological applications available to children and families.		
Indicator 10: Understand the relationship between differing environmental or situational contexts and children's actions.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Student Teaching Evaluations Standard 2 average scores	2002 2003 2004 2005 2006	N= 10 Avg Score: 4.25 N= 6 Avg Score: 4.9 N= 7 Avg Score: 4.4 N= 8 Avg Score: 4.45 N= 7 Avg Score: 3.95
TCER Standard 2	2007	N= 7 Avg.Score: 3.8
CD BK 341 Final Grades	2002 2003 2004 2005 2006 2007	N= 10 A=3 B=6 N= 6 A=4 B=2 NA=1* N= 7 A=4 B=2 N= 8 A=5 B=2 N= 7 A=3 B=3 NA=1 Check this N= 7 A=1 B=6
Teaching Portfolio	2002-2007	100 % Pass
PSY 312 final grades	2002 2003 2004 2005 2006 2007	N=10 A=3 B=7 N= 6 A=3 B=3 N=7 A=3 B=4 N=8 A=3 B=5 N= 7 A=0 B=6 C=1 N= 7 A=3 B=4

B-K Standard Two

Assessment and evaluation are cornerstones for the coursework and field activities completed by B-K candidates. Although students complete two courses that address assessment, BK 337 Observation of Young Children and PSY 422 Psychological Testing and Evaluation, authentic assessment is built into many more required activities such as lesson planning, case study assignments, completion of an Early Childhood Environment Rating Scale and Infant Toddler Environment Rating Scale and responsibility for informal and formal assessment during the infant/toddler and student teaching internships. In addition, students complete HED 200 Responding to Emergencies or a certified Red Cross First Aid and Cardiopulmonary Resuscitation Course and have health information infused in several courses.

Standard 2: Birth-Kindergarten professionals understand assessment processes including their goals, benefits and uses.		
Indicator 1: Are aware of a variety of appropriate tools and procedures and their purposes, including on-going observation, data collection and analysis.		
Indicator 2: Are knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals.		
Indicator 3: Are knowledgeable of health appraisal procedures and referral processes.		
Indicator 4: Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children's development and learning.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Student Teaching Evaluations Standard 8 average scores	2002 2003 2004 2005 2006	N= 10 Avg Score: 4.3 N= 6 Avg Score: 4.35 N= 7 Avg Score: 4.0 N= 8 Avg Score: 4.05 N= 7 Avg Score: 3.9
TCER Standard 8 average scores	2007	N= 7 Avg Score: 3.0
PSY 422 Final Grades	2002 2003 2004 2005 2006 2007	N= 10 A=3 B=5 C=2 N =6 A=5 B=1 N=7 A=2 B=5 N=8 A=3 B=5 N=7 A=2 B=3 C=2 N=7 A=1 B=4 C=2
BK 350 Literacy Case Study	2007	N= 8 A=6 B=2
BK 337 Portfolio (C)	2002-2007	100 % B or above

B-K Standard Three

Knowledge about family structures and dynamics, and about working with families are also an important foundation for the Meredith B-K program because families are important clients or stakeholders when developing programs and instruction for young children. Beginning with EDU 232 Educational Foundations, B-K candidates have opportunities to be involved in public schools in order to see how schools interact with and provide partnerships with parents. Introductory Child Development courses and upper level coursework infuse knowledge at all levels about working with families. CD 438 Supporting and Strengthening Families not only focuses its content on working with families, but also provides a structured service-learning opportunity for students to become involved with and provide parent education for low income families. In addition, BK 465 Teaming and Collaboration examines and provides opportunities for students to observe family-centered practices. Finally, B-K candidates work

intensively with families during BK 460 Clinical Internship: Infant/Toddler in community-based and special programs that provide early intervention for young children and their families.

Standard 3: Birth-Kindergarten professionals build family and community partnerships.		
Indicator 1: Understand that families are the first and most important teachers and key decision makers for their children.		
Indicator 2: Understand the characteristics of each child's family and community while developing programs in partnership that support development and learning.		
Indicator 3: Understand family systems theory, family structures, functioning styles, and stages of family and adult development.		
Indicator 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 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 6: Understanding 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.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Student Teaching Evaluations Standard 11 average scores	2002 2003 2004 2005 2006	N= 10 Avg Score: 4.8 N= 6 Avg Score: 5 N= 7 Avg Score: 4.4 N= 8 Avg Score: 4.15 N= 7 Avg Score: 3.85
TCER Standard 10 average scores	2007	N= 8 Avg Score: 3.4
Teaching Portfolio (C)	2002-2007	100% Pass
BK 465 Final Grades	2004 2005 2006 2007	N=7 A=5 B=2 N=8 A=3 B=5 N=7 A=4 B=3 N=7 A=5 B=2
CD 438 Salvation Army Family Project (C)	2002-2007	100% B or above

B-K Standard Four

The Meredith B-K program is a collaboration primarily between the Departments of Child Development, Psychology and Education. In their General Education and preliminary coursework and field experiences, students learn about the importance of developing a strong positive relationship with children and families. In CD 340 students learn about and develop environments that provide social support to all children including children with disabilities or delays and to children who are English Language Learners. In CD 340, they also learn about specific guidance strategies. Beginning in CD 345 Preschool Curriculum when students begin designing activities and conduction lessons, they have more extended opportunities to demonstrate effective relationship-based teaching, and guidance and classroom management strategies. Promoting child and adult problem-solving and inquiry-based teaching and learning are hallmarks of all methods courses. In the infant/toddler internship and student teaching semesters, students demonstrate that they are able to sustain positive effective relationship-based teaching and relationships with children and families. During CD 345 and upper level methods courses, students learn about and practice individualization and differentiation.

Standard 4: Birth-Kindergarten professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities including those at-risk and their families.		
Indicator 1: Use positive, consistent relationships and supportive interactions as the foundation for their work with families and ALL young children		
Indicator 2: Guide and foster interactions (child-child, child-adult, adult-adult) that facilitate inquiry and discovery.		
Indicator 3: Establish principles for guiding ALL young children’s behavior, problem solving with children and fostering independence.		
Indicator 4: Display warm, nurturing, respectful, and reciprocal interactions with families and ALL young children.		
Indicator 5: Use responsive techniques to enhance social interaction among adults and ALL young children to create a caring community of learners.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Student Teaching Evaluations Standard 5	2002 2003 2004 2005 2006	N= 10 Avg Score: 4.5 N= 6 Avg Score: 4.65 N= 7 Avg Score: 4.4 N= 8 Avg Score: 4.1 N= 7 Avg Score: 3.7
TCER Standard 5 average scores	2007	N= 7 Avg Score: 3.2
BK 460 final grades	2004 2005 2006 2007	N=7 A=6 B=1 N=8 A=7 B=1 N=7 A=7 B=1 N=8 A=5 B=2
CD 340 Portfolio: Social Skills section	2002-2007	100% B or above
CD 345 final grades	2002 2003 2004 2005 2006 2007	N=10 A=5 B=5 N=6 A=4 B=1 C=1 N=7 A=3 B=4 N=8 A=1 B=2 N=7 A=3 B=2 C=2 N=7 A=3 B=4

B-K Standard Five

As with B-K Standard Three, B-K candidates have many opportunities throughout the program to demonstrate their knowledge of formal assessment practices. B-K candidates use not only emergent curriculum developed using authentic assessment strategies (Standard Three), but use more formal strategies that also inform their interactions and teaching. During BK 460 Clinical Internship:

Infant/Toddler and EDU 490 Observation and Directed Teaching B-K students have opportunities to participate in IEP and IFSP meetings and to use IEP or IFSPs to inform instruction and interactions.

Standard 5: Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.		
Indicator 1: Collect and synthesize relevant assessment information that informs practice.		
Indicator 2: Share assessment information results with appropriate family members and professionals.		
Indicator 3: Link assessment information to practice, including appropriate implementation of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).		
Indicator 4: Use assessment information, including observation, to plan, implement, and evaluate programs(s).		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Student Teaching Evaluation Standard 8 average scores	2002 2003 2004 2005 2006	N= 10 Avg Score: 4.3 N= 6 Avg Score: 4.35 N= 7 Avg Score: 4.0 N= 8 Avg Score: 4.05 N= 7 Avg Score: 3.9
TCER Standard 8 average scores	2007	N= 7 Avg Score: 3.05
BK 337 Portfolio: Interpretation Report (C)	2002-2007	100% B or above
CD 434 Lesson Plans	2002-2007	100% B or above
BK 350 Literacy Case Study	2007	100% B or above

B-K Standard Six

B-K candidates demonstrate in their infant and student teaching internships their ability to use relationship-based, emergent curriculum and interactions that integrate all developmental domains and subject areas. Both introductory and more advanced courses provide content knowledge and application regarding pedagogy that demonstrate Developmentally Appropriate Practice. In several courses, students explore and use the *North Carolina Early Learning Standards: Foundations* and the *North Carolina Kindergarten Standard Course of Study* as they plan learning activities.

Standard 6: Birth-Kindergarten professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment.		
Indicator 1: Use play/active learning processes as a foundation for ALL young children’s learning.		
Indicator 2: Plan a suitable balance between child-initiated and adult-initiated activities.		
Indicator 3: Create and adapt integrated, meaningful, challenging, and engaging developmentally supportive learning experiences.		
Indicator 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 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: Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.		
Indicator 7: Create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above

Student Teaching Evaluations Standard 7 average scores	2002 2003 2004 2005 2006 2007	N= 10 Avg Score: 4.4 N= 6 Avg Score: 4.6 N= 7 Avg Score: 4.1 N= 8 Avg Score: 4.35 N= 7 Avg Score: 4.1 N= 7 Avg. Score: 3.5
TCER Standard 4 average scores		
CD 345, CD 434, BK 445 Lesson Plans	2002-2007	100% C or above
CD 340 Portfolio (C)	2002-2007	100% B or above
CD 345 Evaluation and final grades	2002 2003 2004 2005 2006 2007	N=10 A=5 B=5 N=6 A=4 B=1 C=1 N=7 A=3 B=4 N=8 A=1 B=2 N=7 A=3 B=2 C=2 N=7 A=3 B=4

B-K Standard Seven

The B-K program of study carefully sequences courses and field application of content knowledge and strategies for working with all young children. In CD 340 Young Children’s Learning Environments students learn to use assistive and adaptive technology for enhancing children’s play, as needed. In BK 350 Emergent Literacy and Technology Integration students learn about recommended practice regarding integrating technology into early childhood programs by examining material such as the National Association for the Education of Young Children’s position paper regarding using technology, and the Wake County policy for using electronic technology. B-K students are provided rich and varied opportunities for observing and identifying children’s strengths and needs and for building on these areas when planning and implementing activities. B-K candidates, in CD 434 Infant Development, learn to capitalize on naturally occurring routines to promote activity-based instruction for all children, but especially children with delays and disabilities. During infant and student teaching internships, students demonstrate that they can effectively scaffold all students to problem solve and use critical thinking skills, and can effectively manage transitions and other classroom management strategies that are responsive to all children’s abilities and needs.

Standard 7: Birth-Kindergarten professionals support the learning of ALL young children with and without disabilities, including those at-risk.		
Indicator 1: Accommodate individual learning styles, needs, and interests of ALL young children.		
Indicator 2: Use strategies and tools that encourage ALL young children’s problem solving, thinking skills, and developmental and social competence.		
Indicator 3: Use appropriate technology, including software, multimedia, and assistive technology, to support and enhance the learning of ALL young children.		
Indicator 4: Use a variety of naturally occurring routines and activities, and responsive and incidental teaching techniques to promote emergent skill development.		
Indicator 5: Develop, implement and evaluate IFSP’s and IEPs in partnership with families and other professionals.		
Indicator 6: Facilitate effective transitions throughout the day.		
Indicator 7: Use strength-based practices as a focus for teaching and learning.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Student Teaching Evaluations Standard 3 average scores	2002 2003 2004 2005 2006	N= 10 Avg Score: 4.8 N= 6 Avg Score: 4.6 N= 7 Avg Score: 4.4 N= 8 Avg Score: 4.5 N= 7 Avg Score: 4.2

TCER Standard 4	2007	N= 7 Avg Score: 3.5
BK 460 evaluation and final grades	2004 2005 2006 2007	N=7 A=6 B=1 N=8 A=7 B=1 N=7 A=7 B=1 N=8 A=5 B=2
CD 345 evaluation and final grades	2002 2003 2004 2005 2006 2007	N=10 A=5 B=5 N=6 A=4 B=1 C=1 N=7 A=3 B=4 N=8 A=1 B=2 N=7 A=3 B=2 C=2 N=7 A=3 B=4
CD 340: Assistive Technology assignment	2004-2007	100 % B or above

B-K Standard Eight

B-K candidates demonstrate concept knowledge, composition and dispositions regarding working with children and families of differing backgrounds and with children of differing ability levels, Socioeconomic status and language backgrounds. Developing background knowledge begins in General Education courses (e.g. CORE 100 The Context of Culture), and continues throughout the program. CD 340 Young Children’s Learning Environments focuses on antibias practices in the environment. Students in that course develop and implement environmental changes to a preschool classroom using Tawana Goode’s Diversity Checklist during their Service-Learning project. Students in BK 350 Emergent Literacy and Technology Integration learn to an implement strategies for working with English Language Learners during their Service-Learning literacy project. In PSY 312 Psychology of Exceptional Individuals and BK 341 Variations in Early Development students focus on learning concept knowledge about the etiologies of disabilities and their implications for practice. Beginning with CD 345 Preschool Curriculum and BK 342 Practicum, students observe and interact with children in inclusive or self-contained programs. BK 460 Clinical Internship: Infant/Toddler and EDU 490 Observation and Directed Teaching offer culminating teaching and learning experiences for demonstrating the ability for candidates to individualize and provide interactions and teaching that are respectful of all ability, SES, race, ethnic and language backgrounds.

