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**2018 TITLE II REPORTS**  
National Teacher Preparation Data



**North Carolina A&T State University**  
Alternative, IHE-based Report AY 2016-17  
North Carolina

	100% COMPLETE
	STATUS: IN PROGRESS

## Institution Information

**ADDRESS**

North Carolina A&T State University

1601 East Market Street

**CITY**

Greensboro

**STATE**

North Carolina



**ZIP**

27411

**SALUTATION**

Dr.



**FIRST NAME**

Anthony

**LAST NAME**

Graham

**PHONE**

(336) 334-7757

**EMAIL**

agraham@ncat.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

- Yes
- No

If yes, provide the following:

**AWARD YEAR**

2016

**GRANTEE NAME**

North Carolina A&T State University

**PROJECT NAME**

North Carolina A&T Rural Teacher Residency Program

**GRANT NUMBER**

U336S10024

**LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)**

Randolph County Stokes County

**LIST OTHER PARTNERS (ONE PER LINE)**

Winston Salem Forsyth County

**PROJECT TYPE**

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate



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SECTION I: PROGRAM INFORMATION

## List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

<p>&gt;&gt; <a href="#">Program Information</a></p>
---

## Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agricultural Education	No	
Biology Education	Yes	
<p><b>Total number of teacher preparation programs: 13</b></p>		

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Birth-Kindergarten	Yes	
Business Education	Yes	
Chemistry Education	Yes	
Comprehensive Social Studies (History Education)	Yes	
Elementary Education	Yes	
English Education	Yes	
Family & Consumer Sciences	Yes	
Health & Physical Education	Yes	
Mathematics Education	Yes	
Special Education: General Curriculum	Yes	
Technology Education	Yes	
<b>Total number of teacher preparation programs: 13</b>		





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### SECTION I: PROGRAM INFORMATION

## Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

#### THIS PAGE INCLUDES:

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

## Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other



If Other, please specify:

MAT/PBS First Semester

2. Does your initial teacher certification program conditionally admit students?

Yes

No

3. Provide a link to your website where additional information about admissions requirements can be found:

<http://www.ncat.edu/ced/cepp/Admission.html>

4. Please provide any additional information about or exceptions to the admissions information provided above:

The current requirements are: 1. Purchase and create a Taskstream account 2. Complete Disposition Survey via Taskstream 3. Complete Comprehensive Teacher Education Profile via Taskstream 4. Minimum overall GPA of 2.8 5. Complete Notification and Acknowledgment of Criminal Background form 6. Complete Interview

## Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Background check	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Interview	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Other Specify: Dispositions survey	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input 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.)

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

4. 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.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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

## Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	Yes	<input type="radio"/> No	Yes	<input checked="" type="radio"/> No
Fingerprint check	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
Background check	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes	No	<input checked="" type="radio"/> Yes	No
Minimum GPA	<input checked="" type="radio"/> Yes	No	<input checked="" type="radio"/> Yes	No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes	No	<input checked="" type="radio"/> Yes	No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes	No	<input checked="" type="radio"/> Yes	No
Minimum ACT score	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
Minimum SAT score	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
Minimum basic skills test score	Yes	<input checked="" type="radio"/> No	Yes	<input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes	No



Element	Required for Entry	Required for Exit
Recommendation(s)	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Essay or personal statement	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: Dispositions Survey	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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.)

2.8

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.48

4. 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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.61

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

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17.

[\(§205\(a\)\(1\)\(C\)\(iii\), §205\(a\)\(1\)\(C\)\(iv\)\)](#)

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	28





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SECTION I: PROGRAM INFORMATION

## Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

THIS PAGE INCLUDES:

>> <a href="#">Enrollment</a>
-------------------------------

## Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2016-17	28
Unduplicated number of males enrolled in 2016-17	9
Unduplicated number of females enrolled in 2016-17	19

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. [\(\\$205\(a\)\(1\)\(C\)\(ii\)\(H\)\)](#)

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	0
<i>Race</i>	
American Indian or Alaska Native	1
Asian	0
Black or African American	18
Native Hawaiian or Other Pacific Islander	0
White	9
Two or more races	0



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### SECTION I: PROGRAM INFORMATION

## 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.

#### 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 2016-17. 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\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)



No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	1
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	
13.1301	Teacher Education - Agriculture	5
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	2
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1



CIP Code	Subject Area	Number Prepared
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: Health & Physical Education	9

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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.

