



University of North Carolina Charlotte  
Traditional Report AY 2019-20  
North Carolina



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

### IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

### ADDRESS

### CITY

### STATE



### ZIP

### SALUTATION



### FIRST NAME

### LAST NAME

Petty

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# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

**(\$205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

## List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	UG	
13.1324	Teacher Education - Drama and Dance	UG	
13.1337	Teacher Education - Earth Science	UG	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1315	Teacher Education - Reading	Both	
13.1318	Teacher Education - Social Studies	Both	
13.1309	Teacher Education - Technology/Industrial Arts	PG	

**Total number of teacher preparation programs:**

28



# Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Signed Disposition Statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

A minimum GPA of 2.5 was required for admission into the program. As a result of the COVID-19 pandemic, the NC State Board of Education waived the legislatively-mandated 2.7 minimum GPA required for admission to teacher education programs for the 2020-2021 AY only. The minimum GPA for admission in future years will return to 2.7. The minimum SAT/ACT/Praxis Core score was waived by the NC State Board of Education for admission to teacher education programs for the 2020-2021 AY only due to limited access to testing centers caused by the COVID-19 pandemic. In future years, traditional admission standards will be reinstated, and applicants will need one of the following: (1) SAT EBRW – 600 and SAT Math – 570, or a combined score on the SAT EBRW and Math of 1170; (2) ACT English – 24 and ACT Math – 24, or a composite score of 24; or (3) Praxis Core Reading – 156 and Praxis Core Writing – 162 and Praxis Core Math – 150, or a combined Praxis Core score of 468. Subject area content exams for licensure are not required for program completion. However, per NC State Board of Education policy, graduates of teacher education programs must attempt all required exams in the first year of licensure and pass by the end of the third.

## Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Signed Disposition Statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

While the NC State Board of Education waived the legislatively-mandated minimum GPA required for admission to teacher education programs for the 2020-2021 AY only due to the COVID-19 pandemic, we opted to keep the current admission requirement for post-graduate teacher prep programs because our Graduate School policy requires 2.7 for admission to these programs. A passing score on subject area tests or 24 credit hours in the academic content area are required for admission to the program. If licensure exams are not pass prior to admission, per NC State Board of Education policy, graduates of teacher education programs must attempt all required exams in the first year of licensure and pass by the end of the third.

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

### Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

70

Number of clock hours required for student teaching

600

Are there programs in which candidates are the teacher of record?

- Yes

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)  <a href="#">Optional tool</a> for automatically calculating full-time equivalent faculty in the system	<input type="text" value="20"/>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<input type="text" value="6"/>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<input type="text" value="351"/>
Number of students in supervised clinical experience during this academic year	<input type="text" value="335"/>

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

The COVID-19 pandemic did have an impact on educator preparation programs at UNC Charlotte. The shutdown of P-12 schools along with the university's transition to completely online learning did facilitate changes in several primary processes for spring 2020: first, candidate clinical field experiences were affected. Current student teachers (ST) followed their assigned clinical educator mentors in transitioning from face to face instruction to online using whatever methods/online platforms were available in their school districts. STs in spring 2020 finished the semester with approximately nine weeks of face to face teaching and seven weeks of virtual teaching with their clinical educator mentors. For some districts, the transition to online teaching was difficult because online platforms/systems were not fully implemented. In addition, some of our candidates were also unable to complete initial program completion requirements like edTPA. Despite these challenges, our ST candidates performed well as perceived by their mentors. End of semester evaluations and anecdotal stories shared by clinical mentors with our university supervisors noted that many of our candidates were highly effective in assisting with the P-12 transition to online/virtual learning that occurred during the pandemic. Ratings of our candidates by clinical educators on the student teaching Criterion 6 (Technology) were 94% proficient for spring 2020. The impact of COVID-19 on early clinical field experiences was calamitous. All our partner school districts immediately restricted visitors in their schools, thereby limiting access to P-12 classrooms for our "pipeline" (pre-student teaching) candidates. Candidates in their yearlong ST placement were allowed in schools but early clinical candidates were not. The number of 70 entered in the form above represents candidates in semester 1 of their senior/final yearlong placement (with semester 2 being the full-time student teaching experience). Our faculty responded to the need for pipeline candidates by creating alternative clinical experiences within our coursework. These alternative opportunities were provided to pipeline candidates in spring 2020, fall 2020, and spring 2021; they included using video repositories to review and evaluate selected instructional strategies; case studies; detailed analysis of student assessment samples/data; and simulations of teaching. Some candidates also independently reported finding their own clinical opportunities during spring 2020 (i.e., tutoring their own children/groups of children). In fall 2020/spring 2021, some school districts allowed virtual access to classrooms by pipeline candidates, but these opportunities were limited due to privacy concerns. Surveys were sent to candidates in fall 2020 to ascertain their perceptions of these experiences. Overall, results showed that while candidates appreciated the alternate experiences, they do not believe these experiences were as effective in preparing them as face-to-face clinicals. We plan to give these surveys again in spring 2021. Full-time equivalent IHE faculty during the student teaching semester include full-time supervisors of student teaching and full-time tenure-track faculty who also supervise student teaching candidates as part of their teaching load. Part-time supervisors are adjuncts, who are hired to supervise between 6 and 12 student teaching candidates each semester. UNC Charlotte requires that all pre-service teacher candidates complete clinical experiences in a variety of diverse school settings (e.g., rural, urban, suburban) and with a variety of students including those who are English learners and those who have disabilities/exceptionalities. We are also fully engaged in this clinical placement work with our P-12 partners via our Partner School Network, co-constructing these experiences for our candidates. Our clinical models include structured clinical hours and assignments so that candidates engage deeply with traditionally marginalized populations over an extended period of time. We work with our Partner Schools to identify schools where principals are implementing programs to increase teacher-capability to work with diverse populations (e.g., targeted professional development on anti-racism principles, culturally responsive practices, etc.). By partnering with these sites, our candidates are able to gain increased exposure to effective classroom strategies. In 2019-20 we also opened Niner University Elementary (NUE) School, a lab-school partnership between UNC