Standard 8: Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.		
Indicator 1: Create an environment that is reflective of the children in the classroom setting that honors diversity.		
Indicator 2: Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.		
Indicator 3: Are sensitive to and meet the individual needs of children and families with differing backgrounds, i.e. linguistics, culture, geographic, ethnic, and socioeconomic.		
Indicator 4: Are sensitive to, and meet the needs of children with different ability levels including those with disabilities and their families.		
Indicator 5: Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Student Teaching Evaluations Standard 9 average scores	2002	N= 10 Avg Score: 4.95
	2003	N= 6 Avg Score: 4.5
	2004	N= 7 Avg Score: 4.9
	2005	N= 8 Avg Score: 4.85
	2006	N= 7 Avg Score: 4.8
	2007	N= 7 Avg Score: 3.65
TCER Standard 3 average scores		
BK 340 Portfolio: Diversity Section (C)	2002-2007	100% C or above

BK 350, CD 434 Lesson Plans	2002-2007	100% B or above
BK 460 Evaluation and final grades	2004 2005 2006 2007	N=7 A=6 B=1 N=8 A=7 B=1 N=7 A=7 B=1 N=7 A=5 B=2

B-K Standard Nine

Coursework and activities in the program provide a sequence of opportunities for developing concept knowledge and competence in respecting and working with diverse families. In CORE 100, students learn about the influence of culture and race on individuals and relationships. Introductory level Child Development Courses include material that addresses the influence of diversity on children and their families. BK 337 Observation of Young Children addresses parental rights and the NAEYC Code of Ethical Conduct sections that deal with children and with families. Students in that class compose a parent permission letter that addresses the child study activity and secures informed consent. 438 Supporting and Strengthening Families includes work with families at either the Salvation Army Shelter for Women and Families or Summit House, a private agency that serves women who were recently incarcerated and their families. BK 465 Teaming and Collaboration provides B-K candidates with strategies that they can implement in their infant internship regarding respectfully identifying and working with family resources, concerns and priorities.

Standard 9: Birth-Kindergarten professionals demonstrate respectful, reciprocal relationships with families and communities.		
Indicator 1: Support families as the primary developmental context for their children's learning and development.		
Indicator 2: Respect cultural preferences and socioeconomic influences when identifying family resources, concerns, and priorities.		
Indicator 3: Respect diverse cultural values and family structures.		
Indicator 4: Communicate effectively with families from diverse backgrounds.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Student Teaching Evaluation Standard 10 average scores	2002 2003 2004 2005 2006	N= 10 Avg Score: 4.8 N= 6 Avg Score: 4.6 N= 7 Avg Score: 4.6 N= 8 Avg Score: 4.4 N= 7 Avg Score: 4.0
TCER Standard 10 average scores	2007	N= 7 Avg Score: 3.4
BK 460 Evaluation and Final Grades	2004 2005 2006 2007	N=7 A=6 B=1 N=8 A=7 B=1 N=7 A=7 B=1 N=7 A=5 B=2
CD 438 Salvation Army Family Project (C)	2002-2007	100% B or above
Teaching Portfolio	2002-2007	100 % Pass

B-K Standard Ten

Not only do B-K candidates have concept knowledge and competency working with families, they also demonstrate leadership and commitment to professional development. Material about and from professional organizations such as the National Association for Young Children and the Division for Young Children are key sources for coursework and professional seminars. All Meredith students must complete a course that satisfies the General Education Ethics-Intensive thread, but the Child Development program has two courses that are EI-approved: BK 337 Observation of Young Children and CD 436

Administration of Programs for Young Children. All B-K students are required by their graduation to have participated in a meeting of a statewide or regional organization. Most act as hosts to defray registration costs then are able to attend workshops and keynote sessions throughout the conference. B-K candidates serve as officers in the Meredith Advocates for Young Children, a student professional organization. B-K students complete Service-Learning activities with community partners. During the infant/toddler internship and student teaching, B-K candidates are expected to fully participate as team members in their sites. Reflective teaching is embedded in almost every course in the program. Reflection strategies are varied from face-to-face post conferences after teaching a lesson, to written weekly journals or logs, to on-line reflection activities. Because of the many field work opportunities in the B-K program, students participate in a variety of public schools and community-based programs in Wake, Durham and Orange counties.

Standard 10: Birth-Kindergarten professionals function professionally.		
Indicator 1: Identify with and actively involve themselves in birth-kindergarten professional organizations.		
Indicator 2: Respect confidentiality and informed consent.		
Indicator 3: Articulate the philosophies of the professional organizations that provide the guiding framework for birth-kindergarten practice (e.g., National Association for the Education of Young Children, Division of Early Childhood of the Council for Exceptional Children).		
Indicator 4: Know and follow legal and ethical mandates, policies, and procedures related to services for young children and families.		
Indicator 5: Serve in the roles as advocate, consultant, collaborator, and team member.		
Indicator 6: Integrate knowledge and strategies from other professionals in designing and implementing learning activities.		
Indicator 7: Facilitate effective transitions between programs and services for children and their families.		
Indicator 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 9: Use a consultative model of service delivery and integrated therapies when appropriate.		
Indicator 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.		
Assessments (Knowledge, Skills, and Dispositions)	Timeframe	Findings: % acceptable or above
Student Teaching Evaluations Standard 12 average scores	2002 2003 2004 2005 2006	N= 10 Avg Score: 4.85 N= 6 Avg Score: 4.9 N= 7 Avg Score: 4.4 N= 8 Avg Score: 4.7 N= 7 Avg Score: 4.55
TCER Standard 9	2007	N= 7 Avg Score: 3.5
EDU 490 Reflections	2002-2007	100% Pass
Teaching Portfolio: Philosophy statement	2002-2007	100% Pass
BK 465 Reflection	2002-2007	100% B or above

Specialty Area Standards - Links
Xythos
Course Syllabi BK 350 Literacy Case Study CD 340 Social Skills Section CD 345, CD 434, BK 445 Lesson Plans EDU 490 Reflections Philosophy Statement BK 460 Evaluation BK 465 Reflection

Candidate Work with Families

Working with families using a family-centered approach is an important competency for B-K candidates. Content about and methods for including and working with families regarding their children are infused in most classes, and directly taught in CD 438 Supporting and Strengthening Families. B-K students complete two service-learning courses that require working directly with children and families who are diverse, and with programs that serve diverse children and families (e.g. Salvation Army Shelter for Homeless Women and Children, More at Four). Because most B-K students also are Child Development majors, they take an additional two courses related to families, CD 335 Marriage and Family Relationships and CORE 404 Global Questions: Needs of Families. By the senior year, B-K candidates work with families directly during early intervention field work and in student teaching placements. In the end of program evaluation and in the one-year and four-year post survey, students have given high ratings to their experiences in the program related to families and to their ability to work with families.

Program Standard 1A: Undergraduate Candidate Qualifications

Students in the teacher education program at Meredith College have at least a minimum 2.5 cumulative grade point average at the time of admission to the program, to student teaching, and at the completion of the licensure program. Undergraduate degree-seeking students attain passing scores on the PPST (PRAXIS I) tests or have acceptable scores on the SAT/ACT for admission to the program. Progression in the program is limited until formal admission to the program has been granted. Admission to the program occurs at least one semester prior to student teaching.

Identify program admission criteria.

All traditional B-K undergraduate students are advised in their content areas (e.g. Child Development, Psychology). Licensure-only students are advised by the B-K Coordinator. Undergraduate students begin the formal application process for admission to the teacher education program by discussing the intent with their faculty advisor, completing a *Declaration of Major* form, and indicating the content major and area of licensure. Entrance to the teacher education program includes the following steps:

- Complete a *Declaration of Major* form, indicating major and licensure area intent. The Registrar furnishes the Department of Education a copy of the form, and in response, the department sends the intended candidate an Application for Admission. Licensure-only candidates complete the application process for licensure in the office of the Department of Education. All candidates are required to have a minimum 2.5 GPA out of a possible 4.0 to be considered for admission to the teacher education program. The 2.5 GPA must be maintained overall and in the content area during the entire duration of the teacher education program. Failure to do so results in the student being counseled out of the program until the GPA has been raised. This is checked by the Director of Teacher Education and the B-K Coordinator.
- Take PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Complete a student essay on experiences with diverse populations that will guide advising and field placements.
- Submit a planned program signed by the faculty advisor.

All requirements for admission must be completed before a letter of admission is sent to the student and her advisor. Therefore, timely reminders are sent to the student each semester, explaining requirements missing in the application process. If concerns are noted with any part of the application, the advisor is notified and a meeting is scheduled with the candidate.

1. Describe how progress is limited until formal admission has been granted.

Progression in the teacher education program is limited to those candidates who have officially been admitted to the program. Teacher candidates in the B-K program may not register for the infant block methods courses (i.e., BK 460 and BK 465) until all requirements for admission are met. These classes are always taught in the fall semester. Because B-K student teaching is offered only in the spring semester, the deadline for admission is June 30 of the year prior to the spring in which the student is planning to student teach. Thus, all prospective B-K student teaching candidates for spring 2008, were admitted by June 30, 2007. The Office of the Registrar, through Webadvisor, prevents any student from registering for the methods classes without admission.

3. Describe how progress is monitored to ensure that formal admission occurs no later than one semester prior to student teaching.

Students must be admitted into the program before they are admitted into BK 460 Clinical Internship: Infant/Toddler and BK 465 Teaming and Collaboration. The B-K Coordinator works closely with the Teacher Education Program staff to monitor student progress toward completion of the application process. Students apply for their internship using the Triangle Alliance Form, a standard form used by all IHEs in the Triangle area in the fall of their senior year. Students cannot apply for student teaching until they are enrolled in and admitted to the program.

Standard IB: Licensure-Only Candidates

1. Describe program policies and procedures for licensure-only candidates.

Licensure-only candidates must –

- Submit a copy of their undergraduate transcript(s) to the Department of Education for evaluation.
- Have a 2.5/4.0 grade point average to be admitted. Foreign students must have a transcript that has been translated by the World Education Services, Inc.
- Have a letter requesting evaluation of credits for Birth-Kindergarten licensure.
- Meet with the DOE advisor who will work with them to plan their program and refer them to the B-K Coordinator.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Write an essay addressing experiences with diverse populations that guides advising and field placements.
- Have an overall 2.5 or better grade point average the semester prior to the student internship and in all classes that are counted toward the completion of the B-K requirements.

2. Other than traditional coursework, describe means through which licensure-only candidates can demonstrate they meet state standards.

The North Carolina State Board does not require licensure-only students to complete PRAXIS I; however, the teacher education program at Meredith College requires a passing score on PRAXIS I or acceptable SAT/ACT scores. The Teacher Education Committee considers those licensure-only candidates who have difficulty passing PRAXIS I, and upon recommendation of the DOE advisor of the candidate, can recommend a contract that outlines how the student can show competency in the areas that are deficient.

Holders of current class A North Carolina licenses who wish to add an area of licensure may do so through the teacher education program at Meredith. PRAXIS I scores are not required. Student teaching will be required unless the student is a More-at-Four teacher planning to complete her licensure through the More at Four Teacher Licensure Unit. Decisions are made on an individual basis.

The Department of Education works with the [Regional Alternative Licensure Center](#) (RALC) to offer courses for lateral entry teachers. The B-K Coordinator works with RALC students to enroll in courses that will address needs as documented by the RALC. The RALC is notified of classes offered at Meredith, communicates the information to lateral entry teachers, and lists courses that satisfy competencies on its website.

Standard 2: Assessment System and Evaluation

The teacher education program at Meredith College has an assessment system that collects and analyzes data on candidate and graduate performance. A program review of the content area is conducted every 5 years, and an annual review of the education program goals is conducted every year. Data collected are applied to program improvement.

Although the Birth-Kindergarten program is housed in the Department of Human Environmental Sciences (HES), the Birth-Kindergarten coordinator and program faculty work closely with the Department of Education on the assessment and evaluation system. HES and DOE collect and analyze the data that are obtained from students who complete the licensure program. Expectations for B-K students and for the program are based on the academic standards of Meredith College; the mission of Meredith College, the Department of Human Environmental Sciences, and the Department of Education; the Conceptual Framework of the Department of Education; and the standards of the North Carolina Department of Public Instruction and INTASC.

Data collection has focused on three areas: candidate performance data, unit performance, and program performance.

1. Describe the system for the collection and analysis of data on candidate performance.

The candidate data have been collected on Birth-Kindergarten students who have completed the program. Table 2.0 illustrates the DOE system for collection and analysis of data on candidate performance. The candidate assessment system is monitored continuously and components are added or deleted based on the data results or policy decisions. Assessment decisions are vetted in the Departments of Human Environmental Sciences and the Department of Education, with program coordinators of all licensure programs, in Teacher Education Committee, and with our partners in the public schools. For example, an *ad hoc* committee (on which the B-K coordinator participated) designed the new Teacher Candidate Evaluation Rubric (TCER). In fall 2006, the pilot instrument was presented to the department; program coordinators and methods faculty at their annual meeting with the department; Teacher Education Committee, composed of public school teachers and administrators; Department of Education faculty, several program coordinators from across campus, and current students; and, fall and spring student interns. The instrument was used at the midterm and final evaluations of student interns during the fall and spring semester, and evaluated at the end of each semester by the users, supervisors (i.e. program coordinators, methods faculty), and cooperating teachers.

In response to the recent adoption of the Early Childhood Teacher Performance Assessment Instrument-revised (EC-TPAI) as an approved tool for principals to evaluate kindergarten teachers, the Meredith B-K program piloted use of sections of the EC-TPAI with students in CD 345 Preschool Curriculum and with student teaching interns. During fall 2007 the B-K Coordinator and faculty, with input from the CD/BK Advisory Board, will consider fully adopting the EC-TPAI for use by cooperating teachers and college supervisors as a formative and summative assessment

The candidate assessment system reflects the conceptual framework, INTASC standards, and the dispositions of the teacher education program in that the teacher candidates are expected to demonstrate competence in all areas. The assessment system collects data at key transition points: admission to the program, midpoint (admission to student teaching), during the formative assessment period before the internship begins, at the conclusion of the internship, and at program completion. As indicated in Table 2.0, data are collected from internal and external sources at each point in the candidate assessment process.

2. Describe the system for the collection and analysis of data on the program and program operations.

The education program has an assessment system that collects and analyzes data on the program and program operations, including candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as needed, to program improvement.

- Program reviews of the major content areas (every five years) (See attached 2006 Human Environmental Sciences program review and recommendations)
- Strategic plan and annual reports (annual)
- Final evaluations of student interns and cooperating teachers in the content area (annual)

Program Assessment

Various data on programs are collected upon program completion. The data collected are used, in part, for program improvement. Collected data include:

- Student intern exit surveys
- Program Completer Survey (IHE Report – NCDPI)
- Employer survey (IHE Report – NCDPI)
- Mentor survey (IHE Report – NCDPI)
- First and Fourth Year Program Completers Survey

Program completers have three opportunities to evaluate their program: immediately at the completion of the student internship, at the end of their first year teaching, and at the end of their fourth year teaching. At the end of the internship, each teacher candidate completes an evaluation on her program, cooperating teacher, and college supervisors. The Evaluation of Student Internship Experience and Teacher Education Preparation is in a Likert-type rating and narrative format, and provides valuable information from candidates who have just completed their program. The evaluations are distributed at the end of the year to the appropriate program coordinators, department chairs, and Department of Education faculty. Table 2.1 shows the result of the evaluation of the student internship experience and teacher education preparation since fall 2005.

