

2020-2021

EPP Bachelor Performance Report

UNC-Charlotte



North Carolina Department of **PUBLIC INSTRUCTION**

Overview of the Institution

The University of North Carolina at Charlotte (UNC Charlotte) is a member of the University of North Carolina multi-campus state university system. In 2020-21, more than 30,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels, making UNC Charlotte the second-largest institution in the UNC System. UNC Charlotte is a Carnegie Foundation Doctoral/Research University (DRU) and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is North Carolina's urban research institution, maintaining a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC Charlotte is committed to extending educational opportunities to ensure success for qualified students of diverse backgrounds through programs offered in its seven academic colleges: Arts and Architecture, Business, Computing and Informatics, Education, Engineering, Health and Human Services, Liberal Arts and Sciences, and the Graduate School. UNC Charlotte has also been named as a community engagement campus by the Carnegie Foundation. 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. A multidisciplinary Honors College and wide range of honors programs are also offered. For example, the campus welcomed its ninth class of Levine Scholars in fall 2018. This is UNC Charlotte's most

prestigious merit scholarship program. The campus continues to be one of the fastest growing campuses in the UNC system. In fall 2011 an 11-story academic Center City Building opened. The Center City facility offers programming focused on arts and the creative economy, business and finance, urban and regional development, education collaboration, and health and community engagement.

Special Characteristics

The Cato College of Education at UNC Charlotte serves North Carolina's largest metropolitan region of 1.5 million residents well. One of the College's most important functions is to serve as a regional resource for helping address the challenges in urban schools. The University's diverse undergraduate and graduate student body reflects the diversity of the region, and has a strong representation of international students enrolled in University programs. The Cato College of Education has strong partnerships with the surrounding school districts including Charlotte-Mecklenburg Schools, a school district with 170 schools and a highly diverse enrollment of more than 140,000 pupils who are 25% white, 37% African American, 27% Hispanic, 7% Asian, and 3% American Indian, Pacific Islander or multiracial. As of 2020, approximately 22,000 students in the district are English Language Learners representing 184 different countries.

The College provides a leadership role in preparing teachers, principals, and counselors. It also provides a leadership role in teacher recruitment and retention. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The Cato College of Education enrolls approximately 2,100 students in undergraduate and graduate licensure and non-licensure programs and serves career changers who have chosen an alternative licensure pathway to become teacher educators. The College has for many years hosted a very successful Principal Fellows (now TP3) program, and is home to one of six mathematics and science education centers in the state. Our professional preparation programs are CAEP-accredited and Department of Public Instruction/State Board approved; the M.A. and Ph.D. programs in Counseling are Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited. Our CAEP accreditation visit occurred in 2020 and was highly successful; no areas of improvement were noted. The Cato College of Education is committed to accepting and offering classes for all qualified applicants. To enhance enrollment opportunities for principal and counselor preparation, the College has add-on licensure programs in these areas for qualified candidates already holding a master's degree.

Program Areas and Levels Offered

Undergraduate majors in the Cato College of Education include Child and Family Development (Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in English language arts, mathematics, science, social studies); Special Education (general or adapted curriculum); and Dual Elementary Education/Special Education. Teaching English as a Second Language (licensure), Reading Education (licensure), Child and Family Development (non-licensure), and Urban Youth and Communities (non-licensure) are also offered as minors for undergraduate candidates. 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 or Foreign Language Education in the Cato College of Education. The secondary education minor is available to majors in

English, mathematics, biology, chemistry, earth sciences, physics, political science, history, and geography. The Foreign Language Education minor is available to majors in French, Spanish, German or Japanese. Finally, the Cato College of Education collaborates with the College of Arts and Architecture to prepare teachers in the arts education fields of art, dance, music, and theatre. The Cato College of Education and the College of Health and Human Services engage in a partnership to offer school social work licensure at the bachelor's and master's levels. The Graduate Certificate in Teaching program, designed as a post-baccalaureate route to initial teacher licensure for second career professionals, offers teacher preparation in the following fields: Child and Family Development (B-K licensure), Elementary Education, Middle Grades Education (English language arts, mathematics, science, or social studies), Foreign Language Education in selected language areas, Secondary Education (comprehensive science, comprehensive social studies, English, or mathematics), Special Education (general and adapted curriculum), Art Education, and Teaching English as a Second Language, and CTE areas (marketing, business education, tech-engineering education, and family/consumer science). Successful completion of these academic programs results in candidates being recommended for the North Carolina initial teaching license. 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. Other graduate programs offered are as follows: M.Ed. in Elementary Education; M.Ed. in Curriculum and Instruction (concentrations in middle grades/secondary/TESL); M.A. in English with an education concentration; M.S. in Mathematics with an education concentration; M.Ed. in Special Education and Child Development (with specializations in adapted curriculum, general curriculum, academically gifted, and child/family studies); M.Ed. in Reading Education; M.Ed. in Learning, Design, and Technology (school specialist, training & development, and online teaching); M.A. in Counseling (school, clinical mental health, and addiction); and M.S.A. in School Administration. Five doctoral programs are offered: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education; Ph.D. in Curriculum and Instruction, and the Ph.D. in Educational Measurement and Evaluation. Add-on licensure programs at the masters-level include: Academically/Intellectually Gifted, School Counseling, Instructional Systems Technology (school specialist), EC Administrator, and School Administration (principalship).

