2023-2024

EPP Bachelor Performance Report

UNC-Charlotte

Overview of the Institution

The University of North Carolina at Charlotte (UNC Charlotte) is a member of the University of North Carolina multi-campus state university system. In 2023-24, approximately 30,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels, making UNC Charlotte the second-largest institution in the UNC System. UNC Charlotte is a Carnegie Foundation Doctoral/Research University (DRU) and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is North Carolina's urban research institution, maintaining a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC Charlotte is committed to extending educational opportunities to ensure success for qualified students of diverse backgrounds through programs offered in its seven academic colleges: Arts and Architecture, Business, Computing and Informatics, Education, Engineering, Health and Human Services, Liberal Arts and Sciences, and the Graduate School. UNC Charlotte has also been named as a community engagement campus by the Carnegie Foundation. This label is reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University has developed strong programs, including Freshman Learning Communities, to respond to this population. A multidisciplinary Honors College and wide range of honors programs are also offered. For example, the campus welcomed its fourteenth class of Levine Scholars in fall 2023. This is UNC

Charlotte's most prestigious merit scholarship program. The campus continues to be one of the fastest growing campuses in the UNC system. Overall enrollment expanded from 20,772 in fall 2005 to 30,298 in fall 2023. That same time period saw the addition of numerous campus academic, residential, and recreational buildings, the Center City Campus in uptown Charlotte, a football team, and a light rail stop connecting UNC Charlotte with the broader metro area.

Special Characteristics

The Cato College of Education at UNC Charlotte serves North Carolina's largest metropolitan region of 2.8 million residents well. One of the College's most important functions is to serve as a regional resource for helping address the challenges in urban schools. The University's diverse undergraduate and graduate student body reflects the diversity of the region, and has a strong representation of international students enrolled in University programs. The Cato College of Education has strong partnerships with the surrounding school districts including Charlotte-Mecklenburg Schools, a school district with 180 schools and a highly diverse enrollment of more than 140,000 pupils who are 24.5% white, 36.3% Black, 28.6% Hispanic, 7.2% Asian, and 3.4% American Indian, Pacific Islander or multiracial. As of 2021, more than 25,000 students in the district are English Language Learners representing 175 different countries.

The College provides a leadership role in preparing teachers, principals, and counselors. It also provides a leadership role in teacher recruitment and retention. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The Cato College of Education enrolls approximately 2,700 students in undergraduate and graduate licensure and non-licensure programs and serves career changers who have chosen an alternative licensure pathway to become teacher educators. The College has for many years hosted a very successful Principal Fellows (now TP3) program, and is home to one of six mathematics and science education centers in the state. In 2022, the College received the highest possible rating on a statewide external review of literacy instruction and received a grant from the Mebane Foundation in 2023 to establish a center on early literacy. Our professional preparation programs are CAEP-accredited and Department of Public Instruction/State Board approved; the M.A. and Ph.D. programs in Counseling are Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited. Our CAEP accreditation visit occurred in 2020 and was highly successful; no areas of improvement were noted. The Cato College of Education is committed to accepting and offering classes for all qualified applicants. To enhance enrollment opportunities for principal and counselor preparation, the College has add-on licensure programs in these areas for qualified candidates already holding a master's degree.

Program Areas and Levels Offered

Undergraduate majors in the Cato College of Education include Child and Family Development (Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in English language arts, mathematics, science, social studies); Special Education (general or adapted curriculum); and Dual Elementary Education/Special Education. Teaching English as a Second Language (licensure), Reading Education (licensure), Child and Family Development (non-licensure), Applied Understandings in Global Education (non-licensure), and Urban Youth and Communities (non-licensure) are also offered as minors for undergraduate candidates. In addition, candidates may prepare for careers in secondary education fields by majoring in programs in the College of Liberal Arts and Sciences and completing the minor in Secondary Education or Foreign Language Education in the Cato College of Education. The

