# title II higher education act

## 2021 TITLE II REPORTS
National Teacher Preparation Data

**NC** University of North Carolina Pembroke
Traditional Report AY 2019-20
North Carolina

REPORT COMPLETE
STATUS: CERTIFIED

# Institution Information

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

- Academic year
- IPEDS ID

**IPEDS ID**

199281

☐ **THIS INSTITUTION HAS NO IPEDS ID**

**IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION**

**ADDRESS**

One University Drive

**CITY**

Pembroke

**STATE**

North Carolina

**ZIP**

28372

**SALUTATION**

Dr.

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# List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

# List of Programs

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|------------------------------|-----------------|--------|
| 13.121 | Early Childhood Education | UG | |
| 13.1202 | Elementary Education | UG | |
| 13.1203 | Junior High/Intermediate/Middle School Education and Teaching | UG | |
| 13.1 | Special Education | UG | |
| 13.1302 | Teacher Education - Art | UG | |
| 13.1305 | Teacher Education - English/Language Arts | UG | |
| 13.1306 | Teacher Education - Foreign Language | UG | |
| 13.1316 | Teacher Education - General Science | UG | |
| 13.1311 | Teacher Education - Mathematics | UG | |
| 13.1314 | Teacher Education - Physical Education and Coaching | UG | |
| 13.1318 | Teacher Education - Social Studies | UG | |

**Total number of teacher preparation programs:**

11

# Program Requirements

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

# Undergraduate Requirements

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

- ● Yes
- ○ No

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

| Element | Admission | | Completion | |
|---|---|---|---|---|
| **Transcript** | ● Yes | ○ No | ● Yes | ○ No |
| **Fingerprint check** | ○ Yes | ● No | ○ Yes | ● No |
| **Background check** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum number of courses/credits/semester hours completed** | ● Yes | ○ No | ● Yes | ○ No |
| **Minimum GPA** | ○ Yes | ● No | ● Yes | ○ No |
| **Minimum GPA in content area coursework** | ○ Yes | ● No | ● Yes | ○ No |
| **Minimum GPA in professional education coursework** | ○ Yes | ● No | ● Yes | ○ No |
| **Minimum ACT score** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum SAT score** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum basic skills test score** | ○ Yes | ● No | ○ Yes | ● No |
| **Subject area/academic content test or other subject matter verification** | ○ Yes | ● No | ○ Yes | ● No |
| **Recommendation(s)** | ○ Yes | ● No | ○ Yes | ● No |
| **Essay or personal statement** | ○ Yes | ● No | ○ Yes | ● No |

| Element | Admission | | Completion | |
|---|---|---|---|---|
| Interview | ● Yes | ○ No | ○ Yes | ● No |
| Other Specify:<br>Dispositions | ● Yes | ○ No | ● Yes | ○ 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 is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

| 2.7 |
|---|

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

The General Assembly of North Carolina Session 2019 waived the admission requirements set by G.S. 115C-269.15 to include a 2.7 minimum GPA and passing the Praxis Core tests (Core Reading, Core Writing and Core Mathematics). The waiver took effect from May 4 - August 31, 2020 in AY 2019-20 given the unprecedented circumstances of COVID-19. Consequently, candidates were admitted into the Educator Preparation Program and were not expected to submit proof of these requirements.

# Postgraduate Requirements

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

○ Yes
● No

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

| Element | Admission | | Completion | |
|---|---|---|---|---|
| Transcript | ○ Yes | ○ No | ○ Yes | ○ No |
| Fingerprint check | ○ Yes | ○ No | ○ Yes | ○ No |
| Background check | ○ Yes | ○ No | ○ Yes | ○ No |
| Minimum number of courses/credits/semester hours completed | ○ Yes | ○ No | ○ Yes | ○ No |
| Minimum GPA | ○ Yes | ○ No | ○ Yes | ○ No |
| Minimum GPA in content area coursework | ○ Yes | ○ No | ○ Yes | ○ No |
| Minimum GPA in professional education coursework | ○ Yes | ○ No | ○ Yes | ○ No |
| Minimum ACT score | ○ Yes | ○ No | ○ Yes | ○ No |
| Minimum SAT score | ○ Yes | ○ No | ○ Yes | ○ No |
| Minimum basic skills test score | ○ Yes | ○ No | ○ Yes | ○ No |
| Subject area/academic content test or other subject matter verification | ○ Yes | ○ No | ○ Yes | ○ No |

| Element | Admission | | Completion | |
|---|---|---|---|---|
| Recommendation(s) | ◯ Yes | ◯ No | ◯ Yes | ◯ No |
| Essay or personal statement | ◯ Yes | ◯ No | ◯ Yes | ◯ No |
| Interview | ◯ Yes | ◯ No | ◯ Yes | ◯ No |
| Other Specify: Dispositions | ◯ Yes | ◯ No | ◯ Yes | ◯ 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 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.)