Pathways Offered

Traditional	Lateral Entry	Residency
X	X	X

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

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.

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.

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. 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 for special education candidates, 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.

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.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

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.

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.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.

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.

The activities offered by the program that are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.

Ensuring that all candidates are provided instruction on using technology effectively to collect, manage, and analyze data to improve teaching and learning is a high priority for the Cato College of Education. Candidates receive instruction throughout their program of study on how to gather and interpret student data for the purposes of designing developmentally appropriate and robust instruction. Utilizing technology effectively for this purpose is one of the identified program goals for this work.

UNC Charlotte candidates all complete edTPA during the student teaching semester, a performance-based assessment designed to ascertain candidate readiness to teach. Task 3 of edTPA analyzes a candidate's ability to collect and analyze student learning data to improve teaching and learning. In keeping with the principles of universal design, faculty have designed formative learning experiences throughout each program of study that help prepare candidates in successfully completing Task 3 of edTPA during the student teaching experience. Effectively utilizing technology to assist in this effort is part of the course curriculum; selected technologies vary according to what is developmentally and instructionally appropriate for the identified learners. Candidates also complete required technology courses and assignments in their programs (see previous response).

For example, in the Birth-Kindergarten program, undergraduate candidates complete SPED 4112 (Authentic Assessment Approaches to the Assessment of Young Children with Disabilities: Birth-Kindergarten) and SPED 4210 (Developmental Interventions for Young Children with Disabilities: Birth through Kindergarten). Graduate candidates complete CHFD 5250 (Assessment of Young Children). These courses teach candidates research-based assessment methodologies that are appropriate for young children, integrating technology when suitable for the child's developmental level. Candidates complete activities that mirror the kind of data collection and analysis demanded by Task 3 of edTPA. Elementary candidates complete ELED 4121 (Assessment and Instructional Differentiation in Elementary School Classrooms) or READ 5300 (Applied Literacy Practices); in these courses, candidates learn appropriate methodologies for collecting classroom data results and analyzing "next steps" for a variety of diverse learners. Additional instruction on using technology to assess student performance is provided to Elementary candidates to prepare them for using selected North Carolina reading and mathematics diagnostic tools. Candidates have been taught to interpret and use a variety of data assessment reports in their planning and assessment processes, including Read to Achieve, MCLASS, iReady, Dreambox, etc. In Middle, Secondary, and K-12 (MDSK) programs, in Student Teaching + Seminar courses candidates create and implement various types of formative and summative assessments and are taught to develop a classroom assessment system to collect data, provide student feedback, and make future instructional decisions. Candidates are expected to utilize technology systems commonly available in middle/secondary schools, such as Powerschool (with teacher/district permission and oversight), Canvas, or Schoology in communicating assessment results to students and their parents in a timely fashion. Candidates complete an assessment plan, explaining how their selected assessment evaluates academic performance and serves as a vehicle for student feedback. In addition, candidates evaluate the effectiveness of their assessment plan by analyzing the data collected (in preparation for successful completion of edTPA). In the Special Education program, all candidates are required to take SPED 4270/5370 (Classroom Management) which includes a Positive Behavior Integration Support (PBIS) project. This project requires data collection which is displayed graphically through analysis in Excel. Additionally, candidates in the adapted curriculum program take SPED 4271 (Systematic Instruction) or SPED 5380 (Multiple Disabilities and Systematic Instruction) which includes a data-based decision project that involves data collection and analysis which can be done using technology. SPED 4400/5400 (Integrated Instructional Applications in Special Education) includes formative edTPA "practice tasks" that also require the collection of student performance data which can be used to analyze data and recommend future steps for instruction.

Candidates (preparing to teach in elementary schools) are prepared to integrate Arts education across the curriculum.

Candidates are required to take at least two arts courses, one of which must be an arts activity course. Candidates may take additional coursework toward a concentration in visual and performing arts. Candidates in the undergraduate program and graduate certificate program complete ELED 4220 and ELED 5110, respectively. Each course is focused on integrating curriculum, and candidates complete an integrated instructional unit that addresses concepts and principles associated with art education. Instructional competence is demonstrated and assessed during student teaching. An arts education specialist that works with both the Cato College of Education and the College of Arts and Architecture coordinates communication and examines arts integration across the curriculum.

Explain how your program(s) and unit conduct self-study.

