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Name of Institution: North Carolina A&T State University

Institution/Program Type: Traditional

Academic Year: 2015-16

State: North Carolina

Address: College of Education
1601 East Market Street
Greensboro, NC, 27411

Contact Name: Dr. Anthony 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? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

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List each teacher preparation program included in your traditional 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 http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Education	No
Art Education	No
Biology Education	No
Birth-Kindergarten	No
Business Education	No
Chemistry Education	No
Comprehensive Social Studies (History Education)	No
Elementary Education	No
English Education	No
Family & Consumer Sciences	No
Health & Physical Education	No
Mathematics Education	No
Music Education	No
Physics Education	No
Special Education: General Curriculum	No
Technology Education	No
Total number of teacher preparation programs: 16	

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Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.ncat.edu/ced/cepp/Admission.html

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

The requirement for admission to our teacher education programs changed Fall 2014 from 10 points to 7 points. Requirements are:

1. Purchase and create a Taskstream account

2. Complete disposition survey via Taskstream

3. Minimum GPA of 2.8

4. Complete section 1A Comprehensive Teacher Education Profile via Taskstream

5. Take and pass Praxis Core or possess a math/verbal cumulative score of 1100 on the SAT or a 24 on the ACT

6. Complete notification and acknowledgement of Criminal Background form
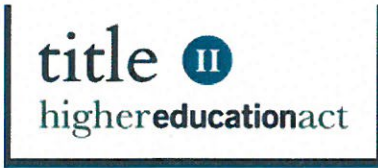
7. Complete interview

Section I.b Admissions

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

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

What is the minimum GPA required for admission into the program?

2.8

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.29

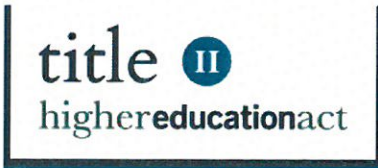What is the minimum GPA required for completing the program?

2.8

What was the median GPA of individuals completing the program in academic year 2015-16

3.37

Please provide any additional comments about the information provided above:

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

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

What is the minimum GPA required for admission into the program?

2.8

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.33

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.8

Please provide any additional comments about the information provided above:

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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.

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 2015-16:	108
Unduplicated number of males enrolled in 2015-16:	22
Unduplicated number of females enrolled in 2015-16:	86

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	89
Native Hawaiian or Other Pacific Islander:	0
White:	13
Two or more races:	6

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Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	150
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)	2
Number of students in supervised clinical experience during this academic year	24

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

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Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	4
Teacher Education - Elementary Education	7
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	2
Teacher Education - Art	
Teacher Education - Business	5
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Subject Area

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Section I.e Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	3
Teacher Education - Elementary Education	7
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	1
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	1
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	4
Computer and Information Sciences	
Other Specify: Animal Science	1

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

2015-16: 19

2014-15: 57

2013-14: 102

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Section II Annual Goals - Mathematics

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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
http://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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

No

How many prospective teachers did your program plan to add in mathematics in 2015-16?

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

1

Provide any additional comments, exceptions and explanations below:

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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 http://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 2015-16

Did your program prepare teachers in science in 2015-16?

No

How many prospective teachers did your program plan to add in science in 2015-16?

Did your program meet the goal for prospective teachers set in science in 2015-16?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

3

Provide any additional comments, exceptions and explanations below:

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Section II Annual Goals - Special Education

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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
http://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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

5

Did your program meet the goal for prospective teachers set in special education in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

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

8

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

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

6

Provide any additional comments, exceptions and explanations below:

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Section II Annual Goals - Instruction of Limited English Proficient Students

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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 **http://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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

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

Provide any additional comments, exceptions and explanations below:

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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.

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

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

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

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

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

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

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

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.