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

# Supervised Clinical Experience

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

**Are there programs with student teaching models?**

● **Yes**
◯ **No**

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

| Programs with student teaching models (most traditional programs) | |
|---|---|
| Number of clock hours of supervised clinical experience required prior to student teaching | 100 |
| Number of clock hours required for student teaching | 600 |

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

◯ **Yes**
● **No**

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

| Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs) | |
|---|---|
| Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom | |

| Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs) | |
| --- | --- |
| **Number of years required for teaching as the teacher of record in a classroom** | |

| All Programs | |
| --- | --- |
| **Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**<br><br>Optional tool for automatically calculating full-time equivalent faculty in the system | 12 |
| **Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)** | 2 |
| **Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year** | 58 |
| **Number of students in supervised clinical experience during this academic year** | 52 |

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

The culminating field experience in all teacher education licensure programs is the senior year internship (student teaching) under the direct supervision of a master teacher in a clinical setting. Teacher candidates spend a full semester in their student teaching experience. Whenever possible, the semester prior to student teaching, students are placed for pre-internship field experiences with the clinical teacher who will supervise their internship during the professional semester. Art Education students complete two placements at two different school levels (elementary, middle, and/or high).

# Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

## Enrollment and Program Completers

| 2019-20 Total | |
|---|---|
| Total Number of Individuals Enrolled | 168 |
| Subset of Program Completers | 57 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|---|---|
| Male | 27 | 14 |
| Female | 141 | 43 |
| Non-Binary/Other | 0 | 0 |
| No Gender Reported | 0 | 0 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| American Indian or Alaska Native | 23 | 10 |
| Asian | 1 | 0 |
| Black or African American | 14 | 6 |
| Hispanic/Latino of any race | 8 | 3 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 115 | 35 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| Two or more races | 5 | 2 |
| No Race/Ethnicity Reported | 2 | 1 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| Two or more races | 5 | 2 |
| No Race/Ethnicity Reported | 2 | 1 |

# 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.

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**THIS PAGE INCLUDES:**

›› Teachers Prepared by Subject Area

›› Teachers Prepared by Academic Major

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

- Academic Major

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# Teachers Prepared by Subject Area

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

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

**What are CIP Codes?**

☐ **No teachers prepared in academic year 2019-20**

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

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

| CIP Code | Subject Area | Number Prepared |
|----------|--------------|-----------------|
| 13.10 | Teacher Education - Special Education | 3 |
| 13.1202 | Teacher Education - Elementary Education | 28 |

| CIP Code | Subject Area | Number Prepared |
|----------|--------------|-----------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 1 |
| 13.1210 | Teacher Education - Early Childhood Education | 1 |
| 13.1301 | Teacher Education - Agriculture | |
| 13.1302 | Teacher Education - Art | 5 |
| 13.1303 | Teacher Education - Business | |
| 13.1305 | Teacher Education - English/Language Arts | 4 |
| 13.1306 | Teacher Education - Foreign Language | 1 |
| 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 | 2 |
| 13.1312 | Teacher Education - Music | |
| 13.1314 | Teacher Education - Physical Education and Coaching | 6 |
| 13.1315 | Teacher Education - Reading | |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 3 |
| 13.1317 | Teacher Education - Social Science | |
| 13.1318 | Teacher Education - Social Studies | 2 |
| 13.1320 | Teacher Education - Trade and Industrial | |
| 13.1321 | Teacher Education - Computer Science | |
| 13.1322 | Teacher Education - Biology | |
| 13.1323 | Teacher Education - Chemistry | |
| 13.1324 | Teacher Education - Drama and Dance | |
| 13.1328 | Teacher Education - History | |
| 13.1329 | Teacher Education - Physics | |
| 13.1331 | Teacher Education - Speech | |

| CIP Code | Subject Area | Number Prepared |
|----------|-------------|-----------------|
| 13.1337 | Teacher Education - Earth Science | |
| 13.14 | Teacher Education - English as a Second Language | |
| 13.99 | Education - Other Specify: | |