In the UNC Charlotte Educator Preparation Programs (EPP), improvement is a continuous process, and self-study is the first step. Programs are required to submit annual reports of our established Student Learning Outcomes (SLOs). These SLO reports are then submitted to the university academic assessment office annually to document data-based student outcomes. Part of this process requires programs to report data on key assessments in each program, and then establish areas of growth/improvement for the next academic cycle. In addition, in the Cato College of Education, academic departments meet bi-annually by program to review progress on goals identified on the SLO reports and adjust as needed. In this manner, self-study becomes an ongoing part of our assessment cycle and a concrete way to measure our candidates' progress. Finally, as part of our Strategic Plan, we have created a CAEP Assessment Committee to review and monitor progress toward accreditation for the college and university. Through all these measures, we are able to continually self-assess our improvement cycle.

The Cato College of Education was scheduled for our CAEP accreditation visit in 2020; the self-study report was submitted in January 2020, and the review team visit was in October 2020. Our college was CAEP accredited with no Areas for Improvement noted. Our current accreditation status will be valid until 2027.

Provide a description of field experiences to occur every semester, including a full semester in a low performing school prior to student teaching.

UNC Charlotte expects our teacher education candidates to complete pre-student teaching clinicals in diverse settings. This diversity is expected to include high/low poverty schools, ethnically and culturally diverse sites, and racially diverse sites. Candidates are provided website access to a list of all schools in North Carolina and their most recent demographic information, including racial/ethnic information, ELL student information, and free/reduced lunch information on student populations. This list allows candidates to research school sites prior to requesting placement so they may be sure to meet the "diverse placement" requirements. The Office of School and Community Partnerships (OSCP) faculty and staff are available to work with students on placement and answer questions about sites for students. In addition, we have revised our student teaching placement procedures to focus on "high-need" or "hard-to-staff" sites, which are typically high-poverty sites. We are working with P-12 partners at these sites to identify teachers who meet state qualifications to serve as a cooperating teacher (clinical educator); however, this is sometimes difficult at these sites, as teacher turnover can be a problem.

Faculty also inform students of the clinical requirements and discuss them in coursework prior to student teaching. In addition, UNC Charlotte does require some clinicals to occur in only high-need schools for some programs. For example, beginning in 2017-18, UNC Charlotte partnered with Charlotte-Mecklenburg Schools (CMS) to place all incoming undergraduate elementary education candidates in identified CMS Cultural Proficiency Schools. These are schools where the faculty have completed special training on engaging with diverse/high-poverty student populations. Diversity of placement for all candidates is verified during intake for student teaching by the OSCP; candidates who do not have diverse clinicals are sent to their advisors/department chairs to complete the additional requirements prior to the student teaching semester, or to change their student teaching placement to a high-need school. In 2018-19 we launched our Partner School Network, which also includes “high poverty/high need” schools; we leverage these relationships to more formally structure placements in these sites.

For graduate certificate/post-baccalaureate candidates seeking teacher licensure, "traditional" candidates are required to complete at least one semester of field experience in a diverse clinical setting (residency candidates complete all field experiences in their own classrooms). While UNC Charlotte candidates spend time in high-need sites around the Charlotte Metro area and the state of North Carolina, the criteria we have used to determine these sites have not necessarily included sites officially designated as “low-performing.” However, based on the high correlation between “low-performing” schools and high-poverty schools, we do believe that a high majority of our candidates have worked with these high-need populations prior to the student teaching semester. We have data to support this as well, showing that all our candidates are completing at least one semester of field placement in a diverse site (which may include the student teaching experience).

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year.

Currently our undergraduate and traditional graduate certificate candidates complete a Yearlong Internship, a two-semester experience. In the first semester, candidates spend the equivalent of 1-2 days per week in their classrooms; in the second semester, they complete full-time student teaching. This allows candidates to see both the beginning and ending of the school year. Depending on the semester, these candidates are also seeing either the end or beginning of the school year in their early clinical experiences.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

38.12 % of candidates in the EPP that are first generation college attendees

37.72 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

UNC Charlotte teacher education programs (including elementary education, special education, and early childhood) recently completed a thorough review of all literacy coursework associated with initial licensure using the North Carolina Literacy Framework documents as the basis for the review. Notably, the Framework is founded upon the principles of the science of reading. An example of the results of the review for the elementary education program is included here (other program reviews are similar and available if needed). The review of the undergraduate elementary education program coursework demonstrated that 100% of the sub-competencies associated with the essential literacy components within the Framework are at least introduced, with 24% and 57% of the sub-competencies practiced and assessed, respectively. Collectively, the faculty determined that further examinations of coursework will be completed to increase the number of sub-competencies that are practiced within program coursework by 33%. Within the graduate certificate program, 87% of the sub-competencies within the Framework are introduced, practiced, or assessed. Importantly, 65% of the sub-competencies are assessed directly within coursework. Based on the conclusion that 13% of the sub-competencies are not addressed, faculty will evaluate course content, including a review of videos, readings, and presentations, and assignments, to more accurately capture the topics that achieve this criterion. For all programs, any remaining sub-competencies that are identified as remaining unaddressed will be integrated into coursework by the end of the upcoming academic year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Charlotte Mecklenburg Schools (Torrence Creek Elementary, Ridge Road Middle, Winget Park Elementary, Blythe Elementary, and Kennedy Middle School)
Start and End Dates	8/8/2019-12/31/2020
Priorities identified in Collaboration with LEAs/Schools	Implementing evidence-based practices for students with intellectual disability; Designing grade aligned lessons by special education and general education teachers; Engaging peers as supports for students with ID in inclusive

