

2017-2018

IHE Bachelor Performance Report

High Point University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

High Point University is a private, four-year institution affiliated with the United Methodist Church. Its mission is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. Its mission *is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities*". The University offers Bachelor's degrees in 48 academic areas, Master's degrees in Business Administration, Education, History, Physician Assistant Studies, Strategic Communication, and Doctor of

Education degree (Ed.D.) in Educational Leadership and Pharmacy. In addition, several study abroad programs are available to undergraduate students. In 2017-2018 the undergraduate and graduate student body comprised more than 4,500 individuals from 41 countries and 46 states. The instructional staff consists of 350 full time and 120 part time members. Almost three-quarters (72%) of the full time faculty have earned doctorates or other terminal degrees in their fields of study.

The institution is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The School of Education at High Point University offers five Bachelor of Arts degree options for candidates majoring in education including Elementary Education (K-6), Middle Grades Education (6-9), Special Education (K-12), Health/Physical Education (K-12) and Education Studies. The newest degree program, Education Studies, is a liberal arts program that can be combined with other majors to allow undergraduates to pursue education related careers. Initial licensure programs are offered in the Stout School of Education in Elementary Education, Middle Grades Education, Special Education (General Curriculum and Adapted Curriculum), Secondary Education (9-12) in English, Mathematics, Biology, Comprehensive Science, Social Studies and K-12 licensure programs in Spanish. A dual degree program between High Point University and Piedmont International University in Elementary Education, Secondary English, and Health/Physical Education also continues to be offered. The add-on license in academically gifted (AIG) is delivered online and through a cohort program established with local public school systems. The School of Education offers two Master of Arts in Teaching (MAT) degrees in Elementary Education and Secondary Mathematics. All of the educator preparation programs at High Point University have been approved by the North Carolina Department of Public Instruction (DPI) and the Council for the Accreditation of Educator Preparation (CAEP). The School of Education had its last accreditation visit by CAEP in March 2016 and met all standards, with the next accreditation visit being scheduled for spring 2023.

Special Characteristics

The educator preparation programs at High Point University reflect a conceptual framework which emphasize the "teacher as leader for learners in a global world". This underlying

framework supports the notion that all teachers who are charged with the responsibility of facilitating the development of the learner must have a strong knowledge base and must be an effective leader and collaborator. One unique characteristic of all the High Point University educator preparation programs is that the clinical field experience strand begins with in an introductory freshman level practicum. This two-credit field experience was designed to assist candidates in validating teaching as a chosen career and also allows entering freshmen who are “undeclared” in their major to explore teaching as a possibility. Two technology courses are offered beginning in the junior year to provide exposure to the latest technologies for instructional integration and effective communication with others. The final technology course taken in the last phase of the educator preparation program introduces candidates to how integrate technology into instructional decision making and includes formative and summative assessment procedures. A significant literacy and STEM strand includes additional options for elementary majors to continue into a 5th year BA to M.Ed. program with a strong literacy or STEM concentration. Additional BA to M.Ed. programs are also available in Special Education: Intellectual Disabilities and Educational Leadership. Methods courses are integrated into one cohesive experience that provide technology training, integrated arts, and fieldwork in the public schools. The School of Education also integrates its final two internships to allow candidates the opportunity for a full year internship in the same classroom. In 2017-2018 these two consecutive internships were revised to permit candidates to meet the expectation of the 16-week student teaching internship and complete the requirements of the edTPA performance-based portfolio. Significant opportunities for candidates to gain practice in the types of tasks required by the edTPA have been embedded into earlier coursework including adding several assignments that infuse academic language into lesson planning and commentary. In keeping with institutional goals, the School of incorporated a new course in undergraduate research in education for upperclassmen who want to work with faculty mentors in an area of research interest. The Stout School of Education continues to offer American Sign Language-I (ASL-I) and American Sign Language-II (ASL-II) through the Department of Specialized Curriculum as well as certification through the Crisis Prevention Institute (CPI) .