secondary education minor is available to majors in English, mathematics, biology, chemistry, environmental studies, physics, political science, history, and geography. The Foreign Language Education minor is available to majors in French, Spanish, German, and Japanese. Finally, the Cato College of Education collaborates with the College of Arts and Architecture to prepare teachers in the arts education fields of art, dance, music, and theater. The Cato College of Education and the College of Health and Human Services engage in a partnership to offer school social work licensure at the bachelor's and master's levels. The Graduate Certificate in Teaching program, designed as a post-baccalaureate route to initial teacher licensure for second career professionals, offers teacher preparation in the following fields: Child and Family Development (B-K licensure), Elementary Education, Middle Grades Education (English language arts, mathematics, science, and social studies), Foreign Language Education in selected language areas, Secondary Education (comprehensive science, comprehensive social studies, English, and mathematics), Special Education (general and adapted curriculum), Art Education, Teaching English as a Second Language, and CTE areas (marketing, business education, tech-engineering education, and family/consumer science). Successful completion of these academic programs results in candidates being recommended for the North Carolina initial professional educator license. Many Graduate Certificate in Teaching areas (initial licensure programs in the fields noted above) provide candidates with the option of continuing their academic work to complete a Master of Arts in Teaching (M.A.T.) degree. Other graduate programs offered are as follows: M.Ed. in Elementary Education; M.Ed. in Curriculum and Instruction (concentrations in middle grades/secondary/TESL); M.A. in English with an education concentration; M.S. in Mathematics with an education concentration; M.Ed. in Special Education and Child Development (with specializations in adapted curriculum, general curriculum, academically gifted, child/family studies, and applied behavior analysis); M.Ed. in Reading Education; M.Ed. in Learning, Design, and Technology (school specialist, training & development, and online teaching); M.A. in Counseling (school, clinical mental health, and addiction); and M.S.A. in School Administration. Five doctoral programs are offered: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education; Ph.D. in Curriculum and Instruction, and the Ph.D. in Educational Measurement and Evaluation. Add-on licensure programs at the masters-level include: Academically/Intellectually Gifted, School Counseling, Instructional Systems Technology (school specialist), EC Administrator, and School Administration (principalship).

Pathways Offered

Traditional	Lateral Entry	Residency
X	X	X

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

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

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

All general education teacher candidates are prepared to teach students with disabilities. Coursework includes classes that examine diversity and inclusion in schools, students with special needs, and modifying instruction for learners with diverse needs. Throughout the respective programs, candidates prepare instructional lesson segments and analyze student work samples to ensure that instruction and assessments are differentiated to meet the needs of all students. Student teaching placements occur in diverse schools and classrooms. Candidates are required to collaborate with teachers and other specialists to meet the needs of students with IEPs and 504 plans. Seminar and weekly reflection topics emphasize instructional, behavioral, and assessment modifications and adaptations for all learners.

A major student teaching requirement is the edTPA project that requires candidates to identify three focus learners, at least one of whom must be a special needs child. For our TESL candidates, a learner of limited English Proficiency must also be identified. Candidates document the impact of their work with all students but particularly the identified focus learners. They teach a series of connected lessons for this project through which they demonstrate understanding of the context/environmental factors that affect student learning. They provide information and demonstrate knowledge of specific characteristics of students in their class (e.g., developmental, performance/ability, gender/ethnicity/cultural, special needs, and language), and they identify implications for instruction and assessment measures. Candidates develop assessment plans that are based on their knowledge of student needs and use formative assessment results during the teaching process to differentiate instruction. As part of their data analysis, candidates provide individual feedback to the three focus learners that is individualized to their learning needs; this feedback is designed to move the students forward in their own learning. As another assessment, candidates' dispositions for effectively teaching students with disabilities are also evaluated by their course instructors, university supervisors, and mentor teachers. The depth and breadth of this work provides the candidates with a comprehensive mechanism for learning and practicing effective strategies for working with students with disabilities.

