

2020-2021

EPP Bachelor Performance Report

Campbell University



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry. The University is made up of eight schools: The College of Arts and Sciences; The School of Education; The School of Pharmacy and Health Sciences; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; The Divinity School, The Jerry M. Wallace School of Osteopathic Medicine and The School of Engineering. Eight undergraduate degrees are offered: Bachelor of Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Health Sciences; Bachelor of Business Administration; Bachelor of Music; Bachelor of Social Work; and the Associate in Arts degree.

Special Characteristics

While Campbell University School of Education prepares teachers for a variety of settings in the Public Schools, one unique characteristic of the student population is that many of them will teach in rural settings. The program is geared to prepare students for that setting intentionally, as well as prepare students for the more urban communities. All faculty pride themselves on their student orientation and personalization reflected in the advisement and one-on-one student interaction. The size of the program facilitates this aspect, which is considered a strength of the program. Faculty also model the integration of faith and learning in their classes and in their professional roles.

Non-Traditional Teacher Pathway Programs are available for holders of bachelor's degrees who wish to earn the initial licensure. These include the "licensure only" program which allows a student to pursue the North Carolina teaching license through online coursework. Another program which began July 1, 2019 is the Residency Program which allows a student who is actually employed by a local school district to pursue the initial teaching license while teaching in a classroom. This program is also fully online, with the exception of the student teaching experience, completed within the teacher's classroom. Finally, the Teacher Education Program has a robust "TA to Teacher" online program which allows current teacher assistants to pursue the initial North Carolina teaching license in either Elementary Education or Special Education (General Curriculum) . The initial phase of these programs is comprised of a graduate level professional sequence and internship.

Program Areas and Levels Offered

Campbell University offers licensure at the undergraduate level in the following areas:

- Birth to Kindergarten (B-K) (Undergraduate, Residency, Graduate);
- Elementary Education (K-6) (Undergraduate, Residency, Graduate);
- Middle Grades Education (6-9) with concentrations in Math, Science, Language Arts, and Social Studies (Undergraduate, Residency, Graduate);
- Special Education,(K-12); (Undergraduate, Residency)
- Secondary Education (9-12) (Undergraduate, Residency)
 - English, (Graduate)
 - Mathematics, (Graduate)
 - Biology,
 - Comprehensive Social Studies. (Graduate)
- Special Subjects (K-12) (Undergraduate, Residency)
 - Physical Education, (Graduate)
 - Music,
 - Spanish,
 - Studio Art,
 - Theatre Arts.

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.

Campbell University's teacher education program prepares all of its candidates to effectively teach students with disabilities. The following coursework and its relevance to this preparation is listed below:

- **EDUC 221 Introduction to Education**

Students learn about differing student characteristics and how the "school" setting is designed to meet their needs through careful instructional planning and collaboration among school staff. Through a short field experience, students are able to visit a local classroom and observe firsthand how students with disabilities are integrated within the observed setting and how their needs are met.

- **EDUC 223 Educational Psychology**

Students explore various learning theories which address differentiated instruction and factors which influence student achievement. Among these influencers is whether or not a student has special needs which need to be particularly addressed.

- **SPED 331 (Secondary/K-12) and SPED 350 (Elementary/Middle/SPED/BK)**

All students are required to take this introductory special education course in which they complete a short field experience. In this field experience, the student observes carefully the instructional needs of a

student with an identified disability. They are able to explore the process for identifying these specific needs for the student as well as instructional strategies and resources to assist in appropriate educational opportunities for these learners.

- **Curriculum/Pedagogy Courses**

During the pedagogical phase of our teacher preparation program, all students begin the process of analyzing and creating effective lesson plans which support differentiation for all learners and particularly the planning of appropriate activities and lessons which support learners with disabilities. During these courses, candidates actually teach these lessons and reflect upon their effectiveness based upon students' attainment of the student learning outcomes.