Charlotte and Charlotte-Mecklenburg Schools (CMS). This has been a huge undertaking for both organizations, and we are extremely proud of this school site. The lab school curriculum is driven by research validated practices and a mission to support each learner's unique identity in a place where academic achievement, social development, and happiness can thrive. NUE's curriculum is intended to support students from high needs, low-performing schools, or individual students who are struggling with school. NUE provides additional opportunities for our candidates to engage with P-12 learners in a supervised environment to apply what they have learned in university coursework.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	1417
Subset of Program Completers	312

Gender	Total Enrolled	Subset of Program Completers
Male	247	50
Female	1170	262
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	5	1
Asian	23	5
Black or African American	215	23
Hispanic/Latino of any race	110	27
Native Hawaiian or Other Pacific Islander	0	0
White	957	231

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	59	16
<b>No Race/Ethnicity Reported</b>	48	9

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="51"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="154"/>



CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	24
13.1210	Teacher Education - Early Childhood Education	19
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	9
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	28
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	13
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	8
13.1316	Teacher Education - Science Teacher Education/General Science	15
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	29
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	4
13.1328	Teacher Education - History	12
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	15
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### [What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes  
 No

No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	51
13.1202	Teacher Education - Elementary Education	157
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	24
13.1210	Teacher Education - Early Childhood Education	19
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	9
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	28
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	13
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	8
13.1316	Teacher Education - General Science	15
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	29
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	4
13.1328	Teacher Education - History	12
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	15
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	12
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	2
27	Mathematics and Statistics	4
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	17
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes  
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes  
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes  
 No  
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes  
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes  
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes  
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes  
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The Cato College of Education (COED) at UNC Charlotte is committed to ensuring that all initial teacher preparation candidates develop a deep and thoughtful understanding of the critical concepts and principles of their discipline prior to program completion. Our programs focus on teaching candidates to plan effective, differentiated lessons for all learners; engage in equitable teaching practices; implement sound instructional designs; and assess student learning. While each program has its own plan of study specific to the discipline, all candidates engage in common learning activities. For example, all candidates complete edTPA, a portfolio-based assessment for teacher candidates. To prepare candidates for this assessment, all programs have embedded assignments that are aligned to edTPA skills and knowledge, thereby creating a cohesive framework across programs. All candidates are asked to design standards-based lesson plans and differentiate instruction based on student needs, including special needs students and English learners (ELs). Candidates also assess student learning as part of the lesson planning cycle, thereby tailoring their instructional designs based on viable data. Finally, candidates utilize digital resources to enhance both student learning and their own professional development. All these

proficiencies are assessed throughout the candidate's respective program and particularly during the culminating student teaching experience. Coursework is heavily supplemented by field experiences in school settings. These field experiences provide authentic opportunities for candidates to apply what they have learned in courses, thereby melding theory to practice. Through this model, candidates are able to flexibly advance the learning of all students toward attainment of college-and career-ready standards. UNC Charlotte requires that all pre-service teacher candidates complete clinical experiences in a variety of diverse school settings (e.g., rural, urban, suburban) and with a variety of students including those who are English learners and those who have disabilities/exceptionalities. In 2018-19, we finalized the redesign of our teacher education programs, including clinical activities. We are now in the second year of implementation of these revised programs. These programs include attention to all the areas identified in the assurances listed above. We are also fully engaged in this work with our P-12 partners via our Partner School Network, co-constructing these experiences for our candidates. Our clinical models include structured clinical hours and assignments so that candidates engage deeply with traditionally marginalized populations over an extended period of time. We work with our Partner Schools to identify schools where principals are implementing programs to increase teacher-capability to work with diverse populations (e.g., targeted professional development on anti-racism principles, culturally responsive practices, etc.). By partnering with these sites, our candidates are able to gain increased exposure to effective classroom strategies. In 2019-20 we also opened Niner University Elementary (NUE) School, a lab-school partnership between UNC Charlotte and Charlotte-Mecklenburg Schools (CMS). This has been a huge undertaking for both organizations, and we are extremely proud of this school site. The lab school curriculum is driven by research validated practices and a mission to support each learner's unique identity in a place where academic achievement, social development, and happiness can thrive. NUE's curriculum is intended to support students from high needs, low-performing schools, or individual students who are struggling with school. NUE provides additional opportunities for our candidates to engage with P-12 learners in a supervised environment to apply what they have learned in university coursework. UNC Charlotte faculty continue to work together to review course syllabi and target additional ways to embed culturally responsive teaching within our already strong curriculum. We have also reviewed multiple data sources over the last three years and have identified "working effectively with English Learners" as a target area for program improvement. In our redesign work, we have made this one of our top goals. UNC Charlotte is also committed to continuing our summer Teacher Educator Institute (TEI), bringing together both P-12 faculty and our teacher education faculty to develop a common understanding about how to effectively coach novice teacher candidates. TEI was temporarily suspended in 2020 due to the COVID-19 pandemic but is scheduled to resume in summer 2021. The TEI is held in the summer, and each year we have increased the numbers of teachers in our geographic region who participate. These teachers have become part of our revised Partner School Network, creating a strong collaboration with schools in understanding and linking the education preparation program with the needs of the various school districts in which candidates are placed. Also, beginning with the 2017-18 academic year, all teacher candidates were required to spend one semester of clinical placement in a high poverty school site; these placements will be sustained over the semester and are accompanied by revised clinical assignments designed to teach our candidates to better understand the needs and issues involved with teaching students of poverty. In our largest school partner district, our faculty have worked closely with district personnel to embed culturally responsive practices into the curriculum for our candidates; these practices mirror professional development required for teachers in the district, thereby allowing our candidates to merge theory with practice. As alternative entry candidates must be provisionally employed as teachers to be admitted as "alternative entry," they are required to provide copies of their evaluations by their principals. These evaluations serve as another source of verification that alternative entry candidates have met the assurances listed above. An abbreviated list of some of our most successful strategies include the following:

- Requiring edTPA as a culminating student teaching project;
- Embedding edTPA skills and knowledge in all initial teacher programs;
- Designing course curriculum for general education teachers to include knowledge of diverse learners and culturally responsive practices;
- Designing scaffolded field experiences which include attention to urban and rural settings;
- Designing course curriculum for special education teachers to include instruction in core subjects, including reading, writing, and mathematics;
- Meeting regularly with P-12 school partners to ascertain needs for program revision and verify alignment of best practices;
- Designing recruitment activities based on input from P-12 school partners;
- Embedding assessment practices and digital experiences into course curriculum for a cohesive experience.

# Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

### 1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

### 2. Describe your goal.

Our goal is to produce 27 math teachers for 2019-20.

### 3. Did your program meet the goal?

- Yes  
 No

### 4. Description of strategies used to achieve goal, if applicable:

### 5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The following steps will continue to be implemented by the college's recruiter, advisors, and program faculty to recruit traditional candidates into mathematics education: Implement TQP recruitment grant for high-needs areas, including math. Candidates receive a stipend and tuition for attending UNC Charlotte while pursuing a licensure program Partner with Profound Gentlemen to recruit male candidates of color to education programs Offered free PRAXIS II content workshops to prepare candidates to pass the tests Partner with TEACH NC to assist candidates with the application process and financial aid information Partner with Latin Americans Working for Achievement (LAWA) to host annual recruitment event for Latinx students interested in teaching Provide face-to-face (when applicable due to COVID 19 restrictions) and online information sessions for interested students Emphasize federal TEACH grant, FELS (Forgivable Education Loans for Service), and COED grant funding available for Math Education Offer NC Teaching Fellows Scholarships for math candidates to attend UNC Charlotte Visited high schools (or conducted virtual visits) throughout 11 districts in the region to promote teacher education. Host Prospective UNC Charlotte Teacher Days Advertise through website, social media, and radio Participate in the EXPLORE open house (emphasis on high needs areas) Participate in Graduate School fairs to promote initial licensure programs (including high



needs areas). Participate in the Celebration of Teaching and Various College Fairs Communicate with College of Liberal Arts and Sciences (CLAS) Advisors for advocacy in their college Distribute information about the Secondary Minor to future and current UNC Charlotte Students Communicate with area community college advisors to advertise programs and facilitate student transfer to UNC Charlotte Participate in Prospect for Success, an institution-wide student induction initiative aimed at student success and retention Sponsor and participate in local and regional community STEM education events through our Center for STEM Education Offered the Alma and Sharon Goudes scholarship for math teachers Hire/train a recruitment team of students with emphasis on these high-needs areas Provide individualized advising and admission support for prospective students emphasizing the needs in these areas Connect with local area principals, HR leaders, and school personnel to provide information about the programs we offer to support lateral entry/residency teachers in these areas Partner with University Career Center to promote our programs in these areas and offer employment support to CLAS majors who are interested in teaching-4 information sessions per year Promote the Noyce scholarship for Science and Math teachers Partner with the Undergraduate Admissions office personnel, who train their counselors to speak about high needs areas and scholarship opportunities that are related Participate in a Transfer Symposium with community college advisors about the transfer process for potential math majors Developed a website with resources for future transfer students: <https://teal.uncc.edu/prospective-transfer-student-resources> Streamlined the course curriculum and adopted a distance education model to increase access to candidates from all areas of the state Partner with Distance Education office to promote programs recruitment initiatives Hired an Education Recruiter to support recruitment initiatives. The following new initiatives will be added to recruit traditional math students in 2020-21: Holding a virtual two-day recruitment event for high school students featuring simulations of teaching and interactive strategy sessions Collaborating with the UNC Charlotte Athletic department to recruit candidates into high needs teaching areas

**6. Provide any additional comments, exceptions and explanations below:**

Our goal was 27 math teachers, we produced 13. Due to the COVID-19 pandemic shutdown in spring 2020, several of our candidates opted to withdraw, which affected our numbers.

## Review Current Year's Goal (2020-21)

**7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal is to produce 25 math teachers for 2020-21.

## Set Next Year's Goal (2021-22)

**9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Our goal is to produce 25 math teachers in 2021-22.

# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

### 1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

### 2. Describe your goal.

Our goal is to produce 12 science teachers in 2019-20.

### 3. Did your program meet the goal?

- Yes  
 No

### 4. Description of strategies used to achieve goal, if applicable:

The following activities will continue to be implemented by the college's recruiter, advisors, and program faculty to recruit traditional candidates into science education: Implement TQP recruitment grant for high-needs areas, including science. Candidates receive a stipend and tuition for attending UNC Charlotte while pursuing a licensure program Partner with Profound Gentlemen to recruit male candidates of color to education programs Offered free PRAXIS II content workshops to prepare candidates to pass the tests Partner with TEACH NC to assist candidates with the application process and financial aid information Partner with Latin Americans Working for Achievement (LAWA) to host annual recruitment event for Latinx students interested in teaching Provide face-to-face (when applicable due to COVID 19 restrictions) and online information sessions for interested students Emphasize federal TEACH grant, FELS (Forgivable Education Loans for Service), and COED grant funding available for Science Education Offer NC Teaching Fellows Scholarships for science candidates to attend UNC Charlotte Visit high schools (or conducted virtual visits) in the region to promote teacher education Host Prospective UNC Charlotte Teacher Days Advertise through website, social media, and radio Participate in the EXPLORE open house (emphasis on high-needs areas) Participate in Graduate School fairs to promote initial licensure programs (including high needs areas) Participate in the Celebration of Teaching and Various College Fairs Communicate with College of Liberal Arts and Sciences (CLAS) Advisors for advocacy in their college Distribute information about the Secondary Minor to future and current UNC Charlotte Students Communicate with area community college advisors to advertise programs and facilitate student transfer to UNC Charlotte Participate in Prospect for Success, an institution-wide student induction initiative aimed at student success and retention Sponsor and participate in local and regional community STEM education events through our Center for STEM Education Hire/train a recruitment team of students with emphasis on these high-needs areas Provide

individualized advising and admission support for prospective students emphasizing the needs in these areas Connect with local area principals to provide information about the programs we offer to support alternative entry teachers in these areas Partner with University Career Center to promote our programs in these areas and offer employment support to CLAS majors who are interested in teaching Promote the Noyce scholarship for Science and Math teachers Partner with Undergraduate Admissions office, who train their counselors to speak about high needs areas and scholarship opportunities that are related Present to local colleges with degrees in Educational Studies and emphasized high needs areas Participate in a Transfer Symposium with community college advisors about the transfer process for potential science majors Develop a website with resources for future transfer students: <https://teal.uncc.edu/prospective-transfer-student-resources> Streamlined the course curriculum and adopted a distance education model to increase access to candidates from all areas of the state Partner with Distance Education office to promote programs recruitment initiatives Hired an Education Recruiter to support recruitment initiatives. The following new initiatives will be added to recruit traditional science students in 2020-21: Holding a virtual two-day recruitment event for high school students featuring simulations of teaching and interactive strategy sessions Collaborating with the UNC Charlotte Athletic department to recruit candidates into high needs teaching areas

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**6. Provide any additional comments, exceptions and explanations below:**

Our goal was 12 science teachers; we produced 15.