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

All special education teacher candidates are prepared to teach students with disabilities. Their program of study parallels that of general education students in terms of the introductory coursework focused on diversity in schools. However, all special education teacher candidates complete an academic major that specializes in either general curriculum for students with high incidence disabilities or adapted curriculum for students with low incidence disabilities. Plans of study include specialized, in-depth courses that prepare candidates to individually plan, systematically implement, and carefully evaluate instruction for students with disabilities. In addition, candidates complete coursework in special education assessment, instructional planning in special education, and collaboration and transition-focused education. Candidates develop instructional units of study at various stages in their program that are differentiated to

meet the needs of all students. Additionally, undergraduate special education teacher candidates may earn a dual major in special education and elementary education. Throughout their program, special education candidates engage in clinical classroom experiences and assignments that move them toward the expectation of providing explicit, systematic instruction and adapting and differentiating instruction for learners with disabilities. Student teaching placements occur in diverse schools and classrooms. Seminar and weekly reflection topics emphasize instructional, behavioral, and assessment modifications and adaptations for all learners. A major student teaching requirement is the edTPA that requires candidates to document the impact of their work with students with disabilities. Beginning in fall 2020, a new course for both traditional and alternative program candidates was created to integrate all three practice edTPA tasks into a single semester for special education candidates, allowing for greater coherence across program assignments. This combination of coursework, early field experiences, and student teaching requirements assure that candidates are prepared to teach students with disabilities. Evidence for these assurances can be found in course syllabi, course grades, candidate school placements and expectations of placements (field placement checklists of activities), and examples of assignments, such as edTPA practice tasks.

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

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

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

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

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

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

Candidates in all initial programs are required to take coursework that teaches them how to integrate technology for instructional purposes. All candidates prepare a series of sequenced instructional plans that demonstrate purposeful and appropriate integration of technology; during the student teaching semester, lessons demonstrating use of technology are integrated into the student teaching project (edTPA). Candidates develop lesson plans that show how they will use technology appropriately to maximize student learning. For example, candidates in the middle and secondary initial licensure programs complete a course in instructional design and technology integration, and candidates in special education take coursework throughout their program that provides focused instruction on the implementation of technology to enhance instruction for special needs learners. Elementary education candidates complete two courses embedding technology and instructional design; one course serves as a prerequisite for methods courses, and the other is completed during the yearlong internship. In addition, candidates in elementary education are required to use a variety of assessment tools such as Reading 3D in order to collect and analyze data in order to support instructional decision-making practices. Candidates are

prepared to use the principles of Universal Design for Learning (UDL) by incorporating the principles in lesson plans. Also, during their internship, candidates in special education are required to reflect weekly on UDL implementation and differentiation. Online courses have been developed with UDL infused throughout instruction. Through their coursework and student teaching, candidates are provided the opportunities to learn and demonstrate strategies for the integration and use of technology that best support their teaching and learning objectives, and very importantly, how to reflect upon the use of technology to engage and support student learning in all instructional practices including modification and/or differentiation for all learners.

In considering the integration of technology standards, the COED's initial teacher preparation programs have made steady and deliberate changes over the last several years to ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences for students. This work is rooted in best principles of universal instructional design, starting with technology standards. Technology standards are considered through multiple lenses. First, candidates learn how to utilize available digital resources to maximize P-12 student learning; this includes integrating technology into lesson planning and using available technology to maximize assessment in student outcomes. All programs have courses and assignments which include integration of digital resources effectively to enhance the student learning experience. This also includes attention to the needs of diverse learners, and how technology can be used to maximize their learning experiences as well. Candidates are also asked to use technology in collecting student assessment data and analyzing it for trends in student learning. Second, candidates themselves use a variety of technologies in their coursework as learners. This allows candidates to experience firsthand how to effectively utilize an online learning system. All courses throughout the programs of study use technology to some extent. In the undergraduate programs, courses utilize a blended learning approach, where candidates work online to complete group projects, respond to blog posts, and access resources while also meeting face-to-face for class. In most of the graduate certificate programs, the courses are offered completely online or as a blended learning model, with the newly-added clinical labs in many programs providing face-to-face opportunities at school sites for connection and in-class rehearsal of skills. Effective online instruction is also modeled in coursework. Many of the online courses in our graduate certificate programs were created by instructors in collaboration with an instructional designer at the university's Center for Teaching and Learning, and were designed to meet Quality Matters (QM) standards (standards developed by a nationally-recognized program subscribed to by universities across the country to assure the quality of online education). To pass QM review, courses must score a specified number of points across 42 review standards that include aspects such as, 4.1 - The instructional materials contribute to the achievement of the stated learning objectives or competencies, and 8.3 - The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners (Quality Matters, 2018).