External data include a survey conducted by the North Carolina Department of Public Instruction. On an annual basis, NCDPI administers a survey to program completers during their first year of teaching, their administrators and mentors. Data are summarized in the IHE Performance Report on Teacher Education. Data from this source are very general; however, it does provide an assessment on the quality of our teacher education program, and how competent our program graduates are in using technology and multiple instructional strategies, managing a classroom, and their ability to work with diverse students. Table 2.2 presents the data for the teacher education program at Meredith College from the 2002-2003 to 2005-2006 academic year.

As with the Evaluation of Student Internship Experience and Teacher Education Preparation, the First Year Program Completers survey is extensive, in that Likert-type items and narrative responses are expected. Two years of data from the First Year Program Completers survey and one year of information from our Fourth Year Program Completers survey are available, and a summary analysis of the First Year Program Completers Survey is presented in Table 2.3. Fourth year surveys are in a narrative format. (See Table)

The B-K Coordinator and the Department of Education systematically collect program data and those data derived from candidates, cooperating teachers, through final evaluations of student interns. Graduates of the program in their first and fourth year teaching, their mentors and administrators; and our partnership schools comprise our unit assessment. Included in this assessment also are strategic plans and annual reports that include information such as enrollment and retention of candidates. Collectively these data are used to recommend program changes and improvements. Table 2.4 notes program and candidate assessments used in unit assessment.

The B-K program coordinator and the CD/BK Advisory Board systematically examine assessment and evaluation data. As a result of recent assessments from student interns, graduates and cooperating teacher's two program changes were made in 2006-2007. A course that addresses emergent literacy and technology integration was added as a result of student and cooperating teacher recommendations that students needed more preparation in emergent literacy and in technology integration. In addition, the technology requirements for the B-K program were revised. B-K students now complete an electronic teaching portfolio like the other licensure programs. Also, the competencies that students address in their coursework throughout the program were brought more into line with the International Society for Technology in Education (ISTE) standards for teachers and students, and with the NC-DPI Technology standards. More informally, the CD/BK Advisory Board provides input into content such as recently devising field-based ethical dilemmas for the new ethics-intensive designations in BK 337 Observation of Young Children and CD 436 Administration of Programs for Young Children.

Table 2.0
Meredith College
Child Development/Birth-Kindergarten Advisory Board 2006-2007

Name	Affiliation	Title
Sue Ballard	Retired	Preschool Teacher and Meredith College Child Development faculty
Kathryn Clark	Meredith College Department of Human Environmental Sciences	Professor and Child Development Program Coordinator
Cindy Edwards	Meredith College Department of Psychology	Professor and Director of Honors Program
Kathi Gillaspay	Community Partnerships, Inc.	Early Intervention Services Manager
Anitra Grove	Child Care Resources	Infant Toddler Quality Enhancement Specialist and Meredith alumna
Carol Hayes	Meredith College Department of Art	Associate Professor and Ellen Brewer House parent
Kelli Huffman	Methodist Home for Children	Family and Child training consultant
Kim Hughes	Wake County Public Schools	Teacher
Amanda	Wake County Public Schools	Teacher

Hummel		and Meredith alumna
Gail Kenyon	Meredith College Department of Sociology and Social Work	Assistant Professor
Christy Leach	Bright Horizons Family Solutions	Senior Recruitment Coordinator Mid-Atlantic region
Kendall Myers	Meredith College Ellen Brewer House Infant/Toddler Lab Home	Director
Diane Strangis	Meredith College Department of Human Environmental Sciences	Assistant Professor And B-K Coordinator
Deborah Tippett	Meredith College Department of Human Environmental Sciences	Professor and Department Chair
Paul Winterhoff	Department of Human Environmental Sciences Meredith College General Education Program	Associate Professor Director of General Education

3. Describe the formal annual review of the program.

At the end of each academic year, all departments are asked to submit an annual report to their respective deans. All Department Heads report on (a) major highlights of the activities of the department; (b) major constraints; (c) faculty activities, including workshops and presentations, professional involvement, service to schools/community, research activity, publications; (c) student activities, including awards and scholarships, updates on recent graduates, and program completer survey data; (d) student data, including the number of students matriculating and completing the programs. Included in the major highlights from the department reports is information concerning changes in the major, faculty, and other changes that affect the department, such as department or school alignment. In turn, at the beginning of the next academic year, the program coordinator reports on any program changes to the licensure area.

In addition, each department submits an institutional effectiveness report to the College. This report responds to the same questions:

- **Strategic Planning:** Every year the strategic plan addresses the overall direction of a department, both long term, as well as short term. The direction of the department should support the initiatives and goals of the College, and the mission of the department. The strategic plan of the department reflects the strategic plan of the College, the long-range goals of the department, and how they are evaluated and reviewed; and the various ways that the department supports the learning environment and experiences of the students. In developing a yearly strategic plan, the department selects three to five goals, identifies the objectives, and describes evaluation methods. At the end of the academic year, it reports the evaluation results and makes or plans changes as a result of the evaluation.
- **Educational Outcomes Assessment:** Each year, the department identifies the educational outcomes that students are expected to be able to demonstrate at the completion of their program. Educational outcomes are what students are able to demonstrate in terms of knowledge, skills, and dispositions. Each educational outcome has established performance criteria, assessment methods, and assessment results. Departments report on how they are/have used the results of the assessment.
- **Results:** Based on the findings from the two areas above, program goals and objectives are discussed within the department, and if licensure program is involved, with the department of education, make recommendations for program revisions, and develop a plan for improvement and/or redesign of the program.

At the beginning of each semester, program coordinators for all licensure programs and the Department of Education meet to discuss updates and changes in education in North Carolina, report on changes within majors or in the departments that affect education, and plan for the upcoming year.

Table 2.1 Candidate Performance Data Collection and Analysis

Initial	Midpoint	Formative Assessment of Internship	Summative Assessment of Teaching Internship	Recommendation for Licensure
<ul style="list-style-type: none"> • PRAXIS I (Reading, Writing, Mathematics) (or acceptable scores on SAT/ACT) • Cumulative GPA (2.5 or better) • Content-area (2.5 or better) • 2 letters of recommendation • Attend Orientation Session • Student Essay on diversity • Planned Program signed by Advisor 	<ul style="list-style-type: none"> • Conference with program director or designates • Methods courses • Dispositions tools (CD 345, BK 460) • Advising meeting with program coordinator • Cumulative GPA (2.5 or better) • Content-area (2.5 or better) • “C” or better in professional education courses • 2 midpoint recommendations – one from methods instructor • Updated planned program • Field experiences form • Speech competency screening form • Triangle Alliance and health form • Background check • Action plan, if necessary 	<ul style="list-style-type: none"> • Midterm conference • Midterm Internship Evaluation • Portfolio-at-a Glance portion of portfolio completed • Action plan, if necessary 	<ul style="list-style-type: none"> • Final Conference • Teacher Candidate Evaluation Completed 	<ul style="list-style-type: none"> • Professional Portfolio • “P” grade in internship • Completion of planned program • Cumulative GPA (2.5 or better) • Content-area GPA (2.5 or better) • “C” or better in professional education courses

**Table 2.2 Summary of Exit Evaluation Surveys
Of B-K Candidates Rating Their Preparation: Average Numerical Scores***

	Spring 2006 N=7	Spring 2007 N=8
1. Establishing/maintaining class rules/procedures**	3.54	3.75
2. Discipline/behavior management	3.26	3.38
3. Teaching children with special needs	3.29	3.50
4. Teaching ESL students	3.29	3.38
5. Teaching students from diverse racial/ethnic backgrounds	3.29	3.28
6. Teaching students who are academically gifted	3.24	2.88
7. Incorporating technology into your teaching	3.53	3.38
8. Assessment	3.43	3.50
9. Establishing positive relationships with parents	3.60	3.75
10. Establishing positive relationships with students	3.83	4.0
11. Planning instruction	3.70	3.75
12. Differentiating instruction	3.65	3.63
13. Content knowledge	3.64	3.53
14. Reflecting meaningfully on teaching	3.83	3.88
15. Collaborating with colleagues	3.66	3.88

Choices available 1=Weak, 2=Adequate, 3=Good, 4=Excellent

** Each standard consists of multiple questions

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Table 2.3 NCDPI IHE Report of Candidate and Employer Satisfaction for Initial Programs

Satisfaction with...	2002-03			2003-04			2004-05			2005-06		
	C	M	P	C	M	P	C	M	P	C	M	P
Quality of teacher preparation program	3.82	3.83	3.50	3.71	3.70	3.73	3.70	3.59	3.63	3.84	3.74	3.67
Preparation to effectively manage the classroom	3.59	3.61	3.27	3.49	3.53	3.42	3.42	3.31	3.37	3.50	3.57	3.36
Preparation to use technology to enhance learning	3.59	3.70	3.59	3.53	3.45	3.39	3.48	3.56	3.48	3.44	3.65	3.48
Preparation to address the needs of diverse learners	3.59	3.61	3.23	3.66	3.47	3.27	3.55	3.38	3.26	3.59	3.54	3.59
Preparation to deliver curriculum content through a variety of instructional approaches	3.82	3.78	3.41	3.8	3.63	3.52	3.59	3.50	3.52	3.88	3.65	3.52
Number of surveys received (N)	22	23	22	35	39	33	33	32	27	32	46	33
Scale: 1= strongly disagree; 2 = disagree; 3 = agree; 4 = strong agree						C= program completer; M = mentor; P = principal						

Table 2.4 Percentages of Program Completers Indicating “Good” or “Excellent” Preparation on the First Year Program Completers Survey*

INTASC/TCER Standard**	Summer 2005	Summer 2006
Content knowledge	76.4	83.3
Student development	88.7	92.5
Diverse learners	94.2	83.5
Instructional strategies	83.3	91.2
Motivation and management	86.0	93.3
Communication and technology	92.5	100
Planning	82.8	93.1
Assessment	82.3	86.7
Reflective practice and professional growth	97.8	91.7
School and community involvement	85.5	82.1
Average	87.0%	89.7%
Number of surveys returned	31	20
Number of surveys sent	69	56
*scale is 1 = weak; 2 = adequate; 3 = good; 4 = excellent		
**each standard consists of multiple questions		

Table 2.5 Program and Candidate Assessments

Program and Candidate Assessments			
Instrument/ Evaluation	Data Source	Data Collection/ Analysis/ Responsibility	Review Cycle
GPA at Admission	Registrar's Office	DOE Office TEC Committee	Annual
PRAXIS, SAT, ACT	ETS Admissions Office IHE Report	DOE Office TEC Committee	Annual
Field Experiences Report	Candidates	B-K Coordinator Director, Teacher Education	Semester/Annual
Program Completion Surveys	Candidates	Director, Teacher Education	Semester/Annual
Post Completion Surveys	IHE Report Graduate Surveys	NCATE Coordinator TEC Committee	Annual
Technology Standards Pass Rate	Faculty/Supervisors	B-K Coordinator Director, Teacher Education	Semester/Annual
Teacher Candidate Evaluation (TCER)	Faculty/Supervisors	B-K Coordinator Director, Teacher Education	Semester/Annual
Professional Portfolio	Faculty/Supervisors	B-K Coordinator Director, Teacher Education	Semester/Annual
Operations Assessments			
Enrollment Numbers/Program	IHE Report	Director, Teacher Education TEC Committee	Annual
Number Licensed and Employed within 1 year of graduation	IHE Report	NCDPI	Annual
Number Graduates employed in Public Schools	IHE Report	NCDPI	Annual
Analysis of Faculty Service to Public Schools	Faculty – Annual Reports	Department Head/Dean	Annual
Observation of Teaching - Faculty	Department Head	Dean	Annual
Peer Observation of Teaching - Faculty	Faculty	Department Head	Annual
Student Evaluations of Course and Instructor	Faculty/Department Head	Department Head	Semester/Annual
Candidate Complaint/Concern	Department Head, Dean, VPAA	Department Head, Dean, VPAP	Annual
Department of Education Goals, Progress Annual Report, and Institutional Effectiveness Plan	Faculty	Department Head NCATE Coordinator	Annual

Program Standard 2

Xythos

Program Review

Annual Reports

Program Standard 3: Field Experiences and Clinical Practice

Meredith College currently participates in a partnership with the [Wake County Public School System](#) (WCPSS) through the Triangle Alliance Agreement. The partnership with WCPSS allows the Departments of Education and Human Environmental Sciences to work with B-K professionals who use recommended practices and who provide effective supervision for our students.

Program Standard 3A: Field Experiences and Clinical Practice

Students in the B-K program will have sequentially planned field experiences that will begin early in the student's program and will culminate in a continuous and extended minimum ten-week period of student teaching the area of birth-kindergarten. All field experiences are supervised and formal midterm and final evaluations involving college supervisors, cooperating teachers and student teachers are collected and analyzed.

1. Describe the early field experiences and the sequence in which they occur.

Field experiences and clinical practice are intended to provide candidates with experiences that closely align themselves with the mission and the [Conceptual Framework](#) of the Department of Education and with the mission and goals of the Department of Human Environmental Sciences and the Child Development program.

The program begins to develop our candidates as educational leaders in EDU 232 Foundations of Education. During this early field experience, linked to specific course requirements, candidates begin to learn how school systems and schools work. Undergraduate and licensure only candidates work in a school, learning how school systems and individual schools within that system operate. They attend school board/advisory council meetings, talk with teachers and administrators, and study the inner workings of the school. Also, candidates are introduced early to the importance placed on diversity and the importance of reaching the diverse populations in our schools. A section of Foundations is linked to [SOC 273, Education and Family in Mexico](#), a sociology course that emphasizes understanding and meeting the needs of the increasing Latino population in the area. The linked course requires working with ESL students in some of our partner elementary schools, and satisfies a general education requirement, [CORE 200](#).

Beginning with CD 234 Preschool Child, students participate in a carefully sequenced progression of observation, teaching, and interaction with children and families. This sequence gives the students opportunities that build on prior coursework. In the earliest BK content courses, students observe children and their environments and learn to critique and modify environments. Students build on these assignments and experiences in later content and methods courses by planning, implementing and evaluating lesson plans and examining systems that serve young children and their families. Before participating in infant toddler internship in the senior year, students must be admitted to the Teacher Education Program. During the senior year, students participate in the fall semester infant/toddler methods and content courses while participating in an infant/toddler clinical internship (150 hours) in inclusive or self-contained infant/toddler community-based programs. In the spring

semester, students participate in a 6-week block of content and methods courses before doing a ten-week full time student teaching in a public school (PreK or Kindergarten placement) (See Table 3.0).