	classrooms; Increasing opportunities for students with ID in inclusive classrooms.
Number of Participants	70
Activities and/or Programs Implemented to Address Priorities	Training and coaching in three phases. Weekly coaching sessions. Four training sessions for different audiences- teachers, paraprofessionals and students. Developed numerous materials and resources for all three audiences.
Summary of the Outcome of the Activities and/or Programs	High ratings of teacher satisfaction from trainings. Significant results with medium effect sizes for students with ID from pre-test to post-test. High rates of teacher fidelity to use EBP.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Rowan Salisbury Schools
Start and End Dates	8/15/2019-3/13/2020
Priorities identified in Collaboration with LEAs/Schools	This was a research project that examined the impact of child-teacher relationship training (CTRT) with teachers in a Title 1 school in Rowan Salisbury.
Number of Participants	65
Activities and/or Programs Implemented to Address Priorities	Teachers participated in 16 training sessions. In addition, doctoral students in play therapy worked with them in their classrooms modeling and coaching them in the skills of CTRT during normal class room instruction.
Summary of the Outcome of the Activities and/or Programs	Teachers in the intervention school and teachers in a control group school that did not receive the intervention were compared with regard to the professional quality of life, belief in a just world, attitudes related to trauma informed care, and attitudes aligned with values of child-centered

	<p>approaches to children. Most importantly teachers in the schools were compared with regard to their ability to use CPRT skills in the classroom. The outcomes indicated that teachers in the intervention school were significantly different from those in the control group school with regard to their attitudes aligned with child-centered values and with the ability to demonstrate the skills in their classrooms.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Winecoff Elementary School, Cabarrus County Schools, NC</p>
<p>Start and End Dates</p>	<p>8/21/2017-present</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>This is part of an ongoing multi-site research project that began in 2017. In 2020, our focus shifted from multiple sites to partnering with Winecoff Elementary, one of the original schools. The school had recently moved to being a STEM-focused school. In this phase of the research, our goal was to conduct a study that addresses some of the questions raised by teachers at Winecoff in initial meetings with them. We wanted this to be manageable in scope and something we can successfully accomplish during the academic year. Third-grade teachers asked several questions but one group of them dealt with the use of technology in the classroom during ELA time. The fifth-grade teachers asked two questions--one about domain-specific vocabulary and another about metacognition and self-regulation. We met with the teachers and narrowed the focus to an initial study for Spring 2020 around the following questions: What is happening in 3rd and 5th grade classrooms with domain-specific vocabulary in a school that is recently a STEM school? What are the language learning opportunities present in these classrooms? Why do teachers want students to learn these specific terms? What do students do with these words? How do they use them? How does being a STEM school change the work of teaching English Language Arts?</p>

Number of Participants	9
Activities and/or Programs Implemented to Address Priorities	<p>The Spring 2020 work at Winecoff led to the design of an empirical study that includes classroom observations of instructional practices, document collection, teacher interviews and select student interviews as follows: 3 observations in each classroom (8x3 = 24), if all teachers agree to participate. We will use open-ended field notes with time stamping but may want to consider using an observational tool that allows us to gather more specific information. Teacher interviews (individual, up to 8) Student surveys (words/vocabulary you learned this year and what you remember about learning them). Perhaps some interviews that target a specific unit--what did you learn? Capture depth of knowledge of word learning where possible. Gather pertinent documents (lesson plans, curriculum and standards used, student work samples) Classroom observations were underway and a few teacher interviews were completed with the school moved to virtual instruction due to Covid-19. We resumed the work in fall 2020 with modifications.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Earlier phases of this research that included Winecoff have yielded publication of a data-based, peer-reviewed article. Data collection to address teacher questions began in early Spring 2020 with research team members.</p>
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Charlotte-Mecklenburg Schools (various)
Start and End Dates	8/1/2019-12/31/2021
Priorities identified in Collaboration with LEAs/Schools	<p>Improve outcomes in the comprehension skills of students with ID; Support teachers to align instruction to grade-level content standards and promote access to the general curriculum; Develop strategies and tools to support implementation of the comprehension model in</p>

	inclusive classrooms; Provide intensive coaching to support implementation of model in both special education and general education settings to promote sustainability.
Number of Participants	38
Activities and/or Programs Implemented to Address Priorities	Coaching model
Summary of the Outcome of the Activities and/or Programs	Improved teacher performance and students outcomes; Development of program website and resources
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Lincoln County School District
Start and End Dates	1/15/20-3/2/2020
Priorities identified in Collaboration with LEAs/Schools	In 2020, UNC Charlotte faculty collaborated with the Lincoln County AIG District Director and Middle Grades Director, at the time, to identify professional development needs for the general education elementary and middle school teachers. These trainings also included the AIG specialists.
Number of Participants	100
Activities and/or Programs Implemented to Address Priorities	
Summary of the Outcome of the Activities and/or Programs	The outcome of this collaboration included completion of 4 days of professional development for approximately 100 educators.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Concord Middle School
Start and End Dates	8/3/2020-present