Our quality assurance system to assess candidate technology proficiency consists of locally-created and external key assessments to evaluate our candidates in this area. Data provided to assess this proficiency are also used to evaluate Student Learning Outcomes (SLO) for annual SACSCOC accreditation reporting and as evidence that candidates meet North Carolina standards [NCPTS 4.d.1 (Integrates technology with instruction to maximize student learning)]. Locally-created tools are also aligned with the NC Digital Competencies for Educators. These include formative, program-specific technology assignment rubrics to assess candidate technology use and the responses on the Candidate Exit Survey. During student teaching, candidate technology proficiency is assessed by both the university supervisor and the clinical educator. Beginning in 2020-21, we transitioned to use the Candidate Preservice Assessment of Student Teaching (CPAST) Rubric to assess student teaching performance, which includes specific ratings of candidate

proficiency with technology use. Collectively, these tools provide our faculty accurate and valid data to assess our candidates' ability to model and apply technology standards in their own teaching.

Data analysis indicates that UNC Charlotte is preparing candidates to meet the identified technology standards. On the most recent data cycle used to assess student teachers and their proficiency with integrating digital learning experiences (spring 2024), candidates were rated as proficient or higher (98.4%) on cohort rubric averages for CPAST Criterion 8H (Digital Tools and Resources). The student teaching capstone project (edTPA) also emphasizes technology integration and occurs during student teaching when all teacher candidates collect, analyze, manage, and use student performance data in order to demonstrate a positive instructional impact on student learning. Candidates begin this project early in the student teaching semester, and it requires that candidates assess whether students learned the identified learning goals for each lesson taught. Using collected data, candidates create a graph or table that depicts the results of their selected assessment measure. These data show results of student performance and guide candidates in providing targeted, meaningful feedback to students. This project provides a comprehensive opportunity for candidates to create tables and graphs to analyze assessment and instructional outcome data to support their decision-making process regarding best practices in teaching and learning.

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

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

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

For example, in the Birth-Kindergarten program, undergraduate candidates complete SPED 4112 (Authentic Assessment Approaches to the Assessment of Young Children with Disabilities: Birth-Kindergarten) and SPED 4210 (Developmental Interventions for Young Children with Disabilities: Birth though Kindergarten). Graduate candidates complete CHFD 5250 (Assessment of Young Children). These courses teach candidates research-based assessment methodologies that are appropriate for young children, integrating technology when suitable for the child's developmental level. Candidates complete activities that mirror the kind of data collection and analysis demanded by Task 3 of edTPA. Elementary candidates complete ELED 4121 (Assessment and Instructional Differentiation in Elementary School Classrooms) or READ 5300 (Applied Literacy Practices); in these courses, candidates learn appropriate

methodologies for collecting classroom data results and analyzing "next steps" for a variety of diverse learners. Additional instruction on using technology to assess student performance is provided to Elementary candidates to prepare them for using selected North Carolina reading and mathematics diagnostic tools. Candidates have been taught to interpret and use a variety of data assessment reports in their planning and assessment processes, including Read to Achieve, MCLASS, iReady, Dreambox, etc. In Middle, Secondary, and K-12 (MDSK) programs, in student teaching/seminar courses candidates create and implement various types of formative and summative assessments and are taught to develop a classroom assessment system to collect data, provide student feedback, and make future instructional decisions. Candidates are expected to utilize technology systems commonly available in middle/secondary schools, such as Powerschool (with teacher/district permission and oversight), Canvas, or Schoology in communicating assessment results to students and their parents in a timely fashion. Candidates complete an assessment plan, explaining how their selected assessment evaluates academic performance and serves as a vehicle for student feedback. In addition, candidates evaluate the effectiveness of their assessment plan by analyzing the data collected (in preparation for successful completion of edTPA). In the Special Education program, all candidates are required to take SPED 4270/5370 (Classroom Management) which includes a Positive Behavior Integration Support (PBIS) project. This project requires data collection which is displayed graphically through analysis in Excel. Additionally, candidates in the adapted curriculum program take SPED 4271 (Systematic Instruction) or SPED 5380 (Multiple Disabilities and Systematic Instruction) which includes a data-based decision project that involves data collection and analysis which can be done using technology. SPED 4400/5400 (Integrated Instructional Applications in Special Education) includes formative edTPA "practice tasks" that also require the collection of student performance data which can be used to analyze data and recommend future steps for instruction.

