

2020-2021

EPP Bachelor Performance Report

Barton College



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

Barton College is an accredited four-year, co-educational college located in Wilson, North Carolina, a city of nearly 50,000 residents. In 2020-2021, 1,177 students attended Barton College. Of those 1,177 students, 1,105 students were enrolled in undergraduate programs, and 72 students were enrolled in graduate programs. Barton College was founded by the Christian Church (Disciples of Christ) in 1902 under the name Atlantic Christian College. The name of the College was changed in 1990 to Barton College to honor Barton Stone, one of the founders of the Christian Church (Disciples of Christ). For the first 108 years since its founding, Barton had served undergraduate students exclusively. This changed in the summer of 2010 when Barton established its first master's program, the Master of Education in Elementary Education. New master's degree programs in school administration and nursing accepted their first cohort of students in the 2014-15 academic year. In addition, add-on licensure for a principal's license and for Academically and Intellectually Gifted Education licensure were begun in 2014-2015. In 2018-2019, Barton began offering two additional graduate programs, Master of Science in Criminal Justice and Master of Science in Criminology and Criminal Justice Sciences. Barton has since added the Master of Business Administration in Strategic Leadership and the Master of Science in Kinesiology. Barton offers six baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Nursing, and Bachelor of Social Work. Forty-one majors are offered through the seven academic schools: Allied Health and Sports Studies; Business; Education; Humanities; Nursing; Sciences; and Visual, Performing, and Communication Arts. With a student-faculty ratio of 13:1, and average class size of 17, Barton recognizes the importance of personalized attention. The liberal arts component of a Barton education focuses on the intellectual, physical, social, emotional, and spiritual aspects that comprise the whole student. Barton is committed to helping students become well-rounded; while they hone their skills in a particular area of expertise, they also learn how to apply those skills in a diverse and constantly changing global environment. Barton College is

accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Teacher Education Program is approved by the North Carolina Department of Public Instruction (DPI).

Special Characteristics

At Barton College, approximately 12% of the traditional undergraduate student body declares an interest in pursuing a teaching career. Barton serves traditional undergraduate students through the conventional day program. It also serves non-traditional adult learners through the Graduate and Professional Studies (GPS) program, which offers undergraduate courses in hybrid format in the evenings on the Barton campus and through online delivery, as well as graduate programs. The GPS program in the Teacher Education Program is offered online and allows working adults to obtain a bachelor's degree in Birth-Kindergarten Education, provides degree and licensure options through the Teacher Assistant to Teacher programs, and provides licensure options for those who hold a bachelor's degree and seek to earn a teaching license through the Residency Licensure Program. The following Residency Licensure Programs were offered in 2020-2021: Elementary Education, Birth-Kindergarten Education, Special Education: General Curriculum, Special Education: Adapted Curriculum, and Middle School and Secondary School licensure programs in mathematics, science, social studies, and English language arts.

The Teacher Education Program has excellent relationships with school systems in the area and does much collaboration with two schools in particular—the Eastern North Carolina School for the Deaf (ENCSD) and Margaret Hearne Elementary School of Wilson County Schools. Barton has a longstanding relationship with ENCSD through its education of the deaf major, which was established as one of the stipulations for locating the school for the deaf in Wilson in 1964. Margaret Hearne Elementary School, located about two blocks from the College, is a Title I school, serving a predominantly low-income population. Through the online residency licensure programs, Barton College is developing strong relationships with additional school systems, including some that are not in close proximity to the school.

The hallmark of the Barton College Teacher Education Program is a commitment to a supportive environment that allows candidates to develop as individuals and to succeed in the teaching profession. Founded on the conceptual framework, known as the Evolving Professional Teacher, the program is well aligned with the North Carolina Professional Teaching Standards. The framework includes four components - knowledge of content, pedagogical skills, cultural responsiveness, and leadership skills - that teacher candidates develop while they are also learning important 21st century knowledge and skills, which reflect the guidelines from the State Board of Education. The commitment to the development of individual students is shared not only by faculty within the Teacher Education Program but is also embraced by the Barton College community.