Table 3.0 Field Experiences for B-K Licensure Candidates

Year/Sem	Course/Number	Type of Experience	Hours in Field
Sophomore	EDU 232 Foundations of American Education	Introductory – observation, participation	Minimum of 10 hours
Freshman or sophomore	CD 234 Preschool Child	Observation Participation Lab manual	36 hours
Sophomore	CD 334 Infant Development	Observations Environment analysis Case study	36 hours
Sophomore or junior	CD 340 Young Children’s Learning Environments	Service-Learning project evaluating More at Four environments using four evaluation tools then making changes in the classroom based on the evaluation	15 hours
Sophomore or Junior	BK 337 Observation of Young Children	Observation of a child from birth-age 8; Case study project using multiple measures	10 hours
Junior	CD 345 Preschool Curriculum	Observation Planning, implementing and evaluation activities using observation- based planning	36 hours
Junior	BK 341 Early Development	Observations in inclusive and self- contained early childhood special education programs	10 hours
Junior	BK 350 Emergent Literacy and Technology Integration	Service-Learning project in preschool or kindergarten classroom using story sharing; implementation of age and developmentally appropriate service- learning project with children	24 hours
Junior or senior	CD 438 Supporting and Strengthening Families	Service-Learning project providing parent and child education and activities for families served by a community agency	15 hours

Senior	BK 460 Clinical Internship: Infant/Toddler	Working during infant toddler internship semester in early intervention settings (center-based and home visiting): Conducting supervised interventions, working with families and professionals	150 hours
Senior	BK 465 Teaming and Collaboration	Observe NC-ICC and/or LICC meeting Observe at CDSA entry level assessment	8
Senior	BK 469 Advanced Practicum	Conducting lessons and writing a case study in student teaching internship site; 6 week block classes 20 hours per week for 6 weeks	120 hours
Senior	EDU 490 Supervised Observation and Directed Teaching	B-K Student teaching Full time for 10 weeks	400 hours

2. Describe the student teaching requirement, including length of time and setting, for those seeking an initial teaching license.

Birth-Kindergarten candidates demonstrate their strong content knowledge by being able to apply the knowledge and skills learned in the content area and in general education during their part-time infant/toddler internship and in their fulltime ten week student teaching experience. The infant/toddler internship provides the opportunity to demonstrate competencies associated with working with young children ages birth-3 years and their families, and working with early intervention programs that focus on services provided for children with an Individualized Family Service Plan (IFSP). In the student teaching internship, candidates demonstrate their competence through the requirements described in the Internship Handbook for Teacher Candidates. These requirements include lesson plans and critiques, videotapes for self-assessment, planning, teaching, weekly reflections and active participation in a reflective seminar. The cooperating teacher; college supervisor, and the candidate assess and document progress using the Teacher Candidate Evaluation Rubric (TCER). Reflection is imperative as the candidate frequently and systematically confers individually with the cooperating teacher and the college supervisor, and attends weekly seminars that include opportunities for group discussion and reflection. In addition, B-K student teachers complete weekly email reflections. The college supervisor also convenes conferences that include both the cooperating teacher and the candidate.

3. Describe the involvement of the P-12 partners in field experiences and clinical practice.

The Department of Education has a collaborative agreement through the Triangle Alliance with [Wake County Public School System \(WCPSS\)](#). This agreement, which is with all IHEs in the Triangle area, sets forth the criteria and conditions for placement of candidates in P-12 field experiences settings. The Wake County Public School System has a number of inner city, suburban, and rural schools. Having a school system with such a variety of schools enables the Departments of Education and Human Environmental Sciences, working with the program coordinator or methods instructor, to select the school and cooperating teacher that will provide the best experiences for the teacher candidate.

The B-K Program Coordinator and the methods faculty have worked with excellent public schools and private or community-based child development or early intervention programs. At the beginning of each placement either the B-K Coordinator or the course faculty member informs the school and teacher of the goals, objectives, and expectations for the student and the course. At the end of each semester of fieldwork placement, the Coordinator or faculty member requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator/methods faculty, cooperating teacher, assistant principal, and the candidate. During the 10-week fulltime internship semester, candidates request a formal evaluation by the principal.

The CD/BK Advisory Board members include administrators and teachers in public schools and community-based programs. Members also represent the early intervention community and the Meredith BK program alumnae. Board members are involved in identifying high quality inclusive placement sites and helping to keep the faculty informed about changes in policy or programs that may affect B-K fieldwork.

4. Identify the criteria and processes used for making field placements.

In many cases, such as EDU 232, Foundations of American Education, field placements for B-K students are made by the instructor of the course. This course is a more generalized look at public schools and the public school environment from a perspective teacher's point of view. For content area and methods courses during the sophomore and junior years, course instructors choose fieldwork sites based on the ability of the program and cooperating teacher to provide high quality experiences for the students that reflect the program commitment to a developmental approach, to recommended practice, to sound pedagogy, and to working with diverse children and their families. Programs also must be inclusive of children with disabilities or delays, or may be self-contained. For the senior year internships, BK 460 and EDU 490, the B-K Coordinator makes the placements for the B-K candidates. She collaborates with the B-K faculty (e.g. Program Coordinator for Child Development), with principals or program directors, and with former cooperating teachers to identify qualified cooperating teachers or early interventionists. After initial contact with teachers, and principals/program coordinators, classroom observations and conferences with potential teachers are held before final determination is made that the program or classroom will be a suitable placement for our candidates.

Prior to the senior year, the candidate provides to the B-K Coordinator a list of all placements. This list helps the B-K Coordinator determine additional experiences needed by the student to work with diverse learners and their families, and to work in a variety of settings. The B-K Coordinator also communicates with methods faculty the contents of the admission essay so that the students' experiences may help guide earlier fieldwork. Before making field placements, the B-K Coordinator also reviews student evaluations of the cooperating teacher and the site.

Service-Learning (S-L) courses provide field experiences, for a minimum of 15 hours per semester, as governed by the Service-Learning guidelines and reviewed in conjunction with the Meredith Service-

Learning Coordinator and Service-Learning Advisory Committee. The community partners who work with our students during Service-Learning are chosen by the course instructor in collaboration with the S-L Coordinator based on a demonstrated need and the ability to offer students the opportunity to work with diverse children and families. Community partners typically provide guest lectures in the designated courses, and are involved in shaping the S-L project with the students.

5. Describe the procedures used to prepare cooperating teachers and field-based supervisors for their roles.

The school system and the individual school ensure the qualifications of the cooperating teacher. Specific qualifications of public school cooperating teachers include earned licensure in the teaching field, tenure, a recommendation from the school administrator, and agreement from the cooperating teacher. Cooperating teachers receive preparation and support for fulfilling their roles from the Departments of Education and from the B-K Coordinator. The B-K Coordinator meets with a beginning or new cooperating teacher to our program. During this meeting, the coordinator provides an overview of the teacher education program at Meredith College; describes information related to the BK program and philosophy and the philosophy of internship support; describes the collaborative nature of our work, the responsibilities of the cooperating teacher, student intern expectations, and the assessment instruments; and answers any questions that the cooperating teacher might have. The course faculty or BK coordinator furnish the cooperating teachers with evaluation tools, syllabi, and other supporting documents at the beginning of each semester. During the 6 week block prior to student teaching, cooperating teachers and their interns are required to attend an evening dinner meeting. During this meeting, the program philosophy, including the department's Conceptual Framework and dispositions, and the partnership between the student intern, cooperating teacher, and college supervisor are discussed; student intern expectations are outlined, including lesson and unit planning, full-time lead teaching, and requirements for the technology/professional portfolio; and, the evaluation process is reviewed.

In most cases, college supervisors for all B-K field work are tenured or tenure-track faculty. From 2002-2007, most college supervision has been conducted by the full-time B-K coordinator. Field supervision is noted as a strength of the B-K program for all courses. If part time faculty are hired to supervise students in methods courses, the criteria include a minimum of a Master's degree in a relevant field, at least three years of successful teaching in the public school classroom or early intervention system, experience in the subject area and/or level of licensure, evidence of on-going professional development, and recommendations of other educators. Part time faculty who supervise fieldwork students meet with the full time faculty to discuss responsibilities and guidelines for working in the program. The B-K coordinator supervises and meets weekly with any part-time college supervisors of student interns.

Each semester, WCPSS asks cooperating teachers to evaluate the college supervisor and the quality of supervision provided by the institution. Student interns evaluate confidentially the college supervisor. The assessment instruments include a Likert-scale instrument and open-ended comments sections. Results are compiled by the Director of Teacher Education and are distributed to the supervisors and the appropriate Department Heads for review, once a year. If an evaluation raises concerns, the Department Chair of the Department of Education would consult with the Department Chair of Human Environmental Sciences to determine what action should be taken, if any.

6. Describe how candidates in field experiences are supervised and evaluated.

Field experiences for B-K candidates are assessed through sequences of individual classes. Their assignments are assessed by the faculty teaching the professional education courses in which the work is required. If candidate work is below standard or unsatisfactory, the faculty will contact the cooperating teacher for feedback, or the cooperating teacher contacts the faculty member with concerns. Lines of communication are always open. All cooperating teachers supervising our students in field experiences and clinical practice believe that they can comment candidly not only on the readiness and preparation of Meredith College teacher candidates, but also on whether they are demonstrating the dispositions we have carefully outlined. Feedback from the cooperating teacher on student performance is elicited in all fieldwork courses. Off-campus supervision is a dynamic and interactive process for Meredith students and their supervisors. While the level of coursework determines the number of off campus observations, all students are visited regularly. College supervisors also are responsive to student requests for extra observation and support.

During the preschool curriculum course and in the infant toddler internship, cooperating teachers are asked for feedback on the candidates using the CD 345 and BK 460 Rating forms, respectively. These assessments help determine candidate strengths as well as any needs. The assessment process during the full time student teaching internship requires that the cooperating teacher, college supervisor and student intern each complete a midterm and final evaluation. The cooperating teacher completes informal and formal classroom assessments during the internship, and college supervisor completes at least four formal classroom observation assessments using the Teacher Candidate Evaluation Rubric (TCER) and sections of the Early Childhood Teacher Performance Assessment Instrument (EC-TPAI).

All B-K interns complete either a written or email reflective journal during their infant/toddler internship and student teaching semesters and receive weekly written comments on the reflection from their college supervisor. Students receive feedback from a variety of other sources. Cooperating teachers provide formal and informal oral and written feedback on lesson plans, unit plans, classroom management strategies, and instructional strategies. Cooperating teachers also provide feedback about professional behaviors (e.g. interacting with other team members like classroom assistants) and working with families. Candidates communicate with the college supervisor on a weekly basis. During both semesters, candidates participate in weekly internship seminars that provide opportunities to problem-solve, reflect on the week, and receive peer feedback and suggestions.

Measurement and evaluation of student learning are embedded throughout the BK program. Candidate-designed lesson and unit plans require that candidates demonstrate the knowledge and skills in planning for the evaluation of children's learning. In addition, lesson and unit plans must indicate individualized and differentiated instruction for diverse learners (e.g. students with disabilities or delays, students who are English Language Learners). In addition to authentic assessment strategies, candidates are evaluated using checklists and standard instruments such as the TCER and EC-TPAI.

During all field placements, faculty systematically check with the cooperating teacher to determine that the student is progressing satisfactorily. If problems are noted, they are discussed with the student and cooperating teacher (as appropriate) and the student may be placed on an Action Plan to address the identified issue. If a change in placement is necessary, the same procedure is followed. For full time public school teaching, once the placement is approved by the school and the cooperating teacher, the cooperating teacher receives a letter with further information concerning the student internship semester, a copy of the Internship Handbook for Teacher Candidates, other pertinent information.

7. Describe how field experiences and clinical practice are evaluated.

Each semester, cooperating teachers for either the infant/toddler internship or student teaching provide an anonymous evaluation of the college supervisors using an instrument developed by the BK program or WCPSS, respectively. The student teaching evaluation is sent to the Director of Field Experiences at WCPSS, who forwards them to the Director of Teacher Education and the B-K Coordinator. The infant/toddler cooperating teachers send their assessments to a departmental assistant who types up the comments to provide anonymity. On-site observations during student evaluation also provide the BK program additional information regarding the developmental appropriateness of the teacher and program.

The Evaluation of the Student Internship and Teacher Education Preparation is completed by each student intern online at the completion of their internship. The form includes multiple choice items, Likert-type rating items, and open-ended comments sections. Results of these evaluations are distributed to the supervisors, Director, Teacher Education Program, and the Department Heads of both Education and Human Environmental Sciences and to the B-K Coordinator.

Concerns about college supervisors identified through the student or cooperating teacher evaluations, either from the infant/toddler or student teaching internship, are raised with the appropriate Department Head and the individual supervisor. Concerns raised either about the BK program or about the internship site are cataloged and if the same concerns are expressed over a period of time, the B-K coordinator meets with the Director of the Teacher Education and, if necessary, the Chairs of the Departments of Education and Human Environmental Sciences, to discuss plans of action to remedy the situation.

Program Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experience for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education faculty and school faculty, diverse candidates, and diverse students in the public school settings.

1. Describe how diversity is addressed in the curriculum and in clinical practice.

Diversity is ingrained in the mission and general education of Meredith College, is an important part of the Mission and Conceptual Framework of the Department of Education, and is a major focus of our partner school system, the Wake County Public School System (WCPSS). The B-K licensure program at Meredith College addresses diversity in multiple and meaningful ways. The General Education and education curriculum, field experiences, and clinical practice allow candidates to demonstrate knowledge, skills, and dispositions related to diversity. All these areas give candidates the necessary knowledge base, and conceptualizations of diversity and inclusion so that they can apply them effectively in B-K practice. Candidates understand and demonstrate the importance of individualizing and differentiating instruction to accommodate the unique learning needs of children, and creating a learning community respectful and inclusive of individual differences. They learn to build on students' knowledge and experiences to make learning relevant, and to engage all students, and through best practices in multicultural and inclusive education. Candidates use a variety of instructional strategies to support all students in meeting intended instructional outcomes. The

program works to ensure that all candidates consistently embed authentic multicultural resources, and use multiple perspectives to strengthen the curriculum and engage all students and their families.

Undergraduate students enroll in a three-component CORE general education program: CORE 100, 200, and 400.

CORE 100: Undergraduate students examine histories, myths, stereotypes, and current facts about the primary American cultural groups that participate in our democratic society. Students conduct research to discover how different cultural beliefs about economic class, race, ethnicity, religion, gender, and sexual orientation affect how citizens of the United States see themselves and how others see them. Students explore their own cultural backgrounds, read the stories of citizens from different cultural backgrounds, and attend community events that celebrate or illuminate cultural identity, then discuss and reflect on the course material with a faculty member or well-trained student reflection leader.

