
EXHIBIT 3.4.G

Aggregate Data on Candidates Entering and Exiting FE and CP

Initial (BS)

Agriculture, Art, Birth-Kindergarten, Biology, Business, Chemistry, Comprehensive Social Studies, Elementary, English, Family and Consumer Sciences, Mathematics, & Music.

Initial & Advanced (MAT)

Biology, Birth-Kindergarten, Business, Chemistry, Comprehensive Social Studies, Elementary, English, Family and Consumer Sciences, Health and Physical Education, Mathematics, Special Education, and Technology.

Advanced (MS, MAED, MSA, JMSW)

MS - Agricultural Education
MS - Instructional Technology
MAED - Elementary Education
MAED - Reading Education
MSA – School Administration
MS - School Counseling*
MSW - Social Work**

*Accredited through CACREP

**In NCATE accreditation process at University of North Carolina at Greensboro since it's a joint program between NCA&T and UNCG.

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Interns Enrolled in PLC 3 Field Experience

2011-2012

	Major	Elementary Ed	Child Development and Family Studies	Math Ed	Art Ed	Family and Consumer Sciences
CUIN 410		13	2	2	1	2
SPED 760						

Interns Enrolled in PLC 3 Field Experience

2012-2013

	Major	Elementary Ed	Music Ed	Math Ed	Art Ed	Birth-Kindergarten
CUIN 410		31	4	3	2	2
SPED 760						

Interns Enrolled in PLC 3 Field Experience

2013-2014

	Major	Elementary Ed	Child Development and Family Studies	Math Ed	Music Ed	Birth-Kindergarten
CUIN 410		20	2	2	2	1
SPED 760						

Birth-Kindergarten	History Ed	Agricultural Ed	English Ed	Special Ed-MAT
1	1	1	1	
				6
History Ed	Spanish Ed	Business Ed	Special Ed-MAT	
1	1	1		
			5	
History Ed	English Ed	Business Ed	Special Ed-MAT	
1	1	4		
			7	

Business Ed	Special Ed	Technology Ed	Physical Ed	History Ed	Agricultural Ed	Total
						3
						2
						2
						8
						27
						14
7						7
	5					5
		9				10
			2	5		11
					1	1
						90

Technology Ed	Agricultural Ed	English Ed	History Ed	Math Ed	Total
					2
					5
					4
					12
					3
					14
					7
4					4
	1				1
		9	2	3	14
					66

Business Ed	Technology Ed	Agricultural Ed	Chemistry Ed	History Ed	Physical Ed	Total
						1
						2
						10
						3
						25
						5
7	2					9
		1				1
4			2	1	7	24
						80

Percentage of MAT Interns' Completing LEA/IHE Certification of Teaching Capacity (by Cooperating Teachers, Principals, University Supervisors, and Candidates) from 2011 to 2014

<p>1a. Teachers lead in their classrooms.</p> <ul style="list-style-type: none"> 1a. 1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the NC Standard Course of Study. 	100%	100%	100%
<p>4h. Teachers use a variety of methods to assess what each student has learned.</p> <ul style="list-style-type: none"> 4h. 1 Uses multiple indicators, both formative and summative, to monitor and evaluates students' progress and to inform instruction. 4h. 2 Provides evidences the students attain 21st century knowledge, skills and dispositions. 	100%	100%	100%
<p>5a. Teacher analyze student learning.</p> <ul style="list-style-type: none"> 5a. 1 Uses data to provide ideas about what can be done to improve students' learning. 	100%	100%	100%
<i>Impact on Student Learning</i>			
<p>1d. Teachers advocate for schools and students.</p> <ul style="list-style-type: none"> 1d. 1 Implements and adheres to policies and practices positively and affecting students' learning. 	100%	100%	100%
<p>2d. Teachers adapt their teaching for the benefit of students with special needs.</p> <ul style="list-style-type: none"> 2d. 1 Cooperates with specialists and uses resources to support the special learning needs of all students. 2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs. 	100%	100%	100%

Percentage of MAT Interns' Completing LEA/IHE Certification of Teaching Capacity (by Cooperating Teachers, Principals, University Supervisors, and Candidates) from 2011 to 2014

<i>Instruction</i>			
2b. Teachers embrace diversity in the school community and in the world. <ul style="list-style-type: none"> 2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. 2b.2 Incorporates different points of view in instruction. 	100%	100%	100%
3a. Teachers align their instruction with the North Carolina Standard Course of Study <ul style="list-style-type: none"> 3a.2 Integrates effective literacy instruction throughout the curriculum and across content to enhance students' learning. 	100%	100%	100%
3b. Teachers know the content appropriate to their teaching speciality. <ul style="list-style-type: none"> 3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity. 	100%	100%	100%
3d. Teachers make instruction relevant to students <ul style="list-style-type: none"> 3d.1 Integrates 21st century skills and content in instruction. 	100%	100%	100%
4c. Teachers use a variety of instructional methods. <ul style="list-style-type: none"> 4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students. 	100%	100%	100%
4d. Teachers integrate and utilize technology in their instruction. <ul style="list-style-type: none"> 4d.1 Integrates technology with instruction to maximize students' learning. 	100%	100%	100%
4e. Teachers help students develop critical-thinking and problem-solving skills. <ul style="list-style-type: none"> 4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. 	100%	100%	100%
4f. Teachers help students to work in teams and develop leadership qualities. <ul style="list-style-type: none"> 4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. 	100%	100%	100%
<i>Evaluation/Assessment</i>			

Percentage of MAT Interns' Completing LEA/IHE Certification of Teaching Capacity (by Cooperating Teachers, Principals, University Supervisors, and Candidates) from 2011 to 2014

Standard/Element	2011 – 2012 Met N=14	2012 - 2013 Met N=48	2013 Met N=62
<i>Professionalism</i>			
1e. Teachers demonstrates high ethical standards. <ul style="list-style-type: none"> • 1e.1 Upholds the <i>Code of Ethics for NC Educators</i> and the <i>Standard for Professional Conduct</i>. 	100%	100%	100%
<i>Classroom Climate/Culture</i>			
1a. Teachers lead in their classroom. <ul style="list-style-type: none"> • 1a.3 Maintains a safe and orderly classroom that facilitates student learning. • 1a. 4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating descriptive or dangerous behavior, and safe and appropriate seclusion and restraint. 	100%	100%	100%
2a. Teachers provide an environment in which each child has a ositive, nurturing relationahip with caring adults. <ul style="list-style-type: none"> • 2a.1 Maintains a positive and nurturing learning environment. 	100%	100%	100%
2c. Teachers treat students as individuals. <ul style="list-style-type: none"> • 2c. 1 Maintains a learning environment that conveys high expectations of every student. 	100%	100%	100%
4g. Teachers communicate effectively. <ul style="list-style-type: none"> • 4g. 1 Uses a variety of methods to communicate effectively with all students. • 4g. 2 Consistently encourages and supports students to articulate thought and ideas clearly and effectively. 	100%	100%	100%