

2020-2021

EPP Bachelor Performance Report

Appalachian State University



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

Appalachian State University, located in Boone, North Carolina, is a comprehensive university offering a broad range of undergraduate and graduate programs. Undergraduates receive a well-rounded liberal arts education, along with a special field of inquiry for a specific career or in preparation for advanced study. Graduate students engage in advanced study and research while extending or developing their academic and professional specializations. The campus serves an increasingly diverse student body that is largely residential and of traditional college age. The University has an enrollment of 20,023, of which 18,061 are undergraduate students and 1,962 are graduate students. The University is comprised of the College of Arts and Sciences, Walker College of Business, Reich College of Education (RCOE), the College of Fine and Applied Arts, Hayes School of Music, Beaver College of Health Sciences, and the Cratis D. Williams Graduate School. All except the College of Business are directly involved in teacher education. The University has 2,663 students admitted to undergraduate and graduate teacher education programs which includes 1,984 undergraduate candidates, 474 graduate candidates, and 205 graduate certificate candidates. The teacher education programs are NCATE accredited and aligned with CAEP standards, meet the NC State Standards, and the RCOE serves as the recognized teacher education unit on campus. As such, the RCOE is responsible for recommending licensure for candidates from 18 degree programs (leading to licensure in 28 areas) at the undergraduate level, 13 degrees (leading to licensure in 19 areas) at the master level, two at the specialist level (with two additional 60 semester hour master programs being eligible for specialist license), and one degree program at the doctoral level.

Special Characteristics

The Unit for the Preparation of Professional Educators has one of the largest undergraduate teacher education programs in the UNC-system. The Praxis pass rate for RCOE's graduates is at 86% compared to 76% statewide. The RCOE provides support to 144 schools (with an enrollment of over 52,000) within our Public School Partnership and those schools we have Memorandum of Understandings for Clinical Internships. Formally established in 1987, the Appalachian State University Public School Partnership has as its goal the development of a strong collaborative program among the members which include the following counties: Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Elkin City, Watauga, and Wilkes. Members work closely for the purpose of making educational improvements in areas that are of mutual concern to the partners. Attention is given to enhancing the preparation of teachers as well as to the continuing professional development of teachers. Shared decision making exists as members work toward educational initiatives and improvements within the Partnership schools. In addition, we placed 899 pre-service candidates in after school programs and classrooms within our partnership for early field experiences.

The **James Center for Student Success and Advising** (James Center) works to recruit, advise, provide professional development, and retain teacher education majors during their tenure at Appalachian State to ensure success for a career in education.

- **Advising.** Our Academic Advising team provides academic advising for Elementary Education, Special Education, Birth to Kindergarten, Family and Child Studies, and Middle Grades Education majors. In addition, the Academic Advising Team supports all teacher education majors across campus in the areas of Praxis Core Test preparation, the admission to teacher education process, and teacher licensure.
- **Professional development.** All education majors are required to attend 20 professional development (PD) events by the conclusion of their student teaching; the James Center facilitates these workshops for all teacher education majors. Professional development sessions cover a range of topics and interests for students in teacher education majors across the campus, and all are purposefully aligned to the North Carolina Professional Teaching Standards. These seminars are led by alumni, current teachers, administrators, and other professionals who provide invaluable insight on the education profession. Through the Professional Development Passport Program, students intentionally set professional growth goals, track their PD experiences, and reflect on their learning while completing their degree programs. The Professional Development Passport is available to students once they attend a First Steps to Teaching meeting.
- **Student engagement.** The James Center engages students by providing support to a number of education-focused student groups, including two residential learning communities (RLCs). The Appalachian Community of Education Scholars (ACES) is a four-year program for future teachers

focusing on mentoring, leadership, service, and personal and professional development. The Transfer Educators RLC provides a supportive and scholarly community for transfer students with an intended or declared major in Education. The James Center also provide guidance to the student-led Appalachian Educators Club, which plays a significant role in a number of service and outreach opportunities on- and off-campus. This office also employs Education Peer Ambassadors who represent the Reich College of Education and serve in a variety of leadership roles, including staffing recruitment events, working the front desk to welcome James Center visitors and monitor free printing for education students, and offering RCOE tours as requested for groups such as prospective students, faculty, and staff.

- **Scholarships.** A variety of scholarships are offered to first years, juniors, and seniors. These scholarships vary in value, merit or need-based, location-based, and major specific. First year recipients of Reich College of Education scholarships are part of the Appalachian Community of Education Scholars and live together in a residential learning community. Scholarships are also available through individual graduate programs and external sources. Under the leadership of the Scholarship Coordinator and Accelerated Admissions Recruiter, staff from the James Center assist in the scholarship application reading, interview, and selection process.
- **Accelerated Admissions.** The Reich College of Education, in partnership with the Cratis D. Williams Graduate School, offers undergraduate students the opportunity to participate in an Accelerated Admission program. Programs in Higher Education, Reading Education, and Special Education are offered through the Reich College of Education. Benefits of pursuing master's level work through these programs includes developing students' expertise, making them more marketable to future employers, obtaining master's level licensure, and opening opportunities for subsequent study or work at the community college or university levels. The James Center staff works closely with the Scholarship Coordinator and Accelerated Admissions Recruiter to connect interested undergraduate students with accelerated admissions to graduate study.
- **Recruitment.** A number of recruitment events, such as First Thursdays, Open House, and Teacher Education Preview Day, are hosted within the Reich College of Education. James Center staff and Education Peer Ambassadors participate in these events to give prospective students insights into the experience of pre-service education professionals at Appalachian and the supports they can find across campus, including in the James Center for Student Success and Advising.

Another special characteristic of Appalachian State's College of Education is the **Anderson Reading Clinic**. The clinic is offered by the Reading Program, and provides direct services to children with reading disabilities. Each child receives approximately 15 hours of one-to-one reading and writing instruction. The Clinic, based on the Appalachian campus, has operated additional off-campus branches in Davie County, Burke County, and Yadkin County, as well as a virtual-clinic during the Covid-19 pandemic. An important function of the Reading Clinic is to train expert teachers of reading to work in public schools. In the Clinic, Appalachian State education students (undergraduate and graduate) learn to teach reading and writing while receiving guidance and constructive feedback from the experienced clinic supervisory staff. The hands-on teaching experience or clinical training is the most effective way to develop effective reading teachers for our public schools. The Appalachian State Reading Clinic remains the only university-based clinic in North Carolina that offers year-round teacher training, along with diagnostic and remedial reading services to children in the community.

Lucy Brock Child Development Lab (LBCDL) is a laboratory program operated by the Department of Family and Child Studies, located in the Reich College of Education at Appalachian State University. LBCDL serves as a model and professional preparation site for individuals working with young children. The primary goal of LBCDL is to serve as a professional development site for individuals planning to work with young children. On campus LBCDL serves 43 children and families. In addition, the foundation for providing high quality professional development experiences is provided through the accomplishment of the following goals:

- To provide access to high quality care for young children and their families
- To serve as a model program that reflects current recommended best practices, as well as a site for developing new and innovative practices

Lucy Brock Child Development Lab has a collaboration with Watauga County Schools and North Carolina Pre-K (NC Pre-K). Through this collaboration we offer services on site at Parkway Elementary School, Blowing Rock Elementary School, and Cove Creek Elementary School. Through this collaboration LBCDL serves an additional 56 children and families.

Kaleidoscope is an after-school learning program sponsored by the Reich College of Education that offers children from Kindergarten through Middle School a stimulating multi-faceted learning experience with:

- homework support and remedial reading and math assistance
- academic tutoring
- regular access to books and multi-media
- guest speakers
- arts/crafts
- indoor/outdoor games
- field trips to ASU campus and downtown Boone attractions

Kaleidoscope utilizes experienced, retired Watauga County master teachers and school administrators as Site Directors for the program. They are assisted by a talented group of tutors and mentors who are undergraduate students in the College of Education Teacher Preparation Program. This “first field experience” is a practicum for PSY 3010, Psychology Applied to Teaching.

Camp Kaleidoscope is a free summer enrichment program for rising 1st-6th grade students sponsored by the Reich College of Education (RCOE). Registration is open to the public on a first-come, first-served basis, although preferred acceptance is extended to underserved families in our community that might not otherwise have the resources to provide a summer camp experience for their children. Camp Kaleidoscope offers a multi-faceted enrichment experience with:

- regular access to books and multi-media
- guest speakers
- arts and crafts
- indoor and outdoor games
- science investigations
- field trips

The program is supervised by master retired and/or practicing Watauga County teachers. They are assisted by Appstate pre-service educators who are undergraduate students in the RCOE. Camp Kaleidoscope fulfills the required field experience component for students taking PSY3010 and SPE3300 in summer school.

Camp Kaleidoscope operates during the month of July, Monday-Thursday from 8:00 am to 5:00 pm, in the RCOE building on the Appalachian State campus.

The Appalachian State University **Mathematics and Science Education Center** came into existence in early 1985 as one of the centers in the North Carolina Mathematics and Science Education Network (NC-MSEN). The goals of the Center are to:

- Increase the quality and quantity of mathematics and science teachers in North Carolina Public Schools;
- Strengthen instruction in mathematics and science in grades K-12;
- Sponsor research and development in mathematics and science education; and
- Increase the use of educational technology in schools.

