

# 2020-2021

## EPP Bachelor Performance Report

### Fayetteville State University

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North Carolina Department of  
**PUBLIC INSTRUCTION**

#### Overview of the Institution

Founded in 1867 as the Howard School by seven Black men for the purpose of educating Black children, Fayetteville State University (FSU) is a public comprehensive regional Historically Black College/University (HBCU) that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina (NC) and beyond. FSU is a member of the 16-campus University of North Carolina System. The primary mission of FSU is to provide students with the exemplary learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. FSU is North Carolina's oldest teacher preparation institution and second oldest state-supported institution of higher education. During the 2017-2018 academic year, FSU celebrated its Sesquicentennial. Celebrating the Sesquicentennial was a testament to the tenacity of the spirit of the seven Black citizens-David A. Bryant, Nelson Carter, George W. Grange, Sr., Andrew J. Chesnutt, Mathew Leary, Jr., Robert Simmons, and Thomas Lomax - who established the Howard School on November 29, 1867, for the purpose of educating Black children. They would indeed be proud today of the diverse student body and world class accomplishments made by Fayetteville State University in various fields from teacher education to cyber-security. The university commemorated this transformative experience by proudly "Celebrating 150 Years of Excellence in Preparing Educators, Leaders, and Engaged Citizens " during the 2017-2018 academic year. FSU has a tradition of excellence in teacher education. FSU provides services and learning opportunities to eleven-counties in the Sandhills Region of North Carolina and strives to fulfill its vision of providing diverse experiences that will prepare learned and responsible global citizens. FSU has a longstanding record of community partnerships and offers an extensive array of outreach programs.

FSU is the largest comprehensive university in North Carolina's Sandhills Region, serving over 6,700 students, and is fully accredited by SACS as a Level V doctoral granting institution. The institution is organized into four major academic units (the College of Humanities and Social Sciences [CHSS], the Broadwell College of Business and Economics [BCBE], the College of Education [COE] and the College of Health, Science and Technology [CHST] managed by deans. University College is a support unit that is also managed by a dean. Baccalaureate degrees are offered in 33 program areas (BA, BS, BSW, and BSN) including Elementary, Middle Grades (Math, Social Studies, Language Arts and Science), Secondary (Math, Biology & English). Master's degrees (M.A., M.A.T., M.B.A., M.Ed., M.S., M.S.A. and M.S.W.) are offered in 18 programs including psychology, social work, business administration, criminal justice, elementary education, mathematics, middle grades [language arts, mathematics, science, and social studies], reading education, school administration, and special education. A Master of Arts in Teaching degree is offered in elementary education, secondary education [math, English, social studies, and biology], special education, and middle grades education [language arts, mathematics, social studies, and science]. FSU offers an Ed.D. in Educational Leadership with two tracks: P-12 (leading to Superintendent Licensure) and higher education.

The guiding documents of Fayetteville State University were developed through shared governance and a collaboration that involved participants from the faculty, staff, candidates, community, administrators, and Board of Trustees. The 2020-2025 Strategic Plan for the Institution was approved by the FSU Board of Trustees in spring 2020 for fall 2020 implementation. All units developed strategic priorities that are guided by this strategic plan.

On FSU's campus, the COE/Educator Preparation Program (EPP) prepares highly qualified teachers and other school personnel through the development, administration, supervision, and evaluation of the programs offered. On October 27, 2015, FSU received full and continuous accreditation by NCATE and is one of only seven institutions in North Carolina that is on the July 1, 1954, list of first NCATE Accredited Institutions. The COE celebrated 66 years of accreditation and has a proud history of preparing professionals who are sensitive and responsive to the diverse needs of students, parents, and the community. The COE has successful, established partnerships with 11 school system and two public charter schools and seven community colleges in its service area.