At the conclusion of the educator preparation program all completers are eligible and invited to participate in the New Teacher Support Group which is a mentoring initiative provided by the School of Education for first and second year teachers. The program utilizes retired teachers and current faculty from the Triad area who volunteer their time to provide additional support and guidance to new teachers in the areas of lesson planning, instruction, disciplinary strategies and technology. School visits are also provided for those graduates who request more intense assistance and feedback. In 2017-2018 the School of Education used social networking to track daily posts from first and second year teachers to gain better insight into the challenges new teachers experience on a daily basis as well as whether these challenges were more significant at various times during the school year. The School of Education uses this data to customize the New Teacher Support Group professional development offerings and has extended participation in this group through virtual means for those who residing out of state or in more distant areas of North Carolina.

The School of Education continues to offer four minors including Education Studies, Health Education, Special Education and Athletic Coaching. In the spring of 2016, the School of Education added a new liberal arts major in Education Studies which in 2017-2018 had 40 candidates enrolled.

Program Areas and Levels Offered

Elementary Education (K-6); Middle Grades Education (6-9): Language Arts Mathematics, Science, Social Studies; Secondary Education (9-12): Biology, Comprehensive Science, English, History/Social Studies, Mathematics; Special Subjects (K-12): Health/Physical Education, Spanish; Special Education (K-12): General Curriculum and Adapted Curriculum, Education Studies and Academically Gifted (K-12) Add-On. The School of Education offers two MAT (Master of Arts in Teaching) degree options leading to licensure in Elementary Education (K-6) and Secondary Mathematics (9-12). B.A. to M.Ed. programs are also offered in Elementary Education with concentrations in Literacy, STEM or Content for advanced undergraduate candidates beginning in their senior year. Additional B.A. to M.Ed. programs in Intellectual Disabilities and Educational Leadership are available.

At the advanced level, the School of Education offers four M.Ed. graduate degree programs in Educational Leadership (the Add-on License in Educational Administration is also available), Elementary Education, Special Education: Intellectual Disabilities and Secondary Mathematics. The Ed.D. degree program in Educational Leadership received permanent authorization to deliver the School Superintendent’s license in January 2015. There are approximately 80 doctoral candidates currently enrolled in the Ed.D. program in Educational Leadership. Three North Carolina superintendents were 2016 graduates of the School of Education’s Ed.D. program.

Pathways Offered (Place an ‘X’ under each of the options listed below that your IHE Provides)

Traditional	RALC	Lateral Entry
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

The School of Education has developed a comprehensive technology plan in 2016 that addresses the SBE priorities noted above. Of primary importance is the role of technology in candidate preparation as it relates to knowledge acquisition and its integration into instructional delivery and assessment. Technology is systematically embedded throughout the program in a series of courses which are aligned to the ISTE Standards for Teachers, the InTASC and N.C. Professional Teaching Standards. Candidates begin the sequence with an introduction to how technology is used by teachers and builds foundation skills in digital citizenship, and most recently, the use of Interactive Whiteboard technologies such as Nureva Span and management

of information through tools such as Google Drive. Since fall, 2017 this course also includes new components on videotaping in classrooms to prepare candidates for the required Instruction artifacts of the edTPA portfolio. Candidates explore tools such as Evernote, Twitter for creating a Personal Learning Network, blogs, wikis, and how to create an interactive webmix of resources with Symbaloo. All assignments are relevant to the content the candidate plans to teach and are aligned to the Common Core and/or Essential Standards.

A shift from knowledge acquisition to application occurs during the final year of study. Candidates use the tools they have learned to teach meaningful lessons from their unit plans. In addition, candidates begin to focus on the use of technology for formative and summative assessment. In the final student teaching internship experience, candidates will have the opportunities to learn about how to integrate technology into meaningful lessons and assess student progress through assignments that are also designed to prepare them for the Assessment component of edTPA. MAT candidates enroll in a separate graduate technology course which provides exposure to the key experiences from the undergraduate technology courses. A separate “assistive” technology course was developed by the School of Education and candidates in the STEM Elementary Education program also take a unique technology course, EDU 4511/5011: Technology Integration for Elementary STEM Based Programs.