## Review Current Year's Goal (2020-21)

**7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal is to produce 15 science teachers in 2020-21.

## Set Next Year's Goal (2021-22)

**9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Our goals is to produce 15 science teachers in 2021-22.

## Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

### Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal is to produce 60 special education teachers in 2019-20.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The following activities will continue to be implemented by the college's recruiter, advisors, and program faculty to recruit traditional candidates into special education: Partner with Profound Gentlemen to recruit male candidates of color to education programs Partner with TEACH NC to assist candidates with the application process and financial aid information Partner with Latin Americans Working for Achievement (LAWA) to host annual recruitment event for Latinx students interested in teaching Provide face-to-face (when applicable due to COVID 19 restrictions) and online information sessions for interested students Emphasize federal TEACH grant, FELS (Forgivable Education Loans for Service), and COED grant funding available for Special Education Offer NC Teaching Fellows Scholarships for special education candidates to attend UNC Charlotte Visit high schools (or conducted virtual visits) in the region to promote teacher education Host Prospective UNC Charlotte Teacher Days Advertise through website and social media Participate in the EXPLORE open house (emphasis on high needs areas) Participate in Graduate School fairs to promote initial licensure programs (including high needs areas) Participate in the Celebration of Teaching and Various College Fairs Participate in Prospect for Success, an institution-wide student induction initiative aimed at student success and retention Participate in a Transfer Symposium with community college advisors

about the transfer process for potential Special Education majors Host a Career Panel in Education emphasizing the need for teachers in all high-needs areas Hire/train a recruitment team of students with emphasis on these high-needs areas Provide individualized advising and admission support for prospective students emphasizing the needs in these areas Partner with the Undergraduate Admissions office personnel, who train their counselors to speak about high needs areas and scholarship opportunities that are related Present to local colleges with degrees in Educational Studies and emphasize high-needs areas Participate in a Transfer Symposium with community college advisors about the transfer process for potential special education majors Develop a website with resources for future transfer students: <https://teal.uncc.edu/prospective-transfer-student-resources> Streamlined the course curriculum and adopted a distance education model to increase access to candidates from all areas of the state Partner with Distance Education office to promote programs recruitment initiatives Hired an Education Recruiter to support recruitment initiatives. The following new initiatives will be added to recruit traditional special education students in 2021-22: Holding a virtual two-day recruitment event for high school students featuring simulations of teaching and interactive strategy sessions Collaborating with the UNC Charlotte Athletic department to recruit candidates into high needs teaching areas

**6. Provide any additional comments, exceptions and explanations below:**

Our goal was 60 special education students, we produced 51.

## Review Current Year's Goal (2020-21)

**7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal is to produce 55 special education teachers in 2020-21.

## Set Next Year's Goal (2021-22)

**9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Our goal is to recruit 55 special education teachers in 2021-22.

# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal is to produce 13 TESL education teachers in 2019-20.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

The following activities will continue to be implemented by the college's recruiter, advisors, and program faculty to recruit traditional candidates into the Teaching English as a Second Language (TESL) program: Implement a TQP recruitment grant for high-needs areas, including TESL. Candidates receive a stipend and tuition for attending UNC Charlotte while completing a teacher education program. Partner with Profound Gentlemen to recruit male candidates of color to education programs Offered free PRAXIS II content workshops to prepare candidates to pass the tests Partner with TEACH NC to assist candidates with the application process and financial aid information Partner with Latin Americans Working for Achievement (LAWA) to host annual recruitment event for Latinx students interested in teaching Provide face-to-face (when applicable due to COVID 19 restrictions) and online information sessions for interested students Increase recruitment of TESL minors among undergraduate teacher preparation programs Provide face-to-face and online information sessions for interested students Emphasize federal TEACH grant, FELS (Forgivable Education Loans for Service), and COED grant funding available for ESL Education Host Prospective UNC Charlotte Teacher Days Advertise through website and social media Participate in the EXPLORE open house (emphasis on high needs areas) Participate in Graduate School fairs to promote initial licensure programs (including high needs areas) Participate in the Celebration of Teaching and Various College Fairs Participate in Prospect for Success, an institution-wide student induction initiative aimed at student success and retention Partner with the Undergraduate Admissions office personnel, who train their counselors to speak about high-needs areas and scholarship opportunities that are related Present to local colleges with degrees in Educational Studies and emphasize high-needs areas Participate in a Transfer Symposium with community college advisors about the transfer process for potential

ESL majors Develop a website with resources for future transfer students: <https://teal.uncc.edu/prospective-transfer-student-resources> Streamlined the course curriculum and adopted a distance education model to increase access to candidates from all areas of the state Partner with Distance Education office to promote programs recruitment initiatives Hired an Education Recruiter to support recruitment initiatives. The following new initiatives will be added to recruit traditional TESL students in 2020-21: Holding a virtual two-day recruitment event for high school students featuring simulations of teaching and interactive strategy sessions Collaborating with the UNC Charlotte Athletic department to recruit candidates into high needs teaching areas

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**6. Provide any additional comments, exceptions and explanations below:**

Our goal was 13 TESL education students, we produced 15.