Program Areas and Levels Offered

Undergraduate licensure areas are Birth-Kindergarten Education (B-K); Education of the Deaf and Hard of Hearing (K-12); Elementary Education (K-6); Secondary English Education (9-12); Middle School Education (6-9) in English Language Arts; Middle School Education (6-9) in Social Studies; Middle School Education (6-9) in Science; Middle School Education (6-9) in Mathematics; Secondary Mathematics Education (9-12); Secondary Comprehensive Science Education (9-12); Secondary Comprehensive Social Studies Education (9-12); Special Education: General Curriculum (K-12), and Special Education: Adapted Curriculum (K-12). Barton College also offers a program leading to the Masters of Education in Elementary Education (K-6) with licensure on the master's level in Elementary Education for teachers who already hold a teaching license in Elementary Education (K-6) on the undergraduate (A) level; a program leading to the Master of School Administration Degree and eligibility for a principal's license for those who hold a license on the A-level; add-on principal's licensure for those who already hold a M-level license, and add-on licensure in Academically and Gifted Education (AIG). Currently, there are no students enrolled in the Master of Education in Elementary Education (K-6) program. The fact that teachers no longer receive additional compensation for earning a master's degree in an area related to classroom teaching had a large negative impact on enrollment in this program. If funding is restored for classroom teachers with master's degrees in their field of teaching, we expect to enroll a new cohort of students in this program.

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.

All candidates in the undergraduate Teacher Education Program are required to take EDU 225 Introduction to Exceptional Children, and candidates in the lateral-entry or residency licensure program take EDU 331 Teaching Diverse Learners. These courses include an introduction to current theories and research findings related to exceptional children. Topics include identification, facility needs, state and federal regulations, and employment and educational opportunities for exceptional individuals. Students in these courses explore best practices for part of this course, including field trips in which all students and the professor visit a variety of special education public school settings. The candidates and professor spend time after the school visits discussing what they observed and how it relates to best practices for special education and general education teachers. Site visits include elementary, middle school, and high school settings for all the students. This year, due to the COVID-19 situation, the field trips to classrooms were done virtually. In addition to the field trips, each candidate usually spends at least 15 hours in a special education setting and reflects on the experience. This spring, due to the interruption caused by the pandemic, some of the students in EDU 225 were able to complete this requirement by interacting with the teachers and students in a virtual special education classroom setting, but many were not. Thus, the instructors provided alternative activities to ensure that all candidates had meaningful experiences. Candidates found videos from various classroom settings to share and discuss with each other. They interviewed parents and siblings of family members with special needs children in the family, and they interviewed teachers of special needs students. Then, they shared insights from the interviews with each other, participated in discussions, and wrote reflections related to the interviews. Candidates also participated in book studies from authors with special needs, and they read and discussed case studies related to exceptional children. Candidates in EDU 331 shared experiences and insights from their own school settings to provide contexts for discussions and reflections. The methods courses taken by traditional undergraduate candidates, as well as lateral-entry and residency licensure candidates, continue to build on the knowledge and skills acquired in the introductory courses to equip the candidates to meet the needs of exceptional students in the classroom. Candidates learn to integrate effective strategies for a variety of needs of exceptional children as they create lesson plans and assessments. In the instructional technology course, candidates learn to use instructional technology for lesson differentiation. In student teaching, traditional candidates work with the college supervisor and cooperating teacher to teach students with disabilities effectively. The residency licensure candidates work with the college supervisors in the coaching courses to ensure that they are effectively implementing strategies for diverse students.

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.

EDU 223 Learners and Learning in the 21st Century is a required course for traditional undergraduate candidates, and EDU 331 Teaching Diverse Learners is required for residency licensure students. Candidates in these courses are introduced to the concepts of bilingual education. They are also provided strategies for working with migrant families. In the required courses related to the teaching of reading in each program, candidates review research-based strategies related to teaching reading to

students of limited English proficiency, including using small groups to help differentiate the curriculum and implementing peer tutoring strategies to help support the proficiency of limited English proficiency. In EDU 451 Classroom Management, candidates in all programs review case studies which include methods to overcome barriers caused by limited English proficiency. In the student teaching setting, candidates work with the classroom teacher and the college supervisor to ensure that they are meeting the needs of limited English proficiency learners. Residency licensure candidates work with the college supervisor in the coaching courses to ensure that they are effectively implementing strategies for diverse students, including those with limited English proficiency.

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.