# Teachers Prepared by Academic Major

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

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

**What are CIP Codes?**

**Do participants earn a degree upon completion of the program?**

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2019-20**

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

| CIP Code | Academic Major | Number Prepared |
|----------|---------------|-----------------|
| 13.10 | Teacher Education - Special Education | 3 |
| 13.1202 | Teacher Education - Elementary Education | 28 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 1 |
| 13.1210 | Teacher Education - Early Childhood Education | 1 |
| 13.1301 | Teacher Education - Agriculture | |
| 13.1302 | Teacher Education - Art | 5 |
| 13.1303 | Teacher Education - Business | |
| 13.1305 | Teacher Education - English/Language Arts | 4 |
| 13.1306 | Teacher Education - Foreign Language | 1 |
| 13.1307 | Teacher Education - Health | |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | |
| 13.1311 | Teacher Education - Mathematics | 2 |
| 13.1312 | Teacher Education - Music | |
| 13.1314 | Teacher Education - Physical Education and Coaching | 6 |
| 13.1315 | Teacher Education - Reading | |
| 13.1316 | Teacher Education - General Science | 3 |
| 13.1317 | Teacher Education - Social Science | |
| 13.1318 | Teacher Education - Social Studies | 2 |
| 13.1320 | Teacher Education - Trade and Industrial | |
| 13.1321 | Teacher Education - Computer Science | |
| 13.1322 | Teacher Education - Biology | |
| 13.1323 | Teacher Education - Chemistry | |
| 13.1324 | Teacher Education - Drama and Dance | |
| 13.1328 | Teacher Education - History | |
| 13.1329 | Teacher Education - Physics | |
| 13.1331 | Teacher Education - Speech | |
| 13.1337 | Teacher Education - Earth Science | |
| 13.14 | Teacher Education - English as a Second Language | |
| 13.99 | Education - Other Specify: | |
| 01 | Agriculture | |
| 03 | Natural Resources and Conservation | |
| 05 | Area, Ethnic, Cultural, and Gender Studies | |
| 09 | Communication or Journalism | |

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

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 99 | Other Specify: | |

# Program Assurances

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

## Program Assurances

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No
   ○ Program does not prepare special education teachers

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   Prospective teachers are required to take introductory level courses that 1) address the unique learning needs of students with disabilities, students with limited English proficiency, and learners at-risk of academic difficulties, and 2) provide instructional strategies to address these needs. Field experience opportunities and student teaching assignments provide prospective students with experience in various areas (urban, suburban, and rural). Prospective teachers engage with a diverse student population to include: children with disabilities, limited English proficient students and low-income families among others. In addition, we offer a seminar every semester for our interns that focuses on the needs of limited English proficient students. More information about limited English proficient students is included in the SED 3310 course which is taken by all majors, Introduction to the Exceptional Child. The needs of students from low income families is addressed in a similarly required methods class in each preparation program. Furthermore, all students take EDN 2100 (Introduction to Education) and complete a field experience in a low performing school.

# Annual Goals: Mathematics

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

**(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

**2. Describe your goal.**

The Teacher Education Program at UNCP will prepare 3 teachers in mathematics.

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

- ● Yes
- ○ No

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

The Program Coordinator met with candidates a minimum of one time a semester. At these advising meetings, they reviewed their academic progress and various strategies for professional development and growth. They were made aware of all deadlines, new procedures, testing requirements, DRFs, etc...with the ultimate goal being to support them at the beginning, middle, and end of their teacher candidate journey. The support given was maximized during their internship semester with several seminar meetings, daily encouragement through the response to their reflections, and support in the preparation of the edTPA electronic portfolio.

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

Among the lessons learned are that soften students are overwhelmed during their internship, and above all, we need to be mindful of the amount of stress we unintentionally may add by overemphasizing some procedures/timelines. Also, as a unit, the EPP has acknowledged that more time in the public classroom would be beneficial. Moving forward with a newly approved clinical practice 1 placement the semester prior to internship, students will have a better idea of what internship will be like. Our hope is that this experience may also help to reduce the amount of anxiety and unnecessary stress.

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

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

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

- ● Yes
- ○ No

**8. Describe your goal.**

The Teacher Education Program at UNCP will prepare 2 teachers in mathematics.

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

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

- ● Yes
- ○ No

**10. Describe your goal.**

The Teacher Education Program at UNCP will prepare 2 teachers in mathematics.

# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
**(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

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

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

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

● Yes
○ No

**2. Describe your goal.**

The Teacher Education Program at UNCP will prepare 3 teachers in science.

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

○ Yes
● No

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

Undergraduate science education candidates are required to meet with their advisors at least once a semester. During these advising meetings, the advisor and the candidates discuss the candidate's academic progress, testing requirements, any newly implemented procedures, Taskstream requirements, etc. During the advising sessions, the candidates are reminded of the requirements and deadlines for admission to the Teacher Education Programs and, subsequently, the Professional Semester. The undergraduate Science Education Program continues to support its candidates during their internships. The candidates' university supervisor supports the candidates during the preparation of their edTPA portfolio. The candidates meet with their seminar instructors and fellow science interns several times throughout their professional semester. During these meetings, the interns receive support from the instructor and their colleagues. Also, as a seminar requirement, science education interns submit daily reflections. The seminar instructor provides encouraging feedback as necessary.

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

Recruitment efforts in STEM areas were included in the Recruitment Plan draft. In addition, we need to do more to help candidates understand how stressful the internship semester can be. Interns need to understand that they need to guard their physical health and their emotional/mental health during

their internship semester. Perhaps the unit's plan to include clinical practice hour during the last methods class before the internship semester will help mediate some of the stress that intern's feel during this semester. Surely prior experience in the same classroom and with the same teacher will alleviate some of the anxiety induced stress of the internship semester.

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

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

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

- ● Yes
- ○ No

**8. Describe your goal.**

The Teacher Education Program at UNCP will prepare 1 teachers in science.

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

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

- ● Yes
- ○ No

**10. Describe your goal.**

The Teacher Education Program at UNCP will prepare 2 teachers of science.

# 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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
**(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

**2. Describe your goal.**

The Teacher Education Program at UNCP will prepare 6 teachers in special education.

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

- ○ Yes
- ● No

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

Strategies used to achieve the goal of preparing 6 teachers in special education included attending meetings and webinars for national and local recruitment efforts, reviewing policies and procedures for teacher education admission, advising students for successful matriculation and retention in the special education program.

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

Steps to improve performance in meeting goal or lessons learned in meeting goal includes establishing short-term objectives as a means of attaining the overall preparation goal, continuous progress monitoring throughout the academic year, reviewing data at marked benchmarks to make immediate changes to promote enrollment and student retention.

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

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

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

- ◉ Yes
- ○ No

**8. Describe your goal.**

The Teacher Education Program at UNCP will prepare 4 teachers in special education.

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

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

- ◉ Yes
- ○ No

**10. Describe your goal.**

The Teacher Education Program at UNCP will prepare 4 teachers in special education.

# 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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
**(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

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

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

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

- ○ Yes
- ● No

**2. Describe your goal.**

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

- ○ Yes
- ○ No

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

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

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

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

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

○ Yes
● No

**8. Describe your goal.**

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

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

○ Yes
● No

**10. Describe your goal.**

# Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

# Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20 | 4 | | | |
| ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19 | 1 | | | |
| ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18 | 1 | | | |
| TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2019-20 | 21 | 44 | 18 | 86 |
| TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20 | 4 | | | |
| TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20 | 1 | | | |
| TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20 | 1 | | | |
| TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20 | 2 | | | |
| TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20 | 2 | | | |
| TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20 | 2 | | | |
| TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20 | 1 | | | |
| TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20 | 2 | | | |
| TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20 | 4 | | | |
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20 | 4 | | | |
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19 | 6 | | | |
| ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) Other enrolled students | 1 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 10 | 158 | 7 | 70 |
| ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 15 | 157 | 11 | 73 |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 2 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 1 | | | |
| ESP0090 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>Other enrolled students | 8 | | | |
| ESP0090 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20 | 15 | 219 | 7 | 47 |
| ESP0090 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19 | 37 | 234 | 24 | 65 |
| ESP0090 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18 | 31 | 238 | 27 | 87 |
| ESP0203 -GENERAL CURRICULUM MATHEMATICS<br>Evaluation Systems group of Pearson<br>Other enrolled students | 2 | | | |
| ESP0203 -GENERAL CURRICULUM MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19 | 12 | 235 | 9 | 75 |
| ESP0203 -GENERAL CURRICULUM MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18 | 26 | 233 | 18 | 69 |
| ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19 | 12 | 236 | 7 | 58 |
| ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18 | 21 | 240 | 19 | 90 |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 2 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 1 | | | |
| ETS5857 -HEALTH AND PE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 5 | | | |
| ETS5857 -HEALTH AND PE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 3 | | | |
| ETS5857 -HEALTH AND PE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 2 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 1 | | | |
| ETS5169 -MIDDLE SCHOOL MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 1 | | | |
| ETS5169 -MIDDLE SCHOOL MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 3 | | | |
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 10 | 165 | 8 | 80 |
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 1 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 1 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 2 | | | |
| ETS5543 -SE CK AND MILD TO MODERATE APPL<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 1 | | | |
| ETS5543 -SE CK AND MILD TO MODERATE APPL<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 5 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5543 -SE CK AND MILD TO MODERATE APPL<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 4 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20 | 2 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 3 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 1 | | | |

# Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

## Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---|---|---|
| All program completers, 2019-20 | 45 | 23 | 51 |
| All program completers, 2018-19 | 65 | 43 | 66 |
| All program completers, 2017-18 | 37 | 26 | 70 |

# Low-Performing

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

## Low-Performing

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

◉ Yes
○ No

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

☑ **State**
☑ **CAEP**
☐ **AAQEP**
☐ **Other specify:**

NCATE (CAEP)

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

○ Yes
◉ No

# Use of Technology

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

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

## 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.**

   Emphasis on the use of technology to enhance teaching and learning remains a focus of the Educator Preparation Program at UNCP. Teacher candidates incorporated word processing, spreadsheets, interactive Internet tools, web 2.0 tools, cloud-based applications, Microsoft Office, Smartboards and Smart Notebook applications as well as instructional apps for classroom use within assignments in method courses. Special Education candidates used the above mentioned instructional technologies as well as evidence-based strategies and assistive technology devices to enhance students with disabilities educational experiences in K-12 settings. All candidates were prepared to engage in positive digital citizenship activities, lead all students to become active participants in setting educational goals, manage learning and assess student progress through digital tools, and design technology-enriched learning experiences. Culminating experiences in method courses and student teaching encompassed the use of technology demonstrated in effective lesson plans. The edTPA assessment was used to measure and support subject-specific and content knowledge in program completers, including the integration of technology to collect, manage and analyze data as well as the application of the principles of universal design for learning. For the purpose of enhancing online course delivery and student interaction, faculty have incorporated WebEx's web conferencing systems to transform impersonal communication and reflect upon critical assignments in each program area. Given the necessary changes in course delivery imposed by COVID-19, course delivery defaulted in online meetings that were conducted successfully since candidates and faculty were familiar with the use of digital conference. Candidates also used Taskstream as an electronic ePortfolio system and Canvas as a learning

management system. Specific program areas use more specialized software such as Geometer's Sketchpad in secondary math or Finale in K-12 music. Some programs incorporated the use of GoReact, an interactive cloud-based platform for feedback, grading, and critiquing of candidate video assignments.

# Teacher Training

Provide the following information about your teacher preparation program.
**(§205(a)(1)(G))**

## Teacher Training

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

   a. **Teach students with disabilities effectively**

   All prospective general educators are required to take an introductory level course, SED 3310-Introduction to the Exceptional Child, designed to introduce the foundations of special education: the concept, purposes and responsibilities, laws and policies, principles and practices for meeting the educational needs of children considered at-risk or identified with disabilities. The course provides a study of the needs, characteristics, and categories of exceptional children, as well as the important role parents and families play in the educational planning and decision-making process. In addition, prospective general education teachers are provided with the option to pursue Special Education as a professional concentration area. Within this concentration, courses are designed to provide and model evidence-based strategies to effectively teach, assess, differentiate instruction, and manage the classroom environment for students with mild to moderate disabilities. Policies, laws and procedures are also discussed to ensure students understand how to effectively and legally educate students within these identified groups. Close programmatic attention is given to providing candidates with opportunities to examine and participate in the various stages of development of the Individualized Education Plan (IEP), from pre-referral to receipt of specialized services. Moreover, each course provides students with a field experience/service learning component in which course material can be applied in a meaningful and practical manner. Furthermore, the edTPA assessment was used to measure and support subject-specific and content knowledge in program completers, including the application of the principles of universal design for learning and possible instructional accommodations for students with disabilities in the general classroom.