The School of Education has also successfully initiated technology-based collaborative partnerships with surrounding school districts. The ongoing HPU STEM-based partnership with LEGO Education has provided undergraduate students with additional opportunities for undergraduate research. The School of Education continues to serve as a LEGO Education Service Provider and hosts regular inservice teacher and parent training along with field-day events for K-8 students.

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

In response to the new licensure requirements for all undergraduate elementary and special education program completers, faculty in these two departments and the Department of Mathematics completed an analyses of each new test being required by Pearson and aligned the content for the Reading Foundations and General Curriculum Test for NC to current education and supporting courses required at High Point University for both licenses (elementary and special education).

The College of Arts and Sciences Department of Mathematics representative to the School of Education's Teacher Education Council has worked with the faculty in the Departments of Elementary and Specialized Instruction to revise an existing math supporting course requirement (MTH 2010: Mathematical Ideas) which is aligned to the specific math content on the new Multi-subjects: Mathematics test. The School of Education's Department of Elementary and Middle Grades Education has revised all math and science methodology courses and in 2017-2018 added an additional mathematics methods course to the program of study, EDU 3233: Methods of Teaching Mathematics which follows the MTH 2010 course in the elementary and special education programs of study. Additionally, a new course has been added: EDU 4233: Principles of Integrated Instruction: Math/Science during the final year of study. This methods course is offered during the fall of senior year and coincides with the preparation of activities and assignments completed during the first part of the required 16-week clinical internship. Candidates majoring in elementary education are required to complete the edTPA portfolio in the content area of mathematics.

It is noted that candidates choosing to continue into one of the School of Education's B.A. to M.Ed. programs tend to select the STEM Elementary program at significantly higher rates than all other programs provided. In this specialized program of study elementary education candidates take additional coursework in robotics, mathematics, coding, engineering and science.

Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

The Stout School of Education continues to require all candidates to enroll in EDU 4166: Using Data to Assess Student Impact in K-12 Classrooms which serves as a co-requisite laboratory experience during the clinical teaching internship. All candidates enrolled in the internship use “real” data from their own classrooms to track and predict student improvement in grades K-12. Formative and summative assessment practices are aligned to the Common Core and State Essential Standards. The course includes how data is used in formative assessment, making midcourse corrections, developing and using rubrics, providing effective feedback, using data notebooks. Within this course candidates have transitioned to completing Task #3 on the edTPA portfolio which requires demonstration of how data is used by the candidate to make informed decisions about students at varying ability levels in K-12 classrooms. MAT candidates take EDU 5166: Using Data to Make Instructional Improvement which is the parallel course at the graduate level and requires similar assignments and data interpretation as the edTPA portfolio is completed.

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

Elementary education K-6 majors are required to take EDU 4135: Integrated Arts in the Elementary School which includes opportunities for students to demonstrate proficiency in integrating the arts into lesson planning units for elementary K-6 students. Drama, Dance, Music, and Art are addressed in an integrated manner along with exposure to the learning theories of Multiple Intelligences, Differentiated Instruction and Learning Styles. Presentation of instructional units that integrate the arts is required as well as evidence that students understand how the arts can be incorporated into classrooms with special needs individuals.

Candidates enroll in EDU 4135 as a co-requisite to the Methods of Math during the spring semester of the third year of study. The placement of EDU 4135 is intentional as the faculty teaching both of these courses collaborate with one another and use the Math Methods course as the basis of the instructional units to demonstrate proficiency in arts integration. This allows for practical opportunities for candidates to see connections between content (math and science) and the integration of the arts (art, music, dance and drama) into this curriculum. It also creates an

opportunity for faculty to address the 21st century rationale of “STEAM” which adds the component of creativity, self-expression and the dimension of the “arts” to content area instruction in math and science. Candidates enrolled in the class are exposed to hands-on activities and problem solving that encourages their own creativity as they look at math and science through the lens of the arts.