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

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

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

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

Committee to review and monitor progress toward meeting and maintaining accreditation standards for the college and university. Through all these measures, we are able to continually self-assess our improvement cycle.

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

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

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

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

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

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

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

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

33.22 % of candidates in the EPP that are first generation college attendees

23.95 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees. The percentages above are based on 2022-23 enrollment. Due to a statewide shift in the reporting timeline, complete 2023-24 percentages of first generation and Pell Grant eligible candidates were not available by the due date for this narrative report. Data for 2023-24 will be included in the 2024-25 report.

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

Since completion of the initial review of all literacy coursework associated with initial licensure using the North Carolina Literacy Framework documents, UNC Charlotte teacher education programs (including elementary education, special education, and early childhood) have continued to engage in efforts to refine and improve programs. As noted in previous reports, the review of the undergraduate elementary education program coursework demonstrated that 100% of the sub-competencies associated with the essential literacy components within the Framework are at least introduced, with 23% and 64% of the sub-competencies also practiced and assessed, respectively. Focusing on practice and assessment of the sub-competencies, the Dept. of Reading and Elementary Education developed a year-long, embedded clinical experience at Niner University Elementary (NUE), the College's laboratory school. Within the clinical experiences associated with the literacy coursework, teacher candidates were provided with

opportunities to directly apply (practice) information learned in coursework in a classroom with children. The faculty in the department developed the Observation Protocol to Assess Literacy (OPAL) as a method to measure the effectiveness of these endeavors. Subsequently, OPAL has been adopted as a primary instrument to assess candidate progress in literacy instruction across all courses within the program sequence. Within the graduate certificate program, the prior report indicated 92% of the sub-competencies within the Framework are introduced, practiced, or assessed. Importantly, 77% of the sub-competencies were assessed directly within coursework. While the percentages of sub-competencies that are introduced, practiced, or assessed have increased from last year as a result of faculty review, modification of the individual courses from 2 credit hours to 3 hours in 2022-2023 necessitated another analysis and revisions of course content. The faculty evaluated course content, including a review of videos, readings, presentations, and assignments. Course descriptions, course rationales, objectives, course content lists, key assignments, and bibliographies were updated. Additionally, a terminology glossary was added as a key assignment to all READ courses. The revised syllabi were completed in June 2023. UNC Charlotte efforts to improve reading instruction have been recognized. In 2022, our programs received the highest possible rating on each individual domain and overall in an external review of literacy instruction and the incorporation of science of reading principles by TPI-US.

Pursuant to §115C-269.20 (a) (2), educator preparation programs that provide training for elementary education trainers are required to include adequate coursework in the teaching of mathematics. Below are four questions to capture more information about this component of your program. If your program does not offer an elementary licensure route, simply respond with N/A.

If your <u>traditional</u> educator preparation program offers a route to elementary and/or ECGC licensure, please document how your program is meeting this requirement. Include specific course offerings along with descriptions of any training throughout your program that supports meeting this requirement. If your EPP does not offer a route to elementary licensure, simply respond with N/A.

Bachelor of Arts in Elementary Education and Bachelor of Arts in Special and Elementary Education

The Bachelor of Arts (BA) in Elementary Education (K-6 Elementary licensure) and BA in Special and Elementary Education (K-6 Elementary and K-6 Exceptional Children General Curriculum licensure) include multiple courses and clinical practice experiences related to teaching mathematics to elementary school-age children. Prior to their professional education coursework, teacher candidates are required to take MATH 1340: Mathematics for Elementary Teachers I. This course focuses on developing candidates' content knowledge related to mathematics topics taught in elementary school classrooms with a focus on number sense, place value, and various strategies to develop procedural fluency including examinations of the U.S. Standard Algorithm for addition, subtraction, multiplication, and division. Candidates in this course also spend considerable time developing content knowledge on rational numbers with a specific focus on fractions.