Center activities are based on the needs of classroom instructors. The Center at Appalachian offers special workshops, summer institutes, graduate courses and other instructional programs aimed at helping update and recertify teachers. Northwest North Carolina is naturally our primary service area, but teachers from all parts of the state participate in Center programs.

Appalachian State University operates the Academy at Middle Fork, a UNC System lab school through a partnership with Winston-Salem/Forsyth County Schools. A strategic initiative of the Reich College of Education, the Academy provides a balanced education for children, teachers, principals, and families through the implementation of research-based practices, state of the art literacy instruction, and

exemplary classroom instruction. Serving students in kindergarten through fifth grade, the Academy had an average enrollment of 275 for the 2020-2021 school year.

At the Academy, students learn and explore the world around them through engaging, hands-on lessons and activities. Collaboration occurs across classrooms and grade level teaching teams to ensure students are provided continued support throughout their academic career at the Academy. Students benefit from ongoing literacy instruction including a summer reading clinic that focuses on individual student needs determined by research-based literacy assessments. Positive Behavioral Intervention Support (PBIS) programs promote a positive, safe school. The school models social justice through sustainable practices, global education, and responsible living.

Faculty, staff, and students from the Reich College of Education work and learn with staff, students, and families at the Academy. This is facilitated through curriculum development, professional development, co-teaching, model lessons, clinical experiences, and resource support.

The **Mountaineer Readers** initiative began in the fall of 2007 as a partnership between the Reich College of Education and Appalachian State Athletics with the purpose of promoting and celebrating literacy in surrounding counties. Each year, participating students read books of their choosing during the summer months and record their reading on a log provided by App State Athletics and the RCOE. Students then submit the completed log into their school's media center coordinator the first week of school. The RCOE processes a tally sheet from each school and announces the top readers in grades 1-2, 3-4, and 5 in each district. Grades 1-5 were recognized from the Appalachian Academy at Middle Fork and grades 1-8 were recognized from the Anderson Reading Clinic. These top readers and guests are invited to Appalachian's annual Education Day football game. There are also rewards and recognitions for top classes who participate.

The college also operates the **National Center for Developmental Education** which is the only center in the country that focuses exclusively on developmental education at the community college and four year college levels; and the Adult Basic Skills Project, which provides training for literacy teaching of adults across North Carolina. The National Center for Developmental Education develops and expands the knowledge and tools employed by postsecondary professionals in order to create inclusive access for students in higher education who are underprepared, underrepresented, learning disabled, and marginalized.

Program Areas and Levels Offered

Undergraduate program areas and levels offered include:

- Art (K-12), BFA
- Biology, BS, with Secondary education licensure in Biology and Comprehensive Science
- Career and Technical Education, BS, with concentrations in Agricultural Education, Business and Information Technology Education, Marketing Education, Family and Consumer Sciences, Health Sciences Education, Technology Education, Trade and Industrial Education
- Chemistry, BS, with secondary licensure in Chemistry and Comprehensive Science
- Child Development: B-K, BS
- Elementary Education (K-6), BS
- English, Secondary Education, BS
- French (K-12), BS
- Geology, BS with secondary licensure in Earth Science and Comprehensive Science
- History, Secondary Education, BS, with licensure in History and Social Studies
- Mathematics, Secondary Education, BS
- Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, BS
- Music with concentrations in General Music (K-12) and Instrumental Music Education (K-12), BM
- Health and Physical Education Teacher Education (K-12), BS
- Physics, BS, with secondary licensure in Physics and Comprehensive Science
- Spanish (K-12), BS
- Special Education with concentrations in Adapted Curriculum and General Curriculum (K-12), BS
- Theatre Arts (K-12), BS

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.

In the College of Education Professional Education Core, a series of courses all education majors take, teacher candidates take SPE 3300, Creating Inclusive Learning Communities. This course prepares 21st century teacher education candidates in all disciplines and grade levels to create inclusive learning

communities for all students. Teacher education candidates learn to recognize and accommodate the individual needs of students from differing abilities including limited English proficient, backgrounds, and cultures. The course informs teacher education candidates of the legal requirements and issues, evaluation procedures, individualized instruction, assessment, and strategies for including students with disabilities and from diverse backgrounds in inclusive education environments, with an emphasis on Universal Design for Learning, self-determination, and assessing student progress. This course also prepares teacher candidates to be active participants in the Individual Education Program (IEP) for students with special needs. Specifically, teacher candidates are prepared to play an appropriate role as members of interdisciplinary IEP teams. During the course, teacher candidates are required to complete a 40-hour field experience in a public school assisting in a general education or special education classroom with a student or students who learn differently (e.g., special needs or Limited English proficient). A case study assignment in this course requires that the candidate “clearly defines Universal Design for Learning and articulates its use in the observed setting. Describes in detail the benefits of using Universal Design for Learning.” The rubric also requires that the candidate “Describes in detail the specially designed instruction and services identified for the student including supplemental aids or services and provides input based on his/her personal understanding of possible supports for a student with a disability.”

Special Education: General Curriculum and Special Education: Adapted Curriculum majors have a curriculum of over 50 semester hours of major specific courses, including courses assessment, diagnostic reading, advocacy, inclusion, collaborative relations, classroom management, positive behavior supports, and many others. Specifically in their major requirements, special education candidates take three courses in how to teach reading. Candidates also take methods and strategies courses on how to teach the core academic subjects. The special education major spends over 350 clock hours in field experiences prior to student teaching. The extended five week full-time field experience during the two semesters prior to student teaching provides them with numerous opportunities for working with students with disabilities under the guidance of a university supervisor (who is a special education faculty member) and a supervising teacher in the school setting. In addition SPE courses such as SPE 3374, Assessment in Special Education, SPE 4225, Collaborative Relations in Special Education, SPE 4410, Individualized Assessment and Curriculum: Adapted Curriculum, and 4570, Advocacy and Legislation, all include instruction and preparation on IEPs. The special education program provides numerous courses to its majors that discuss the laws of special education specific to disability categories. Special education methods and other major courses incorporate various technologies including assistive technology with students with more severe disabilities and how to use them with students with special needs. The Special Education Program teaches how to assess, manage, and collect data through the use of various technologies, and assistive technology is introduced with its use integrated into courses throughout the program. The SPE 3300 course (previously described) also introduces the concepts and approaches of universal design for learning and assistive technology and application in instructional programs and life skills for students with disabilities and those with Limited English proficiency. Candidates learn to design appropriate instructional programs utilizing instructional and assistive technologies for all students. They are provided with hands-on practice and demonstration of technologies that will enable them to consider, select, and implement effective technologies for their students in school, home, and community environments.

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.

Appalachian is in the process of revising the professional core set of courses that all education majors take and are focusing on ways to incorporate more instruction on effectively teaching students of limited English proficiency. Currently, Creating Inclusive Learning Communities, SPE 3300, prepares teacher education candidates in all disciplines and grade levels to create inclusive learning communities for all students. Teacher education candidates learn to recognize and accommodate the individual needs of students from differing abilities including limited English proficiency.

All elementary education majors are required to take an additional course, CI 3000, Learner Diversity: Teaching English Language Learners. This course examines current literature and instructional practices related to working with English Language Learners (ELLs) in mainstream classrooms, especially in the areas of understanding cultural differences, and developing language and content learning. Emphasis is placed on developing positive dispositions towards and empathy for the challenges faced by linguistically diverse students and their families. Instructional strategies and interventions will be observed, modeled, discussed, and analyzed. Coursework is integrated with K-6 field experiences to provide real-world contexts for classroom instruction and discussion.

During Clinical Internship, the candidate must demonstrate that they meet the following: appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures; uses a variety of appropriate methods and materials to meet the needs of all students; and collaborates with specialists and uses resources to support the special learning needs of all students.

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.

Appalachian's teacher education programs require candidates to integrate technology into instruction and into the curriculum being delivered by that instruction. Technology is also used in collecting, managing, and analyzing data to improve teaching and learning. A number of courses are identified wherein evidence is gathered from candidates, in part, to meet state technology standards. An assessment system, Tk20 by Watermark, is used to collect, archive, and enable online assessment of key evidences in courses and the teacher preparation programs. These evidences are submitted by

candidates in required teacher education professional core courses and in some courses specific to programs in teaching areas. Those assignments are analyzed and shared to provide evidence of meeting technology standards. Each candidate must take a course CI 2300, Teaching and Learning in the Digital Age, that requires a performance-based project be completed utilizing electronic tools commonly used in classrooms. A project in the course, “Designing and Constructing Media for Teaching and Learning,” provides evidences of the ability to enhance lesson plans with digital media.

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.

Each candidate must take a course CI 3400, Policies and Practices in Educational Assessment. Prospective teachers critically examine factors that influence assessment practices and policies in districts, schools, and classrooms. They consider how formative and summative data are and can be used to evaluate student learning and improve teacher instructions. They design and develop a variety of assessments for student learning, analyze accountability systems, standardized testing and high stakes decision making. The two assignments in this course, the Analysis of Student Learning and the Curriculum-based Assessment Project, provide a better experience for the candidates and more effective data for program improvement.

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

As part of Appalachian’s General Education plan, each elementary education major takes two courses in art, music, and/or theatre. This provides candidates with a good knowledge base to integrate arts into their teaching. A number of required courses in the elementary education major include methods and teaching using the arts such as CI 4400, *Elementary School Curriculum & Instruction*.