CORE 200: CORE 200 courses focus on cultures and cultural interaction outside the United States. CORE 200 can be completed by one of two ways. Students may take a two-course linkage, such as EDU 232, Foundations of American Education and SOC 273, Education and Family in Mexico, that will fulfill her CORE 200 requirement as well as other general education requirements, or they can study abroad. The linkage serves as a learning community to provide students with an interdisciplinary experience that includes focused study of another culture. Alternatively, students can study abroad. All Meredith Study Abroad Programs, Borderlinks semester on the border, Danish International Study, and a variety of other Meredith-approved study abroad programs fulfill the CORE 200 requirement. International students and students with experience abroad may apply to show they have fulfilled the requirement through alternative means.

CORE 400: The third course in the sequence examines a problem of global significance and then addresses the problem in the student's community. CORE 400 courses often fulfill other general education requirements. CORE 400 includes courses such as: CORE 401 Technology and Social Change, CORE 941 The Problem of Homelessness, and CORE 404 Global Questions: The Needs of Families. Most BK licensure candidates take CORE 404 which is taught in the Department of Human Environmental Sciences.

All BK candidates take EDU 232, Foundations of American Education. Candidates may fulfill their CORE 200 requirements by taking the linked course, SOC 273, Education and Family in Mexico or by Study Abroad. In addition, all B-K students are required to take PSY 312, Psychology of Exceptional Individuals and BK 341 Variations in Early Development. These courses are designed to equip candidates with the knowledge and skills to make academic modifications and accommodations for diverse students, including students with exceptional learning needs, and students who are at risk for learning problems. B-K content and methods courses also include content directed at working with young children who have low socio-economic status (SES), and with children who are English Language Learners. B-K students complete two service-learning courses that require working directly with children and families who are diverse, and with programs that serve diverse children and families (e.g. Salvation Army Shelter for Homeless Women and Children, More at Four). Students in CD 340 Young Childrens Learning Environments use a program assessment tool to determine how the environment addresses diversity, and to make changes to the diversity environment as part of a larger project. B-K students complete two assessment courses that include assessment and evaluation of diverse learners. Students in BK 350 Emergent Literacy and Technology Integration complete a literacy child case study with a child who is a diverse learner. Field placements are selected partially based on their ability to provide students with models for working with diverse children and their families. Finally, the fall clinical infant/toddler placement and the spring student teaching placements

provide intense opportunities to work with children with disabilities or delays, children who are low SES, and/or children who are ELL.

The Mission and Conceptual Framework of the Department of Education stress the importance of educating all students. The Mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to teach all students, and stresses the commitment of the program to develop teachers who embrace their significant role in a diverse society. Candidates recognize that teaching in a diverse global community is an integral part of our program by understanding and demonstrating the Conceptual Framework. The Conceptual Framework emphasizes that all candidates in the teacher education program at Meredith College maintain high expectations for all students, and that they practice inclusive teaching. They demonstrate culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

Assessment of candidates and their experiences begins with the student essay required for admission to the program. Candidates with limited experiences with diverse students are given an opportunity to gain that experience either on their own or through prescription. Candidate assessment is continuous throughout the program, and is used to provide feedback to candidates for improving their knowledge, skills, and dispositions. Because we are a College of many different kinds of young women who have had varied experiences with diverse populations, we are fairly prescriptive in the experiences that we try to provide for our students. The Director of Teacher Education and the B-K Coordinator work to provide candidates with challenging, yet rewarding experiences in programs and schools with diverse children and their families. Courses that are prerequisites to the student internship include instruction and assignments that require candidates to demonstrate their abilities to work with and plan for a culturally diverse population. Assessments of candidates include evaluations of diversity proficiencies that are aligned with INTASC standards, and the student internship assessment rubric, TCER, delineates candidate expectations for demonstrating the competencies in meeting the needs of all students.

Other data validate our candidates' preparation and dispositional attitudes regarding diverse populations. According to the IHE Performance Reports for NCDPI for the past 5 years, graduates of the teacher education program at Meredith College have received ratings higher than the state's average in working with diverse learners. And, the results of the department's survey of first and third year program graduates indicate that they were prepared well to work with diverse populations of students.

2. Describe the diversity of the higher education and P-12 faculty with whom candidates interact. Give specific numbers that reflect the ethnic, racial, and gender diversity at the institutional, unit, program, and P-12 levels.

Candidates interact and collaborate in classroom settings on campus and in schools with faculty from the College, department, professional education faculty, and school faculty from diverse ethnic, racial, and gender groups. The College and the Department of Education have a minority faculty recruitment plan that guides the institution and the department in its recruitment and retention efforts. Table 4.0 represents Meredith College faculty and professional staff demographics at Meredith College. This table includes faculty in the Departments of Education, Human Environmental Sciences, and Psychology.

Candidates work in diverse P-12 school settings. Because most teachers of young children are women, students usually work with female cooperating teachers. Students interact with public schools

and community-based programs administered by women who provide a role model of female leadership and management. The B-K Coordinator and other methods faculty seeks to recruit cooperating teachers and sites that are diverse. Faculty demographics of all the schools in Wake County are represented by this chart. Demographics of early interventionists or cooperating teachers for 2006-2007 and located in Table 4.1.

3. Describe how the program provides opportunities and experiences for candidates to interact with diverse higher education and school faculty.

Faculty and professional staff in B-K, teacher education, and early intervention programs and public schools have the knowledge and experience to prepare candidates to work with students from diverse cultural backgrounds, including students with disabilities or delays.

The College continues its efforts to recruit minority faculty in all searches. In addition to advertising in national publications, such as *The Chronicle of Higher Education*, *Journal of Hispanic Higher Education*, and *The Journal of Blacks in Higher Education*, discipline specific journals and newsletters, individual departments direct mail position announcements to historically minority institutions and to graduate schools that produce a high number of minority candidates. Recognizing its limited numbers of minority faculty, the College and individual departments are committed to increasing the numbers of minority candidates brought to campus and pursued.

During the 2006-07 school year, the teacher education faculty included one minority faculty member, tenured and full time to the institution, and one full time minority faculty member.

WCPSS continues the commitment to diversify its faculty, also. The most recent data indicate that the percentage of racial/ethnic minority teaching faculty in Wake County is 15.5%. The school system shares the same concern with the College about the number of experienced, tenured B-K teaching faculty and is aggressively recruiting minority faculty. A small group of personnel in the Division of Human Resources, WCPSS, is currently focusing on strategies to recruit and retain minority teaching faculty.

4. Describe the diversity of candidates in the program. Give specific numbers that reflect the ethnic, racial, and gender diversity.

Of the candidates completing the B-K licensure program from 2004-2007, one was African-American. All others were Caucasian.

**Demographic* History of the Department of Education
2001-2007**

Undergraduates/Licensure Only for Initial Licensure

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Caucasian	75	82	70	79	64	72
African-American	3	5		2	3	3
Hispanic		2			1	2
Asian		1	1		1	1

Native American		1				
Other						

*Note: All candidates were female

5. Describe how the program provides opportunities and experiences for candidates to interact with diverse candidates.

Teacher education candidates at Meredith College reflect the ethnic, racial, and socioeconomic diversity of the student body, which is reflected in the next table. Meredith College takes seriously student recruitment; however, the primary responsibility for recruitment lies with the [Office of Admissions](#). Meredith College makes intensive efforts to recruit and retain minority students on campus, works diligently to provide experiences on campus to demonstrate the inclusive nature of the environment, and sponsors College Success Workshops in the summer for minority students who have been admitted. Information sessions held during the year focus on academic offerings, financial aid, and college life. The summer workshops focus on study skills, being successful and becoming involved at Meredith College. Teacher education faculty speak with prospective students concerning teacher education, and minority student recruitment is a major emphasis of the North Carolina Teaching Fellows program at Meredith College. Additional minority recruitment out of the Office of Admissions targets schools with higher concentrations of college-bound minority students; attending college fairs, and other programs geared to working with minority students transitioning from school to college. The Office of Admissions contacts minority graduates of the College and current minority students for prospects, and the Department of Education contacts its program graduates who are teaching in high school for minority prospects.

The Departments of Education, Human Environmental Sciences and Psychology, as well as the College, continues to recruit minority candidates into teacher education and content majors, and while the number of the minority teacher candidates is not as great as the department would like, class size at Meredith College allows our students to interact with minority candidates not only in the program, but in classes throughout the College. The percentage of diverse students at Meredith College has risen. Currently, the total percentage of diverse students is 18%, and the percent of diverse incoming freshman for 2007 is about 22%. The College, Department and Teaching Fellows have a commitment to building a diverse community. Recognizing that our total student population is less diverse than we would like, we encourage students to interact with others who have different backgrounds, experiences, religions, and outlooks than themselves. The restructuring of the General Education program is one of the College's commitments to providing its students with these experiences, both at home and abroad.

The College recognizes that recruitment is only one half of the solution, and that retaining of the students is another important factor. The [Office of Commuter Life and Diversity Programs](#) was established to serve as a support system to the diverse population of students of color. Workshops and seminars sponsored by the office are designed to help students of color be successful academically and socially. In addition, a wide range of services are offered to enhance cultural diversity, racial understanding and personal development of all students at Meredith College. Demonstrating her personal commitment to diversity on campus, the President established a [Diversity Council](#) on campus to further the diversity initiatives of the College. Those initiatives include:

- Increasing the diversity of our students, faculty, and staff.
- Researching, identifying, and implementing diversity training opportunities for the Meredith community.

- Identifying programs, services, and facilities that will make Meredith a more welcoming environment.
- Identifying diversity resources.
- Evaluating Meredith's progress towards its diversity goals.

The [Student Government Association](#) (SGA) established the [Unity Council](#) during the 2005-06 school year to study, address, and attempt to solve concerns about diversity; and support the well-being of all students and organizations affected by diversity and prompt inclusiveness.

The goals of Unity Council are varied and include:

- Increased diversity education awareness on campus.
- Providing an open forum for students to voice concerns pertaining to issues of diversity and inclusiveness on campus.
- Sponsoring and co-sponsoring programs, seminars, and/or conferences on campus to deal with diversity issues.

Both Councils have been active since their inception, and continue to be an integral part of the campus, taking on the diversity challenges that the College faces in the 21st century.

6. Describe the diversity (including exceptionalities) of the K-12 students with whom candidates work in clinical experiences. Give specific numbers that reflect the ethnic, racial, gender, and socio-economic diversity and exceptionalities.

Students who enroll in the teacher education program with B-K licensure complete field experiences and clinical practice in the [WCPSS](#) and in community-based programs. The table below indicates the PK-12 student diversity by free and reduced lunch and ethnic profiles of the school system. WCPSS uses socioeconomic data to ensure that no school in the system has more than 40% of its students eligible for free or reduced-price lunch. The school system, with a long-standing commitment to academic excellence and student diversity, has adopted a policy of student assignment that uses socioeconomic data to ensure that no school in the system has more than 40 percent of its students eligible for free or reduced-price lunch. Although data are not available for the community-based programs, they are selected due to their ability to offer students opportunities to work with diverse children and their families, including children who have disabilities or delays and who are English Language Learners.

Student Demographics – Wake County Public Schools 2005-06

County	Free/Reduced Price Lunch %	Caucasian %	Hispanic %	African-American %	American Indian %	Asian %	Exceptional Students %	Gifted %
Wake	28.1	56.8	8.3	30.2	.3	4.5	15.1	14.1

WCPSS serves over 14,000 students with special needs. The school system provides a continuum of service to meet the individual needs of learners. When possible PK-12 students are served in schools in their base attendance area or in schools of choice with support from special education and related services and/or building modifications. However, B-K students also participate in Wake County self-contained or inclusive PreK programs that draw students from across the district. B-K Candidate Lesson plans indicate accommodations they make for special needs students in the regular classroom.

7. Describe how the program ensures that candidates interact with diverse K-12 students in public schools settings.

Candidates in the teacher education program at Meredith College have substantial opportunity to work with diverse students in the public schools of Wake County. Given the diverse population of the school system, socioeconomic, racially, and ethnically, including exceptional students, teacher education candidates are assigned, monitored, and supervised to ensure that they have experiences with students of varying academic ability and diversity. Schools in Wake County are located in urban, suburban, and rural areas, and given candidates prior experiences in working with diverse populations, field experiences and clinical practice are chosen to give candidates a variety of experiences. In addition to the racial, ethnic, and socioeconomic diversity, Wake County Public Schools are a model of inclusion programs and sheltered instruction for ESL students. Throughout the series of field experiences as part of the various class assignments, teacher education candidates at Meredith work with all levels of children to gain experiences necessary to be an excellent candidate for employment throughout the state of North Carolina and the country.

Program Standard 4 Links
Xythos
Course Syllabi

Table 4.0 Faculty Demographics – 2006-2007

	Professional Education Faculty in Initial Teacher Preparation Programs*		Professional Education Faculty in Advanced Programs**		B-K Faculty		All Faculty in the Institution***		School-Based Faculty	
	N (%)		N (%)		N%		N (%)		N (%)	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Cooperating Teachers	All WCPSS
American Indian or Alaskan Native	-	-	-	-			-	-	-	20 (0.2)
Asian or Pacific Islander	-	-	-	-			3 (2.3)	2 (1.6)	-	64 (0.7)
Black, non-Hispanic	2 (22.2)	1 (12.5)	1** (20)	1 (100)			4 (3)	3 (2.4)	1	1058 (12)
Hispanic	-	-	-	-			5 (3.8)	2 (1.6)	1 (1.3)	151 (1.7)
White, non-Hispanic	7 (77.8)	7 (87.5)	4** (80)		10 (100)	3 (100)	112 (84.8)	103 (83.1)	74 (94.9)	7342 (83.2)
Other										79 (0.9)
Race/ethnicity unknown	-	-					8 (6.1)	14 (11.3)	-	113 (1.3)
Total	9 (100)	8 (100)	5 (100)	1 (100)	10 (100)	3 (100)	132 (100)	124 (100)	78 (100)	8827 (100)
Female	9 (100)	6 (75)	5 (100)	1 (100)	7	3	88 (66.7)	89 (71.8)	73 (93.6)	no data
Male	-	2 (25)	-	0	3		44 (33.3)	35 (28.2)	5 (6.4)	no data
Total	9 (100)	8 (100)	5 (100)	1 (100)	10 (100)	3 (100)	132 (100)	124 (100)	78 (100)	no data

*Includes full time faculty in professional education and part time faculty in education not otherwise employed by the college.