Traditional undergraduate teacher education candidates are required to take EDU 334 Instructional Technology, and residency licensure candidates take EDU 333 Instructional Technology for Residency Licensure Teachers. These courses provide the teacher candidates with a sound foundation for using technology as instructional tools. Candidates are also taught the principles of universal design and to use technology tools to help them create and implement universally designed instruction. These courses incorporate preparation for the NC Digital Learning Competencies for Classroom Teachers, which include the following components: Leadership in Digital Learning, Digital Citizenship, Digital Content and Instruction, and Data and Assessment. Candidates in these courses also learn about the North Carolina Student Standards of the Information and Technology Essential Standards, which are based on the International Society for Technology in Education Standards for Students, and they learn effective methods to help their students develop these skills. Candidates are required to demonstrate effective use of technology integrated into lesson plans and assessments while they are student teaching or working in a residency licensure setting. To help prepare candidates for the potential need for developing and delivering virtual instruction to their future or current students, traditional candidates in EDU 429 Science Methods K-8 and residency licensure candidates in EDU 439 Math/Science Methods for the Residency Teacher complete a series of remote inquiry/discovery demonstration assignments that require them to utilize a different technology tool in each submission. As they complete these assignments, they learn to use a variety of tools for the purposes of delivering synchronous and asynchronous instruction in unique and engaging ways in virtual environments.

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.

One way that we teach candidates to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement is by hosting representatives from

Wilson County Schools, including the MTSS Coordinator and PreK-2 and 3-5 Literacy Coordinators on our campus to work with our candidates in EDU 361 Elementary Reading, EDU 364 Teaching Reading to the Deaf and Hard of Hearing, and EDU 362 Emergent Literacy. The school representatives work with candidates on using the mClass assessment data and on understanding the purpose of MTSS. Also, in EDU 354 Classroom Assessment, required of all teacher education candidates, we work with them to use the Schoolnet resources provided to IHEs and teach them to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. Assignments in this course include the design of an objective-based assessment portfolio containing assessments appropriate for evaluating student performance using both paper/pencil and technology-based resources. These assessment principles, specifically with the use of technology, are reinforced in EDU 334 Instructional Technology. Candidates in EDU 464 Differentiated Instruction utilize student data to plan differentiated learning experiences and units of instruction. Finally, as candidates submit their edTPA portfolios, they are required to show how they use data to improve teaching and learning. We require the candidates to use technology in this process.

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

To prepare our Teacher Education candidates in the Elementary Education licensure program to integrate arts across the curriculum in school settings, the School of Education mapped the curriculum and ensured that arts education was integrated in courses they take. Beginning components of the arts in education are taught in EDU 344 Curriculum Development, as candidates learn that the arts are important elements of the elementary curriculum and learn some ways to integrate them throughout the elementary curriculum. As candidates take EDU 303 Children and Adolescent Literature, they discuss the role of the illustrator in children and adolescent literature and learn about encouraging their future students to illustrate stories they read or create. In EDU 320 Language Arts and Social Studies Methods K-6, traditional undergraduate and residency licensure candidates learn to integrate the arts as they teach their students to explore language arts content and to use the arts as vehicles to demonstrate what they learn, such as through pictures, skits, poems, and dance. In EDU 335 Mathematics Methods K-3, EDU 435 Mathematics Methods 4-8, and EDU 429 Science Methods K-8 for traditional undergraduate candidates and in EDU 439 Math/Science Methods for the Residency Teacher, candidates learn about STEAM instruction and practice developing STEAM activities. Candidates in the EDU 361 Elementary Reading learn to use an art multisensory lesson plan. In the student teaching semester and in the residency licensure settings, candidates are expected to integrate arts across the curriculum.

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

Each teacher education program completes an annual self-study which is submitted to the Dean of the School of Education. The dean enters the program assessment data into the Strategic Planning and

Accreditation Software for Higher Education system (SPOL). The program faculty review and discuss the reports in small groups and with the other faculty in the Teacher Education Program. The faculty identify strengths and weaknesses and make plans for changes. The data provided through SPOL are made available to the Provost and Vice President of Academic Affairs for his review.

In addition to the annual reports, each program completes an Academic Program Review following the guidelines and schedule of the college. The process was updated in 2015-2016, with the following objectives identified.

1. To maintain high-quality programs that are consistent with the College's mission;
2. To encourage and support improvement within programs;
3. To ensure efficient and effective use of College resources; and
4. To remain competitive with comparable programs at peer institutions.