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

The School of Education conducted a required CAEP Self-Study during 2014-2015 and submitted its final report for accreditation in July 2015. Using CAEP Standards 1-5, the School of Education collected samples of evidence for the last three years including proprietary and EPP created assessments to verify that candidates met all INTASC Standards as well as programmatic requirements outlined by CAEP in Standards 2-5. Assessments were also related to the performance of program completers as they entered the classroom. Ongoing areas identified as needing improvement, particularly in the area of candidate content knowledge became the focus of the School of Education’s CAEP Selected Improvement Plan. The plan provided input from all stakeholders (faculty in the School of Education, the College of Arts and Sciences, the Teacher Education Council, current students and graduates. The School of Education’s Selected Improvement Plan received the highest rating on the rubric used by the CAEP review team during the March 2016 onsite accreditation visit. The School of Education has also used candidates in its doctoral program to assist in the assessment of the predictive validity of the criteria used to determine candidate success and program quality.

At the conclusion of each academic year, the School of Education has a two-day faculty retreat which includes reviewing available data from the current school year as well as progress toward goals. The Dean of the School of Education creates an End-of-Year Report which is also forwarded to the university Provost. Data from the previous year (and summer) is regularly shared in August with members of the Teacher Education Council. New goals and curriculum initiatives are developed with input and support of the Teacher Education Council members.

Finally, all undergraduate, graduate, MAT and doctoral programs of study have an assessment plan in place which outlines the required Gateways a candidate must meet in order to progress through the program of study. At each Gateway, relevant assessment data is collected, analyzed and shared with faculty and other stakeholders. It is typically this data which are used to develop new policy, new courses, or to make existing revisions to existing programs for improvement.

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

With input from formal LEA partners, the School of Education has designed its clinical field experience strand to provide each candidate progressive growth in content, pedagogical knowledge and professional dispositions. Clinical experiences are significant in breadth, diversity and duration to assure positive candidate outcomes. One of the unique features of the clinical field experience strand is that candidates begin their preparation in the freshman year. In the freshman year all candidates enroll in EDU 1200: Introduction to Teaching which is designed to expose candidates in education with seminars and practical experiences designed to increase their knowledge about careers in teaching. Now that this course has increased in credit hours, candidates will spend 15 hours in a clinical field experience at the level/grade they intend to teach observing and learning about the life of the teacher and participate in weekly on-campus seminars to reflect on these clinical experiences. In sophomore year all candidates enroll in a 15-hour clinical fieldwork designed to assist them to better understand the developmental characteristics of P-12 learners. Atypical development and the impact on classroom teaching (both delayed and accelerated) is explored. Placement is at a diverse setting in a priority school district. In junior year candidates begin methodology and literacy courses therefore candidates are expected to begin teaching lessons in reading, literacy, math, science and infused with technology. Schools selected for two consecutive semesters of 30-hour clinical experiences are rated as under-performing. In the final year of study candidates enroll in two consecutive internships (Introduction to Student Teaching in the fall and Student Teaching Continuation in the spring) to complete a full year of experience in the same classroom. In the fall, candidates are required to begin the internship during the first week of the semester year to afford them with the

opportunity to experience the very start of school. Candidates in the High Point University School of Education complete the vast majority of all clinical field experiences in Guilford County Schools (GCS) prior to the start of their clinical internship and approximately 60% of candidates continue in GCS for their final student teaching experience. Guilford County Schools is the 3rd largest school district in N.C. with 137 public schools serving 80,247 students. Guilford County, NC public schools have a diversity score of 0.51, which is higher than the North Carolina average of 0.46. Guilford County Schools includes the cities of Greensboro and High Point with 56.58% of GCS' more than 73,000 students receiving free and reduced-price lunch. Based on the 2016-2017 DPI Low Performing School listing, Guilford County Schools is considered in this category. Minority enrollment is 64% of the student body.