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

The Reich College of Education conducts self-study and assessment that derive from our conceptual framework. When new projects are proposed, assessment processes are determined along with goals and outcomes, so that a parallel structure can be used to collect data and make improvements from the beginning.

On a College-level, self-studies are created for internal as well as accreditation purposes. Currently, the Reich College of Education is drafting a new Strategic Plan, with broad communication and input from the entire College. The Plan will support the Programs and Departments within the College as well as the overall goals of the University. Programs within the College are accredited by the Council for the Accreditation of Educator Preparation (CAEP), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Commission on Accreditation for Marriage and Family Therapy (COAMFTE), as well as having partnerships with content-area accredited Programs in the College of Arts and Sciences (National Council of Teachers of Math, National Council of Teachers of English, National Association of Schools of Music, etc.). Self-studies for these accreditors are collaborative efforts between faculty and staff members to collect appropriate data well in advance, have data collection processes in place for longitudinal study, and to utilize this data for continuous improvement of Programs.

For CAEP self-studies, a College-wide effort is required. Professional development takes place, existing assessments are aligned with standards, and several Programs are involved. For partnerships with the College of Arts and Sciences, there is an effort made to assure that assessments are aligned for their accreditation purposes, while also meeting the requirements of teacher education preparation and alignment with standards for accreditation within the College of Education.

Each Academic Program and Educational Support Unit completes a Periodic Comprehensive Review (PCR) every five years. These program reviews are used to collect data, determine trends, and set goals for the coming five years. Individual Program Directors work with the Director of Assessment and Accreditation to produce a five-year PCR as a strategic plan for the Program. The PCR is then approved by the Department Chair and Dean. In planning the PCR, all applicable accrediting standards are considered, and programmatic goals and student learning outcomes are set along with five-year benchmarks to be reached. The Review is updated annually in Xitracs software, and goals are adjusted accordingly, based on the previous years data. Each Program writes goals and outcomes that support their individual mission, which in turn supports that of the Department, the College, and the University.

Several assessment platforms are utilized for self-study, in alignment with state and accrediting standards. On the course level, ASULearn, a Moodle platform, is used for assessment. On the course, Program, and College-level, Tk20 by Watermark reporting system is used in combination with University-wide Banner system to populate student information for course- and Program-embedded assessment. Tk20 software houses edTPA videos and contains alignments with state (NCDPI 21st Century Standards) and accrediting (CAEP, CACREP, and any content-area Professional Accreditors) standards for alignment with individual assessments. College-level strategic plans and conceptual framework are also in Tk20, as well as teacher education field experience binders and portfolios, and applications for teacher education are generated through Tk20. Reports run from Tk20 can be aggregated to a Program, Department, or College-level; or can be disaggregated for use in several ways. On the University-level, Xitracs software, provided by the Office of Institutional Research and Planning,

is used to produce annual assessment plans for individual Programs, both degree-seeking and certificate and licensure-seeking.

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

This response assumes that the question addresses those semesters following formal acceptance into a teacher education program. For most candidates, there are five semesters that follow acceptance, including student teaching. Given that the acceptance into teacher education normally occurs after the third semester, the field experiences are as follows:

During the second semester of the sophomore year most education majors take PSY 3010 field experience which is the first formal field experience in teacher education. This field experience involves 40 contact hours of tutoring and mentoring of young learners who participate in after-school programs in school districts located in close proximity to the university. The Appalachian teacher candidate serves as a tutor/mentor who supports the cognitive, social and emotional developmental needs of young learners. Purposeful interactions with young learners include support with homework, providing academic enrichment using computer-based and other learning activities, arts and crafts activities, and indoor/outdoor group game playing.

Course connections are made through a series of targeted observations, coupled with formal written reflective field notes and a summative field experience reflection. Tutor-mentors are required to plan and present related small or large group activities.

Early Core Field Experience students have served with:

- Watauga County Schools After-school Program
- Watauga High School (daytime tutoring in support of the academic program)
- Watauga County Elementary/Middle Schools (daytime tutoring in support of the academic program)
- Western Youth Network (after-school middle grades student support initiative)
- Kaleidoscope (after-school tutoring for ASU faculty/staff children and children from alternative learning programs)
- Avery County Elementary and Middle Afterschool Program
- Ashe County 4H Afterschool Program

Kaleidoscope is an after-school learning program sponsored by the Reich College of Education that offers children between the ages of 5 and 12 a stimulating multi-faceted learning experience with:

- homework support and remedial reading and math tutoring
- academic tutoring
- regular access to books and multi-media
- guest speakers
- arts/crafts
- indoor/outdoor games
- field trips to ASU campus and downtown Boone attractions

During the first semester of the junior year, teacher candidates take a course, SPE 3300 Creating Inclusive Learning Communities, with a field experience that allows them to actively engage young learners within the context of a classroom learning experience. This field experience involves 40 contact hours of classroom observation, and interaction with students who represent diverse learner populations. Teacher candidates are actively involved with young learners through tutoring and mentoring while completing a series of targeted observations coupled with formal field notes and a summative field experience reflection on diverse learner characteristics and educational needs. SPE 3300 students are placed in Watauga and surrounding counties in a wide variety of classroom locations which typically match the focus of their major.

During the second semester of the junior year and first semester of the senior year programs within the Reich College of Education, including Birth-Kindergarten, Elementary, Middle Grades, Special Education and Career-Technical Education licensure areas, two professional education-rich semesters comprise block one and block two semesters. Each of these semesters have a related internship that allows for the candidates to practice the skills that they are learning in their block courses. For many secondary and K-12 programs, this second semester of the junior year is the first of two methods semesters and the field experience varies across content areas ranging from 30-200 hours over the semester.

During the senior year, secondary and K-12 teacher candidates take a methods course with a field experience in the area specific to the licensure program of the teacher candidate. This is a consistent expectation of every teacher preparation program across the university, both within the RCOE and in colleges outside of the RCOE. This is a pre-student teaching experience wherein the expectation is to be sure that the candidate is ready for the rigor of student teaching. This field experience ranges from 30-200 hours over the semester.

During the second semester of the senior year candidates begin the semester of student teaching. This culminating field experience is paired with a previously completed methods based field experience to ensure that all candidates meet the 16-week student teaching requirement. The College maintains that the teacher candidate needs a minimum of one complete semester (15 weeks) of student teaching in a diverse, realistic, supportive environment. Depending on the University and Public School calendar students may have the opportunity to participate in the field experience for 16 weeks. All student teachers have the option to complete an Early Start Form and begin student teaching prior to the official start date. Teacher Candidates student teaching in the fall semester will participate at the beginning of

the school year and spring student teachers participate in the ending of the school year activities to the extent possible. Again this depends on the university and school districts calendar for the academic year.

These districts include the following: Academy at Middle Fork, Alamance-Burlington, Alexander, Alleghany, Ashe, Asheville City, Avery, Buncombe, Burke, Cabarrus, Caldwell, Catawba, Chapel Hill/Carrboro, Charlotte-Mecklenburg Schools, Cleveland, Craven, Cumberland, Davidson, Davie, Durham, Gaston, Guilford, Henderson, Hickory City, Iredell-Statesville, Johnston, Lincoln, McDowell, Mitchell, Mooresville, Newton-Conover, Randolph, Rockingham, Rowan-Salisbury, Rutherford, Stokes, Surry, Union, Wake, Watauga, Wilkes, Winston-Salem/Forsyth, and Yadkin. Within these 43 districts, 26 have low-performing schools with the range of 2.9-45.5% of schools within the district qualifying as low-performing in 2018-2019. Seventeen districts do not have any low performing schools and 47% of our student teachers were placed in those districts (Alexander, Alleghany, Ashe, Asheville City, Catawba, Chapel Hill/Cabarro, Davie, Henderson, Hickory City, McDowell, Mitchell, Mooresville, Rutherford, Surrey, Watauga, Wilkes, and Yadkin). Fifty-three percent of student teachers were placed in low-performing districts, with 11 students placed at low-performing schools in the following districts: Craven, Durham, Iredell-Statesville, Johnston, Rowan-Salisbury, Wake, Winston-Salem Forsyth, and the Academy at Middle Fork. Given the lack of low-performing schools in our regional area, placing students in low-performing schools will continue to be a struggle. Efforts will be made to increase the number of teacher candidates placed into low-performing schools in the future. We've tried to be more intentional about encouraging student teachers to go home for student teaching. This has helped us be more intentional about placing students in low-performing schools/districts. The geographic challenge will continue to be an issue unless we continue to place more of our student teachers farther away from our region. We are working with LEA school districts to determine placements for our teacher candidates in low-performing districts, schools, and classrooms in accordance with implementation requirements. We will also continue to collect data on low performing schools from DPI and strengthen our partnerships and reach out to add new partners to assist in addressing this requirement.

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

The field experience in the “methods” course is completed immediately prior to a spring student teaching experience. If the student teaching is conducted in the spring, the methods based field experience in the first semester of the senior year will allow for the candidate to participate in the beginning of a school year to the extent possible. Subsequently, the candidate will take student teaching in the spring when the teacher candidate is expected to be in the K-12 school as close to the end of the school year as possible while following the university end of semester calendar. If the methods based field experience is conducted during the spring, with the student teaching being during the subsequent fall, then the spring field experience will include the end of that school year to the extend possible, and the student teaching experience will include the teacher candidate in the beginning of a school year.