**Additional guidance on reporting teachers prepared by academic major.**

**What are CIP Codes?**

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
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	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	

CIP Code	Academic Major	Number Prepared
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	2
45.01	Social Sciences	

CIP Code	Academic Major	Number Prepared
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	1
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	10
23	English Language/Literature	1
38	Philosophy and Religious Studies	1
01	Agriculture	7
09	Communication or Journalism	2
14	Engineering	
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	3
11	Computer and Information Sciences	



CIP Code	Academic Major	Number Prepared
99	Other Specify:	





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SECTION I: PROGRAM INFORMATION

## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> <a href="#">Program Completers</a>
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## Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2016-17	26
---------	----

2015-16	20
2014-15	22





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SECTION II: ANNUAL GOALS

## Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## 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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

Yes

- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
- No
- Not applicable

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:

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

### Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

1

12. Provide any additional comments, exceptions and explanations below:

## 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 to state credential 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\(a\)\(1\)\(A\)\(ii\), §206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes  
No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

0

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes  
No  
Not applicable

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:

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

Although we did not plan to prepare any alternative prospective science teachers in the 2016-2017 academic year, we actually did prepare one alternative prospective science teacher who completed one of our science programs.

### Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes  
No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

1

9. Provide any additional comments, exceptions and explanations below:



**Academic year 2018-19**

10. Will your program prepare teachers in science in 2018-19?

Yes

No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

2

12. Provide any additional comments, exceptions and explanations below:

---

## Annual Goals - Special Education

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 to state credential 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\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

Yes

No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

0

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

Yes

No

Not applicable

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:



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

Although we did not plan to prepare any alternative prospective special education teachers in the 2016-2017 academic year, we actually did prepare one alternative prospective special education teacher who completed our special education program.

### Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

Yes

No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

2

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

Yes

No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

2

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Instruction of Limited English Proficient Students

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

Yes

No

Not applicable

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:

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

### Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

Yes

No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

Yes

No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

12. Provide any additional comments, exceptions and explanations below:

---

## Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#))

Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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:

NC A&T State University partners with several school districts where many of our graduates secure employment. Representatives from these LEAs serve on the Council for Educator Preparation Programs and College of Education Advisory Board as well as program-specific advisory councils. Additionally, annual focus groups are conducted with clinical educators (P-12 teachers) and administrators to identify strengths

and weaknesses of our preparatory program. These data are used to improve our quality of educator preparation programs. All general education candidates are required to take coursework in ethics of teaching, culturally relevant pedagogy, and differentiated instruction among other courses that focus on the importance of understanding the learner, the learner's context, the school's context, and ways to alter instruction, the environment, and content information to meet the needs of diverse learners. The preparatory model is driven by an equity framework where fairness and responsiveness to individual learners is the primary focus.





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SECTION III: PROGRAM PASS RATES

## Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	21	21	100
All program completers, 2015-16	9		
All program completers, 2014-15	17	17	100





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SECTION III: PROGRAM PASS RATES

## Assessment Pass Rates

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

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 (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
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	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2014-15	1			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	4			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2014-15	2			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson Other enrolled students	4			
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	3			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2016-17	9			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	2			

<b>Assessment code - Assessment name</b> <b>Test Company</b> <b>Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			



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SECTION IV: LOW-PERFORMING

## Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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:

>> [Low-Performing](#)

## Low-Performing

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

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  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes  
 No







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SECTION V: USE OF TECHNOLOGY

## 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:

<p>&gt;&gt; <a href="#">Use of Technology</a></p>
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## 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.**