How many weeks are required at your institution for clinical student teaching?

16 consecutive weeks, effective July 2017.

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

The School of Education integrates a year-long student teaching internship through the delivery of Introduction to Student Teaching in the fall and Student Teaching Continuation in the spring. Both courses occur in the same classroom, thus allowing candidates sustained opportunities to work with the same cooperating teacher for two consecutive semesters. The two courses (10 credit hours) have been revised to meet the requirements of the 16-week student teaching internship. In the fall students candidates will complete one full time week of student teaching at the start of classes in August to afford them with the opportunity to observe the start of the academic year. Students continue in Introduction to Student Teaching for two hours each week until the midpoint of the semester when all candidates complete an additional full week of student teaching. During this full week students begin work on required edTPA assignments such as developing a required lesson plan that they will teach and videotape for one of the required portfolio artifacts. Students complete the remaining hours of the fall semester and, with satisfactory performance, they are permitted to enroll in the spring Student Teaching

Continuation course for an additional 8 credit hours. This internship experience includes the additional continuous 14 weeks of full time placement in the same classroom as the Introduction to Student Teaching.

Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?

Yes.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Davidson County Schools
Start and End Dates	Fall 2017-July 2018
Priorities Identified in Collaboration with LEAs/Schools	Assist LEA to prepare Academically/Intellectually Gifted for Differentiation
Number of Participants	Fifteen in Cohort
Activities and/or Programs Implemented to Address the Priorities	Completed the AIG four courses add-on license through the cohort delivery model at a reduced tuition rate and on-site in the LEA.
Summary of the Outcome of the Activities and/or Programs	Candidates in the first cohort will complete the add-on license in July 2018. An information session was held in May 2018 and a second cohort will begin in fall 2018.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Davidson County Schools
Start and End Dates	Fall 2017-Spring 2018
Priorities Identified in Collaboration with LEAs/Schools	Support beginning teachers and to increase retention of IHE graduates.
Number of Participants	Twenty-three graduates from 2015-2016; 2016-2017

Activities and/or Programs Implemented to Address the Priorities	The New Teacher Support Program provides on-site visits to classrooms, e-mail/social networking interactions for new teachers and Saturday/Late Afternoon Professional Development Series for new teachers. Two Professional Development seminars were conducted in Spring 2016 including "Removing the Mask: What Works with Classroom Management" on 2/25/16 and "Reflection, Readiness and Relationships: Making the First 10-Days Count!" on 4/7/16. Each seminar was attended by 30 new teachers from GCS and DCS. The sessions were open to all first and second year teachers, not only those graduating from HPU.
Summary of the Outcome of the Activities and/or Programs	Feedback very positive from LEA principals and GCS Superintendent. Cited as strength in CAEP final report and data will be used as part of TQP grant application with A&T and Guilford County Schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools Preschools
Start and End Dates	Fall 2017-present
Priorities Identified in Collaboration with LEAs/Schools	To improve the social/emotional development and academic competence in literacy and math for preschool children in Guilford County Schools.
Number of Participants	64 Preschool children in Guilford County. Program Evaluators from the IHE in the Department of Special Education, staff at Duke Center for Child and Family Policy
Activities and/or Programs Implemented to Address the Priorities	The Duke Center for Child and Family Policy has created a sustainability program that will provide continued teacher training and support for 64 NC Pre-K classrooms in Guilford County. The "Incredible Years" (IY) Sustainability Program provides teachers and teacher assistants with two additional years of training and support in the implementation of the IY programs, specifically supporting the social-emotional development of preschoolers in Guilford County.
Summary of the Outcome of the Activities and/or Programs	Grant was completed in spring 2018 and additional funding has been requested for 2018-2019.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Davidson County Schools
Start and End Dates	2017-2018
Priorities Identified in Collaboration with LEAs/Schools	STEM, Math and Literacy, Robotics, grades 3-8
Number of Participants	14 Friday Lab days in 2017-2018 (6 in fall with 865 school-aged students participating and 8 in the spring with 975 students participating. Eight Teacher Academies were held throughout the year with 216 teachers participating in 2017-2018. Two Saturday STEM Showcase events were held--one on November 8 and the second on April 14, 2018. The April event was held at the High Point Mall Community Center and open to the public. In November there were 1216 attendees and the April showcase had 1561 attendees.