**Faculty counted in both initial teacher preparation and advanced programs since they teach at both levels.

***Fall 2006 census

Table 4.1
Race/Ethnicity of B-K 460 Clinical Internship Cooperating Teachers 2006*

Program Name	Cooperating teacher race/ethnicity	Gender
White Plains	1 African-American/2 Caucasian	Female
Governor Morehead	1 Caucasian	Female
Learning Together	1 African American	Female
Mary Phillips High Infant Toddler Center	1 African American/ 2 Caucasian	Female
Play and Grow	1 Caucasian	Female
Pediatric Therapy Associates	2 Caucasian	Female
Tender Health Care	1 Arabic	Female
Community Partnerships	2 Caucasian	Female
Tammy Lynn Center	1 Caucasian	Female

*Some students had more than one placement to fulfill the need for classroom-based and EI itinerant or home visiting services

Table 4.3
Race/Ethnicity of EDU 490 Observation and Directed Teaching (Student Teaching) Cooperating Teachers and Classroom Assistants 2007

School Name	Cooperating teacher race/ethnicity	Gender	Classroom Assistant (s) race/ethnicity	Gender
Baileywick Elementary	Caucasian	Female	African-American	Female
Briarcliff Elementary	Caucasian	Female	Arabic	Female
Brooks Elementary	Caucasian	Female	Caucasian	Female

Lacy Elementary	Caucasian	Female	Caucasian African-American	Female Female
Project Enlightenment (2 classrooms)	Caucasian Caucasian	Female Female	Arabic African American	Female Female
Smith Elementary	African American	Female	African-American	Male
Underwood Elementary	Caucasian	Male	Caucasian	Female

Table 4.3 Meredith College Student Demographics 2001-2006

Fall	2001		2002		2003		2004		2005		2006	
	#	%	#	%	#	%	#	%	#	%	#	%
Undergraduate												
White, non-Hispanic	2,034	88.2	1,864	85.7	1,672	83.6	1,623	80.8	1,575	78.2	1,544	77.6
American Indian/Alaskan Native	5	0.2	8	0.4	8	0.4	7	0.3	7	0.3	5	0.3
Hispanic	38	1.6	31	1.4	30	1.5	45	2.2	44	2.2	47	2.4
Black, non-Hispanic	142	6.2	145	6.7	148	7.4	190	9.5	220	10.9	209	10.5
Asian or Pacific Islander	27	1.2	31	1.4	31	1.6	33	1.6	44	2.2	43	2.2
Other	NA	NA	7	0.3	18	0.9	24	1.2	31	1.5	31	1.6
Nonresident alien	19	0.8	20	0.9	17	0.8	24	1.2	16	0.8	18	0.9
Race/ethnicity unknown	42	1.8	69	3.2	76	3.8	63	3.1	78	3.9	92	4.6
Total	2,307	100	2,175	100	2,000	100	2,009	100	2,015	100	1,989	100
Graduate												
White, non-Hispanic	133	83.6	120	78.4	113	74.3	126	78.8	119	77.8	101	67.8
American Indian/Alaskan Native	1	0.6	0	0.0	1	0.7	2	1.3	1	0.7	1	0.7
Hispanic	2	1.3	1	0.6	1	0.7	2	1.3	1	0.7	5	3.4
Black, non-Hispanic	16	10.0	18	11.8	21	13.8	17	10.6	12	7.8	18	12.1
Asian or Pacific Islander	2	1.3	3	2.0	5	3.3	2	1.3	5	3.3	6	4.0
Other	NA	NA	1	0.6	0	0.0	2	1.3	1	0.7	0	0.0
Nonresident alien	3	1.9	4	2.6	6	3.9	4	2.5	4	2.6	5	3.4
Race/ethnicity unknown	2	1.3	6	3.9	5	3.3	5	3.1	10	6.5	13	8.7
Total	159	100	153	100	152	100	160	100	153	100	149	100

Fall	2001		2002		2003		2004		2005		2006	
Total (All Students)												
White, non-Hispanic	2,167	87.9	1,984	85.2	1,785	82.9	1,749	80.6	1,694	78.1	1,645	76.9
American Indian/Alaskan Native	6	0.2	8	0.3	9	0.4	9	0.4	8	0.4	6	0.3
Hispanic	40	1.6	32	1.4	31	1.4	47	2.2	45	2.1	52	2.4
Black, non-Hispanic	158	6.4	163	7.0	169	7.9	207	9.5	232	10.7	227	10.6
Asian or Pacific Islander	29	1.2	34	1.5	36	1.7	35	1.6	49	2.3	49	2.3
Other	NA	NA	8	0.3	18	0.8	26	1.2	32	1.5	31	1.4
Nonresident alien	22	0.9	24	1.0	23	1.1	28	1.3	20	0.9	23	1.1
Race/ethnicity unknown	44	1.8	75	3.3	81	3.8	68	3.1	88	4.1	105	4.9
Grand Total	2,466	100	2,328	100	2,152	100	2,169	100	2,168	100	2,138	100
Minority Representation												
Undergraduate	212	9.2	222	10.2	235	11.8	299	14.9	346	17.2	335	16.8
Graduate	21	13.2	23	15.0	18	18.5	25	15.6	20	13.1	30	20.1
Total	233	9.4	245	10.5	263	12.2	324	14.9	366	16.9	365	17.1
Multicultural Representation (Includes Non-Resident Aliens)												
Undergraduate	231	10.0	242	11.1	252	12.6	323	16.1	362	18.0	353	17.7
Graduate	24	15.1	27	17.6	34	22.4	29	18.1	24	15.7	35	23.5
Total	255	10.3	269	11.6	286	13.3	352	16.2	386	17.8	388	18.1

**Table 4.4 Percent of WCPSS students Receiving Free or Reduced Lunch:
B-K Student Teaching Internship Sites 2005-2007**

Year	Name of School	Grade Level	Percent of Students on Free or Reduced Lunch
2005, 2007	Baileywick Elementary	K	21.8
2006	Ballentine Elementary	K	19.7
2006, 2007	Briarcliff Elementary	PreK disability	37.8
2007	Brooks Elementary	K	36.8
2005	Bugg Elementary	K	30.4
2006	Hilburn Drive Elementary	K	19.2
2005	Hunter Elementary	K	24.5
2005	Jeffreys Grove	PreK disability	34.5
2005-2007	Lacy Elementary	PreK Hearing Impaired	24.4
2006	Lynn Road Elementary	More at Four	100
2005-2007	Project Enlightenment (2 classrooms)	Demonstration Preschool	N/A
		More at Four/ Family Literacy Program	100
2006	Reedy Creek Elementary	K	34.4
2005, 2007	Smith Elementary	Title I PreK	58.1
2005, 2007	Underwood Elementary	K	33.5
2005	Washington Elementary	K	28.3

**Program Standard 5: Faculty Qualifications,
Performance, Development**

1. Program Faculty Qualifications

Table 2.0 Faculty Qualifications, Performance, Development
Department of Human Environmental Sciences (HES)
Department of Education
Department of Psychology

Name	Department	Degree/Licensure Area(s)	Teaching Assignments Relevant to B-K Program	Content Knowledge (CK), Content Pedagogy (CP), Professional Education (PE)	Status Full Time (FT) Part Time (PT) Adjunct (Adj)
Kathryn Clark	HES	Ph.D. Human Development and Family Studies Teaching License: B-K	BK 465 Teaming and Collaboration CD 234 Preschool Child CD 334 Infant Development	CK, CP, PE	FT

			CD 345 Preschool Curriculum		
Edna Collins	HES	Ph.D. Human Development and Family Studies Teaching License: B-K	BK 341 Variations in BK 342 Practicum CD 234 Preschool Child CD 340 Young Children's Learning Environments CD 438 Supporting and Strengthening Families	CK, PE	Adj (spring 2007) FT (Fall 2007)
Cynthia Edwards	PSY	Ph.D.	PSY 100 Intro to Psychology	CK	FT
Doreen Fairbank	PSY	Ph.D.	PSY 200 Statistical Methods in Psych PSY 312 Psychology of Exceptional Individuals	CK	FT
David Heinig-Boynton	PSY	Ph.D. Psychology	PSY 422 Psychological Testing and Measurement	CK	FT
Rosemary Hornak	PSY	Ph.D. Psychology	PSY 210 Life Span Development	CK	FT
Monica McKinney	EDU	Ph.D. Social Foundations of Education Teaching License: K-6	CORE 100 Context of Culture EDU 232 Foundations in Education	CK	FT
Susan Roberts	EDU	Ph.D. Education Teaching License: Exceptional Children, Curriculum & Instruction Specialist, Middle Grades Mathematics	EDU 232 Foundations in Education	CK	FT
Judy Schmidt	PSY	M.S. Rehabilitation Counseling and Psychology	PSY 210 Life Span Development PSY 312 Psychology of Exceptional Individuals	CK	Adj. PT
Diane Strangis	HES	Ed.D. Special Education Teaching License: B-K	BK 337 Observation of Young Children BK 350 Emergent Literacy and Technology Integration BK 445 Advanced Curriculum BK 460 Clinical Internship: Infant/Toddler BK 469 Field Experience CD 340 Young Children's Learning Environment	CK, CP, PE	FT

			CD 434 Infant Curriculum EDU 490 Observation and Directed Teaching: Birth-Kindergarten		
Robin Vincent	ED	M.S. Education Teaching License: K-6	CD 438 Supporting and Strengthening Families	CK, CP, PE	Adj. PT
Paul Winterhoff	HES	Ph. D. Human Development and Family Studies Teaching Licenses: B-K, K-6 Elem. Ed, K-4 EC Ed, Curric. and Superv. (G license).	BK 337 Observation of Young Children CD 436 Administration of Programs for Young Children CORE 100 Context of Culture	CK, CP, PE	FT

Program Standard 5A: Faculty Assignment

One appropriately specialized faculty member, full time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, deliver the level(s) offered; e.g., Undergraduate, master's doctorate. The use of adjunct faculty does not detract from the quality of the program.

1. Identify the individual responsible for coordinating the program. Describe the role(s) of this individual including teaching responsibilities in the program.

Table 2.0 documents the faculty teaching in the B-K program and the courses that they teach. Six faculty (4 full-time and 1 part-time/adjunct) in Human Environmental Sciences, one faculty member in Psychology, and two faculty members in Education teach methods courses.

Dr. Diane Strangis has coordinated the Birth-Kindergarten program since 2004. Dr. Strangis has B-K licensure and 15 years' teaching experience. Currently, she also is working on K-12 reading licensure through UNC-Chapel Hill. Prior to her employment at Meredith as the B-K coordinator, she taught for 5 years in the Unified Early Childhood PROTEACH program at the University of Florida. Please see Table 2.0 for the courses that she teaches. With the methods faculty, she completes the following tasks:

- Meeting with interested students and responding to inquiries
- Evaluating transcripts and coordinating with the Department of Education on admissions and requirements for licensure
- Advising and monitoring students in the content/licensure area
- Maintaining communication and connections with state and national leaders in the area of Birth-Kindergarten including the North Carolina Birth-Kindergarten Higher Education Consortium
- Coordinating the activities of the B-K/CD Advisory Board
- Collaborating with the Director of Teacher Education Programs on curriculum and student issues
- Coordinating with the Director of Teacher Education necessary changes in the program

- Determining placements for student teaching
- Coordinating with methods faculty appropriate field experiences
- Promoting and marketing the program within the department and throughout the College
- Remaining current in the area of specialization and education
- Supervising and evaluating student teachers in the licensure area
- Informing the content area departments (e.g. Psychology) of recommendations/changes in program/licensure requirements
- Gathering evidence/writing the accreditation report with assistance from the Director of Teacher Education

All birth-kindergarten candidates will continue to work with an advisor in their major area of study. In addition, B-K Teaching Fellows will work with the Director of Teaching Fellows.

2. Describe teaching practices used by faculty. This should include instructional strategies, including technology. How does the teaching reflect the conceptual framework and current best practices in the field?

Teaching practices in the Birth-Kindergarten program are based primarily on constructivism (Piaget), including scaffolding (Vygotsky), Progressivism (Dewey), and social-learning strategies. The B-K program is firmly rooted in the belief that young children thrive in programs that are developmentally and age appropriate, promote sensitivity to the needs of diverse learners and their families, and are inclusive of children with disabilities or delays. Teachers use cooperative learning and other interactive methods to engage students and to model recommended teaching practices. In addition to using anchored, visual strategies like PowerPoint, faculty use a combination of lecture/discussion and other discussion strategies (e.g. small group, think-pair-share, jigsaw), case studies, guest speakers, panels and reflection techniques (e.g. written in-class or email journals). When appropriate, children from the Ellen Brewer House and their parents participate in demonstrations of development and assessment. These strategies promote critical thinking and learning, and understanding of NAEYC's Developmentally Appropriate Practice and DEC's Recommended Practices. Ten methods courses have field experience components which afford students opportunities for synthesis and application of content and pedagogy, and offers a rich basis for reflective teaching. Finally, students and faculty use the Sue Ballard Curriculum Laboratory in 211 Martin for activities and materials related to methods courses (See Standard 6A Working Conditions).

All classrooms are permanently equipped with a console, laptop hook-ups, and mounted data projectors. Faculty have access to software such as *Blackboard* and *Digital Locker (i.e. Xythos)* to provide an on-line menu of tools through which students can access and interact with course materials. All syllabi for courses in the program are enclosed.

Teaching is a high priority at Meredith College (See Faculty Role Model). Each year the College awards the Pauline Davis Perry Award for Excellence in Teaching with a monetary award, demonstrating the institution's commitment to good teaching. Every faculty member is given a subscription to the *Teaching Professor*, an on-line journal that addresses research and best practice in college teaching. The college provides professional development and monetary incentives for participation in annual teaching strategies workshops or workshops that relate to assessment of teaching with widespread participation (e.g., Critical Thinking workshop, faculty peer-review).

3. Describe Faculty Scholarship.

Birth-Kindergarten faculty at Meredith College demonstrate scholarship through publications, presentations at national and state conferences, grant work and international professional travel. B-K faculty serve as leaders in national and state organizations. Faculty serve as reviewers for professional publications and as consultants for state early childhood initiatives. Please see faculty vitae for a complete description of scholarly activities.

4. Describe content pedagogy and professional education faculty service to the institution, collaboration with and service to the public schools, and service to the profession

Service to the College and to the department is an integral part of the responsibilities of all Meredith College faculty (See Faculty Role Model). Often this involves collaboration with colleagues in all the disciplines on campus. Committee work, such as Faculty and Academic Council, Teacher Education Committee, cross-departmental search committees, curricular and program reviews, mentoring, serving on advisory groups and task forces like the B-K/CD Advisory Board are important service roles expected of all faculty.

Service to the schools, to B-K programs or to policy-making bodies is an area expected of all program faculty. Faculty have served as officers in national (e.g. Division for Early Childhood) and state organizations (e.g. B-K Higher Education Consortium, NCAeysc). Faculty have served as consultants for state policy boards and initiatives (e.g. State Interagency Coordinating Council, Ready Schools Task force) and members on state committees (North Carolina Outdoor Learning Environments Alliance, Kindergarten Teacher Leader Power of K Institute and task force).