## **Special Characteristics**

FSU is North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education. The campus is located on 156 acres with a total of 38 buildings. The new Science and Technology Building was opened in spring 2013. New residence halls were also constructed to accommodate 336 students. In addition, the renovation of the Rudolph Jones Student Center was completed. The close proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows military personnel accessibility to university programs and provides a diverse population of students. FSU has one of the largest percentages (20.4%) of military affiliated students in the UNC system. As incoming freshman or transfer students, candidates complete early courses across programs with the opportunity to interact with a diverse population of peers in CHSS, BCBE, CHST and COE. Of the 6,726 (5,661 undergraduate) enrollees 30% are males, 70% are females, and 50% are over 24 years of age. Ninety-four percent (94%) are NC residents. Twenty percent (20%) are White; 58% African

American; 2% American Indian; 2% Asian; 8% Hispanics; and 10% other races, two or more races, non-resident alien or race unknown. This diversity provides great interactions and learning as enrollees become familiar with different cultures, nationalities, and races. Of the 72 faculty, staff, and administrators within the COE, 79% are females while 88% are of color including Africans and other nationalities. The majority of the 6,726 main campus and distance education students enrolled at FSU are first-generation college enrollees.

The COE is led by a Dean who reports to the Provost and Vice Chancellor for Academic Affairs. The Dean is assisted by the Associate Dean, department chairpersons, and program directors in fulfilling the administrative responsibilities of the COE. The Administrative Leadership Team and the Teacher Education Committee (TEC) constitute the EPP's collaborative governance. The TEC has the responsibility to review, approve, recommend, and implement curricular policies and general administrative decisions that involve the preparation of teachers, educational administrators, and supervisory personnel based on programs offered by the unit. The TEC ensures adherence to state, regional, and national standards. The TEC includes representatives from across the university (including CHSS, CHST and University College); Local Education Agencies (LEAs), community college partners; recent graduates; retired alumni; and graduate and undergraduate candidates. The Dean chairs the TEC and serves as liaison to the University of North Carolina System Office Council of Education Deans (or its equivalent), the Sandhills Regional Education Consortium of Superintendents, the Academic Affairs Leadership Team, the FSU Council of Deans, and other groups that warrant COE representation. The Associate Dean serves as the liaison to the Personnel Administrators of North Carolina (PANC) Committee, Sandhills Region and FSU Principals' Advisory Board.

The vision of the COE is predicated upon the belief in preparing knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. The Conceptual Framework (CF) builds on the COE's vision and mission statements with the intent to prepare Facilitators of Learning. Candidates complete programs of study and are knowledgeable about their subject matter, experienced in the teaching process, prepared to use their knowledge, skills, and abilities to help students succeed academically, and ready to strengthen family support of education in a technological and global society. The knowledge, skills, and dispositions represent and are organized around the philosophical and theoretical underpinnings of the seven key themes of the CF: Caring Dispositions and Ethical Responsibility; Communication; Knowledgeable and Reflective Professionals; Research and Leadership; Respect for Diversity and Individual Worth; Technological Competence and Educational Applications; and Working with Families and Communities.

Candidates develop proficiencies as they work with faculty who are experts in their field. A Strategic Plan guides the EPP's activities. Goals, strategies, findings, including Student Learning Outcomes (SLOs) are reported annually through an Operational Plan and Assessment Record (OPAR) developed and evaluated in the Accountability Management System (AMS) Platform of Taskstream data system and reviewed by an Academic Affairs OPAR Committee using a predetermined rubric.

In 2020-21 the COE collaborated with 11 school systems and two public charter schools in the design, delivery, and evaluation of its field experiences and clinical practices through the University-School Teacher Education Partnership (USTEP)/Professional Development School (PDS) Coordinator (Coordinator). Educational Partnership Agreements (EPA), designed by the COE and school partners, delineate the roles and responsibilities for candidates, faculty, school partners, and all other parties were revised to include more collaboration regarding the placement process. The EPAs include specific assignments and experiences to help candidates at the initial and advanced levels develop content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in the conceptual framework and aligned with state and national standards. These PDS sites are selected to provide support to schools with a high percentage of low performing P-12 students. Most of the school systems are located in urban settings and the remaining are in rural settings. The average racial makeup of these partnership systems is 43.8% White, 33.6% African American, 12.7% Hispanic, 5.3% American Indian, 3.1% Two or More Races, 1.3% Asian, and 0.2% Pacific Islander. The average number of students with IEPs is 3,189.