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

25.40 % of candidates in the EPP that are first generation college attendees

31.70 % 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.

The Reich College of Education is currently in the process of completing the EPP Self-Study of Candidate Preparation for Effective Literacy Instruction. Phase 1 of the self-study has been completed and we are now engaged in conversations with the Elementary Education, Special Education, and Birth through Kindergarten programs as we move into Phase 2 work and developing action plans for curricular mapping, how we are addressing the literacy within field experiences, and discussions around other courses within programs that address the literacy competencies. In addition Appalachian State is one of the sites within the UNC System to be a Literacy Innovative Leader. We are in the planning stages of this project that will begin in the fall of 2021.

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

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	10/1/2020 to 12/15/2020

Priorities identified in Collaboration with LEAs/Schools	Counseling Services
Number of Participants	250
Activities and/or Programs Implemented to Address Priorities	Coordination of graduate students in PSC and CMHC providing virtual social/emotional classroom lessons to the Academy students in grades K-5. Between October and December 2020, they provided 15 lessons. All students in the school had the opportunity to participate.
Summary of the Outcome of the Activities and/or Programs	Students seemed to appreciate the opportunity to talk about their feelings, and stress, and coping - we need counselors in schools who can provide time to address SEL.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Yancey County Schools
Start and End Dates	9/30/2020 to 5/3/2021
Priorities identified in Collaboration with LEAs/Schools	Science Content Support
Number of Participants	18
Activities and/or Programs Implemented to Address Priorities	Supporting teachers in grades 3-7 develop experiential science lessons in the 5E model. The idea in the fall was to present lessons to teachers that followed this model; this winter, they have suggested topics they would like to develop as experiential, inquiry bases lessons, and in the spring, we will flesh these out into full lesson plans for them to use in the coming school year.
Summary of the Outcome of the Activities and/or Programs	Teachers are highly enthusiastic about doing experiential science teaching, but they don't know how to go about it and often default to learning from the text book and worksheets. These PD sessions have helped open teachers' eyes to ways of incorporating student inquiry into curricula, especially topics that are not easily

	modeled in the classroom, such as global weather patterns or the atomic theory.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork, App State
Start and End Dates	10/12/2020
Priorities identified in Collaboration with LEAs/Schools	English Language Arts Support
Number of Participants	20
Activities and/or Programs Implemented to Address Priorities	English and Language Arts activity with a 4th grade class.
Summary of the Outcome of the Activities and/or Programs	Opportunity to work with 4th grade students via Zoom and share a book about a little girl in Guatemala (Abuela's Weave). Collaborated with Liliana on planning and implementing the lesson. Students were learning about identifying and discussing emotions in texts and that is what our lesson focused on. Harder to conduct an interactive read-aloud on zoom. Saw the benefits of the kids being able to participate via chat. Students were very interested in the text and participated better than expected. Learned about some of the students' background experiences because they shared some of the things that they had been afraid of but then overcome, just like Esperanza in the book.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	St. Stephens Elementary in Catawba County
Start and End Dates	2/4/2021 to 3/25/2021
Priorities identified in Collaboration with LEAs/Schools	English Language Learner Support
Number of Participants	50

Activities and/or Programs Implemented to Address Priorities	Planning and implementing a translanguaging lesson with third grade students in a dual immersion school the English language environment. Modeling some methods of bridging Spanish and English to enhance student engagement and comprehension.
Summary of the Outcome of the Activities and/or Programs	Have not conducted the lessons yet. Have met with Mrs. Bailey to learn more about her class and we have developed a lesson plan. Main lesson learned is that it takes a lot of planning and coordination to work with public school teachers during the pandemic, but it is possible!
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Blowing Rock School
Start and End Dates	9/1/2020 to 3/17/2021
Priorities identified in Collaboration with LEAs/Schools	Special Education Support
Number of Participants	20
Activities and/or Programs Implemented to Address Priorities	Provide intervention services to K-5 students with dyslexia.
Summary of the Outcome of the Activities and/or Programs	Generating two research products from this experience: 1) Nonwhite university professor serving as an dyslexia interventionist from a qualitative perspective, 2) the effectiveness of a nonnative English speaker on students with dyslexia in a hybrid MTSS setting.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	6/18/2020 to 6/18/2021
Priorities identified in Collaboration with LEAs/Schools	Special Education Support

Number of Participants	130
Activities and/or Programs Implemented to Address Priorities	Trained and supported a social-emotional curriculum to 1st and 2nd grade students and teacher. Consulted individualized educational plans and behavioral support for special education teacher. Consulted third grade teachers in classroom management, support and consultation to administration on relationship-based behavioral modification.
Summary of the Outcome of the Activities and/or Programs	Ongoing data collection but the apparent social validity of the consultations seems welcomed. TBD.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	2/25/2021 to 3/18/2021
Priorities identified in Collaboration with LEAs/Schools	Professional Development Support
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	Praxis Music Exam Review Sessions.
Summary of the Outcome of the Activities and/or Programs	Provided 2, 1.5 hour Professional Development sessions to assist the Music teacher at Middlefork preparing for her Praxis Music Content and Instruction exam.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Asheville HS - Buncumbe Co.
Start and End Dates	3/6/2020
Priorities identified in Collaboration with LEAs/Schools	Music Education
Number of Participants	60

Activities and/or Programs Implemented to Address Priorities	Conducted a rehearsal clinic with the Asheville High School Wind Symphony in collaboration with their conductors Rodney Workman and JaQuan Wiley.
Summary of the Outcome of the Activities and/or Programs	As a result of the clinic, the conductors conducted the music in a more aesthetic way. The ensemble responded to the conductor's gestures in a more musical and detailed way, and greater music-making was achieved in a more spontaneous fashion.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	2/24/2021
Priorities identified in Collaboration with LEAs/Schools	Counselor Education Support
Number of Participants	30
Activities and/or Programs Implemented to Address Priorities	Presentation: "Suggestions for Teaching during a Crisis: A Counselor Educator's Perspective".
Summary of the Outcome of the Activities and/or Programs	Staff (principle, teachers, etc.) gave me feedback that they found it very helpful in terms of suggestions as well as encouraging of their work.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	McDowell County Schools
Start and End Dates	11/4/2020
Priorities identified in Collaboration with LEAs/Schools	Science Content Support
Number of Participants	25

Activities and/or Programs Implemented to Address Priorities	Presented a presentation to middle school class on how plants and insects interact.
Summary of the Outcome of the Activities and/or Programs	Great interaction with students affirms the need for outreach by ASU faculty.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Westwood Elementary School, Ashe County
Start and End Dates	9/1/2020 to 5/30/2021
Priorities identified in Collaboration with LEAs/Schools	Music Education
Number of Participants	554
Activities and/or Programs Implemented to Address Priorities	Reich College of Education mini-grant to develop music units based on children's books that address SEL topics. Purchased two copies of the list of books we submitted, and are meeting to develop curricular units.
Summary of the Outcome of the Activities and/or Programs	Mazie and I are teaching the instruction we develop through this academic year. We have submitted proposals to bring our results (from field testing the instruction) to several state music education conferences. She is also sharing the instruction and the reading materials with grade-level colleagues in school-wide professional development sessions.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Two Rivers Community School (Charter) Boone.
Start and End Dates	2/20/2021 to 6/1/2021
Priorities identified in Collaboration with LEAs/Schools	Science Content Support
Number of Participants	20

Activities and/or Programs Implemented to Address Priorities	Participate via zoom for Science Fridays with 4th graders. Discuss zoology, animal behavior, evolution, birds, salamanders etc.
Summary of the Outcome of the Activities and/or Programs	Presentations compliment the information the students are learning in class. Energized by these interactions and feel its important to communicate science to the public.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Two Rivers Community School - Watauga County
Start and End Dates	7/27/2020 to 8/28/2020
Priorities identified in Collaboration with LEAs/Schools	Technology Support
Number of Participants	15
Activities and/or Programs Implemented to Address Priorities	Worked with one other parent and the school superintendent to develop a Google Classroom template for their teachers to use for remote learning during the 20-21 school year. Training sessions were also provided before the first week of school.
Summary of the Outcome of the Activities and/or Programs	Project allowed a consistent template to be used by all teachers at Two Rivers Community that also met the objectives that the school superintendent wanted. This template is being used by all classroom teachers as well as those that teach the specials. This has been very helpful to the students as they know what to expect and where to go within their different Google Classrooms for each subject.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Oak Grove Middle School, Davidson County
Start and End Dates	3/8/2021

Priorities identified in Collaboration with LEAs/Schools	Music Assessment support
Number of Participants	20
Activities and/or Programs Implemented to Address Priorities	Provided a performance assessment alternative activity for middle school choir students via zoom.
Summary of the Outcome of the Activities and/or Programs	Students had an opportunity to receive feedback on their performances despite the on-line environment.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	LB Yancey and Pinkston St Elementary Schools, Vance County
Start and End Dates	2/15/2021 to 4/27/2021
Priorities identified in Collaboration with LEAs/Schools	Music Education
Number of Participants	5
Activities and/or Programs Implemented to Address Priorities	Partnered between community music school and Vance county public schools to provide students free tuition to participate in the Appalachian youth chorale this semester.
Summary of the Outcome of the Activities and/or Programs	Allows students an opportunity to participate in a choral ensemble where one does not currently exist at their schools, provides professional development to their teacher (first year teacher) through her work as the assistant conductor of the ensemble, and is building a future partnership for a satellite program that will establish a choir in vance county hopefully for fall 2021.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Middle Fork Academy, Forsyth County
Start and End Dates	3/1/2021 to 3/22/2021

