

# 2020-2021

## EPP Bachelor Performance Report

### Bennett College

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North Carolina Department of  
**PUBLIC INSTRUCTION**

#### Overview of the Institution

Bennett College, founded in 1873 as a coeducational institution, held its first sessions in the basement of Warnersville Methodist Episcopal Church North, now known as St. Matthew's United Methodist Church, in Greensboro, North Carolina. As a coeducational institution, the College graduated men and women who assumed positions of leadership as preachers, teachers, and homemakers as well as leaders in other professions. Two of the first African American bishops in the Methodist Episcopal Church were graduates of Bennett College. Early in the twentieth century, the Woman's Home Missionary Society decided to build a college for the education of Negro women. The Board of Education of the Methodist Church offered the site of Bennett College for this project. Under these agencies, Bennett College became one of two senior colleges for Negro women in the South. The reorganization of Bennett College took place in 1926. In 1930, the College granted its first college degrees as a women's college. Dr. David Dallas Jones was the first president of the reorganized Bennett College and served until his death in 1955. As one of only two historically black colleges for women, Bennett College strives to provide an environment that is caring, nurturing, disciplined, as well as emotionally and spiritually uplifting. Among a variety of reasons, students elect to attend Bennett College because of its unique urban setting, low teacher/student ratio, dedicated first-rate faculty and staff, and the diverse, yet unique exposure and opportunities it provides for women. Overall, excellence in performance is valued as the foundation for the achievement of the College's mission and educational goals and is the primary emphasis in all teaching and learning endeavors. Bennett College has twenty-nine buildings on approximately fifty-five acres. The thirty-one member Board of Trustees is legally responsible for the

policies that guide the College's operation. Its academic program is tailored toward undergraduate education that offers 15 bachelor's degrees and two (2) dual-degrees. Programs at the college are presently accredited by Transnational Association of Christian Colleges and Schools.

Bennett College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), having been awarded Candidate Status as a Category II institution by the TRACS Accreditation Commission on October, 26, 2020. This status is effective for a period of up to five years. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Additionally, Bennett College is a United Methodist Church related institution. The College's social program is also accredited by the Council on Social Work Education (CSWE). The Education program is approved by the North Carolina Department of Public Instruction (DPI).

Suzanne Elise Walsh became the nineteenth president of Bennett College on August 1, 2019.

## **Special Characteristics**

Bennett College is the only historical African-American College for women in the State of North Carolina (There are only two (2) in the nation). The basic philosophy undergirding Bennett College is its belief in a need to provide for students a unique and flexible program of instruction, supplemented by rich experiences in group participation and community involvement and designed to meet the needs of an ever-changing society. The program encourages the development of 21st century critical and analytical thinking necessary for students to become productive citizens and lifelong learners.

Bennett College prides itself on the diversity of religions and ethnicities among the student body, faculty and staff. At Bennett College, quality education takes place in an environment of open inquiry where teachers and students are immersed in educational processes that build community, foster authentic research, create knowledge and advance scholarship as well as personal empowerment. Students will graduate from Bennett College prepared for success in the world of work and further studies, possessing a greater appreciation of the history and culture of Africa and the African Diaspora, in addition to the struggle and accomplishments of women. A realization of their own ability opens their minds to the many possibilities they have to change the world. The Educator Preparation Program (EPP) is dedicated to the development of facilitators of learning in the contemporary global community. Reflective practitioners, combining theory and practice, and the celebration of diversity permeate the delivery of quality instruction in small personable instructional settings. Bennett College students are able to use their educational experience to share in a Global environment by participating in trips to Tanzania and China. Students received course credit and researched on the environment. Students also received scholarship support from the college to help follow through on the mission, goals, and foci of the college. This special opportunity has supported over 8 students to travel to other countries while completing their program of study. The goal of the EPP program is to provide theory to practice to theory in exploration and hands-on experiences. Our "smallness is our uniqueness" in allowing financial

and advising support through our mixed method advising system. Several Bennett faculty and staff participate in the education of a student. Interdisciplinary activities allow EPP students to use their General Education exposures to prepare for in classroom environmental ideas and concepts for success.