The BA in Elementary Education and BA in Special and Elementary Education also include two in-person mathematics education courses which include clinical practice experiences. In the first course, MAED 3222, candidates develop their pedagogical content knowledge (also referred to as mathematics content knowledge for teaching) related to primary grades with a focus on how to develop elementary school childrens' understanding of foundational concepts such as counting and cardinality, developing place value understanding and the concepts of addition and subtraction. Candidates explore student work and develop a deeper understanding about how to teach elementary school children to add and subtract multi-digit numbers using various strategies including the U.S. Standard Algorithm. Candidates also develop skills and knowledge related to teaching young children the concepts of multiplication and division. In terms of high-leverage, research-based practices, candidates engage in analyzing commonly-used mathematics curricula materials, create assessments and rubrics focused on solving word problems, modify tasks based on data and learners' background knowledge. Lastly, course time is spent with candidates to help them consider ways to modify instruction to meet the needs of students who need more rigorous experiences and those who need more foundational experiences.

In the clinical practice experiences of MAED 3222, candidates design and teach three problem solving lessons to a small group of students as part of their preparation for the edTPA Mathematics Task 4 assessment, teach students through hands-on fluency activities, and conduct a series of assessments on number sense to two students. Enhanced sections of MAED 3222 include clinical experiences where candidates teach small group lessons and are coached by the course instructor in an elementary school classroom.

In the second course, MAED 3224, candidates deepen their pedagogical content knowledge on multi-digit multiplication and division and extend their work from MATH 1340 by considering ways to develop elementary students' conceptual understanding of why strategies, including the U.S. Standard Algorithm for multiplication and division work. Much of MAED 3224 is spent developing teacher candidates' knowledge and skills related to teaching rational numbers to elementary school children. Specifically, candidates work with area and length models of fractions, explore mathematical tasks, practice teaching and facilitating discussions in class about fractions problems, and learn research-based ways to teach about equivalent fractions and the four operations (addition, subtraction, multiplication, and division) involving fractions. The high-leverage, research-based pedagogies embedded in MAED 3224 include facilitating mathematical discussions using equitable discourse teacher moves, analyzing student work using a rubric and an assets-based approach towards assessment, and determining future instructional decisions based on the examination of student work samples.

In the clinical practice experience of MAED 3224 candidates design and teach two small group lessons focused on problem solving, collect student work, and analyze the student work as part of their preparation for the edTPA Mathematics Task 4 project. Candidates also work with students on a series of fluency-focused activities in their classroom.

Bachelor of Arts in Special Education-General Curriculum

The BA in Special Education - General Curriculum (K-12 Exceptional Children General Curriculum licensure) includes multiple courses and clinical practice experiences related to teaching mathematics to K-12 students. Prior to their professional education coursework, teacher candidates are recommended to take MATH 1340: Mathematics for Elementary Teachers I. This course focuses on developing candidates' content knowledge related to mathematics topics

taught in elementary school classrooms with a focus on number sense, place value, and various strategies to develop procedural fluency including examinations of the U.S. Standard Algorithm for addition, subtraction, multiplication, and division. Candidates in this course also spend considerable time developing content knowledge on rational numbers with a specific focus on fractions.

The BA in Special Education - General Curriculum also includes SPED 4272 (Teaching Mathematics to K-12 Learners), a course focusing on providing candidates with opportunities to expand their knowledge and skills necessary for the effective teaching of math to K-12 students. Through this course, candidates learn about the MTSS process and special education identification process in the area of mathematics, as well as how to do data-based individualization using case study data. Additionally, candidates learn about and practice implementing a variety of evidence-based teaching strategies, and utilize commercial mathematical programs that have been validated by the National Center on Intensive Intervention. Using these strategies and programs, candidates practice effectively teaching mathematics across K-12 mathematics domains (e.g., counting and cardinality, numbers and operations in base 10, numbers and operations in fractions, additive and multiplicative problem solving, proportional reasoning, algebra, and geometry). When exploring the K-12 content, candidates learn how to conceptually teach this content through the use of concrete and virtual manipulatives and visual representations, in addition to teaching using procedural methodology. Candidates observe video examples of both high quality instruction and non-examples and are required to critically analyze these videos throughout the course.

