2023-2024

EPP Bachelor Performance Report

NC State University

Overview of the Institution

The College of Education, one of ten colleges at NC State University, is the university's Unit for the Preparation of Professional Educators. Since July 1, 2022, Dr. Paola Sztajn has provided leadership for the unit's 120 licensure programs in 32 licensure areas. All licensure programs are administered and housed in the College of Education except for three programs housed in two other colleges. The College of Education consists of three departments: Educational Leadership, Policy and Human Development (ELPHD), Science, Technology, Engineering, & Mathematics Education (STEM), and Teacher Education and Learning Sciences (TELS).

Special Characteristics

The College of Education at NC State is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. To achieve these goals professional educator preparation programs at NC State focus on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of that content. For example, the Department of Teacher Education and Learning Sciences houses a STEM-focused elementary education program. Our focus on content and pedagogical practice results in teacher candidates who are mature, professional education leaders who pursue general, content specific and professional knowledge for the

purpose of transforming individuals and organizations in the educational context. The College's mission is to lead the way in North Carolina in increasing opportunities for success in education and reducing achievement gaps. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. Teacher education candidates begin their studies as first-year students and progress through admission to candidacy, admission to the professional semester and finally to program completion. From the first year, faculty members and professional advisors mentor and advise candidates in the specialty areas in which the pre-service teachers will be licensed. Clinical experiences begin prior to admission to teacher candidacy in the sophomore year, continue in the junior year, and conclude with the year-long student teaching in the senior year. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to public school classrooms in North Carolina.

Program Areas and Levels Offered

The College of Education at NC State offers initial licenses at the bachelor's level in the following areas: Elementary Education, Middle Grades Education (Language Arts, Social Studies, Math, Science), Secondary Education (Mathematics, Comprehensive Science), Special Education: General Curriculum, English as a Second Language, Career-Technical Education (Business Education, Marketing Education, and Technology). The College of Education offers graduate programs in the following areas: Elementary Education (M, S, D), Middle Grades Language Arts (M, S, D), Middle Grades Social Studies (M, S, D), Middle Grades Mathematics (M, S, D), Middle Grades Science (M, S, D), Secondary English (M, S, D), Secondary Mathematics (M, S, D), Secondary Comprehensive Science (M, S, D), Secondary Comprehensive Social Studies (M, S, D), Reading (M, S, D), Technology (M, D), Curriculum Instructional Specialist (M, S, D), School Administrator (M, S, D), School Counselor (M, S), Instructional Technology Specialist-Computers (M, S, D). In conjunction with the College of Humanities and Social Sciences, the College of Education offers initial licenses at the bachelor's level in the following areas: Secondary English, Second Language Studies – French, Spanish, German, Chinese, English as a Second Language (add-on), School Psychologist, and School Social Work. In addition to the undergraduate programs the College offers graduate degree programs in the following: Second Language Studies – French, Spanish, and German in conjunction with the College of Humanities and Social Sciences and in conjunction with the College of Agriculture and Life Sciences the College of Education offers initial licenses at the bachelor's level and graduate degrees in Agricultural Education (B, M, S, D).

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.

Our teacher licensure programs have integrated instruction for effectively teaching students with disabilities across the curriculum. In their initial Introduction to Teaching in Today's Schools course, candidates are introduced to meeting the needs of all students - including those with disabilities. During their clinical experience tied to this course, all candidates spend at least one day shadowing the exceptional children teacher in the building and observing how they work with students with disabilities in the regular K-12 classrooms. During their junior year, all candidates review an IEP and explore how to make accommodations for students with special learning needs regarding instruction and assessment in the classroom. Again, during their clinical experience for this course, they are required to develop and administer an authentic assessment to students while making accommodations for students with disabilities. Finally, during their professional year, all student teachers are required to participate in IEP meetings as part of their student teaching experience. Programs provide candidates, as part of their methods course(s), with instruction in effectively teaching students with disabilities. Finally, candidates have to develop a learning segment that addresses the specific learning needs of their students during their performance-based assessment required during student teaching. We are in the process of developing additional special education training outside of the required coursework.

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.

Our teacher licensure programs have integrated instruction for effectively teaching students who are multilingual learners across the curriculum. In their initial Introduction to Teaching in Today's Schools course, candidates are introduced to meeting the needs of all students - including those who are multilingual. During their clinical experience tied to this course, all candidates spend at least one day shadowing the English as a Second Language teacher in the building and observing how they work with students in the K-12 classrooms. Finally, during their professional year, programs provide candidates, as part of their methods course(s), with instruction in effectively teaching who are multilingual learners. Finally, candidates must develop a learning segment that addresses the specific learning needs of their students during their performance-based assessment required during student teaching. Our programs continue to work collaboratively with the Multilingual Education faculty to integrate evidence-based strategies for students with limited English proficiency across their curriculum.