B-K faculty also have contributed to the profession in various other ways such as publishing journal articles, presenting at conferences, traveling and studying abroad, and serving as reviewers for journals. Dr. Kathryn Clark has used international summer travel to Mongolia and Sweden with B-K students to provide them an opportunity to complete General Education requirements and content area study. Dr. Paul Winterhoff has participated in the Denmark International Study Program. Please see vitae for complete descriptions of faculty service.

Service by the Department of Education to the Institution, Public Schools and Profession

The Department of Education serves the College, public schools, and the profession in many ways.

The Department of Education collaborate with colleagues in the disciplines. Some examples of this collaboration are:

- Drs. Jane Gleason and Ellen Graden have presented workshops during the 2006-2007 school year on Mathematics Instruction and English Language Learners.
- The SCALE grant promoting literacy and service involves two departments within the School of Education, Health and Human Sciences. The grant focuses on embedding service-learning into teacher education coursework.

- Two faculty members, one in education, one in music collaborated to provide curriculum to the North Carolina Symphony. The Symphony members visited 4th grade classrooms and conducted lessons that enhanced/enriched writing for those students.

The following table represents work with the public schools provided by the members of the Department of Education during the 2006-2007 school year.

Faculty	Description of Service	Service Recipient
Manley Midgett – adjunct faculty	Project Manager for the Northeast Math Science Project	NC 9-12 Science Teachers
Monica McKinney	Board member and MotherRead volunteer	Maureen Joy Charter School Durham, NC
Susan Roberts	ILT Support for our Partner Schools (workshops held on campus)	ILTs in partner schools, mentors, principals, and recent graduates from our program
Toni Parker	Wake Education Partnership- Wake Task Force on Teaching Excellence Steering Committee – 2006-07 Richard Jenrette Teaching Excellence Award Committee- Broughton High School – 2006-07	Wake County Public Schools

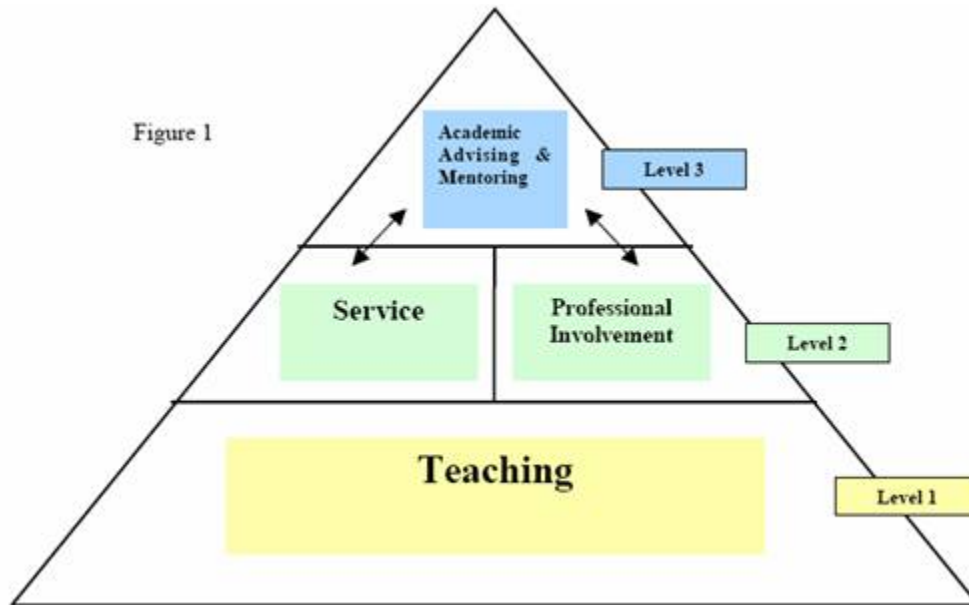
The faculty members in the Department of Education are very involved in the education profession as demonstrated by the information below:

Faculty	Description of Service	Service Recipient
Toni Parker	State Evaluation Committee Member (2004-2008)	NC Teacher Education Program Approval Process
Toni Parker	NCATE Liaison and program reviewer (2005-2007)	NC Teacher Education Program Approval Process
Monica McKinney	Program reviewer (2005-2007)	NC Teacher Education Program Approval Process
Ellen Graden	Taught high school English, and provided professional development for English teachers in Taipei, Taiwan. (Fall -06)	Chinese students learning English in Taipei, and teachers of those course
Jane Gleason	Coordinated and hosted the Fourth Biennial National / First International Cognitively Guided Instruction in Mathematics conference in March.	
Julie Schrock	National Board Support Group	Teachers who are in process of National Board Certification
Jennifer Olson	External Reviewer for Belmont Abbey College (2007)	The BAC Education Department- in preparation for a SACs review
Beth Weir (2005-2006) and Jennifer Olson	Children's Choice Project (2005-2007)	K-6 classrooms and Children's Book Council

5. Describe the faculty evaluation process.

Full time teaching faculty at Meredith College are evaluated annually in accordance with the Faculty Role Model. The criteria for evaluation include teaching, academic advising and mentoring, service and professional involvement. Part time faculty are evaluated in the area of teaching. The criteria for evaluation are divided into three levels of priority (See Figure 1). All criteria are considered in evaluating faculty.

Figure 1



As reflected by the role model, teaching is central to the College's mission. With the exception of teaching, faculty roles may shift emphasis in a given year. The designation of role priorities for the upcoming year is a part of the professional development plan of the faculty member. The priorities may be changed during the academic year by mutual agreement of the faculty member, department head and Dean. A faculty member is not expected to be accomplished in all the indicators in order to fully meet a faculty role criterion. Consequently, the list of indicators under each role is neither a set of requirements, nor an exhaustive list of expectations. However, departments may add specificity to the criteria for evaluation designated in the role model, as long as the specifications do not alter the framework of the role model.

According to the Meredith College *Faculty Handbook*, the faculty member should reflect at the end of each academic year, and design a professional development plan. The *Faculty Handbook* describes each area of the Faculty Role Model, and reflects the philosophy at Meredith College that teaching is at the heart of the College's mission.

Student evaluations are administered at the end of every semester. Each full time faculty member is responsible for an annual report and a report on professional accomplishments. Guidelines for these reports are outlined in the Faculty Handbook, section 3.2.6 The department chair prepares an annual evaluation of each faculty member. The evaluation includes relevant information such as a teaching observation, any observations conducted by peers, and student evaluations. This report is discussed with the faculty member and is submitted to the Dean.

6. Describe how faculty assess their own effectiveness as related to candidate performance.

Faculty distribute course and instructor evaluations for every course each semester. The evaluations are given to the Vice President for Academic Programs, assessed, and the results are returned to the department chair and the faculty member. All tenure-track faculty who are untenured are required to be peer reviewed once per year. Tenured faculty are peer reviewed

every three years. (All faculty are expected to serve as peer reviewers.) These evaluations become a part of the faculty members' file for tenure/promotion. Evaluations of college supervisors of the student internship, including the narrative comments, are given to the department chair, Director of Teacher Education, and the supervisor.

7. Describe how faculty evaluations inform teaching, scholarship, and service.

Faculty at Meredith College annually evaluate their teaching, scholarship, and service, and document their activities through (1) annual and (2) professional activities reports. The annual report serves as a self evaluation, and is correlated to the faculty role model. The self evaluation includes the following:

- Description of teaching responsibilities, activities, and accomplishments. Self evaluation and reflections by the faculty include strong points and challenges, and actions taken or revisions planned based on student, supervisor, peer, or self evaluations.
- Description of activities related to advising and mentoring. The self-evaluation and reflection address progress toward or fulfillment of advising/mentoring responsibilities.
- Description of service responsibilities, activities, and accomplishments. The self-evaluation and reflections address progress toward or fulfillment of service.
- Summary of professional involvement. The self evaluation and reflection includes supporting documentation, and professional reviews.

A professional development plan is designed by the faculty member that articulates current and long range goals in all areas of the faculty role model, and presents strategies for the accomplishment of these goals, specifically for the upcoming year. A prioritization of the criteria for evaluation for the upcoming year is a part of the plan, with a minimum of a 3-year window.

8. Describe the professional development opportunities provided for faculty.

Many development opportunities are provided for faculty at Meredith College.

- Conversations with Colleagues are held once a month on Mondays at the 10:00 hour. Conversations are viewed as an opportunity for faculty to gather to discuss topics that address faculty concerns such as: assessment; teaching and studying abroad; workload study and life balance; and tenure, promotion, and retirement. At the beginning of the academic year, faculty are asked to suggest topics of importance.
- Faculty Symposia are an opportunity for faculty to share their professional and scholarly work.
- Technology Services offers workshops and seminars on software programs, such as *Digital Locker* and *Blackboard*.
- Professional development time gives faculty the opportunity to apply for one semester release from a course to carry out research, writing, and other professional development projects.
- Sabbaticals are awarded every year to a maximum of six faculty members who have completed at least six years of full-time teaching.
- The College supports travel by providing summer study grants. Grants have been awarded for expenses such as tuition, travel, and individual study.
- Technology Faculty Development Grants provide faculty with technology funds to support the innovative use of technology in instruction and scholarly work.

- All faculty are given a specific amount of funding for travel to conferences (generally \$400-500 per year); however, the Deans of individual schools have faculty development funds that can be used to assist in this travel.
- Faculty have the opportunity to receive funding and to participate in training workshops that prepare them for teaching courses that meet the General Education threads (i.e. Service-Learning, Ethics-Intensive workshops)
- Meredith Aboard offers faculty an opportunity to teach and travel to Italy, England, and Switzerland, as well as Bolivia, Denmark, and China.

9. Describe practices to select, orient, communicate with, and evaluate adjunct faculty to ensure program quality.

Adjuncts in the Birth-Kindergarten program are usually long term, especially in Human Environmental Sciences. Each adjunct faculty is assigned a full time faculty mentor and supervisor. The Chair of Human Environmental Sciences also mentors each adjunct. The HES chair reviews and provides feedback based on teaching observations and course evaluations. Adjunct performance is also evaluated through student course evaluations.

Program Standard 5	
Xythos	
Faculty Development	Curriculum Vitae
	CD Faculty
	Education Faculty
	Course Syllabi - CD
	Course Syllabi - Education

Standard 6: Program Governance and Resources

The program has leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

1. Describe where the program is administratively housed and its relationship to the unit. Describe how this organization structure provides for the leadership for and the oversight of the program.

Because of the developmental philosophy of the B-K licensure program, it is housed in the Department of Human Environmental Sciences (HES) within the Child Development major. Although the Birth-Kindergarten program is housed in HES, it relates well to the Department of Education and the Department of Psychology. The B-K coordinator is a faculty member in HES. She has a B-K license and was a teacher in early childhood programs for 15 years. The B-K Coordinator collaborates with the Department of Education and the Director of Teacher Education in multiple ways. The Coordinator attended monthly meetings of the Department of Education's former Undergraduate Affairs Committee. The Coordinator is a member of the Teacher Education Committee. She was one of four faculty members who designed the

newly implemented Teacher Candidate Evaluation Rubric (TCER). The Coordinator served on a search committee for a new Department of Education faculty member. The Coordinator attends the annual Program Coordinator meetings. She assists with the fall and spring Teacher Education Orientation meetings. The Coordinator also is active with the Meredith Teaching Fellows. She serves as the main communication link between Department of Education and the Child Development program and faculty. Like the Coordinator, Child Development faculty have served on Department of Education faculty search committees. Finally, the Coordinator maintains communication between the Department of Psychology and the B-K licensure program. Periodically she attends faculty meetings in the Department of Psychology, and meets with the department chair.

The Director of Teacher Education has multiple responsibilities for the licensure programs on campus. The professional core, courses taken by all students seeking licensure, program changes, and communication with public school personnel in regards to the field placements, including internships for 6-9, 9-12, and K-12 students, are the responsibility of the director.

The chair of the Department of Education has responsibility for the overall administration of all licensure programs. The main vehicles for communication and collaboration are the Teacher Education Committee, the normal College structure for curriculum proposals and approval, and bi-annual meetings of the licensure-program coordinators. The Chair or her designee is the licensure officer for the College in its relationship with the North Carolina Department of Public Instruction.

2. Describe the adequacy of the number of faculty to support the program.

Students in the B-K licensure program are taught education courses by the faculty in the Department of Education, and methods courses by faculty in the Department of Human Environmental Sciences All have teaching experience and licensure. Psychology content and methods courses are taught by full-time psychology faculty members or by qualified adjuncts. Several psychology faculty have teaching experience and are eligible for licensure. When Dr. Paul Winterhoff, a B-K methods instructor in HES, was appointed as the Meredith College Director of General Education, his teaching load in the B-K program was reduced. During the interim until a new faculty line was authorized, adjuncts were hired to teach lower level content courses. All adjuncts had teaching experience and licensure. Recently, the college authorized the addition of a full-time faculty line for Child Development. In June 2007, that position was filled by Dr. Edna Collins who has B-K licensure, and early childhood and college teaching experience. With the addition of Dr. Collins, all upper level courses will be taught by full-time faculty.

Table 6.0 Full Time and Adjunct Faculty

	Full time	Adjunct
Child Development	3	2
Education (EDU 232)	2	
Psychology (PSY 210/310; 312; 422)	4	1

3. Describe the adequacy of the non-faculty personnel that support the program. This should include graduate assistants.

There are no graduate assistants at Meredith College. The B-K coordinator, in cooperation with the Director of Teacher Education and the departmental secretary for the Department of Education, oversees and completes all paperwork related to administering the B-K licensure program. The B-K coordinator is supported by a student worker. The Department of Human Environmental Sciences has a full-time secretary, and one additional part-time permanent staff position. Both staff members assist the B-K coordinator as needed. The Education Department is supported by two full time staff positions and up to three student worker positions.

4. Describe the facilities in which the program is housed and their adequacy. The response should include office and meeting space.

The majority of B-K content and methods courses are taught in Martin Hall. Martin was renovated in 2004. The Sue Ballard Curriculum Lab (room 211) and Classroom (room 213), named after donor Sue Ballard, were dedicated later that year. The classroom adjoins the curriculum lab which features a fully-equipped kitchen/messy project area, and large room that houses materials and supplies. Students also attend class in other rooms in the building. Classrooms on the first floor are shared spaces with other HES programs and the Department of Foreign Language. All have access to electronic technology.