### **Program Areas and Levels Offered**

Bennett College offers two (2) bachelor's degrees. The two areas are Elementary Education and Special Education. All secondary education degree programs were eliminated during fall semester 2016.

### **Pathways Offered**

<b>Traditional</b>	<b>Lateral Entry</b>	<b>Residency</b>

### **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.**

The Bennett EPP has completed a Program Review for the Special Education program. For Continuous Improvement, the Bennett Catalog updates and changes reflect a more inclusive major related to earlier and more hands-on experience in fieldwork. The new Bennett College EPP MOU with Guilford County affords diversification in pre-practicum, field, clinical, and student teaching immersion for candidates by increasing the number of available effective school placements. In order to increase the number of diverse school experiences before the senior clinical student teaching experience, the Bennett Curriculum Program of Study has been revised and approved by the faculty and the Board of Trustees. Candidates will have an opportunity to spend more time in the field at an earlier stage in their program with a varied placement package. Elementary Education and Special Candidates take SE 330 Behavior and Classroom Management with 20 field hours and must show evidence of specific connections with teachers specifically regarding service delivery for children with disabilities. The course content is designed to present teaching from three actions: organizing, instructing, and assessing. Course inclusion will provide basic practical approaches and experiences to examine and learn new

adaptations of proven teaching models, simulate effective teaching behaviors, develop instructional planning skills with the use of multimedia techniques, and incorporate a variety of methods and materials. In SE 328 Instructional Assessment and Planning for Exceptional Individuals, the candidate in this professional core course examines the various models of service delivery in special education. Attention is given to the diagnosis/assessment and instructional planning processes, the instructional and curricular modifications required for exceptional individuals, and the variety of settings in which special education services are effectively implemented. In SE 423 Candidates take 30 hours of field in preparation for their clinical experiences. The other 42 credit hours of Special Education Course work prepare students to meet the knowledge base aligned with the legislative requirements for working with children with disabilities. A culminating 12 credit hour Candidate Clinical Experience in Student Teaching is specifically aligned with an LEA school cooperating teacher supporting Special Education service delivery for children with disabilities. The Leadership portion of this course dives into the legal and accountability components of the North Carolina Legislative requirements for providing effective classroom experiences for children with disabilities. Candidates participate in LEA assigned field practicums under the Bennett College and Guilford County MOU.

**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.**

As Bennett College's EPP major requires 2 years of foreign language, student curriculum patterns have been revised to include language offerings earlier in the program. Students can take the foreign language classes from "Fulbright HBCU Institutional Leaders" in Arabic, Chinese, and Spanish. Upon entering candidacy, students are required to take ED 333 Spanish for Teachers (3 credit hours) as an introductory Spanish course for prospective classroom teachers. This course provides an opportunity to learn how to speak, read, write and understand Spanish. Students acquire language functions, vocabulary, structures and culture through contextualized presentations, interactive activities, and extensive laboratory practice. Moreover, this course focuses on Spanish that teachers and students will use in the classroom. Lesson Plan template adjustments have been made by reviewing other evaluation measures. Students take ED 332 Educational Measurement Assessment & Evaluation. This professional core course will examine all the means used in schools to formally and informally evaluate student performance. Methods of evaluating students' academic achievement as well as evaluating their behaviors and attitudes will be explored. The course focuses on the fundamental concepts and principles of measurement and evaluation. The candidates also take courses through the formal agreements offered under the Greater Greensboro Consortium. The Greater Greensboro consortium is a program uniquely designed to expand the course options available to degree seeking students at Bennett College. All students can cross register for courses at seven other schools in the Greater Greensboro Consortium: Elon University; Greensboro College; Guilford College; Guilford Technical Community College; High Point University; North Carolina A&T State University; and The University of North Carolina at Greensboro.

**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.**

All Bennett College student programming and academic majors align with the Bennett's Strategic plan to provide resources and training that will enable students to become proficient and ethical users of technology in a global society. Bennett College students in the EPP program are immersed into classroom planning and assessment of knowledge by taking the ED 340 Integrated Technology course. This course requires field hours of observation, planning, and participation by all candidates. In this, courses and the assessment courses students develop a Philosophy Statement on Educational Assessments using personal experiences, academic prowess, and the course content to produce final statement beliefs about the role, instructional value and ethics of educational assessment, which includes a technology component as described by her instructor.