FSU houses two early college high schools on our campus: Cross Creek Early College High School and Cumberland International Early College High School. The COE provides health and physical education courses for both early college high schools which assist their students in satisfying their health and physical education requirements. The COE continues its relationship with Cross Creek Early College High School (CCECHS) and the Cumberland International Early College (CIEC). The CCECHS is a New Schools Project High School located in the Butler College of Education Building and the CIEC is in the Joseph Knuckles Science Building. The CCECHS was selected as a Learning Laboratory Initiative (LLI) site and was a partner in a funded New School Project Research and Engagement Grant with the COE.

To facilitate easy and seamless access to higher education opportunities, the COE has comprehensive articulation agreements with community colleges. Comprehensive articulation agreements with existing community college partners now include areas of elementary education, middle grades education, and health and physical education, in addition to the existing birth through kindergarten agreements. The articulation agreements are between the Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) degrees and FSU baccalaureate degrees.

The COE is supported by the Dean's Advisory Board, established in 2011. Membership includes FSU/COE alumni, business leaders, school superintendents, and faith-based representatives. The Board provides support to the EPP, its program, candidates, and faculty. Board members advise the dean in the overall development of the College, serve as role models for candidates and pre-candidates, assists the dean in fundraising, and promotes a positive image of the COE. Due to the pandemic, a fundraising event was not held during November as a capstone activity to the American Education Week series of activities. However, alumni donated funds and grants were received to supplement Praxis CASE scholarships, sponsor Praxis CASE workshops, and offer student teaching scholarships.

The COE has extended its support of military dependent children. The COE has membership with the Military Child Education Coalition (MCEC) and partners with the Coalition to offer professional development (PD) to faculty, teachers, and in-service teachers to address the needs that children of military families bring to the classroom. These strategies are infused into program curriculum.

The College of Education hosted our annual American Education Week (November 2020) virtually. The week was packed with several activities and events for teaching pre-candidates and candidates, faculty, staff, public school teachers and students, and community members. During American Education Week we hosted activities involving our FSU Early Childhood Learning Center; renowned local speakers such as Mrs. Maureen Stover (North Carolina Teacher of the Year and Finalist for National Teacher of the Year); professional development activities for our clinical experience candidates and administrative support staff; panel discussions with distinguished FSU alumni retired and veteran/beginning principals and teachers from this region; the FEC/SNCAE student organization meet-n-greet and annual Talent Showcase; test preparation for major licensure exams and a mini-conference for middle and high school students interested in STEM disciplines and careers.

In 2018-19 the College of Education was awarded a Title III grant to support Pathways to Teaching which includes a summer bridge camp to help students prepare for Praxis Core. The program offers workshops throughout the year to help candidates increase their scores on the test. The first summer bridge program was held face-to-face in summer 2019, virtually in summer 2020, and transitioned to hybrid in summer 2021.

## **Program Areas and Levels Offered**

The College of Education is organized into three departments: Educational Leadership and School Administration (ELSA); Early Childhood, Elementary, Middle Grades, Reading and Special Education (EEMRS); and Health, Physical and Secondary Education (HPSE). These departments offer initial, including Licensure Only, and advanced programs as well as non-teaching affiliated concentrations in community health education and sport management. Support service units for the programs include the Curriculum Learning Resource Laboratory, Office of School Services, Office of Teacher Education, Early Childhood Learning Center, Office of Research Initiatives, and the COE Academic and Recruitment Center (COEARC). Programs offered by the COE are:

## Pathways Offered

Traditional	Lateral Entry	Residency
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.**

**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.**

The Department of English offers a certificate in Teaching English as a Second Language. The elementary education majors can choose this certificate as the concentration option in their programs. The courses in reading that all majors take have a unit of study on the English Language Learner. The unit helps candidates understand the challenges of learning a second language through simulations and exposes the candidates to resources available to them.