The Professional Education Program has adopted the theme "Learn to Lead. Lead to Transform: Equity, Access, and Advocacy" as its core belief to produce "Aggie Educators" (candidates) who work with learners of all ages with varying experiences and approaches to learning. Relying on an inquiry approach to teaching and learning where candidates use critical thinking skills to work collaboratively with stakeholders, the Professional Education Program emphasizes the merging of theoretical and practical knowledge to develop educators who engage, inspire, and encourage learners to explore, discover, and become advocates for lifelong learning and service to humankind. Throughout the Professional Education Program, the development of professional educators at North Carolina A&T is interwoven into the core principles of the "Aggie Educator." Aggie Educators are: Assessment Leaders Global Thinkers Galvanizing Visionaries Inclusive Agents of Change Equitable Educators and Advocates Transformative Scholars. Conceptual Framework These core principles are bound and operationalized via a conceptual framework that ensures the Educator Preparation Program produces high quality educators for 21st century classrooms. This framework emphasizes the specialized discipline knowledge, masterful content pedagogical skills, instructional leadership, and data literacy as well as the appreciation and application of students' cultural assets that highly effective educators must possess to improve the learning context, improve the teaching approach, and to improve student learning. MAT students who are lateral entry enter the public school having learned what attributes of technology promote effective learning in the classroom. In addition, they are well equipped to use technology to examine content more critically, solve problems, and establish reliability. Key to the use and application of technology to collect, manage, and analyze data and effectively integrate it into the classroom is the College of Education's model elementary classroom. This classroom is designed for MAT Lateral Entry students to practice and teach in a classroom simulation space that mirrors a classroom in a traditional classroom setting. Key to MAT methods training and further use by MAT teachers of record is the technology available for use in the model classroom. Candidates have access to a variety of instructional technologies including, (1) a small computer lab with the latest education software, (2) an interactive smart board with a wide variety of educational resources included, (3) a class set of iPad minis that integrate with the interactive smart board, and (4) ELMO clickers that allow elementary students to poll interactively and simultaneously for immediate feedback. In order to provide feedback from peers and other observers and generate discussion, the model classroom is equipped with an interactive camera system that allows observers to view the lesson conducted in the model classroom remotely via a television. MAT lateral entry teachers of record can bring their elementary students to the model classroom to take advantage of the latest technology, software, and other educational materials. Moving forward, faculty in the educator preparation program will integrate the use of candidate-directed video of their instruction and analysis of their video using technology like Go React where faculty can provide feedback to candidates at select points of their recordings. Additionally, faculty will integrate more technologically based assessment solutions into the candidate preparation model so candidates develop their ability to assess P-12 student learning via technology.





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### SECTION VI: TEACHER TRAINING

## Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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:

>> [Teacher Training](#)

## Teacher Training

Provide the following information about 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)(G))

1. Does your program prepare **general education** teachers to:

a. teach students with disabilities effectively

- Yes  
 No

b. participate as a member of individualized education program teams

- Yes  
 No

c. teach students who are limited English proficient effectively

- Yes  
 No

2. Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with

**Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All educator preparation candidates participate in immersion experiences in public school contexts where they must accommodate students with special needs. These experiences which occur prior to the year-long clinical practice experience total 150 hours. During these pre-clinical practice experiences, candidates also engage in coursework where they learn more about best practices content and pedagogical strategies to engage diverse learners. The educator preparation program requires candidates to produce electronic evidences that demonstrate their awareness of their context and their learners as well as their ability to plan instruction and layout the learning environment to engage all learners (i.e., edTPA). Most recently, edTPA has been added to reflect and assess the candidates' ability to plan (Task 1), instruct (Task 2), and assess (Task 3).

**3. Does your program prepare special education teachers to:**

**a. teach students with disabilities effectively**

Yes

No

Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

Yes

No

Program does not prepare special education teachers

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

Yes

No

Program does not prepare special education teachers

**4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Candidates at North Carolina A&T State University complete the edTPA as part of their general professional education core coursework. The edTPA requires candidates to address the varying cognitive levels, special needs, and performance abilities of learners within their classrooms through thoughtful and strategic instructional planning. Candidates must provide credible evidence of their ability to facilitate learning by developing significant, challenging, and appropriate learning goals consistent with their program area Common Core or Essential Standards. Using pre-assessment data, candidates must design and implement a unit plan that utilizes differentiated lesson plans responding to candidate performance data. Throughout the unit, candidates must use multiple formative assessments that demonstrate student learning, and they must post-assess student understanding and skills at the conclusion of the unit. Candidates analyze this data to determine the extent of student growth throughout the unit; and then they must reflect on their instruction to articulate ways that they would improve their instructional practice in the future. Candidates enrolled in the MAT Special Education program also construct a "Special Education Model Demonstration Capstone Project." This evidence requires candidates to demonstrate proficiency as an effective instructional leader and exert a positive influence on their teacher colleagues. Candidates articulate a project rationale, explore existing scholarly research to substantiate the proposed approach or methodology that they will use, engage in an analysis of P-12 student prior knowledge utilizing formative and summative assessment data, and deliver responsive instruction using research-based strategies. Based on their work, candidates engage in a presentation by sharing their research findings with their colleagues. Beginning with the 2017-2018 academic year, special education candidates will complete and submit education Teacher Performance Assessments (edTPA).





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#### SECTION VII: CONTEXTUAL INFORMATION

## 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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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.

**Conceptual Framework** These core principles are bound and operationalized via a conceptual framework that ensures the Educator Preparation Program produces high quality educators for 21st century classrooms. This framework emphasizes the specialized discipline knowledge, masterful content pedagogical skills, instructional leadership, and data literacy as well as the appreciation and application of students' cultural assets that highly effective educators must possess to improve the learning context, improve the teaching approach, and to improve student learning.

## 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.