Priorities identified in Collaboration with LEAs/Schools	Music Education
Number of Participants	275
Activities and/or Programs Implemented to Address Priorities	Helped secure \$2000 in funding to support for the music teacher and music program.
Summary of the Outcome of the Activities and/or Programs	Facilitated conversations between music teacher and school advisory board to provide much needed curriculum and instruments for the music program. School will be able to purchase a class set of ukuleles and send the music teacher to professional development training to prepare her to teach her students in the fall.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	all NC public schools
Start and End Dates	12/16/2020
Priorities identified in Collaboration with LEAs/Schools	Cultural Arts
Number of Participants	20
Activities and/or Programs Implemented to Address Priorities	<p>There is going to be a virtual Cultural Arts Event on Wednesday and Thursday, December 15 - 16, sponsored by the Governor's Office for NC Teachers and Students. As a member of the Arts Education Leadership Coalition (AELC) NC ACDA has been invited to present a session. Offering a panel discussion of collegiate choral conductors to give details and answer questions regarding:</p> <p>--What choral experiences might be available for interested students at your school:</p> <ul style="list-style-type: none"> --Music Majors --Non-Music Majors --Levels of choral offerings, etc. --Audition process for choirs available

	<p>--What kind of other singing experiences offered, i.e., musical theater, acapella, etc. for credit or other</p> <p>--If wanting to major in vocal music, what might the audition process be</p> <p>--Any scholarship money that might be available for any of your choral offerings</p> <p>--We'll open it up to questions from our participants near the end.</p>
Summary of the Outcome of the Activities and/or Programs	Great discussions about opportunities in the arts after high school in North Carolina.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga County Public Schools
Start and End Dates	10/1/2020 to 4/24/2021
Priorities identified in Collaboration with LEAs/Schools	Music Education
Number of Participants	8
Activities and/or Programs Implemented to Address Priorities	In collaboration with our chapter of SAI, collected, cataloged and digitized all the choral music for the K-12 music teachers for the district.
Summary of the Outcome of the Activities and/or Programs	This project will provide a resource for the music teachers across the district to be able to share resources and prepare for choral events. It will also save the district money as it will ensure there is an accurate accounting of what music the district already owns so that duplications are not bought. It additionally fosters collaboration between schools across the district.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga High School - Guest lecture and Q and A
Start and End Dates	10/19/2020

Priorities identified in Collaboration with LEAs/Schools	Science Content Support
Number of Participants	7
Activities and/or Programs Implemented to Address Priorities	Discussed biodiversity in the southern Appalachians with students.
Summary of the Outcome of the Activities and/or Programs	Completed a pre and post Q & A on biodiversity of southern Appalachians with a presentation.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Middle Fork Academy
Start and End Dates	10/27/2020 to 10/28/2020
Priorities identified in Collaboration with LEAs/Schools	Special Education Support
Number of Participants	60
Activities and/or Programs Implemented to Address Priorities	Conducted 60-min Zoom talk on autism to the 3rd and 4th graders reading children's book, Bat.
Summary of the Outcome of the Activities and/or Programs	Zoom works fine for this purpose. Impressed with the range and sincerity of the questions.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wake County
Start and End Dates	7/30/2020 to 3/27/2021
Priorities identified in Collaboration with LEAs/Schools	Special Education Support
Number of Participants	9
Activities and/or Programs Implemented to Address Priorities	Consulting on communication and emergent literacy for students with ASD and complex

	needs. Former student, Colleen McIndoe's classroom.
Summary of the Outcome of the Activities and/or Programs	Helping Colleen apply what she knows/was taught but can't draw on in the pressure of teaching complex children face to face and online.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga Schools
Start and End Dates	9/14/2020 to 9/30/2020
Priorities identified in Collaboration with LEAs/Schools	Special Education Support
Number of Participants	4
Activities and/or Programs Implemented to Address Priorities	Consulted with former student, Hayley Hales, who was tutoring a child with ASD and behavior challenges at family's home.
Summary of the Outcome of the Activities and/or Programs	Helped Hayley apply what she had been taught in classes to problem-solve difficulties, personalize instruction, reduce undesired behaviors, increase communication, implement emergent literacy with child. Used information as case study for my SPE 3380 class.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Child in Wisconsin with Williams syndrome
Start and End Dates	10/19/2020 to 11/25/2020
Priorities identified in Collaboration with LEAs/Schools	Special Education Adaptive Technology Support
Number of Participants	4
Activities and/or Programs Implemented to Address Priorities	Worked with specialist in AT and mother of 3rd grader with Williams syndrome to configure

	reading interventions to best serve the boy's needs.
Summary of the Outcome of the Activities and/or Programs	Interpreted existing reading assessment data for mother and AT specialist, had Sydney Shadrick and undergrad special ed major and accelerated admissions Reading masters student, conduct informal reading assessment of the boy. Doctoral student, Tonya Moore, helped Sydney interpret results, make intervention suggestions, and write up report for mother.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga Schools
Start and End Dates	11/4/2020 to 11/30/2020
Priorities identified in Collaboration with LEAs/Schools	Special Education Adatpptive Technology Support
Number of Participants	2
Activities and/or Programs Implemented to Address Priorities	Consulted with mother of a boy with cerebral palsy on assistive technology to support, math, writing, and spelling.
Summary of the Outcome of the Activities and/or Programs	Identified the issues in conversation with mother, consulted with two colleagues in assistive tech at other institutions, put together summary of needed software and hardware, co-planned request strategy with mother. School was very cooperative.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga Schools
Start and End Dates	10/11/2020 to 10/14/2020
Priorities identified in Collaboration with LEAs/Schools	Special Education Adatpptive Technology Support
Number of Participants	2

Activities and/or Programs Implemented to Address Priorities	Consulted with former student on communication and literacy strategies for 2 students in local schools, one with ASD and visual impairments, the other with CHARGE syndrome.
Summary of the Outcome of the Activities and/or Programs	Student implemented the strategies she could and shared the rest with the child's teacher.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wilkes County
Start and End Dates	10/27/2020
Priorities identified in Collaboration with LEAs/Schools	Special Education Adaptive Technology Support
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	Consulted with a former student now teaching in a special education classroom in Wilkes Co.
Summary of the Outcome of the Activities and/or Programs	Adolescent with ASD who was elective mute in her classroom. Consulted on communication and literacy issues. Helped student apply what she had been taught by me. Called later to say things were improving.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Michigan
Start and End Dates	9/4/2020 to 3/27/2021
Priorities identified in Collaboration with LEAs/Schools	Special Education Adaptive Technology Support
Number of Participants	7
Activities and/or Programs Implemented to Address Priorities	Consulting with statewide assistive technology consultants on emergent and conventional literacy

	interventions and assessments for students with significant disabilities.
Summary of the Outcome of the Activities and/or Programs	Conducted Zoom consults of 60-90 mins on-demand to address their areas of question/concern based on school questions/demands on them (e.g., progress monitoring in emergent reading, emergent writing, conventional reading, conventional writing).
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga Schools
Start and End Dates	2/25/2021 to 3/27/2021
Priorities identified in Collaboration with LEAs/Schools	Literacy/Reading Instruction
Number of Participants	3
Activities and/or Programs Implemented to Address Priorities	Mother contacted student in one of my classes about severe reading challenges her 8-year-old was experiencing and the school not helping with.
Summary of the Outcome of the Activities and/or Programs	Met via Zoom with the student on 3 occasions to teach her how to conduct an informal reading assessment and then implement the interventions to address child's identified difficulties; the mother and the child via Zoom to explain the assessment process and then to observe and assist my student as needed in administering the online assessment; wrote up the intervention recommendations and rationale. Student is now tutoring the child and may be her classroom teacher next year when she begins the job she has accepted.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga Schools
Start and End Dates	2/19/2021 to 3/27/2021

Priorities identified in Collaboration with LEAs/Schools	Literacy Support
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	Collaborated with the Director of the Public School Partnership, relayed the questions of a local teacher of students with ASD about suitable books and literacy instruction. Corresponding with teacher to plan next year.
Summary of the Outcome of the Activities and/or Programs	Read recommendations about teacher's challenges with students mouthing and tearing books. Teacher contacted me with further questions. Answered those questions inquired about have my ASD/literacy classes (RE 5010) collaborate with her classroom next year. In the process of determining the specifics of that relationship.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Statewide educators
Start and End Dates	7/30/2020
Priorities identified in Collaboration with LEAs/Schools	Universal Design for Learning
Number of Participants	35
Activities and/or Programs Implemented to Address Priorities	IDEA-CON Virtual Conference, Plenary Session on using UDL to create inclusive classrooms.
Summary of the Outcome of the Activities and/or Programs	Provided many examples and resources for how teachers could easily implement UDL in their classrooms. Participants had lots of questions.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Central Wilkes Middle, Wilkesboro Co Schools
Start and End Dates	9/21/2020