Beginning with the 2015/16 review cycle, programs are reviewed on a five-year schedule. In this inaugural year, the following teacher education programs were reviewed: Master of Education in Elementary Education (MEd), Middle School Education in Mathematics, English Language Arts, Science, and Social Studies, Secondary Social Studies Education, and Health/Physical Education. In the 2016-2017 review cycle, the Deaf Education program was reviewed, and the Elementary Education and Special Education programs were reviewed in 2017-2018. The Birth-Kindergarten Education Program was reviewed in 2018-2019, and the Master of School Administration (MSA) and the Secondary English Licensure programs were reviewed in 2019-2020. In 2020-2021, the second round of the cycle was begun, with the Middle School Education in Mathematics, English Language Arts, Science, and Social Studies, and the Secondary Social Studies Education programs undergoing college-wide review. (The Health and Physical Education program is no longer offered.) Each program undergoing this formal review submits a written report, which is reviewed by a committee with representatives from faculty across campus. The committee, led by the Provost and Vice President of Academic Affairs, reviews the program based on standards and provides feedback to the program coordinator and the dean of each program. The following nine standards are addressed in each program review. Each program undergoing this formal review submits a written report, which is reviewed by a committee with representatives from faculty and staff across campus. The committee, led by the Provost and Vice President of Academic Affairs, reviews the program based on standards and provides feedback to the program coordinator and the dean of each program. The following nine standards are addressed in each program review.

Standard 1. The program supports the mission and strategic vision of the College.

Standard 2. The program engages in ongoing, systematic planning consistent with the College's strategic priorities.

Standard 3. The program provides a high-quality curriculum that emphasizes student learning as its primary purpose.

Standard 4. Faculty resources are sufficient for the program to meet its mission and goals.

Standard 5. The existing administrative structure supports the program goals and objectives.

Standard 6. The program has adequate resources to meet its goals and objectives.

Standard 7. The program attracts and graduates students who are prepared to succeed in today's economy or in graduate or professional school.

Standard 8. The program compares favorably with similar programs at selected peer institutions.

Standard 9. The program has a vision and has developed goals and objectives to realize that vision.

The School of Education reviews the recommendations and makes decisions related to the program(s) as needed.

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

Some students are accepted into the Teacher Education Program in the spring of their junior year, and the remaining students are accepted into the program at least one semester prior to the semester that is devoted to full-time student teaching. In the spring of the junior year, Teacher Education Program candidates take a literacy course and a co-requisite practicum course, EDU 360 Practicum: Reading Laboratory. In a normal year, the candidate is placed into a low-performing school for this full semester practicum. The candidates who are seeking licensure in Elementary Education, Special Education: General Curriculum, or Special Education: Adapted Curriculum take EDU 361 Elementary Reading and the co-requisite EDU 360 Practicum: Reading Laboratory. In EDU 361, these candidates are introduced to the current trends, practices, programs, and methods structured to give practical assistance in the teaching of reading in the elementary school. Normally, in the corresponding practicum, the candidates spend a minimum of 38 hours, over the course of the semester, in the assigned public school classroom. Candidates participate in observations and complete prescribed tasks, including teaching reading to individual and small groups of students, assessing students, and analyzing assessment data. They keep reflective journals about their experiences, and they complete a reading program evaluation, which includes an interview with the cooperating classroom teacher about the strengths and weaknesses of the program. Once candidates analyze and synthesize information about the program, the responses from the teacher, and observations that they recorded in their reflective journals, they write an evaluation of the program. In the spring of 2021, teacher candidates were not allowed to attend classrooms in public schools in our area. Thus, this year, the faculty members who oversaw the EDU 361 reading practicum found alternative ways for candidates to learn about teaching reading in public school settings. They used videos to foster discussions and reflections. They also provided some virtual visits to classrooms in low performing schools. Teacher candidates who are seeking licensure in content areas in the middle and/or secondary grades take EDU 363 Literacy in Content Areas for Middle and Secondary Teachers. They also complete EDU 360 Practicum: Reading Laboratory in a low-performing school as a co-requisite of this course. Normally, the candidates spend a minimum of 38 hours, over the course of the semester, in a public school classroom in which the teacher is teaching English language arts or teaching reading in the content area. Candidates participate in observations and complete prescribed tasks that require interaction with the classroom teacher and the students. Candidates keep reflective