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

   SED 3310, Introduction to the Exceptional Child, serves as an initial experience to all prospective general educators as members of IEP teams. Within the course, candidates engage in active discussion of the roles of general and special educators in providing exceptional learners an individualized education program as defined by IDEA of 2004. One main assignment required within the course is the completion of an IEP based on a case study using the forms adopted by the NC Department of Public Instruction. Other courses, such as SED-3340-Strategies for Instruction of Students with Mild to Moderate Disabilities, provide teacher candidates who select Special Education as a professional concentration area the opportunity to design instructional lessons including accommodations and modifications for students with special needs as indicated in the IEP. Furthermore, candidates are encouraged to participate in IEP meetings with supervising clinical teachers during field experience and the internship semesters.

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

   All prospective general educators are required to take SED 3310, Introduction to the Exceptional Child, which provides active discussion of the characteristics and educational needs of students identified as limited English proficient (LEP) and culturally diverse populations. Furthermore, method courses across the program incorporate specific instructional strategies focused on advancing the academic and language achievement of limited English proficient students across grade levels and content areas. The edTPA assessment was used to measure and support subject-specific and content knowledge in program completers, including the application of the principles of universal design for learning and possible instructional accommodations for students who are LEP.

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

   ● **Yes**

○ **No**

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

a. **Teach students with disabilities effectively**

Prospective special educators are provided with a rigorous program focused on current and relevant evidence-based practices and strategies needed in order to promote student success for all students with mild to moderate disabilities. A strong emphasis is placed on the prospective special education teacher learning skills to effectively collaborate with parents and other professionals as well as to identify and locate local and community resources. Through the various course material and assignments, prospective special educators are provided with the following educational opportunities: 1) an in-depth examination and application of the characteristics of and programming needs for students with disabilities and limited English proficiency; 2) the review and application of the NC Essential Standards objectives in the areas of mathematics, reading, and writing; 3) the incorporation of the North Carolina School Improvement Project- Foundations of Reading and Math Foundation into required methods courses and 4) the creation of lesson plans that incorporate various assistive technology devices, assessment tools and their results, and adaptive instructional strategies. Hands on experience in developing Individualized Education Plans (IEP), Functional Behavioral Assessment (FBA) as well as a Behavioral Intervention Plan (BIP) are provided with direct guidance from Special Education faculty. Moreover, candidates are provided with classroom-based opportunities (field experiences) in which course material can be applied in a meaningful and practical manner. Such classroom-based opportunities are closely monitored and reviewed by the Special Education faculty to ensure that the prospective educator is gaining appropriate and accurate information regarding how to effectively teach students with disabilities and those with limited English proficiency. Furthermore, the edTPA assessment was used to measure and support subject-specific and content knowledge in program completers, including the application of the principles of universal design for learning and instructional accommodations for students with disabilities.

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

SED 3310, Introduction to the Exceptional Child, serves as an initial experience to prospective special educators as members of IEP teams. Within the course, candidates engage in active discussion of the roles of general and special educators in providing exceptional learners an individualized education program as defined by IDEA of 2004. One main assignment required within the course is the completion of an IEP based on a case study using the forms adopted by the NC Department of Public Instruction. Well designed IEPs are discussed across method courses with specific emphasis in the appropriate use of accommodations and modifications. For example, SED-3340-Strategies for Instruction of Students with Mild to Moderate Disabilities, provides teacher candidates the opportunity to design instructional lessons including accommodations and modifications for students with special needs as indicated in the IEP. Furthermore, candidates are encouraged to participate in IEP meetings with supervising clinical teachers during field experience and the internship semesters.

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

Candidates are required to take SED 3310, Introduction to the Exceptional Child, which requires active discussion of the characteristics and educational needs of students identified as limited English proficient and culturally diverse populations. Furthermore, method courses across the program incorporate specific instructional strategies focused on advancing the academic and language achievement of limited English proficient (LEP) students across K-12 grade levels and content areas. The edTPA assessment was used to measure and support subject-specific and content knowledge in program completers, including the application of the principles of universal design for learning and possible instructional accommodations for LEP students.

# Contextual Information

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

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

## Contextual Information

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

## Supporting Files

No files have been provided.

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

# Report Card Certification

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

## Certification of submission

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

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

Dr. Mabel O. Rivera

**TITLE:**

Director of Accreditation and Reporting

## Certification of review of submission

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

**NAME OF REVIEWER:**

Dr. Loury O. Floyd

**TITLE:**

Dean, School of Education