Dr. Alicia Saunders and Dr. Elsa Iglesias, who each teach the course, completed the Level 2 NCSIP Math Foundations Trainer course and assessment and are working to incorporate the content, readings, and learning tasks into the course. In clinical practice, for example, candidates create a baseline teaching video, conduct the Number Knowledge Assessment and determine areas to target with a focus learner. Candidates film themselves implementing two evidence-based strategies for teaching students who are at risk for math failure or with math learning disabilities within the general classroom or resource classroom and receive feedback on their fidelity of implementation. Additionally, they design a math lesson for their target learner using explicit instruction and technology, as well as other evidence-based practices of their choice, and implement the lesson. Candidates use a rubric similar to the edTPA Task 2 rubrics to reflect on and evaluate their instruction and growth since their baseline teaching video. The professor then provides feedback on their lesson and their implementation. Candidates leave the course having developed a comprehensive evidence-based practice toolkit with descriptions, steps for implementation, and visual examples of the most effective teaching strategies for learners with disabilities in mathematics with the intention they use this in their lesson development and implementation in their own classrooms.

If your <u>residency</u> educator preparation program offers a route to elementary and/or ECGC licensure, please document how your program is meeting this requirement. Include specific course offerings along with descriptions of any training throughout your program that supports meeting this requirement. If your EPP does not offer a route to elementary licensure, simply respond with N/A.

Graduate Certificate in Teaching - Elementary Education

This residency program in Elementary Education (K-6 Elementary Education licensure) includes two blended mathematics education courses which include clinical practice experiences. In the first course, ELED 5210, course content and activities mirror MAED 3222 described above. Through asynchronous modules, candidates develop their pedagogical content knowledge (also referred to as mathematics content knowledge for teaching) related to primary grades with a focus on how to develop elementary school childrens' understanding of foundational concepts such as counting and cardinality, developing place value understanding and the concepts of addition and subtraction. Candidates explore student work and develop a deeper understanding about how to teach elementary school children to add and subtract multi-digit numbers using various strategies including the U.S. Standard Algorithm. Candidates also develop skills and knowledge related to teaching young children the concepts of multiplication and division. In terms of high-leverage, research-based practices, candidates engage in analyzing commonly-used mathematics curricula materials, create assessments and rubrics focused on solving word problems, modify tasks based on data and learners' background knowledge. Synchronous meetings over Zoom include opportunities for candidates to collaboratively examine student work, practice teaching fluency and problem solving activities, and analyze curricula materials.

In the clinical practice experiences of ELED 5210, candidates design and teach three problem solving lessons to a small group of students as part of their preparation for the edTPA Mathematics Task 4 assessment, teach students through hands-on fluency activities, and conduct a series of assessments on number sense to two students. Enhanced sections of MAED 3222 include clinical experiences where candidates teach small group lessons and are coached by the course instructor in an elementary school classroom.

In the second course, ELED 5310, through asynchronous modules candidates deepen their pedagogical content knowledge on multi-digit multiplication and division by considering ways to develop elementary students' conceptual understanding of why strategies, including the U.S. Standard Algorithm for multiplication and division work. Much of this course is spent developing teacher candidates' knowledge and skills related to teaching rational numbers to elementary school children. Specifically, candidates work with area and length models of fractions, explore mathematical tasks, practice teaching and facilitating discussions in class about fractions problems, and learn research-based ways to teach about equivalent fractions and the four operations (addition, subtraction, multiplication, and division) involving fractions. The high-leverage, research-based pedagogies embedded in ELED 5310 include facilitating mathematical discussions using equitable discourse teacher moves, analyzing student work using a rubric and an assets-based approach towards assessment, and determining future instructional decisions based on the examination of student work samples. The synchronous meetings over Zoom include opportunities for candidates to analyze student work, practice teaching content about fractions to each other, and practice facilitating mathematical discussions in which they select student work samples and analyze them to determine a mathematical goal for the discussion and the lesson.

In the clinical practice experience of ELED 5310 candidates teach two small group lessons, collect student work, and analyze the student work as part of their preparation for the edTPA

Mathematics Task 4 project. Candidates also work with students on a series of fluency-focused activities in their classroom.