Activities and/or Programs Implemented to Address the Priorities	Teacher Academy training with WeDo 2.0 Robotics four times each academic year, Friday Lab Day sign up for students in LEAs to visit HPU and participate in LEGO/STEM activities that are developed and supervised by undergraduate and graduate STEM students enrolled in the School of Education. Summer STEM Enrichment Camp scheduled for June 2018 with 126 students in grades 3-8 attending, Each day of the two week camp will introduce a special STEM theme with day one being all about rockets, Graduate students enrolled in the STEM program will develop and supervise all lessons presented during the enrichment camp. STEM research is conducted by graduate students in partnership with LEGO Education to field test new educational products with students in grades K-8.
Summary of the Outcome of the Activities and/or Programs	Grant was completed in spring 2018 and additional funding has been requested for 2018-2019.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	5
Female	74
Race/Ethnicity	Number
Asian/Pacific Islander	0
African American	5
Hispanic	1
American Indian/Alaskan	0
White	73
Other	0

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	1	Asian / Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	100
	Other	0	Other	0
	Total	12	Total	108

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten				
Elementary	13	9		
MG	1			
Secondary	3	2		
Special Subjects	2	1		
EC	7	3		
VocEd				
Special Services				
Total	26	15	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2016-2017		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Highpoint	53	70	45
Bachelor	State	3083	83	65

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2017-2018.

LEA	Number of Teachers
Guilford County Schools	183
Davidson County Schools	167
Winston Salem/Forsyth County Schools	128
Randolph County School System	108
Asheboro City Schools	26
Thomasville City Schools	23
Charlotte-Mecklenburg Schools	21
Wake County Schools	21
Lexington City Schools	20
Alamance-Burlington Schools	15

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,205.45
MEAN SAT-Math	*
MEAN SAT-Verbal	560.00
MEAN ACT Composite	25.70
MEAN ACT-Math	25.25

MEAN ACT-English	25.00
MEAN PPST-Combined	N/A
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	499.66
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	160.80
MEAN GPA	3.47
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2016-2017 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary (grades K-6)	30	77
English	1	*
Health and Physical Ed	1	*
M.G. Language Arts	1	*
M.G. Math	1	*
M.G. Social Studies	1	*
Math (grades 9-12)	1	*
Social Studies (grades 9-12)	2	*
Spanish	1	*
Spec Ed: Adapted Curriculum	3	*
Spec Ed: General Curriculum	3	*
Institution Summary	45	76
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

H. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation:		

I. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	41	1	1	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation:						

J. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
17	0	13

K. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2017-2018 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	4.7%	57.8%	0.359	1.6%	64

State Level:	0.0%	3.6%	67.8%	27.5%	1.0%	5,791
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.1%	57.8%	37.5%	1.6%	64
State Level:	0.1%	3.5%	59.8%	35.4%	1.3%	5,791
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.1%	65.6%	31.3%	0.0%	64
State Level:	0.0%	3.9%	71.9%	23.6%	0.6%	5,791
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.1%	65.6%	28.1%	3.1%	64
State Level:	0.1%	4.7%	66.8%	27.8%	0.6%	5,791
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.1%	62.5%	31.3%	3.1%	64
State Level:	0.0%	3.3%	70.6%	24.8%	1.3%	5,791
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	15.4%	67.3%	17.3%	52		
State Level:	19.6%	64.7%	15.7%	4,570		