

All special education teacher candidates develop and demonstrate understanding of the Individuals with Disabilities Education Act (IDEA), the principle of "least restrictive environment" and the legal and ethical responsibilities of teachers. Recent innovations in our program include the use of online resources of evidenced based practices from the IRIS Center for Training Enhancements, which includes modules on behavior, Response to Intervention (RTI), learning strategies and progress monitoring.

Instruction of teaching students who are limited English Proficient (LEP) is embedded within the special education curriculum. Teacher candidates are placed in schools that have a diverse student population that includes those who are LEP and have special needs.

## Section VII. Contextual Information

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

SCHOOL OF EDUCATION (SOE) CONCEPTUAL FRAMEWORK The School 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).

### Supporting Files

North Carolina A&T State University  
Traditional Program  
2011-12

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