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.

The College of Education continuously explores new ways to prepare our candidates to integrate technology effectively into curricula and instruction. Starting before candidates are Admitted to Teacher Candidacy, they are required to complete a Service-Learning Project that integrates technology components for effective communication with multiple stakeholders. As well, the elements of universal design for learning are integrated into this course as candidates are composing their first lesson plans for K-12 students. During the 2023-2024 academic year, our College offered over 14 professional development opportunities for candidates to explore in small groups effective ways to integrate technology into their instruction. Within each of our licensure programs all candidates must successfully complete the edTPA to demonstrate competence in planning, instructing, and assessing K-12 student performance. During the 2022-2023 academic year, the College aligned these activities to the ISTE Standards for Educators. During the 2023-2024 academic year, programs worked to integrate this alignment. Throughout their programs, candidate's complete artifacts to demonstrate their novice level understanding and ability to implement technology integration. For our Residency teachers, we offer 'Super Saturday' workshops focused on technology tools in the classroom. These workshops are designed to support candidates who are currently teaching, and the technology strategies are immediately implemented into daily lesson plans. We collect candidate survey data from the workshops to inform future instruction.

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.

The College of Education continuously explores new ways to prepare our candidates to integrate technology effectively into curricula and instruction. Further, in their junior year during their course on Formative and Summative Assessment, candidates learn to collect, manage, and analyze data using technology. Additionally, the college developed new parameters for all programs which included a technology parameter. Within each of our licensure programs all candidates must successfully complete the edTPA to demonstrate competence in planning, instructing, and assessing K-12 student performance. During the 2022-2023 academic year, the College aligned these activities to the ISTE Standards for Educators. During the 2023-2024 academic year, programs worked to integrate this alignment. Throughout their programs, candidates complete artifacts to demonstrate their novice level understanding and ability to implement the DLCs.

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

Elementary Education candidates in the College of Education are required to pass ELM 450: The Arts for Elementary Education. The course is offered each Fall and students complete it prior to full-time student teaching. The course is designed to prepare candidates to integrate the arts; visual, music, dance, and drama into the content areas. This course is taught by an A+ Arts Education Specialist. Student evaluations of this course have been consistently at or above the department mean.

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

Each August the Offices of Professional Education (OPE) and Knowledge Management & Assessment (KMA) host the college's Professional Education Faculty Meeting. This convening serves as the Unit's annual assessment meeting and is where unit and program data are disseminated and discussed. Based on the data collected from the prior academic year, each program responds to a series of questions related to program continuous improvement. Programs identify areas of strength and areas for improvement and discuss how the faculty will address those areas in the coming academic year. These reports are called Program Snapshots and are a compilation of program and unit data as well as an analysis of that data. Progress toward program goals is monitored on a yearly basis. At the conclusion of the academic year, the OPE and KMA review the program reports and develop a unit report highlighting strengths and areas for improvement and discuss how the college will support the continuous improvement process. During the academic year, the OPE and KMA convene the Council of Education Program Coordinators (CEPC) where initiatives and policy are discussed, developed, and plans for implementation developed based on State Board of Education requirements, policies originating in the NC General Assembly, CAEP requirements, or college priorities. Further, the NC State College of Education was awarded full accreditation with no Areas for Improvement or Stipulations in Fall 2022.

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

In the NC State College of Education, we have a Clinical Experiences Scope and Sequence document that outlines and describes the clinical experiences candidates participate in each semester that a developmentally sequenced. Currently, all candidates begin field placements during their initial teacher preparation course (ED 204: Introduction to Teaching in Today's Schools). This 15-hour experience consists of structured observations in a North Carolina Public School. A second experience for all candidates occurs during the junior year (ED 311/ED312: Classroom Assessment Principles and Practices). During this course candidates complete approximately 20 hours at a minimum in a field placement where they teach with formative assessment, administer a summative assessment, evaluate data collected from the assessments, and determine instructional decisions based on an analysis of student data. Each program also requires a placement during the methods course. This placement duration varies from 20 hours to 50 hours over the course of a full semester. Elementary education begins their field placements in the sophomore year and completes a placement each year in alignment with their methods courses. Prior to student teaching, these candidates complete approximately 552 hours of field experiences. To ensure candidates are placed in a variety of settings, the college tracks all placements in our assessment system. Each candidate will have a placement in an urban, rural, and suburban setting as practicable.

This academic year, the college will engage in a systematic review and revision of all clinical experiences. Among the revisions will be ensuring that all candidates are placed in a low performing school prior to student teaching. We will also work to ensure a field placement each semester as practicable. The challenge for our college is primarily in our middle and secondary programs. Due to the high number of content hours (e.g. math education completes 59 hours of content work outside of our college) many of

these candidates are not enrolled in courses in our college some semesters. Ensuring placements for middle and secondary candidates during these semesters are extremely challenging.