Priorities identified in Collaboration with LEAs/Schools	Special Education Support
Number of Participants	10
Activities and/or Programs Implemented to Address Priorities	Guest speaker for the EC team's PLC meeting to present on progress monitoring.
Summary of the Outcome of the Activities and/or Programs	Provided an overview, tips, and resources (PD) to PLC members to help improve their practice.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Statewide, NC DPI Autism Consultants
Start and End Dates	3/4/2021
Priorities identified in Collaboration with LEAs/Schools	Special Education Support
Number of Participants	6
Activities and/or Programs Implemented to Address Priorities	Sharing information, consulting work.
Summary of the Outcome of the Activities and/or Programs	Met with the Autism Consultants at NCDPI to discuss our courses and how to train educators in supporting students with autism. Consultant team shared their activities and resources. Decided to have periodic meetings to stay updated and coordinate activities and participate in PD with schools in the future.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga Schools
Start and End Dates	2/12/2021
Priorities identified in Collaboration with LEAs/Schools	Special Education Support
Number of Participants	2

Activities and/or Programs Implemented to Address Priorities	Discussion with school system on providing help to classroom teacher.
Summary of the Outcome of the Activities and/or Programs	Supporting classroom teacher in the district around sensory issues and students with autism. Coordinated this work to ensure that everyone is in sync.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Green Valley Elementary, Watauga Schools
Start and End Dates	2/4/2021 to 5/28/2021
Priorities identified in Collaboration with LEAs/Schools	Special Education Support
Number of Participants	2
Activities and/or Programs Implemented to Address Priorities	Consulting with teacher on implementing techniques to support students with autism with sensory needs.
Summary of the Outcome of the Activities and/or Programs	This is ongoing work. Assesed classroom needs, made decisions on items to purchase, held mini training sessions and implement the project. Project has not been completed at this time.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Ashe Co Schools
Start and End Dates	11/17/2020
Priorities identified in Collaboration with LEAs/Schools	Special Education Transition support
Number of Participants	25
Activities and/or Programs Implemented to Address Priorities	Ashe County Transition Fair - Virtual.

Summary of the Outcome of the Activities and/or Programs	Presentated the SDAP program for families of high school students in Ashe County Schools. Parents asked questions about the program and were invited to reach out to me individual with future questions. Presentation slides were provided along with contact information.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Carter High School, Forsyth Co. Schools
Start and End Dates	4/19/2021
Priorities identified in Collaboration with LEAs/Schools	Special Education Transition support
Number of Participants	20
Activities and/or Programs Implemented to Address Priorities	Transition Fair
Summary of the Outcome of the Activities and/or Programs	Provided presentation on the SDAP program for students with an intellectual disability graduating from high school. Families could ask questions and they were invited to contact me individually with future questions.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga County, NC
Start and End Dates	12/10/2020 to 2/5/2021
Priorities identified in Collaboration with LEAs/Schools	Physical Education
Number of Participants	8
Activities and/or Programs Implemented to Address Priorities	Provided athletic mentoring as a Coach for the county. Activity provided a service to the county and met the needs of the school-aged children who participated from a health and wellness perspective.

Summary of the Outcome of the Activities and/or Programs	Met daily with 8 Middle School aged children in order to mentor them in conditioning their bodies, developing character and creating social awareness of each individuals strengths and how they contribute to the overall group and its goals.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga County, NC
Start and End Dates	10/19/2020 to 11/24/2020
Priorities identified in Collaboration with LEAs/Schools	Physical Education
Number of Participants	34
Activities and/or Programs Implemented to Address Priorities	Provided athletic mentoring as a Coach for the county. Activity provided a service to the county and met the needs of the school-aged children who participated from a health and wellness perspective.
Summary of the Outcome of the Activities and/or Programs	Met daily with 34 Middle School aged children in order to mentor them in conditioning their bodies, developing character and creating social awareness of each individuals strengths and how they contribute to the overall group and its goals.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Avery County Schools
Start and End Dates	5/12/2021 to 9/30/2021
Priorities identified in Collaboration with LEAs/Schools	Math Education
Number of Participants	10
Activities and/or Programs Implemented to Address Priorities	Professional Development Book Study Group for Number Talks

Summary of the Outcome of the Activities and/or Programs	Activity is aimed at helping teachers learn how to lead number talks in their classrooms.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Mountain View Elementary School, Ashe County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	2
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Westwood Elementary School, Ashe County Schools

Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	7
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Blue Ridge Elementary School, Ashe County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	3

<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most interactions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Ashe Middle School, Ashe County Schools</p>
<p>Start and End Dates</p>	<p>8/17/2020 to 6/11/2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>NC New Teacher Support</p>
<p>Number of Participants</p>	<p>3</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were</p>

	provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Ashe County High School, Ashe County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	3
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student

	proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Ashe County Early College, Ashe County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Avery County High School, Avery County Schools

Start and End Dates	8/24/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Lower Creek Elementary School, Caldwell County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	1

<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most interactions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Valmead Elementary School, Caldwell County Schools</p>
<p>Start and End Dates</p>	<p>8/17/2020 to 6/11/2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>NC New Teacher Support</p>
<p>Number of Participants</p>	<p>2</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were</p>

	provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	West Caldwell High School, Caldwell County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able

	to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Bethel School/Watauga County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	3
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Parkway School, Watauga County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	2
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Valle Crucis School, Watauga County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	2

<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Blowing Rock School, Watauga County Schools</p>
<p>Start and End Dates</p>	<p>8/17/2020 to 6/11/2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>NC New Teacher Support</p>
<p>Number of Participants</p>	<p>1</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021</p>

	<p>pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Green Valley School, Watauga County Schools</p>
<p>Start and End Dates</p>	<p>8/17/2020 to 6/11/2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>NC New Teacher Support</p>
<p>Number of Participants</p>	<p>1</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able</p>

	to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Hardin Park School, Watauga County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	3
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Mabel School, Watauga County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	2
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most interactions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Elkin Elementary School, Elkin City Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	1

<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Elkin Middle School, Elkin City Schools</p>
<p>Start and End Dates</p>	<p>8/17/2020 to 6/11/2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>NC New Teacher Support</p>
<p>Number of Participants</p>	<p>2</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021</p>

	<p>pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Academy at Middle Fork, Appalachian State Lab School</p>
<p>Start and End Dates</p>	<p>8/17/2020 to 6/11/2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>NC New Teacher Support</p>
<p>Number of Participants</p>	<p>3</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs</p>

	that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork, Appalachian State Lab School American Renaissance Charter School, N/A
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	2
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log

	<p>coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.</p>
LEAs/Schools with whom the EPP has Formal Collaborative Plans	NC School for the Deaf, N/A
Start and End Dates	9/1/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	7
Activities and/or Programs Implemented to Address Priorities	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.</p>
Summary of the Outcome of the Activities and/or Programs	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.</p>

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Starmount Middle/High School, Yadkin County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Forbush Elementary School, Yadkin County Schools
Start and End Dates	8/17/2020 to 6/11/2021

Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most interactions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Eastbend Elementary School
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly

	classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Allegheny High School, Allegheny County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	3
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.

<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Sparta School, Alleghany County Schools</p>
<p>Start and End Dates</p>	<p>8/17/2020 to 6/11/2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>NC New Teacher Support</p>
<p>Number of Participants</p>	<p>2</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference</p>

	opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Glade Creek School, Alleghany County Schools
Start and End Dates	8/17/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	NC New Teacher Support
Number of Participants	3
Activities and/or Programs Implemented to Address Priorities	NC New Teacher Support is provided to teachers in their BT1, BT2, or BT3 years in districts who elect to use these services to provide ongoing induction support for their beginning teachers. These three-pronged services include: 1) Weekly classroom coaching visits, 2) Timely PD for BTs in the district, and 3) A comprehensive conference (and online conference follow-up), specifically for the BTs in the program. During the 2020-2021 pandemic, these three core services were provided in a hybrid manner to accommodate our partners' needs.
Summary of the Outcome of the Activities and/or Programs	NC New Teacher Support Program uses the 15 EdTPA Constructs to coach teachers with a growth model in mind. Focusing on matters of planning, instruction, and assessment. Log coaching interaction in reference to the constructs that focus on the most nteractions with BTs. Able to see outcomes such as increased student proficiency, authentic student engagement, and long term teacher retention when able to provide aligned coaching sessions, PD, and conference opportunities to beginning teachers (BTs) in a consistent manner.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Blowing Rock Elementary in Watauga
Start and End Dates	9/1/2020 to 5/24/2021