Technology Available	Martin Hall
3000 lumen data projector, VCR, DVD, wireless capability, two laptop connectors for data projector, digital document camera, stereo for video and laptop audio output, consolidated controls at teaching stations	All classrooms
2800 lumen Proxima 6155 data projector, DVD, VHS, VGA cable for projecting laptop images, amplified speaker for video and laptop audio	Portable carts used in seminar rooms – Kept in Martin hall storage

All B-K faculty who are members of the Department of Human Environmental Sciences have individual offices in Martin, except for Dr. Paul Winterhoff, who moved to Joyner Hall in 2006 when it was renovated to include space for the Director of General Education and Honors Program.

The Ellen Brewer House (EBH), an on-site infant-toddler program, is part of the Child Development Program, and is located adjacent to Martin Hall. Students in CD 334 Infant Development (a B-K content course) do their field work at EBH. Children and families from EBH provide demonstrations for content and methods courses. EBH was established in 1991 with the primary goal of serving as an on-site center for students. It is considered by infant-toddler specialists at the N. C. Division of Child Development to be one of the few exemplary programs for infant and toddlers in the state, and it has consistently earned top rating of “five

stars” by the state. Also, EBH has earned the distinction of being named as a model site by Partnership for Inclusion. It serves as a practicum site for students in child development, psychology and exercise and sport science.

The Department of Education and the Department of Psychology are housed in Ledford Building that was opened in January 1995. Ledford has small and large classrooms, a curriculum center, and small conference areas. All faculty have individual offices. Even though the majority of the classroom on the 2nd and ground floors are used by the faculty and students in education, they are shared space with Psychology and Sociology/Social Work. In addition, there is an Autism Program, sponsored by the Department of Psychology, housed on the ground floor.

Technology Available	Ledford Building
Television, VCR, overhead projector, screen, whiteboard, wireless capability	All classrooms
Data projector, VCR, DVD player	Portable - 2-3 for floors 1, 2, 3

Because Meredith is a laptop campus, all classrooms are wireless. Students may use computer labs in the library, Ledford, and the Science and Math Building; however, all full time students at Meredith have laptop computers.

5. Describe the library resources that support the program and their adequacy. This should include library resources and curricular materials.

Library and instructional resources are available for purchase through departmental budgets. Funds for departments with licensure programs are available through the library from the Department of Education. Budgets are adequate to support the needs of the natural sciences and the Department of Education.

The Carlyle Campbell Library provides extensive resources to support the Meredith community, including our education licensure students and graduate education students.

Library Collections

The library collection includes over 190,000 volumes. Education materials are located in two places within the collection—in the Dewey Decimal classification 370-379 (with 5,968 volumes), and in the Curriculum Materials Center. The Curriculum Materials Center on the ground floor of the library includes all textbooks approved for K-12 use in the state of North Carolina (8,636 volumes) and a large collection of literature for children and young adults (5,394 volumes). More than 1 out of every 5 items in these collections has been checked out in the last three years. The library also owns over 7,500 videos, laserdiscs and DVDs. This collection is heavily used by student interns. The music library includes a substantial pedagogy collection, along with over 8,000 scores and 2,500 CDs.

Materials are added to the library collection in a variety of ways. Each academic department appoints a faculty member as library liaison to manage the portion of the library acquisitions budget directly allocated to the department. For the Department of Education, the amount allocated for this fiscal year is \$2,147.00. For the Department of Human Environmental Sciences, the amount allocated is \$2,029 for books and \$8,591 for periodicals. In addition to

funds directly allocated to each department, the library supports purchases through an approval plan. Faculty members from each academic department assist the library's Head of Technical Services in creating a profile that described the types of materials that would support the Meredith curriculum. Books fitting that profile are sent to the library where they are available for review by faculty and librarians. Books deemed appropriate for the collection are retained. In this manner, the library acquired 54 books in the education field last year. In addition, during spring 2005, \$1,700 was spent to add to the collection of books targeted at B-K students (e.g. infant/toddler curriculum, preschool curriculum, inclusion, early childhood special education). In addition, the library has a supplemental budget for the acquisition of materials at the graduate level to support the College's graduate programs. In FY2005/2006, the library spent \$14,787.31 on library materials in the field of education, adding 2,358 volumes to the collection. Upper division and graduate students conducting advanced research will occasionally need resources outside the scope of the library's acquisitions program. For these researchers, the Library provides Interlibrary Loan (ILL) services and the ability to borrow books directly from North Carolina State University. ILL services are provided at no charge to graduate students. Charges for undergraduates begin only after the student has made her 10th ILL photocopy request in a particular semester. There are no charges for borrowing books through ILL.

Online databases and periodical subscriptions

The library subscribes to over 100 databases for our students in a variety of disciplines (including ERIC). Many include access to the full text of resources indexed in them. The library directly subscribes to 2,289 journals in print and electronic form. Academic departments are surveyed annually to determine the appropriateness of current subscriptions and the need for new subscriptions. Through the online databases, direct subscriptions, and access to free resources across the Internet, the Library staff has identified 1,217 titles with a focus on education issues for our students. Some of the most heavily used education and B-K periodicals include:

- American School Board Journal
- Art Education
- Child Development
- Childhood Education
- Early Childhood Research Quarterly
- Education Week
- Educational Leadership
- Exceptional Children
- Journal for Early Intervention
- Language Arts
- Phi Delta Kappan
- Reading Teacher
- School Arts
- Times Educational Supplement
- Young Children
- Young Exceptional Children

Library Services and Support

The Carlyle Campbell Library is open 102 hours per week—until 1am Sunday through Thursday nights. The library website, <http://www.meredith.edu/library>, organizes

information, services, and resources available to the Meredith community online. The Information Desk is staffed by Reference Librarians and Reference Department Student Assistants 77 hours per week. In addition to coming to the information desk for assistance, students may also schedule time with a librarian to work on appropriate avenues for conducting research on a topic.

6. Describe the technology resources that support the program and their adequacy.

Meredith College is a [laptop campus](#). All faculty have a laptop computer, printer, APC powerstrip, security cable, and a carrying case. The laptop comes preloaded with the Microsoft Office Suite, antivirus software, and other programs that may be content specific. Technology Services is readily available for technical assistance to support faculty, staff, and candidates in meeting their teaching/learning goals. Computer labs are available to candidates in three buildings on campus, Ledford, SMB, and Harris. BK 350 Emergent Literacy and Technology Integration is taught in Martin Hall in a classroom that has a ceiling-mounted projector and connectivity for the instructor's laptop. In 2005, a grant of \$1,000 was awarded to the B-K coordinator under the auspices of the AC TECH professional development award program. The money was used to significantly augment the children's software collection and teaching materials regarding technology integration.

7. Describe the adequacy of the fiscal resources that support the program.

Travel allocations from the College operating budget are made to each academic department in the amount of \$400-500 per full time faculty member. Deans support conference presentations with more funding. Faculty in B-K have full access to duplication through the Copy Services and copy machines in the individual buildings. The Child Development faculty have access to the Sue Ballard Curriculum Funds endowment that provides \$2,500 per year to be shared between Child Development and Family and Consumer Sciences. The Ballard fund has permitted purchases of costly curriculum materials that support methods courses (e.g. assessment kits, rolling block cart and unit blocks, teaching videos).

Standard 6A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

1. Describe institutional and program policies and practices related to faculty loads, including student teaching supervision.

Workload Policies. Faculty members are expected to teach 21 credit hours per year (fall and spring semesters), with the average undergraduate course being three credit hours. In departments with graduate programs, faculty receive 4.5 hours of credit for graduate courses with enrollments equal to or greater than ten. In making teaching assignments, the department head considers such criteria as the number of preparations and total number of students taught. At the undergraduate level, research courses (i.e., CD 299 and CD 499 EDU 299 and EDU 499) accumulate with a value of 1/9 credit per student and at the graduate level, masters theses (EDU 650, 651, 800) accumulate with a value of 2/3 credit per thesis. Faculty are compensated monetarily for teaching in any of the summer sessions offered by the

college. In addition to teaching, the faculty role model adopted in 2003 includes academic advising and mentoring, service, and professional involvement. The role model is prioritized by the faculty member in consultation with the department head each year. Teaching always occupies the highest level of priority but the prioritization of the other areas is flexible. Sometimes faculty members assume special duties or administrative positions that require a reduction in the teaching load. Such reductions require approval from the department head and the Dean.

Supervisory responsibilities in student teaching are considered in load assignments. Each student intern counts as a 0.67 semester hour, so that 5 student teachers would be equivalent to one 3-hour course. The B-K Coordinator serves as the student teaching supervisor, and thus has a reduced load for other classes. College supervisors for B-K interns are required to observe each student teacher for a minimum of 4 times. Problems in student teaching may require more hours of observation and conversation both with the student intern and the cooperating teacher. The *Student Internship Handbook* explains the policies problems in student teaching, removal from the program, and possible return.

Strong supervision and support for interns and their cooperating teachers is a hallmark of licensure programs at Meredith College, including the B-K program. B-K interns are placed in public preschool or kindergarten programs using a traditional schedule. At the midpoint of the student internship experience, college supervisors, cooperating teachers, and student interns complete a midterm evaluation using the *Teacher Candidate Evaluation Rubric* (TCER), which includes information on knowledge, skills, and dispositions. Also, the technology portion of the professional portfolio is due for its first formal evaluation. Supervisors, cooperating teachers, and student interns have midterm conferences. At the conclusion of the internship, all supervisors, cooperating teachers, and student interns have a final conference and complete the final evaluations, each completing his/her own, using the TCER. The student teaching portfolio is due for review by the B-K Coordinator in early April, with final review by the cooperating teacher to be completed by May 1st. At the final conference, the professional portfolio, which reflects on the internship experience and with the satisfactorily completed technology requirements, is jointly reviewed by the supervisor, CT and student.

The clinical infant/toddler internship placement and supervision follows the same model as student teaching. Placements are made in community-based inclusive or self-contained programs that afford the student to work with children ages birth-3 years with IFSPs or who are at risk, and with their families. Interns are observed four times by the college supervisor (e.g. Birth-Kindergarten Coordinator), and are formally evaluated at the midpoint and at the end of the semester by their cooperating teachers and college supervisors. The college supervisor is given load credit for her supervision that is distributed across two courses taught concurrently, BK 460 Clinical Internship: Infant/Toddler and CD 434 Infant Curriculum.

2. Provide a chart summarizing faculty teaching, advisement, and committee loads by semester for the year of record and the preceding year. The chart should include the same faculty

Fall 2006				
Name	Teaching Load	Advisement	Committees	Department
Kathryn Clark	BK 465-Teaming and Collaboration CD 234-Preschool Child, CD 334-	40	Just and Equitable	HES

	Infant Development ,CD 345- Preschool Curriculum		Treatment CD Program Coordinator	
Cynthia Edwards	PSY 100- Intro to Psychology, PSY 340- Community Field Experience	4	Honors Program Chair Undergraduate Admissions	Psychology
Doreen Fairbank	PSY 200- Statistical Methods in Psych, PSY 312- Psych of Except Indiv., PSY 300- Research Methods in Psych	27	Academic Council Coordinator Meredith Autism Program	Psychology
David Heinig-Boynton	PSY 422- Measurement and Evaluation, PSY 320- Abnormal Psych, PSY 422- Psych Testing, PSY 424- Theory and Practice in Counsel, PSY 440- Health Psych	27	Committee on Distinctive Education (formerly J Term) Women's Studies Advisory	Psychology
Rosemary Hornak	PSY 120- Stress Management, PSY 210- Life Span Dev., PSY 432- Memory, Language and Cognition	27	College Writing Institutional Review Board	Psychology
Monica McKinney	EDU 232 – Foundations of American Education; CORE 100 – The Context of Culture; EDU 651- Master's Thesis	10	Teacher Education, General Education, Faculty Council	Education
Susan Roberts	EDU 440 – Seminar in Education; EDU 232 – Foundations in American Education; EDU 490 – Observation and Directed Teaching	None	None	Education
Judy Schmidt	PSY 210-Life Span Develop; PSY 312-Psych of Exceptional Indiv.	None	None	PSY
Diane Strangis	BK 460-Clinical Internship: Infant/Toddler; CD 340- Young Children's Learning Environments; CD 434-Infant Curriculum	25	Co-Chair Service-Learning, Teacher Education Ellen Brewer House faculty liaison B-K Coordinator	HES
Robin Vincent	CD 438-Supporting and Strengthening Families; EDU 490 -Observation and Directed Teaching: K-6	None	None	HES Education

Paul Winterhoff	CORE 100-The Context of Culture; BK 337- Observation of Young Children	8		HES
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Spring 2007				
Name	Teaching Load	Advisement	Committees	Department
Kathryn Clark	CD 234 Preschool Child, CD 334 Infant Development, 345 Preschool Curriculum	40	JTT CD Program Coordinator	HES
Cynthia Edwards	PSY 210- Life Span Development, PSY 340- Community Field Experience	4	Honors Program Chair Undergraduate Admissions	Psychology
Doreen Fairbank	PSY 200- Statistical Methods in Psych, PSY 300- Research Methods in Psych, PSY 312- Psych of Except Indiv.	27	Academic Council Coordinator Meredith Autism Program	Psychology
David Heinig-Boynton	PSY 212- Psych of Gender Roles, PSY 320 Abnormal Psych., PSY 424- Theory and Pract in Counseling	27	Committee on Distinctive Education (formerly J Term) Women's Studies Advisory	Psychology
Rosemary Hornak	PSY 120- Stress Management, PSY 210- Life Span Development, PSY 300- Research Methods in Psych, PSY 432- Memory, Language and Cognition	27	College Writing Institutional Review Board	Psychology
Monica McKinney	EDU 232 – Foundations of American Education; CORE 100 – The Context of Culture; EDU 651- Master's Thesis	10	Teacher Education, General Education, Faculty Council	Education
Susan Roberts	EDU 440 – Seminar in Education; EDU 232 – Foundations in American Education; EDU 490 – Observation and Directed Teaching	None	None	Education
Judy Schmidt	PSY 210-Life Span Develop; PSY 312-Psych of Exceptional Indiv	None	None	PSY
Diane Strangis	BK 350 Emergent Literacy and Technology Integration; BK 445	25	Co-Chair Service-Learning,	HES

	Advanced Curriculum; BK 469 Advanced Practicum; EDU 490 Observation and Directed Teaching: BK		Teacher Education Ellen Brewer House faculty liaison B-K Coordinator	
Robin Vincent	CD 438 Supporting and Strengthening Families	None	None	Education HES
Paul Winterhoff	CORE 100-The Culture of Context; CD 438- Administration of Child Care Programs	8	Director of General Education Academic Council	HES

Summer 2007				
Name	Teaching Load	Advise ment	Committees	Department
Diane Strangis	BK 337- Observation of Young Children CD 498- Undergraduate Thesis	None	None	HES

Program Standard 6
Xythos
Curriculum Vitae
CD Faculty
Education Faculty
Course Syllabi - CD
Course Syllabi - Education