Priorities identified in Collaboration with LEAs/Schools	Schoolwide literacy initiative. Emphasis on adolescent literacy and a continuum of content literacy support.
Number of Participants	60
Activities and/or Programs Implemented to Address Priorities	Schoolwide professional development and coaching in reading comprehension and vocabulary development. Development of intensive reading intervention course. Partnership with leadership to redesign services and supports.
Summary of the Outcome of the Activities and/or Programs	Successfully developed reading intervention course. Provided schoolwide PD in literacy. Supported PD schoolwide to support English Learners. Provided PD and coaching to full school faculty of science and social studies.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Turning Point Academy - Mecklenburg County
Start and End Dates	1/1/2015-present
Priorities identified in Collaboration with LEAs/Schools	Professional Development (Teachers), Advocacy, Volunteer Support, Socioemotional Support (COVID-19)
Number of Participants	20-30
Activities and/or Programs Implemented to Address Priorities	edTPA consultation, Co-Chair Student Wellness Subcommittee (priority on school discipline), Participation in Family Parent Engagement Workshops, Phone calls, texts, etc. (COVID-19)
Summary of the Outcome of the Activities and/or Programs	Increase edTPA pass rates among marginalized teachers, CMS School Discipline policy (JKD) was revised, Increased support for TPA Family Parent Engagement Workshops. Continued building of an effective school-community-university partnership

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Veritas Charter School - Mecklenburg County
Start and End Dates	1/1/20-present
Priorities identified in Collaboration with LEAs/Schools	Consultation on integration and implementation of restorative practices.
Number of Participants	20-30
Activities and/or Programs Implemented to Address Priorities	Initial planning around integration and implementation of restorative practices.
Summary of the Outcome of the Activities and/or Programs	ongoing; initial reports are positive
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Windsor Park and Oakhurst Elementary Schools (Charlotte Mecklenburg Schools)
Start and End Dates	1/2/2020-12/31/2020
Priorities identified in Collaboration with LEAs/Schools	The priorities of this project include: (a) training teachers in evidence-based reading practices and virtual instruction/assessment and (b) provide intensive summer reading intervention to rising second and third graders in need of supplemental reading instruction to mitigate the effect of summer learning loss.
Number of Participants	57
Activities and/or Programs Implemented to Address Priorities	To address these priorities, we trained and coached 13 tutors in Summer 2020, who served 44 students across two schools in CMS. Tutors received 4-6 hours of training + coaching, and students received up to 11 hours 1:1 instruction in evidence-based reading practices. Planning for the project began with school partners in January

	<p>2020 and continued through May 2020. Recruitment and training for the project occurred in June 2020. Students received the virtual summer reading intervention in July 2020.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Overall, the virtual summer reading program was a successful partnership that provided teachers the chance to hone their skills delivering a multicomponent, intensive reading intervention in a virtual format. The students showed growth in their reading skills from the beginning to the end of the project, as measured by intervention-specific mastery measures, and maintained their performance on general outcome skills (i.e., oral reading fluency). The teacher participants indicated high levels of support for the goals, feasibility, and results of our partnership with this collaborative project.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Cabarrus County Schools</p>
<p>Start and End Dates</p>	<p>9/1/2015-12/1/2020</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>College Readiness</p>
<p>Number of Participants</p>	<p>55</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>"Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." Began as four half-day writing workshops distributed across selected Friday morning in September, October, and November 2015 at Robinson and Central Cabarrus High Schools. A collaboration between the PhD in Curriculum and Instruction, COEd Office of School and Community Partnerships, the Latin American Coalition, and Cabarrus County Schools. The sessions paired UNC Charlotte faculty with 15 first generation college aspirants as they worked to complete their college application essays. The success of the Fall 2015</p>