- **Practicum/Student Teaching Clinical Field Experiences/edTPA**

During the senior year, all students complete an intensive clinical field experience in which they gradually assume teaching responsibilities for all the students within the classroom. At this time, they are responsible for the implementation of any IEP's which students may have or for students who have yet to be identified through the LEA's process of identification. In addition, all teacher education candidates must successfully complete the edTPA which specifically addresses how the teacher candidate is effectively meeting the student with disability needs.

Finally, during all clinical field experiences, the students are expected to explore and meet with the team at the assigned school which comprise the academic team supporting the academic advancement of each student.

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 we have continually improved our program to address the varied needs of the beginning teacher, we have made efforts to more effectively prepare our teacher candidates in meeting the instructional needs of those students with limited English proficiency. In our introductory course, EDUC 221, students learn about the diversity within our local school systems and in North Carolina in general. They explore this diversity through the lens of "climate walkthroughs" within a school to determine how intent and focused schools are on diversity and equity issues. In multiple short field clinical field experiences, candidates explore the diversity of student populations and complete activities which allow them to embrace and better understand this diversity and how these students are required to be served within

the classroom. In our Elementary and Special Education preparation programs, our students take an extensive series of reading courses which prepare them to teach reading from the initial years to fluency. Students are provided application based field placements in order to develop these important skillsets within the classroom.

In the employer surveys completed by our administrators who have hired our candidates at the conclusion of the 2019-2020 academic year, refinement and reinforcement of these skillsets were mentioned quite often. Students in each of our teacher preparation programs commented that they need more assistance in the area of ESL instruction. In response to this verified need, the Teacher Education Department is currently examining a linear progression of skills to explore across “common” pedagogy coursework for all teacher candidates in our programs. The recommendations are included within a "Curriculum Mapping Product" for the entire professional education program.

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.

Across all teacher education programs, students are prepared with the most up to date technology found in our local school districts. The focus of this preparation is the usage of technology not merely as a “teaching” tool but more effectively as a “learning” and “student centered” tool. Students create effective communication techniques for the learners within their classroom and examine the why, what, and how of learning in order to integrate technology into the total learning cycle. This integration might be in the engagement of learners to peak interests and create resilience within the learning of children; this integration might be in helping children create their “voice” of learning through technology in ways which are unique and powerful to the child. Through the EDUC 455 Educational Technology course, students examine a multitude of interactive technology within their future classrooms. This course is tied directly into the practicum course in which students begin their initial foray into classrooms where they will more than likely remain during student teaching. Our expectations are that they demonstrate the learning of content through the effective use of technology.

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.

Education 310 Assessment and the Data Informed Teacher provides our students with a comprehensive overview of the assessment process in education from the local education district to the actual classroom. In this course, students complete a 30 hour field placement in which they actually complete a cycle of assessment from preparing, delivering, assessing, and analyzing. Needs determination are

considered and whether the learners understood the student learning outcomes and specific objectives in order to master the material. Redirection and discussion focus on what needs to be done based upon this assessment. In other courses, the state technology for reading programs and other locally purchased web based systems are examined to determine the effectiveness in the data obtained and appropriate ways to utilize this data.

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

The faculty proposed changes in several courses to address arts education. The courses currently focus heavily on lesson/unit design and fit well with this regulation. Revising this course somewhat to focus on integrative approaches to lesson design will enable students to examine possible alignment with arts education within their lesson. In addition, students are asked to focus more prominently upon arts integration within their lesson/unit designs created during the field experience sequence (short field, practicum, student teaching). This process is ongoing and with several faculty members attending the professional development provided by the North Carolina Department of Public Instruction there are several considerations given to infusing the arts integration concept into other courses throughout our programs of study.