Priorities identified in Collaboration with LEAs/Schools	Literacy/Reading Instruction
Number of Participants	10
Activities and/or Programs Implemented to Address Priorities	Teaching students who struggle with reading
Summary of the Outcome of the Activities and/or Programs	Helped students move their reading scores by several percentiles. Writing manuscript for publication about this experience. Recording teaching videos for preservice teacher training.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	6/1/2020 to 6/9/2021
Priorities identified in Collaboration with LEAs/Schools	Literacy/Reading Instruction
Number of Participants	200
Activities and/or Programs Implemented to Address Priorities	<p>In response to the Covid-19 pandemic, implemented, and co-taught Literacy-Casts for K-5 students, teachers, pre-service teachers, and Appalachian State University graduate students, Summer 2020–present.</p> <p>In response to the Covid-19 pandemic, offered two free virtual professional development sessions for educators, August 2020.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Literacy-Cast: We worked directly with children and teachers at Middle Fork during 60-75 minute synchronous Literacy-Cast episodes 4-5 days a week from Spring 2020-Spring 2021.</p> <p>A brief overview of Literacy-Cast can be found here: https://www.literacyworldwide.org/blog/literacy-</p>

	now/2020/12/14/engaging-in-reading-authoring-and-community-through-virtual-literacy-casts
LEAs/Schools with whom the EPP has Formal Collaborative Plans	The Academy at Middle Fork - App State Lab School/Forsyth County Schools
Start and End Dates	4/20/2021
Priorities identified in Collaboration with LEAs/Schools	Science Education
Number of Participants	55
Activities and/or Programs Implemented to Address Priorities	Volunteered to facilitate a hands-on science activity with each of the 5th grade classes at the Academy at Middle Fork. Teachers requested a specific objective from the current Science Essential Standards (Energy: Conservation and Transfer), planned and implemented an activity based on that standard.
Summary of the Outcome of the Activities and/or Programs	Fifth grade classroom teachers reported that their students not only enjoyed the hands-on activity, but learned so much that would be valuable to them on the required fifth grade Science End-of-Grade test.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	The Academy at Middle Fork - App State Lab School/Forsyth County Schools
Start and End Dates	5/20/2021
Priorities identified in Collaboration with LEAs/Schools	Science Education
Number of Participants	55
Activities and/or Programs Implemented to Address Priorities	Volunteered to meet with each of the 5th grade classes to share an active, hands-on review game/activity to coincide with their upcoming

	Science End-of-Grade Test. Game covered many of the 5th grade Science Essential Standards.
Summary of the Outcome of the Activities and/or Programs	Activity was a great way to revisit many of the objectives from the year, and the 5th grade teachers reported that their fully-engaged students would definitely benefit from the skills and vocabulary reviewed in this game. Followed up by sharing the specific components of the activity with the teachers so that they could use it again in the future.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork and others
Start and End Dates	3/18/2020 to 7/28/2021
Priorities identified in Collaboration with LEAs/Schools	Literacy Support
Number of Participants	200
Activities and/or Programs Implemented to Address Priorities	The Anderson Reading Clinic Literacy-Cast.
Summary of the Outcome of the Activities and/or Programs	Ongoing opportunity for public school teachers and students to engage in high-quality, virtual literacy instruction.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga Co (Cove Creek Elem, Blowing Rock Elem, Parkway Elem)
Start and End Dates	8/11/2020 to 6/11/2021
Priorities identified in Collaboration with LEAs/Schools	PreK support
Number of Participants	57
Activities and/or Programs Implemented to Address Priorities	Six (6) Teachers employed by Lucy Brock, 45 children and families in the three collaborative NC

	<p>PreKs, 6 Practicum students (one each semester in each classroom).</p> <p>The Lucy Brock Child Development Lab (LB) and WCS have three Collaborative NC PreK Classrooms where the Director of LB serves as the Principal, hires the teachers, supervises the teachers, provides PD for teachers at weekly meetings, uses the LB curriculum, and they are housed in WCS elementary schools (i.e., Cove Creek, Blowing Rock, and Parkway).</p>
Summary of the Outcome of the Activities and/or Programs	<p>Forty-five children and families had a positive first experience in the school system. Teachers received weekly PD (e.g., book studies, reflections, individual emergent curricular development for their children/classrooms). Maintained a positive collaborative relationship with WCS.</p>
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Yancey County Schools
Start and End Dates	4/26/2021 to 5/3/2021
Priorities identified in Collaboration with LEAs/Schools	Science Content Support
Number of Participants	18
Activities and/or Programs Implemented to Address Priorities	<p>Worked with all Yancey County teachers who teach science in grades 3-8 to develop an inquiry based lesson on a topic they had identified as an area of difficulty for them. This workshop was two full days, with teachers attending for a half day each.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Tremendous benefit to have teachers identify areas in the science curriculum they found difficult to teach as hands-on lessons and then construct the professional development around their needs. Built the lessons together using a common google doc, and I'll continue to be a resource as they implement them in the fall.</p>

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Tremendous benefit to have teachers identify areas in the science curriculum they found difficult to teach as hands-on lessons and then construct the professional development around their needs. Built the lessons together using a common google doc, and I'll continue to be a resource as they implement them in the fall.
Start and End Dates	10/19/2020 to 10/26/2020
Priorities identified in Collaboration with LEAs/Schools	Science Education
Number of Participants	18
Activities and/or Programs Implemented to Address Priorities	Professional development activity involved all the Yancey County teachers in grades 3-8 who teach science. Each teacher attended for half a day. The goal of this work was to familiarize teachers with the 5E lesson plan format (an inquiry-based strategy) by having them participate in sample 5E lessons as students and then deconstruct them as teachers.
Summary of the Outcome of the Activities and/or Programs	Teachers were provided resources to work on developing 5E lessons back in their classrooms, and communicated after the session as they tried the strategy out in their classes. They suggested areas they found difficult to do in an inquiry format and I built the following workshops around those topics.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	South Toe Elementary School, Yancey County Schools
Start and End Dates	3/22/2021
Priorities identified in Collaboration with LEAs/Schools	Science Education

Number of Participants	25
Activities and/or Programs Implemented to Address Priorities	Led 5th grade class in a series of inquiry-based science explorations around topics in force and motion.
Summary of the Outcome of the Activities and/or Programs	Students were enthusiastic. Teacher and I continued to communicate as she built off my work with the students.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	South Toe Elementary School, Yancey County Schools
Start and End Dates	3/29/2021
Priorities identified in Collaboration with LEAs/Schools	Science Education
Number of Participants	25
Activities and/or Programs Implemented to Address Priorities	Worked with a 5th grade class presenting demonstrations related to the topic of transfer of energy, including The Gummy Bear Sacrifice and The Spark Plug Demo. These are dramatic experiments, but they are difficult for classroom teachers to do. Performed and discussed these with the class as a service to her.
Summary of the Outcome of the Activities and/or Programs	Students were enthusiastic. Teacher and I continued to communicate as she built off my work with the students.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	South Toe Elementary School, Yancey County Schools
Start and End Dates	3/25/2021
Priorities identified in Collaboration with LEAs/Schools	Science Content Support

Number of Participants	30
Activities and/or Programs Implemented to Address Priorities	Main presenter at an online Science Night run by the school. Focused on experiments the students could do safely at home and led them through the explorations and explanations.
Summary of the Outcome of the Activities and/or Programs	Despite the difficulties of doing this online, a number of students followed up by contacting me and sending videos of additional things they tried after the video was over. Had the strong sense that this worked well to engage students in science even though we were online.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Lake Lure Classic Academy
Start and End Dates	4/12/2021 to 5/18/2021
Priorities identified in Collaboration with LEAs/Schools	Science Education
Number of Participants	45
Activities and/or Programs Implemented to Address Priorities	<p>Introduced the fifth-grade faculty to a book titled, Ruby Goldberg’s Bright Idea about a fifth-grader that is a bit of a science nerd and builds a Rube Goldberg machine in hopes of winning her school’s science fair. Facilitated four labs related to energy, force, and motion that run parallel to specific references in the story. Culminating lab engaged students in making and testing modest Rube Goldberg machines with specific parts that I provided. There wasn’t enough time for something more open-ended. Therefore, each machine had two mechanisms in place — a start and a finish. Students worked in teams to connect the two together with ramps, pulleys, and levers. The ultimate goal was to pop a balloon.</p> <p>Worked with two classes of second-graders. They read “The Crayon Man,” which is an outstanding book. Implemented a learning activity that involved making soap in a manner that is</p>

	<p>consistent with how crayons are made (e.g., heating a solid, making it liquid, adding pigments, pour it into a mold, allowing it to solidify). The story and lab addressed states of matter, which is in their curriculum. The experience also addressed technology and engineering concept about the nature of design, molding, and packaging.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>The participating elementary teachers (four) were very dependent on outside expertise to identify the STEM content and ways of thinking embedded in authentic children’s literature. Furthermore, technical assistance was needed to conceptualize, develop, implement, and assess experiential learning activities that targeted STEM concepts and habits of mind. Conversely, infusing STEM education into a balanced reading program required the STEM specialist to learn the specific techniques being used to facilitate literacy instruction. In the final analysis, the potential of literacy-based STEM education was highly dependent on merging expertise for mutual benefit to enrich student engagement and learning under the auspices of STEM and literacy education.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Academy at Middle Fork</p>
<p>Start and End Dates</p>	<p>8/21/2020 to 5/27/2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>Literacy/Reading Instruction</p>
<p>Number of Participants</p>	<p>275</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>Supported literacy/reading instruction in Literacy Cast session weekly.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Students were engaged with the Anderson Reading Clinics Literacy Cast throughout the school year.</p>

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	8/21/2020 to 5/27/2021
Priorities identified in Collaboration with LEAs/Schools	Math Professional Development
Number of Participants	10
Activities and/or Programs Implemented to Address Priorities	Conducted mathematics professional development for teachers
Summary of the Outcome of the Activities and/or Programs	professional development for teachers
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	1/1/2021 to 5/1/2021
Priorities identified in Collaboration with LEAs/Schools	Principal Support
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	Provided coaching for principal
Summary of the Outcome of the Activities and/or Programs	Provided coaching support for the principal.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	1/1/2021 to 2/1/2021
Priorities identified in Collaboration with LEAs/Schools	Technology Support
Number of Participants	20