Undergraduate elementary education candidates have the option to receive special education licensure as an add-on to their elementary education license. 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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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, 2013-14	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	12	169	12	100
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2014-15	10	177	10	100
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2013-14	21	171	21	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2014-15	3			
	1			

Educational Testing Service (ETS) All program completers, 2013-14				
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	227	12	71
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	6			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	7			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2014-15	10	243	10	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2014-15	1			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	216	6	35
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	7			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	7			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	10	242	10	100
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	15	232	11	73
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, 2015-16	6			
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2014-15	10	235	10	100
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	4			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			

Assessment				
Educational Testing Service (ETS) All program completers, 2013-14				
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0065 -MATHEMATICS PEDAGOGY (DISC) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	166	9	75
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			

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Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	13	13	100
All program completers, 2014-15	49	48	98
All program completers, 2013-14	48	42	88

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Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

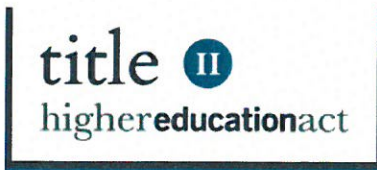If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

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)?
No

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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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

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 overarching themes of the Conceptual Framework for all educator programs in the NC A&T College of Education reflect a commitment to diversity, assessment, reflection, and technology (DART). This framework requires teacher candidates to use technology to gather, manage, and reach logical conclusions about data in the context of the subject area as a means to bridge the social, cultural, economic, and cognitive gaps between learners. Teacher candidates in our undergraduate and graduate programs learn what attributes of technology promote effective learning in the classroom. Teacher candidates in our undergraduate and graduate programs also learn to use technology to examine content more critically, solve problems, and establish reliability.

Teacher candidates are instructed in technology throughout their curricula beginning their Freshman year. They initially learn basic technology use, and to integrate it as they further develop their practice. They are required to identify resources that can be used to assist in their instruction, many of which are technological in nature.

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 teacher candidates in our undergraduate and graduate programs to practice teaching in a classroom simulation space that mirrors a classroom in a traditional classroom setting. All methods courses at both the graduate and undergraduate level are held in the model classroom. Key to candidate interaction with technology during instruction 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. 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

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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.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

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 semester-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., Electronic Evidence 3 and Electronic Evidence 5). These two evidences are comprehensive and multi-faceted, requiring multiple layers of understanding, awareness, and skill to respond to learner needs.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

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 construct a "Differentiated Instruction Teacher Work Sample" (DITWS) Electronic Evidence as part of their general professional education core coursework. The DITWS 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.

the future.

Candidates enrolled in the MAT Special Education program also construct a "Special Education Model Demonstration Capstone Project" Electronic Evidence. 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.

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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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

College OF EDUCATION (CEd) CONCEPTUAL FRAMEWORK: The College of Education has selected as its program theme "The Professional Educator: Catalyst for Learning." From the theme, a conceptual framework has been developed which includes a rationale and organizing principles that guide the development of the curriculum for professional education including the categorization of knowledge. The Unit's vision, mission, and dispositions emerged directly from the university's mission. Both the Unit and University strive to transmit a cultural experience for our candidates to be transformed into catalysts for learning. Candidates learn to create their own learning from the experiences of the faculty, curricula and field experience opportunities, and other education leaders. Thus, because candidates create their learning outcomes from the interaction with their faculty and curricula, candidates are philosophically constructivists. While the constructivist view is primarily the philosophy by which education programs are structured, content specialists and school personnel programs might have other philosophical basis. The conceptual framework is sufficiently broad as an umbrella to embrace all of the programs. The conceptual framework is the guiding force for program development and performance assessment. The outcome of the framework is the development of unit standards for all programs, which are Diversity, Assessment, Reflection, and Technology (DART).

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Report Card Certification

Information in this report has been certified as accurate and complete by:
Dr. Loury Floyd
Associate Dean

This submission was reviewed and certified as accurate and complete by:
Dean Anthony Graham
Professor and Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	104	108	3.85%
Male Enrollment	17	22	29.41%
Female Enrollment	87	86	-1.15%
Hispanic/Latino Enrollment	1	0	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	84	89	5.95%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	16	13	-18.75%
Two or more races Enrollment	1	6	500.00%
Average number of clock hours required prior to student teaching	150	150	0.00%
Average number of clock hours required for student teaching	600	600	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	24	11	-54.17%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2	2	0.00%
Number of students in supervised clinical experience during this academic year	69	24	-65.22%
Total completers for current academic year	57	19	-66.67%
Total completers for prior academic year	102	57	-44.12%
Total completers for second prior academic year	83	102	22.89%

Section VIII Report Certification

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