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

Campbell University's Professional Education program has created and implemented an Assessment Plan in order to streamline assessment, data, and program analysis throughout the year. The Professional Education faculty meet annually to analyze data from the previous school year, and implement any changes needed moving forward in May. This year our focus was on embedding the necessary assessments within our programs for CAEP Accreditation, as well as incorporating ELL strategies into our current course curriculum. One of these assessments in particular, The Professional Dispositions Assessment, will allow us to evaluate professional dispositions in relation to our teacher candidate's beliefs, in order to ensure that we are graduating professional and empathetic teachers. The Teacher Education Committee Meetings are held monthly September through April and involve the Professional Education faculty, College of Arts and Sciences faculty for middle, secondary, and K-12 programs. The Stakeholder Meetings are held on an annual basis in August. The Stakeholder Meetings involve the Professional Education faculty, partner school district administrators (district and building level), clinical teachers, university supervisors, and content area specialists, and teachers and principals who are graduates of our programs. The identified assessments within the Assessment Plan as well as the regularly scheduled meetings create our continuous improvement and self-study system.

There are a variety of assessments included in the Professional Education Assessment Plan. These include program assessments (edTPA), Teacher Candidate Evaluation Rubric, Code of Ethics, Pearson (Reading and Mathematics), Praxis (Core, Praxis II Content areas and Pedagogy), Teacher Candidate Summary Rating Form, End of Program Survey, Annual IHE Report Card, Title II Report, CAEP AIMS Report, Annual Reports from Academic Departments, and Annual Assessment Report. These reports are program created, university created / mandated, state created / mandated, and federally created / mandated. The Assessment Coordinator and Director of Teacher Education oversee the delivery of these assessments through Tk20 and other avenues depending on the formats required.

The windows during which the Tk20 Unit Administrator (UA), Director of Teacher Education (DTE), and / or the Assessment Coordinator (AC) pull the data are in December and May for all assessments given within the semester. The Tk20 UA pulls the data / reports and submits to the DTE and AC for review prior to a faculty and / or stakeholder meeting. The collaboration, input, and feedback from these meetings prompts any tweaks to program elements that are necessary based on evidence from the assessments and meetings. This cycle continues each year to ensure we have the highest quality program meeting the needs of our teacher candidates and partner schools. This data are discussed, and an action plan for the next school year is created based on our data analysis during our May data meeting.

The Professional Education Department has also selected AAQEP as its accreditor and has completed an initial proposal for review by this national accrediting body. Upon receipt of the findings, the faculty will appropriately ensure alignment of its programs to the national standards for AAQEP and North Carolina.

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

Field experiences occur in the following courses within the sequence of the program:

Freshman Year - EDUC 221 Introduction to Education - 10 Hour Field Experience

Sophomore Year - SPED 331 Adolescents with Disabilities (Secondary/K-12) **or** SPED 350 - Children with Exceptionalities (BK/Elem/ Middle Grades/SPED) - 10 Hour Field Experience

Junior Year - EDUC 310 Assessment and the Data Informed Teacher - 30 Hour Field Experience in a **Low Performing School**

Senior Year - Practicum - 100 Hours in Field Experience

Senior Year - Student Teaching - 16 continuous weeks in Field Experience

Should a student enroll in more than one of the above listed courses during the same semester, they will complete the combined total hours for the field experience.

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

Professional education candidates begin their clinical field experience at the beginning of each school year prior to the arrival of students in the public schools. At this time, the faculty is developing a plan to include the end of the school year. With the end of the semester falling in Mid-May, students have not had experiences at the end of the school year unless they worked in other field experiences earlier than their clinical. We are looking at the possibility of having students to complete internships during the summer session between the junior and senior year. With the implementation of summer school due to the learning losses experienced by P12 students during COVID pandemic, we are highly encouraging our students to work as a volunteer within these summer school opportunities. Currently, we have over 150 students who are reaching out to LEAs/Schools to provide assistance and gain experience in schools during the summer school sessions.

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

20.2 % of candidates in the EPP that are first generation college attendees

36.08 % 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.

Currently, Professional Education has a strong literacy track for Elementary and SPED candidates. Candidates are enrolled in the courses EDUC 400 Reading Foundations and EDUC 406 Integrated Reading.