As part of her final assignments at the end of the semester, we invite you to this special occasion, where Ms. Owens will publicly reveal her philosophy statement on educational assessments. Her statement is not to exceed 2,000 words and should include a correctly formatted APA works cited page. Her presentation will include 10 minutes of her sharing her statement, followed by 10 minutes of Q&A by a panel of professors, education professionals, as well as an audience of peers.

**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.**

Students participated in the Pilot electronic UNCG Disposition Rubric; Cooperating teachers at one school were exposed to the new Pilot UNCG Disposition Rubric. Initial use of the North Carolina Teacher Candidate Evaluation Rubric: cooperating Teachers met with EPP supervisor for review of the document; Student Teacher Candidates were trained in coaching sessions during Senior Seminars; Weekly coaching meetings (at least 10) during the semester for the candidates to complete and provide evidence of each task with the EPP supervisor. However, due to COVID-19 and student course requirements were completed virtually, the disposition pilot was continued for another semester.

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

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. All Bennett College Students participate in the ACES Cultural Events during their Freshwoman year. Candidates use these opportunities to provide classroom lessons from their cultural knowledge gained in the ACES programing.

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

Bennett College EPP conducted an Academic Program Review for Elementary and Special Education. Likewise, Bennett College requires all programs to submit Unit Assessment Plans in the first week of each semester with all categories complete but the RESULTS COLUMN and USE of the RESULTS COLUMN. At the end of each semester the two columns are completed. In the Spring the RESULTS and USE of RESULTS COLUMNS are aligned with the required Academic Program Review. Bennett College is a member of the Transnational Association of Christian Colleges and Schools.

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

The field process is aligned with the required courses for candidacy:

Transition Assessment Points (GRADES and Field Dispositions):

\_\_ ED 200 Intro. to the Teaching Profession (10 hours Fieldwork, CBC, and Fingerprinting Required)  
Transition Assessment Packet TRAINING

\_\_ ED 202 Core Language Arts for Children (10 hours Fieldwork, CBC, and Sitting for Praxis Core Reading & Writing assessments required) TRANSITION ASSESSMENT POINT I

\_\_ ED 270 Core Math Content Knowledge for Teachers (Sitting Praxis Math Core assessment required)  
TRANSITION ASSESSMENT POINT II

\_\_ ED 240 Integrated Technology Literacy (10 hours Fieldwork and CBC Required) TRANSITION POINT III Apply candidacy

\_\_ ED 325 Math Foundations in the Elem Sch (20 hours Field Experiences, CBC required) TRANSITION ASSESSMENT POINT IV DISPOSITIONS

\_\_ ED 425 Science in the Elem Sch (20 hours Fieldwork, CBC, and sitting for Pearson General Knowledge assessment required) TRANSITION ASSESSMENT POINT V

\_\_ CLINICAL (STUDENT TEACHING) & SEMINAR TRANSITION ASSESSMENT POINT VI

Next, the field liaison, informs the Department Chair and faculty records of placements for each student to ensure a variety of placements occur throughout the four (4) years of course work. At the end of the Spring Semester before Student Teaching, the Elementary Education senior candidate applies for an Internship in ED 325 Methods and Materials for Math and Science in the Elementary School or ED 319 Methods and Materials for Teaching Language Arts and Social Studies and Special Education Majors apply for an internship in SE 412 Language Arts Literacy for Students with Mild to Moderate Disabilities. This must be fall semester before the spring graduating year, the student is placed in a 16-week internship. The senior applies for student teaching for the spring under the MOU with Guilford County to participate in Student Teaching in the Spring. The internship cooperating teacher will become the student teacher of record for the following spring semester as the program moves to a yearlong model for candidates in their senior year. Due to the MOU, students have access to over 11 elementary schools throughout Guilford County. During our Academic Program Review for the Division, we realized that the assessment results showed limited classroom access. Secondly, the department went through the formal Curriculum Program revision and received approval to move field experiences into the freshman year, increase hours of participation and not just observation, increase the number of content hours verses just electives. They are now “recommended” electives as speech and art courses. Bennett also is working with UNCG and uses their Disposition Rubric. This rubric has been used by UNCG for multiple semesters. Therefore, we can have data gathered in a more systematic format. We were able to collect two semesters so far and in the third semester with COVID 19 we will still be able to hopefully receive the data. Data is collected from the Cooperating Teacher, the College Supervising Teacher, the student. The pre-candidates will have training and exposure to the disposition rubric in their Introduction to Education Course ED 200. Once they receive Candidacy, they will conduct a peer evaluation. The candidates’ evaluation is part of the application to the program before student teaching through discussions and training in any areas they may have received a less than satisfactory result.