## Review Current Year's Goal (2020-21)

**7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal is to produce 15 TESL teachers in 2020-21.

## Set Next Year's Goal (2021-22)

**9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Our goal is to produce 15 TESL teachers in 2021-22.

## Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	11	171	9	82
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	11	165	9	82
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	17	43	17	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson Other enrolled students	5			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2019-20	134	55	134	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	14	47	14	100
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2019-20	8			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	13	46	13	100
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	5			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	8			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	6			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	16	47	16	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	16	45	15	94
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	7			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	29	46	29	100
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	8			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2019-20	5			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	18	166	18	100
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	18	170	15	83
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	39	165	36	92
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) Other enrolled students	4			
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2019-20	34	168	32	94
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2018-19	42	165	37	88

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	7			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	10	176	8	80
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	17	184	17	100
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	5			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2017-18	6			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	35	243	23	66
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	14	231	9	64
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	96	245	79	82
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2018-19	158	242	132	84
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18	170	243	142	84
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	7			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2019-20	12	173	12	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2018-19	16	168	16	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2017-18	20	170	20	100
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	6			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	16	238	11	69
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	104	238	80	77
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	161	232	107	66
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2018-19	123	232	80	65
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2017-18	165	235	126	76
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	11	166	8	73
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	14	176	14	100
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	17	176	17	100
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	5			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	10	167	9	90
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Language All enrolled students who have completed all nonclinical	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Language All enrolled students who have completed all nonclinical	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	9			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	15	174	15	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	48	175	46	96
ETS5543 -SE CK AND MILD TO MODERATE APPLIED Educational Testing Service (ETS) Other enrolled students	9			
ETS5543 -SE CK AND MILD TO MODERATE APPLIED Educational Testing Service (ETS) All program completers, 2019-20	13	171	13	100
ETS5543 -SE CK AND MILD TO MODERATE APPLIED Educational Testing Service (ETS) All program completers, 2018-19	27	174	27	100
ETS5543 -SE CK AND MILD TO MODERATE APPLIED Educational Testing Service (ETS) All program completers, 2017-18	26	176	25	96
ETS5545 -SE CK AND SEVERE TO PROF APPLIED Educational Testing Service (ETS) All enrolled students who have completed all nonclinical	3			
ETS5545 -SE CK AND SEVERE TO PROF APPLIED Educational Testing Service (ETS) Other enrolled students	7			
ETS5545 -SE CK AND SEVERE TO PROF APPLIED Educational Testing Service (ETS) All program completers, 2019-20	12	178	12	100
ETS5545 -SE CK AND SEVERE TO PROF APPLIED Educational Testing Service (ETS) All program completers, 2018-19	15	174	15	100
ETS5545 -SE CK AND SEVERE TO PROF APPLIED Educational Testing Service (ETS) All program completers, 2017-18	20	175	20	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	10	165	7	70
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	15	175	15	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	24	171	24	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ACT2002 -WPT CHINESE-MANDARIN American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			



## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	303	269	89
All program completers, 2018-19	275	187	68
All program completers, 2017-18	302	223	74

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

NCATE (currently undergoing CAEP review), NASM (Music), NASAD (Art), NASD (Dance), NAST (Theatre)

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Candidates in all initial programs are required to take coursework that teaches them how to integrate technology for instructional purposes. All candidates prepare a series of sequenced instructional plans that demonstrate purposeful and appropriate integration of technology; during the student teaching semester, lessons demonstrating use of technology are integrated into the student teaching project (edTPA). Candidates develop lesson plans that show how they will use technology appropriately to maximize student learning. For example, candidates in the middle and secondary initial programs complete a course in instructional design and technology integration, and candidates in special education take coursework throughout their program that provides focused instruction on the implementation of technology to enhance instruction for special needs learners. Elementary education candidates complete two courses embedding technology and instructional design; one course serves as a prerequisite for methods courses, and the other is completed during the yearlong internship. In addition, candidates in elementary education are required to use a variety of assessment tools such as Reading 3D in order to collect and analyze data in order to support instructional decision-making practices. Candidates are prepared to use the principles of Universal Design for Learning (UDL) by incorporating the principles in lesson plans. Also, during their internship, candidates in special education are required to reflect weekly on UDL implementation and differentiation. Online courses have been developed with UDL infused throughout instruction. Through their coursework and student teaching, candidates are provided the opportunities to learn and demonstrate strategies for the integration and use of technology that best support their teaching and learning objectives, and very importantly, how to reflect upon the use of technology

to engage and support student learning in all instructional practices including modification and/or differentiation for all learners. In considering the integration of technology standards, the COED's initial teacher preparation programs have made steady and deliberate changes over the last several years to ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences for students. This work is rooted in best principles of universal instructional design, starting with technology standards. Technology standards are considered through multiple lenses. First, candidates learn how to utilize available digital resources to maximize P-12 student learning; this includes integrating technology into lesson planning and using available technology to maximize assessment in student outcomes. All programs have courses and assignments which include integration of digital resources effectively to enhance the student learning experience. This also includes attention to the needs of diverse learners, and how technology can be used to maximize their learning experiences as well. Candidates are also asked to use technology in collecting student assessment data and analyzing it for trends in student learning. Second, candidates themselves use a variety of technologies in their coursework as learners. This allows candidates to experience firsthand how to effectively utilize an online learning system. All courses throughout the programs of study use technology to some extent. In the undergraduate programs, courses utilize a blended learning approach, where candidates work online to complete group projects, respond to blog posts, and access resources while also meeting face-to-face for class. In most of the graduate certificate programs, the courses are offered completely online or as a blended learning model, with the newly-added clinical labs in many programs providing face-to-face opportunities at school sites for connection and in-class rehearsal of skills. Effective online instruction is also modeled in coursework. Many of the online courses in our graduate certificate programs were created by instructors in collaboration with an instructional designer at the university's Center for Teaching and Learning, and was designed to meet Quality Matters (QM) standards (standards developed by a nationally-recognized program subscribed to by universities across the country to assure the quality of online education). To pass QM review, courses must score a specified number of points across 42 review standards that include aspects such as, 4.1 - The instructional materials contribute to the achievement of the stated learning objectives or competencies, and 8.3 - The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners (Quality Matters, 2018). Our quality assurance system to assess candidate technology proficiency consists of locally-created key assessments to evaluate our candidates in this area. Data provided to assess this proficiency are also used to evaluate Student Learning Outcomes (SLO) for annual SACSCOC accreditation reporting and as evidence that candidates meet North Carolina standards [NCPTS 4.d.1 (Integrates technology with instruction to maximize student learning)]. Locally-created tools are also aligned with the NC Digital Competencies for Educators. These include formative, program-specific technology assignment rubrics to assess candidate technology use and the responses on the Candidate Exit Survey. During student teaching, candidate technology proficiency is assessed by both the university supervisor and the clinical mentor. Beginning in 2020-21, we transitioned to use the Candidate Preservice Assessment of Student Teaching (CPAST) Rubric to assess student teaching performance, which includes specific ratings of candidate proficiency with technology use. In addition to the observation ratings on this rubric, candidates are asked to complete a Digital Learning Project in student teaching that also provides data to assess candidates on technology integration. Collectively, these tools provide our faculty accurate and valid data to assess our candidates' ability to model and apply technology standards in their own teaching. In keeping with continual program improvement principles, our current formative program-specific technology rubrics are in various stages of revision. While overall the data are consistently positive on this standard, all of the teacher preparation programs have revised their technology rubric assignments within the last two academic years and are collecting data on rubrics to assess candidate technology proficiency even better moving forward. In 2020-21, we used these data to make additional revisions on our formative technology assessments in our middle/secondary and special education programs. The work on these measures is ongoing and part of our continuous improvement work. Data analysis indicates that the UNC Charlotte is preparing candidates to meet the identified technology standards. On the most recent data cycle used to assess student teachers and their proficiency with integrating digital learning experiences (spring 2020), candidates were rated as proficient or higher (95%) on cohort rubric averages for Criterion 6 (Technology) on our locally validated rubric. For 2019-20, cohort responses on the item aligned to technology preparation on the Candidate Exit Survey (Item 22) have an average response rating of 4.1 on a 5.0 scale (above target). The student teaching capstone project (edTPA) also emphasizes technology integration, and occurs during student teaching when all teacher candidates collect, analyze, manage, and use student performance data in order to demonstrate a positive instructional impact on student learning. Candidates begin this project early in the student teaching semester, and it requires that candidates assess whether students learned the identified learning goals for each lesson taught. Using collected data, candidates create a graph or table that depicts the results of their selected assessment measure. These data show results of student performance and guide candidates in providing targeted, meaningful feedback to students. This project provides a comprehensive opportunity for candidates to create tables and graphs to analyze assessment and instructional outcome data to support their decision-making process regarding best practices in teaching and learning. The COVID-19 shutdown that occurred in spring 2020 provided an opportunity for our candidates to explore new ways of using technology to effectively implement instruction. End of semester evaluations and anecdotal stories shared by clinical mentors with our university supervisors noted that many of our candidates were highly effective in assisting with the P-12 transition to online/virtual learning that occurred during the pandemic. Ratings of our candidates by clinical educators on the student teaching Criterion 6 (Technology) were 94% proficient for spring 2020.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