EDUC 400 focuses on the Foundations of Reading and the reading process. Students explore a variety of instructional approaches for teaching literacy and gain understanding in appropriate assessment practices. Major components of literacy will include phonological awareness, phonemic awareness, phonics, concepts of print, the alphabetic principle, diagnosis of reading difficulties, word analysis skills, vocabulary development, methods for assessing reading development, identifying students strengths and weaknesses in using word identification strategies and understanding multiple approaches to reading instruction. Students will focus on strategies for helping all students succeed—including struggling readers and English language learners.

EDUC 406 focuses on the components of Integrated Reading. Candidates explore a variety of instructional approaches for teaching literacy and gain understanding in appropriate assessment practices. Emphasis is placed on reading literacy and reading comprehension techniques for developmentally appropriate classroom experiences. This class will accommodate diverse candidate population and examine various standards from the ELA Common Core. Major components of literacy will include word analysis skills, vocabulary development, methods for assessing reading development, exploration of genres, and understanding multiple approaches to reading instruction.

Included in these course requirements is a short field requirement in which candidates practice and apply skills learned in the teaching of reading through small group instruction as well as intervention support in local schools under the supervision of a clinical teacher and university supervisor.

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	Harnett County Schools
Start and End Dates	March 2, 2021

Priorities identified in Collaboration with LEAs/Schools	Support P12 students within the school through the active involvement of current teacher education candidates.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	The program was held on March 2, 2021. Teaching Scholars read virtually to students K-4 Read Across America and Leaders are Readers Programs
Summary of the Outcome of the Activities and/or Programs	Teaching Scholars "virtually" went across Harnett County Schools to Read to K-4 students. Students in EDUC 221: Introduction to Education also created videos to share across school districts of them reading to students.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Johnston, Wake, Nash-Rocky Mount, Granville, Durham, Orange, Edgecombe
Start and End Dates	1/23/2021
Priorities identified in Collaboration with LEAs/Schools	Northeast Leadership Academy Trauma Training
Number of Participants	18
Activities and/or Programs Implemented to Address Priorities	Professional development regarding Equity and Trauma-Sensitive School Practices
Summary of the Outcome of the Activities and/or Programs	Trauma-Sensitive School practices are becoming more and more needed following the pandemic. This training has been well received.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Franklin

Start and End Dates	3/10/2021
Priorities identified in Collaboration with LEAs/Schools	MTSS Process and Research Based Interventions
Number of Participants	20
Activities and/or Programs Implemented to Address Priorities	MTSS Overview
Summary of the Outcome of the Activities and/or Programs	Professional Development on MTSS; also provided follow-up resources
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Harnett
Start and End Dates	November 19, 2020
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	9
Activities and/or Programs Implemented to Address Priorities	This session involved strategies for beginning teachers to use to incorporate the arts into their daily lessons.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Harnett
Start and End Dates	August, 2020
Priorities identified in Collaboration with LEAs/Schools	Assist in online teaching and learning
Number of Participants	15

Activities and/or Programs Implemented to Address Priorities	A one hour seminar for Beginning Teachers and mentors to discuss best practices in remote learning.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the EPP has Formal Collaborative Plans	NC Middle Schools
Start and End Dates	Annual
Priorities identified in Collaboration with LEAs/Schools	Provide resources for Middle Grade Teachers
Number of Participants	850 + schools across NC with Middle Grades
Activities and/or Programs Implemented to Address Priorities	Middle Grades Musing: Wayside Teaching
Summary of the Outcome of the Activities and/or Programs	A professional development reading on the topic of Wayside Teaching (building relationships) and its importance to the young adolescent. Article was sent to all schools in NC with a middle grades' grade span
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Harnett County Middle School Teachers
Start and End Dates	September, 2020
Priorities identified in Collaboration with LEAs/Schools	Engaging Students in Virtual Environments: Best Practices Description of Activity:
Number of Participants	600