	pilot project resulted in an invitation to continue the program Fall 2016, 2017, 2018, 2019. In Fall 2020, the program was operationalized 100% online.
Summary of the Outcome of the Activities and/or Programs	Positive responses and ongoing collaboration
LEAs/Schools with whom the EPP has Formal Collaborative Plans	United Community School (charter)
Start and End Dates	1/6/2020-12/18/2020
Priorities identified in Collaboration with LEAs/Schools	The school struggled to meet the mental health needs of students. Administration and UNC Charlotte faculty members met and decided for students holistic success, they needed mental health support for students and families.
Number of Participants	71
Activities and/or Programs Implemented to Address Priorities	In collaboration with school administrators and the support of teachers, one of the UNC Charlotte faculty created a playroom in the school. UNCC preservice counseling students provided the intervention with faculty oversight and supervision to the students.
Summary of the Outcome of the Activities and/or Programs	With this partnership, we have seen roughly 67 K-8th grade students for weekly mental health services. All services are free of charge to families to eliminate the financial and time barrier to many families. Teachers report increased prosocial behaviors, increased student focus, improved academic performance, fewer office referrals, and stronger student/family relationships with the school.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Veritas Community School (charter)

Start and End Dates	1/6/20-12/18/20
Priorities identified in Collaboration with LEAs/Schools	28
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	The school identified a safe location for a playroom. I provided materials and recruited three students to serve the school. UNCC preservice counseling students provide the intervention. I provide oversight and supervision to the students.
Summary of the Outcome of the Activities and/or Programs	With this partnership, we have seen roughly 25 K-8th grade students for weekly mental health services. All services are free of charge to families to eliminate the financial and time barrier to many families. Teachers report increased prosocial behaviors, increased student focus, improved academic performance, fewer office referrals, and stronger student/family relationships with the school.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Hornets Nest Elementary School, CMS
Start and End Dates	9/14/20-5/1/21
Priorities identified in Collaboration with LEAs/Schools	The priorities of this project include: (a) provide intensive reading interventions to first graders with or at-risk for disabilities 3-5 times/week, (b) provide undergraduate preservice teachers the opportunity to learn and implement (with coaching support by faculty or PhD students in special education) an intensive reading intervention virtually with one first grader with or at-risk for disabilities 2 times/week.
Number of Participants	30

<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>To address these priorities, three UNC Charlotte faculty trained volunteer undergraduate preservice teachers enrolled in SPED 3173 (Assessment in Special Education) and/or SPED 4275 (Teaching Reading to Elementary Learners with Special Needs) in a virtual reading intervention (Road to Reading; modified for virtual format). Undergraduates were assigned a faculty or PhD student coach to provide coaching related to their implementation of the intervention. Hornets Nest Elementary School identified 11 first graders whose data indicated that they were at-risk and in need of supplemental reading support. Undergraduates provided the intervention to first grade students 1-on-1 three days a week. Some first graders received additional, small group reading intervention (with oversight from UNC Charlotte faculty), the two remaining days of the week. Training of undergraduates, as well as selection and assessment of first graders, occurred between September 14-October 9. Intervention occurred from October 12-December 14. We continued this partnership with a new batch of undergraduates and first graders for the Spring 2021 semester.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Overall, the reading tutoring program was a successful partnership that provided undergraduates the chance to hone their skills delivering a multicomponent, intensive reading intervention in a virtual format. The use of coaches provided undergraduates the necessary support to ensure proper delivery of the intervention and continued professional learning in this context. The first grade students showed growth in their reading skills from the beginning to the end of the semester, as measured by their knowledge of letter-sound correspondences and word decoding within the reading intervention lessons. The Hornets Nest Elementary School K-2 Facilitator and first grade teachers noted student growth in reading in school-based assessments as well. They indicated excitement for continued partnership with this collaborative project in future semesters.</p>

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Kannapolis City Schools
Start and End Dates	8/15/2019-2/8/2021
Priorities identified in Collaboration with LEAs/Schools	Equity/Anti-racism in curriculum and instruction
Number of Participants	50
Activities and/or Programs Implemented to Address Priorities	Yearlong sustained PD for teachers to learn and practice how to integrate anti-racism/equity into their curriculum and courses.
Summary of the Outcome of the Activities and/or Programs	Teachers produce portfolios of work they created during the PDs
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Community School of Davidson
Start and End Dates	8/15/2019-2/8/2021
Priorities identified in Collaboration with LEAs/Schools	Ingrate anti-racism curriculum and instruction
Number of Participants	20
Activities and/or Programs Implemented to Address Priorities	Yearlong sustained PD to give teachers opportunities to practice/apply what they learned
Summary of the Outcome of the Activities and/or Programs	The work is ongoing. The designed faculty at UNC Charlotte observe their lessons and give them feedback on how to enhance it through an anti-racism lens.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Association for the Study of African American Life and History Teacher Workshops for Public Schools
Start and End Dates	8/20/20-8/17/21
Priorities identified in Collaboration with LEAs/Schools	Diversity, Equity, and Culturally Responsive Teaching
Number of Participants	70
Activities and/or Programs Implemented to Address Priorities	These workshop are primarily for teachers and administrators. They focus on culturally responsive teaching and curriculum development practices. Offered through ASALH, these workshops are attended by teachers around the country. One UNC Charlotte faculty member served as one of the hosts and presenters.
Summary of the Outcome of the Activities and/or Programs	Help build teacher and administrator capacity regarding equity and diversity, as well culturally responsive practices in schools.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Kannapolis City Schools
Start and End Dates	8/1/2012-present
Priorities identified in Collaboration with LEAs/Schools	Support improvemd mathematics instruction and the district mathematics coach with elementary math implementation.
Number of Participants	all elementary math teachers in the district (approx 80+)
Activities and/or Programs Implemented to Address Priorities	Ongoing guidance and support on curriculum documents and unit plans for Kindergarten through Grade 5.