**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 teacher education majors are required to take EDUC 210 Computers in Education where they are introduced to digital learning competencies, learn strategies for making information available to students through multiple media and create/modify instructional practices to address a variety of learning styles. Candidates are exposed to means for recording and assessing themselves in preparation for early field and clinical experiences as well as the ethics involved in doing recordings, videotaping, etc. Mursion technology is integrated into the preparation program to help candidates become more aware of communication strategies that are successful with children.

**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.**

During clinical experience, the candidates are exposed to the products such as Home Base and Power School to collect data, share data with parents, analyze data to improve their teaching and increase student achievement. The candidates are required to complete portfolios that include collecting and analyzing data from students during the clinical experience. The candidates must state what they plan to do next based on the assessment data provided by the students.

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

Elementary education (K-6) candidates are provided instruction to integrate arts education into curriculum development through their methods course ELEM 402: Social Studies and the Arts; Music, Dance and Visual Art in the Elementary School.

Candidates preparing to teach in birth-kindergarten environments are provided instruction to integrate the arts into curriculum development through methods courses, EDUC- 309 Infant and Toddler Curriculum Development and Field Study and EDUC 314 - Preschool/Kindergarten Curriculum Development and Field Study. Candidates develop lessons which incorporate music, puppetry, drama, and movement into their curriculum design and lesson plans.

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

The EPP conducts self-study of the unit by following the procedural guidelines and standards of the Council for the Accreditation of Educator Preparation and the North Carolina Department of Public Instruction program approval process. Data related to the standards are collected annually and submitted in an Institutional Report to CAEP every seven years. Also, during the seven-year cycle, the EPP submits examples of candidate performance on key evidence assignments for which descriptions and rubrics have been approved by NDCPI. NCDPI approved each licensure program in 2014, and the programs are currently under review for the upcoming CAEP visit in 2022. The site visit team makes a report to the CAEP Commission which recommends accreditation and, if needed, areas for improvement. A subsequent annual report to CAEP addresses the EPP's progress toward ensuring that all candidates have early clinical experiences in which pedagogical skills are assessed.

On an annual basis the EPP and each department submit an Operational Plan and Assessment Report (OPAR) to the Provost and Vice Chancellor for Academic Affairs. The OPAR includes the mission of the unit or department, the vision and goals for the department or unit, the learning outcomes, key personnel, key services, assessment plan, assessment findings, strategies for improving the findings, and a status report on implementation of the strategies. The Provost and Assistant Vice Chancellor meet with representatives of the unit and departments to discuss the results and how they are being used to enhance the programs offered. The annual evaluation data are embedded in the seven-year self-study reports.

**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 several professional education courses, which are completed by all teacher candidates in the College of Education (COE). Those enrolled in EDUC 211, which is a university core course as well as the gateway course for admission to teacher education, are required to complete 15 hours of field experience. Pre-candidates are required to observe and reflect on experiences in schools and classrooms. ATLAS (Accomplished Teaching, Learning and Schools) was piloted in one section of EDUC 211 during spring 2017. ATLAS is a unique, searchable online library of authentic videos, referred to as cases, showing National Board-Certified Teachers at work in the classroom. Each case is accompanied by the teacher's written reflection about the lesson as well as the context for learning. The implementation decision was based on two factors. The first consisted of the fact that ATLAS cases show a plethora of pedagogical skills used by teachers in all grades K-12. In addition, it is also aligned to professional teaching standards and indexed by teachers to serve as a window displaying accomplished teaching. The use of ATLAS allows the instructor of record to closely monitor the teaching styles and classroom demographics observed by the pre-candidates, immediately critique and answer questions pre-candidates may have about the various teaching and learning styles and focus the pre-candidates' observations and reflections on pedagogy used by accomplished teachers in the field.