journals, interview the classroom teacher, and complete a case study of a high achieving student and a student who has reading difficulties. This year, a principal of a low-performing middle school allowed the practicum students to make virtual visits to classrooms in this school. Teacher candidates majoring in Birth-Kindergarten Education take EDU 362 Emergent Literacy and the corequisite EDU 360 Practicum: Reading Laboratory. In the corresponding practicum, the candidates spend a minimum of 38 hours, over the course of the semester, in a public-school pre-school or kindergarten classroom or in an approved daycare setting. They keep a reflective journal in which they answer questions and record observations related to stages of language development, language acquisition, and best practices for facilitating emerging literacy. All the candidates in this program this year were residency students, so they did not complete a practicum. Candidates in the Education of the Deaf and Hard of Hearing Program take EDU 364 Teaching Reading to the Deaf and Hard of Hearing and the co-requisite EDU 360 Practicum: Reading Laboratory. These candidates normally spend 38 hours divided between two school settings, including at least 15 hours in an elementary school in a K-3 classroom and at least 15 hours at the Eastern North Carolina School for the Deaf (ENCSD), which is a low-performing school. This year, the professor used videos of classrooms for the candidates to analyze and discuss. In addition, he assigned a project that included requiring the candidates to video themselves reading a children's book orally in English and to read the book in American Sign Language (ASL.) The videos were donated to the Wilson County Library.

In the senior year, the candidates participate in activities occurring over a full semester at local low performing elementary schools. Margaret Hearne Elementary School is a low-performing school located two blocks from Barton College, and it serves as a partnership school with the Barton College Teacher Education Program. In normal years, teacher candidates in our programs plan and implement a math carnival and a literacy carnival for the Hearne students and their families. The fifth-grade students at Hearne travel to Barton College for four weekly science lessons conducted by teacher candidates. Candidates in the Education of the Deaf and Hard of Hearing Program regularly visit ENCSD, another low performing school, to observe and participate in the classrooms, and middle and secondary teacher candidates visit a local low-performing middle school and also work with the Hearne students. This year, due to the COVID-19 pandemic, candidates were not allowed to visit the schools. However, the professors worked with the administration and the faculty at Hearne Elementary School to facilitate a substitute assignment for this year. The Barton College candidates created math games and literacy games and activities that were donated to Hearne Elementary School. In addition to these experiences, all seniors participated in EDU 400 Teaching Skills Lab (student teaching practicum) for the full semester prior to the student teaching. This year, the candidates participated in whatever format their cooperating teachers were using, including virtual, hybrid, and face-to-face environments.

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

When teacher candidates take EDU 400 Teaching Skills Lab, they spend a minimum of 40 hours in the classroom setting where student teaching will occur. This practicum is completed in the semester prior to the student teaching semester. In the semester devoted student teaching, candidates spend 15

weeks in full-time clinical student teaching. As these two semesters are consecutive, experiences are provided for the candidates at the beginning of the school year and at the end of the school year. This year, with the COVID-19 pandemic, candidates participated in the EDU 400 practicum in whatever format their teachers were using. When their clinical teachers worked online, the candidates worked online with them. When the teachers were in the classroom, teaching in virtual, hybrid, and/or face-to-face modes, the teacher candidates participated with them in the same modes of instruction. They were able to complete a full year with their clinical teachers, even though a lot of the instruction was provided virtually.

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

Data not
provided

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.

Traditional students who are teacher candidates and those in the residency licensure program in the Birth-Kindergarten Education Program take EDU 362 Emergent Literacy. In this course, early literacy skills are the focus, which includes an emphasis on the science of reading: letter knowledge, phonemic awareness, sounds make up spoken words, syntax, oral language, and semantics. Also, teacher candidates learn strategies to help young students with comprehension and building vocabulary. (These are also emphasized as candidates prepare their edTPA submission). Teacher candidates learn to provide direct instruction in multi-modal ways to incorporate language and literacy in the classroom to meet all learning styles.

Teacher candidates in the traditional program and in the residency licensure program who are seeking licensure in elementary education and special education take EDU 361 Elementary Reading. This course is designed to help candidates become more knowledgeable and proficient in teaching elementary reading. Candidates engage in a variety of conversations designed to promote rigor and relevance in

regard to evaluating and reflecting on the success of reading programs, methods, and interventions. They are introduced to the current trends, practices, programs, and methods structured to give practical assistance in the teaching of reading in the elementary school. The science of reading and a balanced literacy approach will be emphasized for all students in the K-6 classroom with an emphasis on the standards as described in the North Carolina Reading Standard Course of Study. These standards include phonological and phonemic awareness, concepts of print and the alphabetic principle, the role of phonics in promoting reading development, word analysis and strategies, vocabulary development, applying reading comprehension skills, and strategies to imaginative/literary texts and informational/expository texts.