All general education teacher candidates are prepared to teach students with disabilities. Coursework includes classes that examine diversity and inclusion in schools, students with special needs, and modifying instruction for learners with diverse needs. Throughout the respective programs, candidates prepare instructional lesson segments and analyze student work samples to ensure that instruction and assessments are differentiated to meet the needs of all students. Student teaching placements occur in diverse schools and classrooms. Candidates are required to collaborate with teachers and other specialists to meet the needs of students with IEPs and 504 plans. Seminar and weekly reflection topics emphasize instructional, behavioral, and assessment modifications and adaptations for all learners. A major student teaching requirement is the edTPA project that requires candidates to identify three focus learners, at least one of whom must be a special needs child. For our TESL candidates, a learner of limited English Proficiency must also be identified. Candidates document the impact of their work with all students but particularly the identified focus learners. They teach a series of connected lessons for this project through which they demonstrate understanding of the context/environmental factors that affect student learning. They provide information and demonstrate knowledge of specific characteristics of students in their class (e.g., developmental, performance/ability, gender/ethnicity/cultural, special needs, and language), and they identify implications for instruction and assessment measures. Candidates develop assessment plans that are based on their knowledge of student needs and use formative assessment results during the teaching process to differentiate instruction. As part of their data analysis, candidates provide individual feedback to the three focus learners that is individualized to their learning needs; this feedback is designed to move the students forward in their own learning. As another assessment, candidates' dispositions for effectively teaching students with disabilities are also evaluated by their course instructors, university supervisors, and mentor teachers. The depth and breadth of this work provides the candidates with a comprehensive mechanism for learning and practicing effective strategies for working with students with disabilities.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Within their specified course curriculum, general education teacher candidates learn about the requirements of IDEA and their responsibilities as a member of IEP teams. In formative coursework prior to student teaching, candidates learn how to plan and design developmentally appropriate instruction for students with disabilities. Candidates then implement these plans during their clinical field experiences—particularly student teaching. All general education candidates complete a yearlong internship, which culminates in a minimum 16-week full-time student teaching experience. During this time, candidates are required to collaborate with their mentor teachers and other specialists to meet the needs of students with IEPs, 504 plans, and limited English proficiency. This clinical experience allows each candidate to participate in IEP teams and put their formative training into real practice. Candidates are expected to implement required IEP modifications and attend IEP team meetings, with oversight and support from the mentor teacher. Seminar and weekly reflection topics also emphasize instructional, behavioral, and assessment modifications and adaptations for all learners.

#### c. Effectively teach students who are limited English proficient.

All general education teacher candidates are provided instruction on effectively teaching students that are limited English proficient. Candidates engage in clinical classroom experiences and assignments that move them toward the expectation of adapting and differentiating instruction for learners with special needs, including those with limited language proficiency. This has specifically been a targeted area of improvement for our college as a whole; triangulated data sources from multiple years noted this as a need. Our initial teacher licensure program engaged in a redesign process in 2018-19, with teaching English learners (ELs) as a focus for this redesign. Our current program launched in 2019-20 with increased attention to this area and is now in the second year of implementation. Candidates in all programs are provided instruction on appropriate literacy strategies for ELs within their content area; elementary and special education candidates specifically have a course devoted to this topic. For example, elementary education candidates complete EDUC 4290 (Modifying Instruction for Learners with Diverse Needs) and ELED 3292 (Theories

and Practice for Equity in Urban Education). Both courses include field experiences for candidates to apply what they learn in coursework in a classroom setting, and both courses include units that address the teaching of ELs. In the middle/secondary general education programs, candidates complete the Inclusive Classrooms course, which includes teaching ELs. As with the elementary program, candidates are required to apply the knowledge from their course in a field experience setting. These activities culminate in the student teaching experience, in which candidates are required to apply their knowledge of ELs on a full-time basis. Candidates are assessed by their mentor teacher and their university supervisor on their ability to effectively teach all diverse populations in their classrooms, including ELs. Undergraduate candidates also have the opportunity to complete a TESL Minor; this program provides them with additional knowledge and expertise for teaching students with limited English proficiency.