Activities and/or Programs Implemented to Address Priorities	At the request of the Director of Middle Grades Education in Harnett County, an article on the best practices for engaging students in virtual environments was written.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Harnett County
Start and End Dates	Annual
Priorities identified in Collaboration with LEAs/Schools	Assist novice teachers in licensure preparation
Number of Participants	100
Activities and/or Programs Implemented to Address Priorities	Sessions were held to help future teachers prepare for the NC Reading Foundations Licensure Test. Topic areas included Phonological Awareness, Phonemic Awareness, Phonics, the Alphabetic Principle, Word Analysis, Reading Comprehension and Theories, Reading Assessments, and the Written portion of the exam.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wake, Johnston, Harnett, Duplin, and Sampson County School System as well as outreach to the local community colleges as they begin the Associates in Teacher Preparation programs.
Start and End Dates	Ongoing

Priorities identified in Collaboration with LEAs/Schools	Recruitment and retention of diverse teacher candidates for teaching careers.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	*Flyers and post cards were given to school administrators for distribution *Diversity data of current teaching scholars were analyzed *The advisory board collaborated to develop interview questions for future candidates during interviews. Numerous meetings were held with the local stakeholders from these institutions to discuss the creation of multiple teacher education pipelines for local students.
Summary of the Outcome of the Activities and/or Programs	Wake, Johnston, Harnett, Duplin, and Sampson County School System
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Harnett, Wake County Public School System, and Wilson County Schools
Start and End Dates	2020-2021 academic calendar
Priorities identified in Collaboration with LEAs/Schools	Promote Teacher Assistant to Teacher Program (TA to Teacher Program) through virtual career fairs.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Presentations and Recruitment Fairs as invited by local school districts.
Summary of the Outcome of the Activities and/or Programs	Harnett, Johnston, Wake County, and other surrounding school districts.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Teaching Scholars with Harnett County Schools
Start and End Dates	Academic year
Priorities identified in Collaboration with LEAs/Schools	Teaching Scholars participated in Readers are Leaders, Read Across America at Harnett Primary and South Harnett Elementary Schools, Correta Scott King Book Read, and the African American Literacy Symposium.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Read to students across Harnett County Schools.
Summary of the Outcome of the Activities and/or Programs	Teaching Scholars with Harnett County Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Elkin Middle and High School, Elkin City Schools, Harnett County Schools
Start and End Dates	September 30, 2020
Priorities identified in Collaboration with LEAs/Schools	Provide support to encourage the current teacher education candidates to remain in professional education pathway.
Number of Participants	30
Activities and/or Programs Implemented to Address Priorities	Veteran teacher speaker series to encourage and motivate teacher education candidates.
Summary of the Outcome of the Activities and/or Programs	Speaker: Tonya Smith - a 24th year as a music educator at Elkin High School and Elkin Middle School in Elkin City Schools where she has taught instrumental and vocal music as well as general music. Tonya, was the speaker on September 30, 2020. Tonya's topic was Professional

	Development and Facilitating in the Classroom. Brenna Strickland – A first year high school/secondary teacher and graduate of Campbell University was the speaker on October 19, 2020. Her topic was on the First Year Experiences and Getting Started in the Classroom. Dr. Lakeshia Darden was the special speaker for the Teaching Scholars Seminar on Thursday, April 8 at 4:00. She spoke on Diversity, Equity, and Inclusion.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	18
Female	85
Gender Neutral	0
Gender Not Provided	0
Total	103
Race/Ethnicity	Number
African-American	18
Am. Indian/ Alaskan Native	0
Asian	3
Hispanic/Latino	4
Native Hawaiian/ Pacific Islander	1
White	76
Two or More Races	0
Race Not Provided	1
Total	103

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	1	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	2	Asian	0
	Hispanic/Latino	1	Hispanic/Latino	8	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	11	White	124	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	13	Total	145	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	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
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