Activities and/or Programs Implemented to Address Priorities	Provided Google training and virtual learning resources
Summary of the Outcome of the Activities and/or Programs	Google Calendar training was provided to staff and Vvrtual learning resources we shared and discussed with with instructional staff.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	8/1/2020 to 5/1/2021
Priorities identified in Collaboration with LEAs/Schools	Professional Development Support
Number of Participants	27
Activities and/or Programs Implemented to Address Priorities	Research Cluster
Summary of the Outcome of the Activities and/or Programs	An Academy Research Cluster provided selected faculty and staff te opportunity to participate in a collaborative self-study of the lab school. Investigations considered a variety of projects and characteristics of the school, its staff and students, and its development as a lab school. Staff and faculty participated in a variety of research and engagement components of the cluster alongside researchers from across Appalachian State.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	5/19/2021
Priorities identified in Collaboration with LEAs/Schools	Professional Development Support
Number of Participants	27

Activities and/or Programs Implemented to Address Priorities	Conflict management
Summary of the Outcome of the Activities and/or Programs	Led session at a staff meeting at the Academy on "Bringing Curiosity to Conflict"
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	4/1/2021
Priorities identified in Collaboration with LEAs/Schools	Professional Development Support
Number of Participants	27
Activities and/or Programs Implemented to Address Priorities	Child Sexual Abuse training
Summary of the Outcome of the Activities and/or Programs	Session led by Appalachian State faculty on child sex abuse.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Academy at Middle Fork
Start and End Dates	4/1/2021
Priorities identified in Collaboration with LEAs/Schools	Professional Development Support
Number of Participants	27
Activities and/or Programs Implemented to Address Priorities	Child Sex Trafficking
Summary of the Outcome of the Activities and/or Programs	Session led by Appalachian State faculty on child sex trafficking.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	245
Female	895
Gender Neutral	
Gender Not Provided	
Total	1140
Race/Ethnicity	Number
African-American	65
Am. Indian/ Alaskan Native	3
Asian	18
Hispanic/Latino	97
Native Hawaiian/ Pacific Islander	
White	894
Two or More Races	46
Race Not Provided	17
Total	1140

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

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	0
	Asian	3	Asian	8	Asian	0
	Hispanic/Latino	14	Hispanic/Latino	52	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	194	White	782	White	0
	Two or More Races	10	Two or More Races	27	Two or More Races	0
	Not Provided	1	Not Provided	11	Not Provided	0
	Total	227	Total	893	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0

	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	1	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	1	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	11	White	52	White	0
	Two or More Races	1	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	13	Total	56	Total	0

Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	1	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	0	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

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

Program Area	Bachelor Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license.						
LC-completed program and applied for license.						
Prekindergarten	0	16	0	0	0	0
Elementary	0	130	0	0	0	0
Middle Grades	0	26	0	0	0	0
Secondary	0	1	0	0	0	0

Special Subjects	0	2	0	0	0	0
Exceptional Children	0	31	0	0	0	0
Vocational Ed	0	8	0	0	0	0
Special Services	0	0	0	0	0	0
Total	0	214	0	0	0	0
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	N/A	N/A	N/A	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	367	327	89.10	227	61.85
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#) .

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
Winston Salem / Forsyth County Schools	504
Wake County Schools	498
Caldwell County Schools	464
Charlotte-Mecklenburg Schools	461
Catawba County Schools	412
Wilkes County Schools	362
Burke County Schools	326
Gaston County Schools	278
Watauga County Schools	269
Guilford County Schools	266

F. Quality of student teachers admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,114.22
MEAN SAT Math	554.78
MEAN SAT Verbal	561.39
MEAN ACT Composite	22.88
MEAN ACT Math	22.13
MEAN ACT English	22.47
MEAN CORE Combined	500.78
MEAN CORE Reading	175.19
MEAN CORE Writing	162.27
MEAN CORE Math	160.63
MEAN GPA	3.52
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

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

Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Art	7	85.71	7	85.71	7	100	7	100
2017	Biology	5	100	5	100	5	100	5	100
2017	Business Education	1	*	1	*	1	*	1	*
2017	Chemistry	1	*	1	*	1	*	1	*
2017	Earth Science	3	*	3	*	3	*	3	*
2017	Elementary (grades K-6)	125	77.6	125	85.6	125	88	125	92
2017	English	15	100	15	100	15	100	15	100
2017	Family and Consumer Sciences	1	*	1	*	1	*	1	*
2017	Health Specialist	1	*	1	*	1	*	1	*
2017	History	24	75	24	91.67	24	91.67	24	91.67
2017	M.G. Language Arts	21	95.24	21	95.24	21	95.24	21	95.24
2017	M.G. Math	10	90	10	90	10	90	10	90
2017	M.G. Science	13	92.31	13	100	13	100	13	100
2017	M.G. Social Studies	21	85.71	22	86.36	22	90.91	22	90.91
2017	Math (grades 9-12)	13	76.92	13	84.62	13	92.31	13	92.31
2017	Music	13	100	13	100	13	100	13	100
2017	Physical Education	1	*	1	*	1	*	1	*
2017	Physics	1	*	1	*	1	*	1	*

2017	Science (grades 9-12)	4	*	4	*	4	*	4	*
2017	Social Studies (grades 9-12)	24	58.33	24	58.33	24	58.33	24	58.33
2017	Spanish	3	*	3	*	3	*	3	*
2017	Spec Ed: Adapted Curriculum	23	100	23	100	23	100	23	100
2017	Spec Ed: General Curriculum	15	66.67	15	80	15	86.67	15	86.67
2017	Technology Education	1	*	1	*	1	*	1	*
2017	Institution Summary	346	82.66	347	88.18	347	90.2	347	91.64
2018	Art	5	60	5	60	5	80		
2018	Biology	2	*	2	*	2	*		
2018	Earth Science	1	*	1	*	1	*		
2018	Elementary (grades K-6)	105	82.86	105	87.62	105	90.48		
2018	English	7	100	7	100	7	100		
2018	Family and Consumer Sciences	1	*	1	*	1	*		
2018	History	10	100	10	100	10	100		
2018	M.G. Language Arts	5	100	5	100	5	100		
2018	M.G. Math	3	*	3	*	3	*		
2018	M.G. Science	6	100	6	100	6	100		
2018	M.G. Social Studies	2	*	2	*	2	*		
2018	Marketing Education	1	*	1	*	1	*		
2018	Math (grades 9-12)	6	50	6	66.67	6	83.33		

2018	Music	7	100	7	100	7	100		
2018	Science (grades 9-12)					1	*		
2018	Social Studies (grades 9-12)	10	70	10	70	10	70		
2018	Spanish	1	*	1	*	1	*		
2018	Spec Ed: Adapted Curriculum	10	100	10	100	10	100		
2018	Spec Ed: General Curriculum	9	55.56	9	66.67	9	66.67		
2018	Institution Summary	191	83.77	191	87.43	192	90.1		
2019	Art	5	80	5	80				
2019	Biology	2	*	2	*				
2019	Business Education	2	*	2	*				
2019	Elementary (grades K-6)	118	77.97	118	87.29				
2019	English	18	100	18	100				
2019	Family and Consumer Sciences	2	*	2	*				
2019	Health and Physical Ed	17	82.35	17	94.12				
2019	History	18	94.44	18	94.44				
2019	M.G. Language Arts	10	70	10	70				
2019	M.G. Math	5	80	5	80				
2019	M.G. Science	3	*	3	*				
2019	M.G. Social Studies	9	77.78	9	77.78				
2019	Math (grades 9-12)	9	66.67	9	77.78				
2019	Music	14	100	14	100				

2019	Physics	2	*	2	*				
2019	Spanish	1	*	1	*				
2019	Spec Ed: Adapted Curriculum	13	100	13	100				
2019	Spec Ed: General Curriculum	11	54.55	11	63.64				
2019	Technology Education	1	*	1	*				
2019	Institution Summary	260	81.54	260	87.69				
2020	Art	6	100						
2020	Biology	4	*						
2020	Business Education	2	*						
2020	Earth Science	2	*						
2020	Elementary (grades K-6)	100	80						
2020	English	12	91.67						
2020	French	1	*						
2020	Health and Physical Ed	12	75						
2020	History	9	100						
2020	M.G. Language Arts	4	*						
2020	M.G. Math	4	*						
2020	M.G. Science	2	*						
2020	M.G. Social Studies	2	*						
2020	Math (grades 9- 12)	5	60						
2020	Music	12	100						
2020	Spanish	2	*						
2020	Spec Ed: Adapted Curriculum	10	100						

2020	Spec Ed: General Curriculum	3	*						
2020	Technology Education	1	*						
2020	Institution Summary	193	82.9						

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
97	20	100

I. Field Supervisors to Students Ratio (including both internship and residencies).

1:10

J. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. 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 2020-21, 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. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model .</p>

- Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year.							
- Blank cells represent no data available.							
- If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	1.40%	78.32%	19.93%	0.35%	286	8
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	3.15%	67.13%	28.67%	1.05%	286	8
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	2.45%	83.22%	13.99%	0.35%	286	8
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	4.20%	77.27%	17.83%	0.70%	286	8
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	3.50%	78.67%	17.13%	0.70%	286	8
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

Student Growth: Teachers Contribute to the Success of Students					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	10.39%	86.36%	3.25%	154	140
State Level:	13.49%	81.42%	5.09%	1,238	1,169

* 'Unavailable' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.