The Master of School Administration program will address the science of reading in two ways. The first is to include an assignment in EDU 540 Supervision and Administration about supervising the implementation of science of reading and K-3 reading instruction. The second involves a revision to the Key Evidence 1 Project to meet this requirement. This project is a curriculum alignment project with the emphasis on supporting teachers with curriculum alignment. The revision will require students to choose a literacy standard as part of the curriculum alignment.

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	Eastern North Carolina School for the Deaf and Wilson County Library
Start and End Dates	February 2021- April 2021
Priorities identified in Collaboration with LEAs/Schools	Provide video recordings of children's books read orally in English and signed in American Sign Language
Number of Participants	5 Barton College students; 2 Barton College Faculty Members
Activities and/or Programs Implemented to Address Priorities	Each Barton College teacher candidate chose a children's book. The candidate was video recorded while reading the book aloud in English. The candidate then read the book using American Sign Language (ASL.) The two recordings were

	merged into one video so that a child had access to a video that included visual recordings of the book pages, voice recordings of the book read aloud in English, and visual recordings of the book in American Sign Language (ASL.)
Summary of the Outcome of the Activities and/or Programs	The recordings were donated to the Wilson County Library for use by all children in the county, including those at the Eastern North Carolina School for the Deaf and those in Wilson County Schools.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wilson County Schools
Start and End Dates	3/17/2021
Priorities identified in Collaboration with LEAs/Schools	Help recruit students and prospective students who may become interested in teaching and coaching in NC public schools, and especially in Wilson County Schools
Number of Participants	14 Barton College students; 5 prospective students; 4 faculty members/coaches from Wilson County Schools; 1 principal from Wilson County Schools
Activities and/or Programs Implemented to Address Priorities	A panel discussion was held (virtually) by 4 people who are faculty members and who also serve as coaches in Wilson County Schools. They provided information related to how coaches teach while coaching, and teachers coach while teaching. The coaches, of a variety of sports, discussed what it takes to be a great coach and how being a great teacher can drive you and your players to greater success.
Summary of the Outcome of the Activities and/or Programs	Several students who had not previously been interested in teaching became interested in the field and in wanting to make a difference in the

	<p>lives of young people. Wilson County Schools personnel were pleased to have the opportunity to share information that might help to attract teachers and coaches to their system. They are also interested in developing a program designed to help mentor future coaches and teachers who attend Barton College.</p>
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wilson County Schools
Start and End Dates	2 virtual visits per semester (fall- September to December, spring- January to March)
Priorities identified in Collaboration with LEAs/Schools	<p>Students - Provided service to WCS by assisting teachers with activity, assessment, and resource creations for their students and classrooms. This provided Barton students with greater knowledge of the interplay between school, community, and family aspects. School- Provided the school with assistance and different perspectives for teaching tools.</p>
Number of Participants	5-8 Barton College students
Activities and/or Programs Implemented to Address Priorities	<p>This provided Barton students with greater knowledge of the interplay between school, community, and family aspects. School- Provided the school with assistance and different perspectives for teaching tools. Were able to participate in discussions about the integration of services and how the community includes diversity populations.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Students - Barton College students benefited from interacting with students and teachers. School- WCS was able to gain assistance with resource development and virtual teaching.</p>

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wilson County Schools
Start and End Dates	3 visits fall semester and 2 in spring (fall- September to December, spring- January to March)
Priorities identified in Collaboration with LEAs/Schools	Students - Provided an opportunity for Barton College students to interact with WCS students in multiple different special education settings. This gave our students the experience of general and adaptive special education settings, including observing related service providers. School- WCS benefited from our participation as our students helped in small group instruction and provide more one-on-one learning. Also provided the school district with a chance to network with prospective teacher candidates.
Number of Participants	8 Barton College students (fall) and 5 (spring) and various numbers of WCS students in special education classrooms
Activities and/or Programs Implemented to Address Priorities	Barton College teacher candidates interacted in adapted curriculum settings (fall) and general curriculum settings (spring) by teaching mini-lessons and helped students in the classroom as needed.
Summary of the Outcome of the Activities and/or Programs	The teacher candidates benefited from interacting with the WCS students, and the WCS students benefited from the interactions with future teachers, including mini-lessons and the opportunity to have additional helpers in their classrooms.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wilson County Schools