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

Clock Hours / Clock Hours In Observation and 1:1 Work / Small Group Work and Assisting / Task and # of

Actual Teaching Hours

30-32 / 30-32 / 0 / 0

30-32 / 30-32 / 10 / 0

30-32 / 20-22 / 5 / Teach 1 subject-5

32 / 10-12 / 10 / Teach 2 subjects -10

32 / 5-7 / 10 / Teach 3 subjects-15

32 / 3-5 / 12 / Teach 4 subjects-20

32 / 0 / 0 / Full-Time Teaching -32

32 / 0 / 0 / Full-Time Teaching -32

32 / 0 / 0 / Full-Time Teaching -32

32 / 0 / 0 / Full-Time Teaching -32

32 / 0 / 0 / Full-Time Teaching -32

32 / 0 / 0 / Full-Time Teaching -32

32 / 0 / 0 / Full-Time Teaching -32

32 / 0 / 0 / Full-Time Teaching -32

32 / 7 / 10 / Teach 3 subjects-15

30-32 / 5 / 22-27 / 0

**Bennett College designed for continuous improvement and increased assessment the *Student Teaching Progression Planning Form for Partnership Discussion* in order to prepare the guidelines for the student teaching experience. Student schedule:**

**Small Group Hours / Teaching Hours**

**Week / Date / Observation, Non-Instructional Hours / Hours / Group Hours / Subject 1**

1 3-4



- 2 1/7-11
- 3 1/14-18
- 4 1/21-25
- 5 1/28 - 2/1
- 6 2/4-8
- 7 2/11-15
- 8 2/18-22
- 9 2/25 - 3/1
- 10 3/4-8
- 11 3/11-15
- 12 3/18-22
- 13 3/25-29
- 14 4/1-5
- 15 4/8-12
- 16 4/15-19

- TBA 1. Dispositions / 2.Evaluations / 3.Sample letter of recommendation, etc.
- 4/22 - 4/23 Exit-Prep session Campus/School
- 4/25 Capstone / Final Exam / Clinnical Exit Pre;
- 4/25 or 4/26 Final Exam Portfolio Presentations and Evaluations and Exit Interview
- 4/30 Senior Grades Due to Dean of Faculty to complete Senior Audit
- 4/24 - 5/3 Graduation clearance / Attdendance as noted by registrar

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

- 0 % of candidates in the EPP that are first generation college attendees
- 100 % 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.**

N/A

**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	New MOU with Guilford County Schools as formal partners - Sumner Elementary, Peck Elementary, David Jones, and Peeler Bluford Elementary
Start and End Dates	October 31, 2018 to present
Priorities identified in Collaboration with LEAs/Schools	<ul style="list-style-type: none"> <li>• The preparation of future educators is the responsibility of all stakeholders.</li> <li>• A collaborative team approach for teacher and administrator preparation is most effective. The team includes representatives from the College and District.</li> <li>• It is important for District staff to understand the goals of the preparation programs and it is important for the College Faculty to understand the goals of the District.</li> <li>• Promoting equity for all students is a priority and must be reflected in practice.</li> </ul>
Number of Participants	