Summary of the Outcome of the Activities and/or Programs	Teachers continue to use resources that are aligned to Standards and have become more comfortable with posing mathematics tasks at the start of lessons instead of direct teaching.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Telra Institute charter school and Charlotte Lab School (charter)
Start and End Dates	2018 and 2019 for three year terms
Priorities identified in Collaboration with LEAs/Schools	Various
Number of Participants	2 (UNC Charlotte faculty)
Activities and/or Programs Implemented to Address Priorities	Two UNC Charlotte faculty serve on Boards of Directors for local charter schools, contributing to the ongoing governance of these organizations.
Summary of the Outcome of the Activities and/or Programs	Faculty have contributed to a number of efforts, including oversight, grant writing, and curriculum guidance.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program.

Gender	Number
Male	290
Female	1129
Gender Neutral	0
Gender Not Provided	71
Total	1490
Race/Ethnicity	Number
African-American	338
Am. Indian/ Alaskan Native	2
Asian	36

Hispanic/Latino	132
Native Hawaiian/ Pacific Islander	1
White	875
Two or More Races	45
Race Not Provided	61
Total	1490

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	65	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	2	Am. Indian/Alaskan Native	0
	Asian	2	Asian	14	Asian	0
	Hispanic/Latino	6	Hispanic/Latino	53	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	63	White	422	White	0
	Two or More Races	2	Two or More Races	29	Two or More Races	0
	Not Provided	0	Not Provided	5	Not Provided	0
	Total	84	Total	590	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	1	White	3	White	0
	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	8	Total	0

Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	1	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	1	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	2	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	2	Hispanic/Latino	10	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	6	White	37	White	0
	Two or More Races	1	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	10	Total	63	Total	0
Licensure-Only	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	76	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	3	Am. Indian/Alaskan Native	0
	Asian	1	Asian	8	Asian	0
	Hispanic/Latino	4	Hispanic/Latino	30	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	56	White	229	White	0
	Two or More Races	3	Two or More Races	6	Two or More Races	0
	Not Provided	4	Not Provided	18	Not Provided	0

	Total	78	Total	370	Total	0
Residency	Black, Not Hispanic Origin	18	Black, Not Hispanic Origin	84	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	7	Asian	0
	Hispanic/Latino	3	Hispanic/Latino	11	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	48	White	129	White	0
	Two or More Races	1	Two or More Races	7	Two or More Races	0
	Not Provided	4	Not Provided	4	Not Provided	0
	Total	74	Total	242	Total	0

C. Program Completers and Licensed Completers (reported by EPP).

Program Area	Bachelor Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.						
Prekindergarten	0	10	0	25	1	8
Elementary	2	104	1	61	12	17
Middle Grades	0	16	0	21	7	20
Secondary	0	19	0	38	10	17
Special Subjects	0	21	0	27	1	11
Exceptional Children	0	45	0	20	7	10
Vocational Ed	0	0	0	2	2	11
Special Services	0	0	0	0	0	0
Total	2	215	1	194	40	94
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	149	119	79.87	125	83.89
	State	825	686	83.15	689	83.52
Traditional	Institution	249	218	87.55	181	72.69
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	2233
Cabarrus County Schools	829
Union County Public Schools	551
Gaston County Schools	411
Rowan-Salisbury Schools	290
Iredell-Statesville Schools	224
Wake County Schools	220

Lincoln County Schools	197
Cleveland County Schools	186
Stanly County Schools	179

F. Quality of student teachers admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,098.46
MEAN SAT Math	546.09
MEAN SAT Verbal	555.65
MEAN ACT Composite	22.26
MEAN ACT Math	21.75
MEAN ACT English	21.78
MEAN CORE Combined	515.41
MEAN CORE Reading	177.82
MEAN CORE Writing	167.96
MEAN CORE Math	167.04
MEAN GPA	3.46
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

G. Scores of student teachers on professional and content area examinations.

Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Art	8	87.5	8	100	8	100	8	100
2017	Elementary (grades K-6)	144	65.97	146	78.77	148	86.49	149	87.92