Start and End Dates	one time in the fall and one time in the spring, also phone and email correspondence to continue building the relationship
Priorities identified in Collaboration with LEAs/Schools	Provided an opportunity for the Barton College Special Education Program Coordinator to collaborate with Wilson County Schools leaders and brainstorm possible partnerships.
Number of Participants	1 Barton College professor and representatives from WCS leadership
Activities and/or Programs Implemented to Address Priorities	The participants discussed the needs of WCS in the area of special education and to look for ways that Barton College might provide programs to meet their needs. Brainstormed ways to continue supporting our students in their first few years of teaching.
Summary of the Outcome of the Activities and/or Programs	School- The WCS leadership was made aware of existing programs at Barton College (such as the autism certificate courses, residency program, and test prep sessions) that might be beneficial to their needs, and Barton College is currently working on a developing a cohort of teachers to participate in the graduate autism certificate program.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Caring Heart Case Management, Inc and Diversified Opportunities, Inc. in Wilson, NC
Start and End Dates	1 virtual visit fall semester and 1 virtual visit in spring (fall- September to December, spring- January to March)
Priorities identified in Collaboration with LEAs/Schools	Wilson County Schools noted that candidates in special education programs need to learn about programs for adults in order to learn about the transition from school to adult life for those with

	<p>special needs. Barton College partnered with Caring Heart and Diversified Opportunities to provide our candidates with information about transition services and to provide support to community organizations.</p>
<p>Number of Participants</p>	<p>8 (fall) and 5 (spring) Barton College Teacher Education Candidates and 1 Barton College faculty member</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>Barton College teacher education candidates volunteered with clients of these two organizations. They assisted with the daily activities, academic programs, and vocational skills. Community activities were developed on campus to support the attendees. Also, Barton students developed a daily program for the Caring Heart attendees to visit the campus, interact with peers, and experience daily living needs. An on campus day was planned for Caring Heart clients but due to the COVID situation it was delayed. A program was created and will be used in the fall.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Students - Barton students were exposed to transitional activities, such as employment, education, training, and independent living. They benefited from these experiences and learned ways they can serve students in Special Education: Adapted Curriculum programs as they transition from public school to adult life. Barton candidates also learned the importance of connections within the local community. Community- The attendees from Caring Heart and Diversified Opportunities benefitted from the programs and the interactions with the Barton College teacher education candidates.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>ABA Workshops</p>

Start and End Dates	Month of March 2021
Priorities identified in Collaboration with LEAs/Schools	Students - Provided Barton College teacher candidates with opportunities to learn about ABA therapies and interventions for challenging behaviors. Community- Provided local teachers and community members with opportunities to learn about ABA therapies and interventions for challenging behaviors.
Number of Participants	20 Barton College Teacher Education Candidates, 10 others
Activities and/or Programs Implemented to Address Priorities	Barton students and local teachers and community members signed up for the events.
Summary of the Outcome of the Activities and/or Programs	Students - Provided Barton College teacher candidates with opportunities to learn about ABA therapies and interventions for challenging behaviors. Community- Provided local teachers and community members with opportunities to learn about ABA therapies and interventions for challenging behaviors.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Harnett County Schools
Start and End Dates	2 virtual visits per semester (spring- January to March)
Priorities identified in Collaboration with LEAs/Schools	Student - Provided service to HCS by assisting teachers with activity, assessment, and resource creations for their students and classrooms. This provided the Barton student with greater knowledge of the interplay between school, community, and family aspects. School- Provided the school with assistance and different perspectives for teaching tools.