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

Currently, all candidates experience the beginning of the year. Candidates complete their student teaching at the end of April. Candidates are unable to see the conclusion of the school year because they graduate prior to the end of the public school academic year.

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

18 % of candidates in the EPP that are first generation college attendees

21 % of candidates in the EPP that are Pell Grant eligible

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

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

In the NC State College of Education, we have completed a self-study of our instruction related to the "science of reading" based on the UNC System Literacy Framework. We reviewed each course to verify that each of the eight early literacy components were taught and assessed in our programs for elementary and special education. If there were gaps, then plans were developed to fill those gaps in the components to ensure that all candidates leave our programs having met the components. Further, the institution participated in the University of North Carolina System Science of Reading Evaluation with TPI-US. In the 2023 review, our program was identified as outstanding by the reviewers.

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.

Our STEM-based Approach: Graduates from our traditional undergraduate program are prepared to be leaders who have an unwavering commitment to serving children. Our rigorous STEM-based approach requires the successful completion of at least 27 credit hours of STEM content courses

- Courses in mathematics and statistics to include Calculus for Elementary Teachers (at least 12 credit hours)
- Course options in life, physical, and earth sciences to include Conceptual Physics for Elementary Teachers (at least 12 credit hours)
- Course focused on Engineering and Design Thinking (at least 3 credit hours)

Additionally, as part of our STEM-based approach, teacher candidates complete pedagogy courses in the STEM disciplines to include:

- Two mathematics methods courses

-Two science methods courses

-One engineering/design methods course

The Mathematics Component of our Program: To further elaborate on the mathematics component of our STEM-focused program, our candidates complete 21 credit hours in mathematics as part of their program. These hours include courses in mathematics content, mathematics pedagogy, and mathematics integration. These courses are:

- MA 151 - Calculus for Elementary Education I
    - Calculus for Elementary Education I is the first semester of a two-semester sequence of courses designed for the Elementary Education Program. Topics include sequences, limits, and derivatives. These course topics are intentionally developed with connections to elementary mathematics content. As such, students have opportunities to deepen their understanding of both elementary mathematics topics and topics across the vertical K-12 mathematics curriculum.
- MA 152 - Calculus for Elementary Education II
    - Calculus for Elementary Education II is the second semester of a two-semester sequence of courses designed for the Elementary Education Program. Topics include derivatives,

integrals, difference equations, and differential equations. These course topics are intentionally developed with connections to elementary mathematics content. As such, students have opportunities to deepen their understanding of both elementary mathematics topics and topics across the vertical K-12 mathematics curriculum.

- ST 101/311 Introduction to Statistics
    - Examining relationships between two variables using graphical techniques, simple linear regression, and correlation methods. Producing data using experiment design and sampling. Elementary probability and the basic notions of statistical inference including confidence interval estimation and tests of hypothesis. One and two sample t-tests, one-way analysis of variance, inference for count data, and regression.
- STEM Mathematics Elective
    - Students can choose from a list of 21 different mathematics content courses for this elective.
- ELM 310 Children's Thinking and Additive Reasoning
    - Examination of mathematical reasoning processes in primary grade children and the theory and practice of active teaching strategies designed to motivate and engage children in mathematics learning in grades K-3. Teacher candidates are simultaneously placed in a primary grades (K-2) classroom where they complete field-based assignments as part of course requirements.
- ELM 410 Children's Thinking and Multiplicative Reasoning
    - This course is designed to prepare preservice teachers to teach math in the intermediate grades and to lead to licensure in the elementary grades. Specific methodologies that relate to the theory and practice of teaching math will be examined. Teacher candidates are simultaneously placed in an intermediate grades (3-5) classroom where they complete field-based assignments as part of course requirements.

In addition to coursework, candidates complete the Elementary Education Mathematics edTPA. For this requirement, candidates develop and implement a series of mathematics lessons in their field placement classroom. In addition to planning and implementing instruction, candidates engage in careful, intentional assessment of their elementary students in the mathematics focal topic. The entire experience includes rigorous analysis of their planning, instruction, and assessment in mathematics.

If your residency 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.

Our residency programs require candidates to enter with the required 6-credits of mathematics content. Candidates who are missing content area courses can take them at a local college or university or as a PBS (post-baccalaureate student) at NC State before admission.

While in the program, candidates must complete ELM 574 Methods for Teaching Mathematics in the Elementary Classroom for an Initial License (3 credit hours). This course prepares preservice teachers to teach mathematics and leads to licensure in the elementary grades. It examines specific research-based methodologies that relate to the theory and practice of teaching mathematics to elementary students.

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.

Our EPP provides access to 240 Tutoring for our candidates free of charge as well as Study.com through TeachNC. Any student can request free access to 240 Tutoring but are required to participate if they do not pass the exam.

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.

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