2017	English	9	100	9	100	9	100	9	100
2017	ESL	6	100	6	100	6	100	6	100
2017	French	2	*	2	*	2	*	2	*
2017	M.G. Language Arts	12	50	12	66.67	12	66.67	13	76.92
2017	M.G. Math	19	94.74	19	94.74	19	100	19	100
2017	M.G. Science	9	88.89	9	88.89	9	88.89	9	88.89
2017	M.G. Social Studies	14	85.71	15	86.67	15	86.67	15	86.67
2017	Math (grades 9- 12)	10	70	10	90	10	90	10	90
2017	Music	1	*	1	*	1	*	1	*
2017	Physics	1	*	1	*	1	*	1	*
2017	Science (grades 9- 12)	8	87.5	9	100	9	100	9	100
2017	Social Studies (grades 9- 12)	34	85.29	34	88.24	35	91.43	35	94.29
2017	Spanish	5	80	5	80	5	80	5	80
2017	Spec Ed: Adapted Curriculum	14	100	14	100	14	100	14	100
2017	Spec Ed: General Curriculum	29	65.52	31	87.1	32	90.63	33	90.91
2017	Institution Summary	325	75.38	331	85.2	335	89.55	338	90.83
2018	Art	11	81.82	11	81.82	11	81.82		
2018	Elementary (grades K-6)	132	67.42	134	76.87	139	84.17		
2018	English	15	100	15	100	15	100		
2018	ESL	6	100	6	100	6	100		
2018	German	1	*	1	*	1	*		
2018	M.G. Language Arts	10	60	10	70	10	80		
2018	M.G. Math	11	90.91	11	100	11	100		

2018	M.G. Science	4	*	4	*	4	*		
2018	M.G. Social Studies	7	100	7	100	7	100		
2018	Math (grades 9-12)	8	75	8	75	8	75		
2018	Music	1	*	1	*	1	*		
2018	Science (grades 9-12)	9	88.89	9	100	9	100		
2018	Social Studies (grades 9-12)	16	93.75	16	93.75	16	100		
2018	Spanish	2	*	2	*	2	*		
2018	Spec Ed: Adapted Curriculum	25	100	25	100	25	100		
2018	Spec Ed: General Curriculum	12	58.33	15	66.67	16	75		
2018	Institution Summary	270	77.78	275	84	281	88.61		
2019	Art	10	70	10	90				
2019	Earth Science	1	*	1	*				
2019	Elementary (grades K-6)	130	78.46	131	85.5				
2019	English	10	100	10	100				
2019	ESL	2	*	2	*				
2019	French	2	*	2	*				
2019	M.G. Language Arts	14	78.57	14	78.57				
2019	M.G. Math	14	100	14	100				
2019	M.G. Science	9	100	9	100				
2019	M.G. Social Studies	17	94.12	17	94.12				

2019	Math (grades 9-12)	6	83.33	6	83.33				
2019	Music	8	37.5	8	62.5				
2019	Science (grades 9-12)	3	*	3	*				
2019	Social Studies (grades 9-12)	18	100	18	100				
2019	Spanish	4	*	4	*				
2019	Spec Ed: Adapted Curriculum	20	100	20	100				
2019	Spec Ed: General Curriculum	12	75	15	86.67				
2019	Institution Summary	280	83.21	284	88.38				
2020	Art	8	87.5						
2020	Elementary (grades K-6)	103	74.76						
2020	English	9	66.67						
2020	ESL	13	100						
2020	French	2	*						
2020	M.G. Language Arts	6	83.33						
2020	M.G. Math	8	87.5						
2020	M.G. Science	12	100						
2020	M.G. Social Studies	7	85.71						
2020	Math (grades 9-12)	5	80						
2020	Music	7	71.43						
2020	Science (grades 9-12)	8	100						

2020	Social Studies (grades 9-12)	13	69.23						
2020	Spanish	6	83.33						
2020	Spec Ed: Adapted Curriculum	15	93.33						
2020	Spec Ed: General Curriculum	20	65						
2020	Institution Summary	242	79.34						

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
87	25	76

I. Field Supervisors to Students Ratio (including both internship and residencies).

1:9

J. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a ‘beginning teacher’ as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of ‘Developing’ to ‘Distinguished’. Effective 2020-21, at the end of their third year beginning teachers must be rated ‘Proficient’ on Standards 1-5 on the most recent ‘Teacher Summary Rating Form’ in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation</p>

standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model> .

- Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year.

- Blank cells represent no data available.

- If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.

Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	3.25%	74.03%	21.75%	0.97%	308	9
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	4.32%	62.79%	31.23%	1.66%	301	16
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197

Standard Three: Teachers Know the Content They Teach

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	6.31%	74.42%	18.94%	0.33%	301	16
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197

Standard Four: Teachers Facilitate Learning for Their Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	5.52%	69.81%	24.03%	0.65%	308	9
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89

Standard Five: Teachers Reflect on Their Practice

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	3.32%	73.09%	23.26%	0.33%	301	16
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

Student Growth: Teachers Contribute to the Success of Students

	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing
Inst Level:	16.17%	77.84%	5.99%	167	150
State Level:	13.49%	81.42%	5.09%	1,238	1,169