Number of Participants	1 Barton College student
Activities and/or Programs Implemented to Address Priorities	This provided the Barton student with greater knowledge of the interplay between school, community, and family aspects. School- Provided the school with assistance and different perspectives for teaching tools. Were able to participate in discussions about the integration of services and how the community includes diversity populations.
Summary of the Outcome of the Activities and/or Programs	Student - The Barton College student benefited from interacting with students and teachers. School- HCS was able to gain assistance with resource development and virtual teaching.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Margaret Hearne Elementary School in Wilson County Schools
Start and End Dates	Month of October 2020
Priorities identified in Collaboration with LEAs/Schools	Foster mathematics understanding for elementary students
Number of Participants	7 Barton College Students; 1 Barton College faculty member
Activities and/or Programs Implemented to Address Priorities	This year, we were not able to hold a math carnival at Margaret Hearne Elementary School, so we participated in an alternative activity. Barton candidates created math games/activities and shared the ideas with the Hearne faculty. The games/activities were designed to provide challenge, support, and encouragement for Hearne students.
Summary of the Outcome of the Activities and/or Programs	Games were shared.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Margaret Hearne Elementary School in Wilson County Schools
Start and End Dates	3/1/2021 - 3/31/2021
Priorities identified in Collaboration with LEAs/Schools	Foster literacy for elementary students
Number of Participants	14 Barton College Students; 1 Barton College faculty member
Activities and/or Programs Implemented to Address Priorities	This year, we were not able to hold a literacy carnival at Margaret Hearne Elementary School, so we participated in an alternative activity. Barton candidates created literacy-related games/activities and shared the ideas with the Hearne faculty. The games/activities were designed to provide challenge, support, and encouragement for Hearne students.
Summary of the Outcome of the Activities and/or Programs	Games were shared.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	5
Female	92
Gender Neutral	0
Gender Not Provided	0
Total	97
Race/Ethnicity	Number
African-American	50
Am. Indian/ Alaskan Native	1
Asian	2

Hispanic/Latino	4
Native Hawaiian/ Pacific Islander	0
White	34
Two or More Races	0
Race Not Provided	6
Total	97

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	0	Black, Not Hispanic Origin	2	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	11	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	13	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	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

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	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	2	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	2	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	0	White	4	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	4	Total	0
Residency	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	59	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	0
	Asian	1	Asian	2	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	5	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	2	White	23	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	6	Not Provided	0
	Total	5	Total	96	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	0	0	0	0	4
Elementary	0	4	0	2	0	5
Middle Grades	0	1	0	0	0	0
Secondary	0	0	0	0	0	0
Special Subjects	0	0	0	0	0	0
Exceptional Children	0	4	0	1	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	0	9	0	3	0	9
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	14	13	92.86	12	85.71
	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
Wilson County Schools	162
Johnston County Public Schools	114
Wake County Schools	107
Nash County Public Schools	86
Wayne County Public Schools	54
Edgecombe County Public Schools	32

Franklin County Schools	25
Lenoir County Public Schools	19
Pitt County Schools	17
Durham Public Schools	16

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT Math	*
MEAN SAT Verbal	*
MEAN ACT Composite	*
MEAN ACT Math	*
MEAN ACT English	*
MEAN CORE Combined	N/A
MEAN CORE Reading	*
MEAN CORE Writing	N/A
MEAN CORE Math	N/A
MEAN GPA	3.24
* 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	1	*	1	*	1	*	1	*

2017	Elementary (grades K-6)	8	100	8	100	8	100	8	100
2017	M.G. Language Arts	1	*	1	*	1	*	1	*
2017	M.G. Social Studies	1	*	1	*	1	*	1	*
2017	Social Studies (grades 9-12)	1	*	1	*	1	*	1	*
2017	Spec Ed: Adapted Curriculum	1	*	1	*	1	*	1	*
2017	Spec Ed: General Curriculum	2	*	2	*	2	*	2	*
2017	Institution Summary	15	93.33	15	93.33	15	100	15	100
2018	Elementary (grades K-6)	4	*	4	*	4	*		
2018	Health and Physical Ed	1	*	1	*	1	*		
2018	Spec Ed: General Curriculum	1	*	1	*	1	*		
2018	Institution Summary	6	100	6	100	6	100		
2019	Elementary (grades K-6)	7	100	7	100				
2019	Health and Physical Ed	2	*	2	*				
2019	Spec Ed: Adapted Curriculum	2	*	2	*				
2019	Institution Summary	11	100	11	100				
2020	Elementary (grades K-6)	7	85.71						
2020	Health and Physical Ed	1	*						
2020	M.G. Math	1	*						

2020	M.G. Social Studies	2	*						
2020	Spec Ed: Adapted Curriculum	3	*						
2020	Spec Ed: General Curriculum	2	*						
2020	Institution Summary	16	81.25						

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
8	1	5

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

7 to 55

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</p>

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 .							
- 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%	0.00%	100.00%	0.00%	0.00%	10	0
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%	0.00%	60.00%	40.00%	0.00%	10	0
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%	0.00%	100.00%	0.00%	0.00%	10	0
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%	0.00%	80.00%	20.00%	0.00%	10	0
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%	0.00%	90.00%	10.00%	0.00%	10	0
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:	33.33%	50.00%	16.67%	6	4
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.