Graduate Certificate in Teaching - Special Education-General Curriculum

This residency program in Special Education-General Curriculum (K-12 Exceptional Children General Curriculum licensure) includes SPED 5372 (Planning Mathematics for Learners with Special Needs), a course focusing on providing candidates with opportunities to expand their knowledge and skills necessary for the effective teaching of math to K-12 students. Through this course, candidates learn about the MTSS process and special education identification process in the area of mathematics, as well as how to do data-based individualization using case study data. Additionally, candidates learn about and practice implementing a variety of evidence-based teaching strategies, and utilize commercial mathematical programs that have been validated by the National Center on Intensive Intervention. Using these strategies and programs, candidates practice effectively teaching mathematics across K-12 mathematics domains (e.g., counting and cardinality, numbers and operations in base 10, numbers and operations in fractions, additive and multiplicative problem solving, proportional reasoning, algebra, and geometry). When exploring the K-12 content, candidates learn how to conceptually teach this content through the use of concrete and virtual manipulatives and visual representations, in addition to teaching using procedural methodology. Candidates observe video examples of both high quality instruction and non-examples and are required to critically analyze these videos throughout the course.

Dr. Alicia Saunders and Dr. Elsa Iglesias, who each teach the course, completed the Level 2 NCSIP Math Foundations Trainer course and assessment and are working to incorporate the content, readings, and learning tasks into the course. In clinical practice, for example, candidates create a baseline teaching video, conduct the Number Knowledge Assessment and determine areas to target with a focus learner. Candidates film themselves implementing two evidence-based strategies for teaching students who are at risk for math failure or with math learning disabilities within the general classroom or resource classroom and receive feedback on their fidelity of implementation. Additionally, they design a math lesson for their target learner using explicit instruction and technology, as well as other evidence-based practices of their choice, and implement the lesson. Candidates use a rubric similar to the edTPA Task 2 rubrics to reflect on and evaluate their instruction and growth since their baseline teaching video. The professor then provides feedback on their lesson and their implementation. Candidates leave the course having developed a comprehensive evidence-based practice toolkit with descriptions, steps for implementation, and visual examples of the most effective teaching strategies for learners with disabilities in mathematics with the intention they use this in their lesson development and implementation in their own classrooms.

What resources/supports do you provide your <u>traditional</u> candidates to prepare for the math subtest for licensure? If a candidate does not pass the exam, do you have any remediation structures in place to support them? Are these supports required? Please share any supports you have in place.

MATH 1340, MAED 3222, and MAED 3224 have been designed to align to the objectives of the Praxis Content Knowledge for Teaching (CKT) - Elementary Mathematics assessment. Specifically, MAED 3222 and 3224 include scenarios and cases where candidates look at data or information and determine what the appropriate instructional decisions are, which are some of the more challenging aspects of the Praxis licensure exam.

An instructor in the Mathematics Department, Allison Elowson, has prepared an open access Google folder of resources for candidates to study and provides free webinars twice a year over Zoom. Candidates are strongly encouraged to attend the webinar. Candidates are also provided with 30 days of cost-free access to 240 Tutoring, an online test preparation program that offers content review, study materials, and a series of practice exams.

Candidates are strongly encouraged to take the Praxis CKT - Elementary Mathematics prior to their clinical internship. Those who do not pass are encouraged to spend time revisiting course materials and the Google folder mentioned above.

What resources/supports do you provide your <u>residency</u> candidates to prepare for the math subtest for licensure? If a candidate does not pass the exam, do you have any remediation structures in place to support them? Are these supports required? Please share any supports you have in place.

ELED 5210 and ELED 5310 have been designed to align to the objectives of the Praxis Content Knowledge for Teaching (CKT) - Elementary Mathematics assessment. Specifically, the courses include scenarios and cases where candidates look at data or information and determine what the appropriate instructional decisions are, which are some of the more challenging aspects of the Praxis licensure exam.

An instructor in the Mathematics Department, Allison Elowson, has prepared an open access Google folder of resources for candidates to study and provides free webinars twice a year over Zoom. Candidates are strongly encouraged to attend the webinar. Candidates are also provided with 30 days of cost-free access to 240 Tutoring, an online test preparation program that offers content review, study materials, and a series of practice exams.

Candidates are strongly encouraged to take the Praxis CKT - Elementary Mathematics prior to their clinical internship. Those who do not pass are encouraged to spend time revisiting course materials and the Google folder mentioned above.