## 2. Does your program prepare special education teachers?

- Yes  
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

### a. Teach students with disabilities effectively

All special education teacher candidates are prepared to teach students with disabilities. Their program of study parallels that of general education students in terms of the introductory coursework focused on diversity in schools. However, all special education teacher candidates complete an academic major that specializes in either general curriculum for students with high incidence disabilities or adapted curriculum for students with low incidence disabilities. Plans of study include specialized, in-depth courses that prepare candidates to individually plan, systematically implement, and carefully evaluate instruction for students with disabilities. In addition, candidates complete coursework in special education assessment, instructional planning in special education, and collaboration and transition-focused education. Candidates develop instructional units of study at various stages in their program that are differentiated to meet the needs of all students. Additionally, undergraduate special education teacher candidates may earn a dual major in special education and elementary education. Throughout their program special education candidates engage in clinical classroom experiences and assignments that move them toward the expectation of providing explicit, systematic instruction and adapting and differentiating instruction for learners with disabilities. Student teaching placements occur in diverse schools and classrooms. Seminar and weekly reflection topics emphasize instructional, behavioral, and assessment modifications and adaptations for all learners. A major student teaching requirement is the edTPA that requires candidates to document the impact of their work with students with disabilities. They select one focus learner and develop an appropriate learning goal for that student. The learning goal is based on understanding of the context/environmental factors that affect student learning (including SES, free or reduced-price lunch, etc.). Candidates provide information and demonstrate knowledge of specific characteristics of students in their class (e.g., performance/ability, gender/ethnicity/cultural, special needs, and language) and identify implications for instruction and assessment measures. Collecting baseline data is part of this process. Candidates then teach a series of connected lessons for this project tailored to the learning needs of the focus learner. Candidates develop assessment plans that are based on their knowledge of student needs and use formative assessment results during the teaching process to differentiate instruction. As part of their data analysis candidates provide the selected focus learner individualized feedback specific to their learning goal; this feedback is designed to move the student forward in his/her own learning. The depth and breadth of this work provides the candidates with a comprehensive mechanism for learning and practicing effective instructional and assessment strategies for all students, as well as experience with IEP teams. Beginning in fall 2020, a new course for both traditional and alternative program candidates was created to integrate all three practice edTPA tasks into a single semester, allowing for greater coherence across program assignments. This combination of coursework, early field experiences, and student teaching requirements assure that candidates are prepared to teach students with disabilities. Evidence for these assurances can be found in course syllabi, course grades, candidate school placements and expectations of placements (field placement checklists of activities), and examples of assignments, such as edTPA practice tasks.

### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All special education candidates learn about IDEA and how to serve as the IEP team lead during coursework. For traditional candidates, this knowledge is applied during clinical field experiences, when candidates put this knowledge into practice by collaborating with their assigned clinical mentor teacher on an IEP team. For alternate candidates, this practice occurs in their own classrooms. Candidates learn how to complete the required forms and design/recommend interventions that are most appropriate for the student. Candidates also learn how to interact and collaborate with general education teachers for the benefit of the student. For traditional candidates, candidates are expected to engage with teachers during the IEP process throughout the student teaching experience. They develop mock IEPs and eventually draft an IEP that the mentor teacher will eventually revise (as needed) and present to the IEP team. They are also expected to attend at least two IEP meetings during the yearlong internship. Alternative candidates are expected to serve as the special education teacher on an IEP team for a P-12 student. Evidence of this is found in clinical assignments, student teaching handbooks/syllabi, course grades, and clinical field work checklists completed by candidates prior to the student teaching experience.

**c. Effectively teach students who are limited English proficient.**

All special education candidates are prepared to effectively teach students who are limited English proficient. Candidates learn how to address the needs of English learners (ELs) during both coursework and clinical experiences. Undergraduate candidates complete TESL 4204: Inclusive Classrooms for Immigrant Children. Course topics include current demographics and immigration trends, legal issues, second language and identity development of immigrant students, the development of academic English, and modifying course content to meet the needs of ELs. Post-baccalaureate candidates complete SPED 5370: Culturally Responsive Positive Behavior Support, which includes similar content to equip special education candidates with the knowledge and skills to access, plan, and evaluate culturally responsive, positive behavioral supports based on students' Individualized Education Program goals and objectives. This includes the EL population. Both program strands include field experiences specifically designed to support special education candidates' ability to support all learners, including English learners. Candidates design culturally responsive instructional and behavioral interventions to maximize the learner experience. Evidence of this includes course syllabi, field experience assignments, field experience checklists, and course grades. In the student teaching or internship semesters, special education candidates may work with ELs in the schools where they are assigned, providing direct evidence of effective and positive interactions. In these culminating field experiences, candidates are observed and evaluated by the mentor teacher and university supervisor for their effectiveness in teaching all diverse populations, including ELs.



## Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Information on the impact of the COVID-19 pandemic is included near the end of this section: As one of the largest of the 16 campuses of the University of North Carolina, UNC Charlotte has more than 30,000 students enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a Carnegie doctoral granting/research institution. Energetic, responsive, fast-growing, diverse, and effective, the University is dedicated to excellence in teaching, research, and expert public service and community engagement. UNC Charlotte is North Carolina's urban research university and maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC Charlotte is committed to providing quality educational opportunities to ensure success for qualified students of diverse backgrounds through informed programs offered within seven colleges, including the Colleges of Arts and Architecture, Liberal Arts and Sciences, Business, Computing and Informatics, Education, Engineering, and Health and Human Services, as well as through programs and services designed to support students' intellectual and personal development. Since 2008, UNC Charlotte has been identified by the Carnegie Foundation as a community engagement campus. This label is reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University has developed strong programs, including Freshman Learning Communities, to respond to this population. UNC Charlotte is one of the fastest growing campuses in the UNC system. The location of UNC Charlotte in the state's largest metropolitan region of 1.5 million residents confers upon this institution distinctive responsibilities within the State of North Carolina. One of our most important functions is to serve as a regional resource for helping address the challenges in urban schools. Our diverse undergraduate and graduate student body reflects the diversity of the region, and we have a strong representation of international students enrolled in University programs. The Cato College of Education at UNC Charlotte enrolls approximately 2200 students in undergraduate and graduate licensure programs in the areas of child and family development (birth-kindergarten licensure); elementary education; middle grades education (with concentrations in English language arts, mathematics, science, social studies); and special education (general or adapted curriculum). In addition, candidates may prepare for careers in secondary education fields by majoring in programs in the College of Liberal Arts and Sciences and completing the minor in Secondary Education in the Cato College of Education. The secondary education minor is available to majors in English, mathematics, biology, chemistry, earth sciences, physics, history, and geography. Minors are also offered in Child and Family Development (non-licensure), Reading Education, Teaching English as a Second Language, and Urban Youth and Communities. Finally, the Cato College of Education offers a minor in Foreign Language Education and collaborates with the College of Liberal Arts and Sciences to prepare teachers in foreign languages (French, Japanese, German, and Spanish), and collaborates with the College of Arts and Architecture to prepare teachers in the arts education fields of visual art, dance, music, and theatre. Successful completion of all of these academic programs results in candidates being recommended for the North Carolina initial teaching license. The College has been especially responsive to the teacher shortage crisis and the needs of non-traditional candidates, adding a new licensure area in Career and Technical Education for our school partners in 2019-20. A number of Graduate Certificate in Teaching initial licensure programs in the fields noted above provide candidates with the option of continuing their academic work to complete a Master of Arts in Teaching (M.A.T.) degree. The College has multiple distance education programs, targeted programs for Teach for America candidates, 2+2 initiatives with community colleges, and collaboration with alternative licensing centers to provide courses for lateral entry/residency teachers. The Cato College of Education is committed to accepting and offering classes for all qualified applicants. To help address the growing shortage of principals, the College offers a graduate certificate licensure program for qualified candidates already holding a master's degree. The College hosts Principal Fellow's programs for outstanding candidates and has a very productive Center for Science, Technology, Engineering, and Math (C-STEM). In addition to Master of Arts in Teaching (M.A.T.) degrees in elementary education, middle grades education, secondary education, foreign language education, special education, and teaching English as a second language, the College offers the Master of Education (M.Ed.) for advanced licensure in many of these areas, plus additional programs in academically gifted, child and family studies, reading education, and instructional systems technology. We began offering the nation's first completely online M.Ed. in Urban Education beginning fall 2019. Master's programs are offered in English education (M.A.) and math education (M.S.). Successful completion of all of these academic programs results in candidates being recommended for the North Carolina advanced teaching license. The Master of School Administration (M.S.A.) prepares school executives, and the Master of Arts (M.A.) in counseling prepares candidates in the areas of school counseling, clinical mental health, and addiction. Our professional preparation programs are nationally accredited and approved by the North Carolina State Board of Education. In 2020-21, the



Cato College of Education programs participated in the Council for Accreditation of Educator Preparation (CAEP) review. This rigorous peer-review process resulted in a recommendation of full accreditation status for the submitted programs, with no areas for improvement or stipulations noted by the review team. The M.A. and Ph.D. programs in Counseling are accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). Programs housed in the College of Arts + Architecture are accredited by their respective professional specialty areas (NASAD-art, NASM-music, NASD-dance, and NAST-theatre). The COVID-19 pandemic did have an impact on educator preparation programs at UNC Charlotte. The shutdown of P-12 schools along with the university's transition to completely online learning did facilitate changes in several primary processes: first, candidate clinical field experiences were affected. Current student teachers (ST) followed their assigned clinical educator mentors in transitioning from face to face instruction to online using whatever methods/online platforms were available in their school districts. STs in spring 2020 finished the semester with approximately nine weeks of face to face teaching and seven weeks of virtual teaching with their clinical educator mentors. For some districts, the transition to online teaching was difficult because online platforms/systems were not fully implemented. In addition, some of our candidates were also unable to complete initial program completion requirements like edTPA. Despite these challenges, our ST candidates performed well as perceived by their mentors. End of semester evaluations and anecdotal stories shared by clinical mentors with our university supervisors noted that many of our candidates were highly effective in assisting with the P-12 transition to online/virtual learning that occurred during the pandemic. Ratings of our candidates by clinical educators on the student teaching Criterion 6 (Technology) were 94% proficient for spring 2020. The impact of COVID-19 on early clinical field experiences was calamitous. All our partner school districts immediately restricted visitors in their schools, thereby limiting access to P-12 classrooms for our "pipeline" (pre-student teaching) candidates. Candidates in their yearlong ST placement were allowed in schools but early clinical candidates were not. Our faculty responded to this need by creating alternative clinical experiences within our coursework. These alternative opportunities were provided to pipeline candidates in spring 2020, fall 2020, and spring 2021; they included using video repositories to review and evaluate selected instructional strategies; case studies; detailed analysis of student assessment samples/data; and simulations of teaching. Some candidates also independently reported finding their own clinical opportunities during spring 2020 (i.e., tutoring their own children/groups of children). In fall 2020, some school districts allowed virtual access to classrooms by pipeline candidates, but these opportunities were limited due to privacy concerns. Surveys were sent to candidates in fall 2020 to ascertain their perceptions of these experiences. Overall, results showed that while candidates appreciated the alternate experiences, they do not believe these experiences were as effective in preparing them as face-to-face clinicals. Statewide changes in North Carolina were also implemented to remedy problems created by the COVID-19 shutdown of schools. First, the legislative mandate for 2.7 admission GPA to teacher preparation programs and required testing admission requirements (SAT, ACT, or PRAXIS Core) were suspended for admitted students in the AY 2020-21. These requirements were waived via legislative action. These requirements were only suspended for AY 2020-21. Second, as a local decision, our faculty opted to waive edTPA as a program completion requirement for student teaching candidates who had attempted the project. They did not have to pass the project, only submit it during spring 2020, fall 2020, and spring 2021. Per North Carolina policy, these candidates have until Year 3 of teaching to pass the edTPA project. We have not yet determined if this policy will permanently remain in effect beyond AY 2020-21.

## Supporting Files

No files have been provided.

**You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.**

# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

**NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:**

Laura C Hart

**TITLE:**

Director of Assessment and Accreditation, Cato College of Education

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

**NAME OF REVIEWER:**

Scott Kissau

**TITLE:**

Professor and Associate Dean of Graduate Programs