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

Program Area	Bachelor Degree		Licensure Only		Residency	
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC	PC	LC
Prekindergarten	1	0	0	0	0	0
Elementary	1	18	0	0	0	0
Middle Grades	0	1	0	0	0	0
Secondary	1	3	0	0	0	0
Special Subjects	1	4	0	0	0	0
Exceptional Children	0	6	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	4	32	0	0	0	0
Comment(s):						

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

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	N/A	N/A	N/A	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	32	30	93.75	21	65.63
	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
Harnett County Schools	254
Wake County Schools	211
Johnston County Public Schools	187
Cumberland County Schools	77
Sampson County Schools	73
Lee County Schools	61
Onslow County Schools	27
Duplin County Schools	26
Wayne County Public Schools	25
Charlotte-Mecklenburg Schools	22

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

Measure	Baccalaureate
MEAN SAT Total	1,101.57
MEAN SAT Math	557.31
MEAN SAT Verbal	568.82
MEAN ACT Composite	23.56
MEAN ACT Math	21.99
MEAN ACT English	23.35
MEAN CORE Combined	500.74
MEAN CORE Reading	171.08

MEAN CORE Writing	161.23
MEAN CORE Math	163.92
MEAN GPA	3.46
* 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	Elementary (grades K-6)	12	58.33	13	76.92	14	85.71	14	85.71
2017	English	2	*	2	*	2	*	2	*
2017	Health and Physical Ed	1	*	1	*	1	*	1	*
2017	M.G. Math	2	*	2	*	2	*	2	*
2017	M.G. Science	1	*	1	*	1	*	1	*
2017	Math (grades 9-12)	2	*	2	*	2	*	2	*
2017	Music	5	0	5	60	5	60	5	60
2017	Spec Ed: General Curriculum	3	*	3	*	3	*	3	*
2017	Institution Summary	28	50	29	79.31	30	83.33	30	86.67
2018	Elementary (grades K-6)	15	93.33	15	93.33	15	93.33		

2018	Health and Physical Ed	1	*	1	*	1	*		
2018	M.G. Math	1	*	1	*	1	*		
2018	Music	3	*	3	*	3	*		
2018	Spec Ed: General Curriculum	2	*	2	*	2	*		
2018	Institution Summary	22	90.91	22	90.91	22	95.45		
2019	Elementary (grades K-6)	16	87.5	16	100				
2019	English	1	*	1	*				
2019	Health and Physical Ed	1	*	1	*				
2019	M.G. Language Arts	1	*	1	*				
2019	M.G. Math	1	*	1	*				
2019	M.G. Science	1	*	1	*				
2019	M.G. Social Studies	2	*	2	*				
2019	Music	3	*	3	*				
2019	Spanish	1	*	1	*				
2019	Spec Ed: General Curriculum	3	*	3	*				
2019	Institution Summary	30	93.33	30	100				
2020	Biology	1	*						
2020	Elementary (grades K-6)	7	85.71						
2020	English	2	*						
2020	History	2	*						
2020	M.G. Social Studies	1	*						
2020	Math (grades 9-12)	1	*						
2020	Music	1	*						

2020	Spec Ed: General Curriculum	3	*						
2020	Institution Summary	18	88.89						

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	0	11

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

1 to 4

J. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a ‘beginning teacher’ as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of ‘Developing’ to ‘Distinguished’. Effective 2020-21, at the end of their third year beginning teachers must be rated ‘Proficient’ on Standards 1-5 on the most recent ‘Teacher Summary Rating Form’ in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model .</p> <ul style="list-style-type: none"> - 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%	76.00%	24.00%	0.00%	25	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%	25	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%	84.00%	16.00%	0.00%	25	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%	8.00%	60.00%	32.00%	0.00%	25	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%	4.00%	72.00%	24.00%	0.00%	25	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*w
Inst Level:	9.09%	90.91%	0.00%	11	14
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.