<p>Activities and/or Programs Implemented to Address Priorities</p>	<ol style="list-style-type: none"> <li>1. "Clinical Experience" for students' observation and field experiences before internship or student teaching.</li> <li>2. "Student Practitioner" as Bennett students' active participation in the duties and functions of professional practice under the direct supervision and instruction of employees of Guilford County Schools at designated school locations.</li> <li>3. "Session of student practice" to be all or part of the following: <ol style="list-style-type: none"> <li>a. Observing in classrooms and field practice settings ranging from several hours to several weeks within a given semester, (Observation should make up the majority of clinical experiences for students in their first through second years.)</li> <li>b. Assisting an experienced practitioner with classroom or field work that is routine professional practice;</li> <li>c. Instructing one or more students or interacting with one or more clients in the field setting;</li> <li>d. Under direct and constant supervision, conducting assessments and implementing appropriate intervention strategies, using appropriate student assessment data to monitor the effectiveness of student interventions;</li> <li>e. Assisting with enrichment activities including, but not limited to, community engagements, field trips, exhibits, and fairs;</li> </ol> </li> </ol>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>New MOU with Guilford County Schools as formal partners - Sumner Elementary, Peck Elementary, David Jones, and Peeler Bluford Elementary.</p> <p>4. Due to Covid-19 Bennett participated in virtual teaching experiences under the guidance of Wahington Montessori Elementary School.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Sumner to assist with the new Pilot UNCG Disposition Rubric. Peeler Bluford Elementary Cooperating Teacher in formal training for Spring 2020.</p>

Start and End Dates	January 2019-May 2019
Priorities identified in Collaboration with LEAs/Schools	Students will be rated on the Pilot UNCG Disposition Rubric & participate in the North Carolina Teacher Candidate Evaluation Rubric
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	The Senior Seminar syllabus became the coaching model of preparing students for completion of the North Carolina Teacher Candidate Evaluation Rubric (NCTCER). Approximately five(5) sessions of coaching were designed to assist the students with effective evidences of and an understanding of the process. For continuous improvement the introduction of the Pilot University of California Santa Cruz Standards II-IV Lesson Observation Notes Page.
Summary of the Outcome of the Activities and/or Programs	Sumner to assist with the new Pilot UNCG Disposition Rubric. Peeler Bluford Elementary Cooperating Teacher in formal training for Spring 2020.

**II. CHARACTERISTICS OF STUDENTS**

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

<b>Gender</b>	<b>Number</b>
Male	
Female	1
Gender Neutral	
Gender Not Provided	
<b>Total</b>	<b>1</b>
<b>Race/Ethnicity</b>	<b>Number</b>
African-American	1
Am. Indian/ Alaskan Native	

Asian	
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	
White	
Two or More Races	
Race Not Provided	
<b>Total</b>	<b>1</b>

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

Full-Time						
	Male		Female		Gender Neutral	
<b>Undergraduate</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

<b>Residency</b>	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Undergraduate</b>	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	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

	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

<b>Program Area</b>	<b>Bachelor Degree</b>		<b>Licensure Only</b>		<b>Residency</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.</b>						
Prekindergarten	0	0	0	0	0	0
Elementary	1	0	0	0	0	0
Middle Grades	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
Special Subjects	0	0	0	0	0	0
Exceptional Children	0	0	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Comment(s):</b>						

**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	*	*	*	*	*
	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
Guilford County Schools	47
Charlotte-Mecklenburg Schools	15
Winston Salem / Forsyth County Schools	13
Wake County Schools	8
Durham Public Schools	7
Alamance-Burlington Schools	5



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

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT Math	N/A
MEAN SAT Verbal	*
MEAN ACT Composite	N/A
MEAN ACT Math	N/A
MEAN ACT English	N/A
MEAN CORE Combined	N/A
MEAN CORE Reading	N/A
MEAN CORE Writing	N/A
MEAN CORE Math	*
MEAN GPA	*
* 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
2020	Elementary (grades K-6)	2	*						
2020	Institution Summary	2	*						

**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
2	1	2

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

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**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 <a href="https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model">https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</a>.</p>							
<ul style="list-style-type: none"> <li>- Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year.</li> </ul>							
<ul style="list-style-type: none"> <li>- Blank cells represent no data available.</li> </ul>							
<ul style="list-style-type: none"> <li>- If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.</li> </ul>							
<i>Standard One: Teachers Demonstrate Leadership</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	1	1
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89

<b>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	0	2
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
<b>Standard Three: Teachers Know the Content They Teach</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	0	2
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
<b>Standard Four: Teachers Facilitate Learning for Their Students</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	1	1
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<b>Standard Five: Teachers Reflect on Their Practice</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	0	2
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<b>Student Growth: Teachers Contribute to the Success of Students</b>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	*	*	*	1	1
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.