The courses requiring field placements are: EDUC 211 Laboratory Experiences in Area Schools (15 hours); EDUC 330 Educational Psychology & Human Development (10 hours); EDUC 331 Instructional Design and Assessment (10 hours); SPED 320 Education of the Exceptional Child (20 hours); ELEM 320 (10 hours) Teaching Healthful Living (K-6); and ELEM 451 Classroom Management (10 hours). Due to the candidates' success evidenced with ATLAS library, the COE upgraded its subscription during the 2020-2021 academic year. The new subscription includes all the cases offered by ATLAS, totaling 1,411. This new subscription includes subjects and topics in areas such English as a New Language, Exceptional Needs, and Physical Education. During the pandemic, ATLAS videos were implemented in various professional education courses beyond the scope of EDUC 211.



During the first semester of the junior year, candidates complete 10 hours of field experience in EDUC 330 and 10 hours in EDUC 331. Candidates are expected to participate in a variety of school related activities: school board meetings, PTA meetings, after school functions, and observe in classrooms where they complete a case study on an individual. During the second semester of the junior year, candidates complete READ 320 (10 hours), SPED 320 (20 hours), and other methods courses required by the major. The field experiences focus on candidates' collaboration with clinical educators (P-12) to gain experience working with diverse populations, becoming sensitized to the needs of these populations, and planning lessons for diverse students. The first semester of the senior year requires candidates to enroll in the remaining methods courses. These methods courses target research-based teaching techniques as well as strategies for teaching in specific disciplines. Candidates are expected to design unit plans, plan and teach lessons, assess student learning, build subsequent lessons based on assessment data, and incorporate technology in teaching and recordkeeping. The clock hours vary for these experiences by major. All candidates are required to participate in field and clinical experiences in our partner school districts. Several partner schools are low-performing, and the EPP seeks to provide every student with a placement within a low-performing school for at least one semester.

In addition, most clinical educators (P-12) teach classes that have students with multiple levels and needs. Classroom settings provide the candidates with the opportunity to work with students from various backgrounds, differing on academic and performing skill levels. During the final semester of the senior year, the clinical experience is completed for 16 weeks.

For Elementary Education Candidates, most of the early field experiences take place in Cumberland, Harnett and Hoke County Schools. The following courses are taken over two semesters thus giving the candidates more than a full-semester of experience in low-performing schools.

The following low-performing schools are frequently used for early field placement sites; however, the schools are subject to change on a yearly basis according to the DPI ABC Report Card: Douglas Byrd Middle, Douglas Byrd High, Anne Chesnutt Middle, Luther Nick Jeralds Middle, Ferguson-Easley Elementary, Ed V Baldwin Elementary, Lewis Chapel Middle, Margaret Willis Elementary, Mary McArthur Elementary, Walker-Spivey Elementary, Reid Ross Classical Middle, Spring Lake Middle

If a low-performing school cannot accept any more candidates, then candidates are placed in a low-performing classroom. This placement is determined by the Local Education Agencies (LEA) Human Resources Officers and principals in collaboration with the College of Education's PDS Coordinator.

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

Elementary methods candidates are sent out three weeks prior to clinical experience. The first week occurs early in the fall semester so that candidates can familiarize themselves with their clinical educator (P-12) and his or her classroom procedures. Faculty members encourage candidates to volunteer to be in their respective schools when public school session ends, but that is beyond the semester system at the university. The secondary and middle grades programs depend heavily on the course scheduling of the College of Humanities and Social Sciences and the College of Health, Science and Technology. We cannot foretell if methods courses will be the only courses a candidate has to take in the fall semester. If courses within these colleges are scheduled during the day, time in schools may be limited to certain days during the week. Secondary and middle grades candidates completed clinical practice/student teaching over two semesters to ensure candidates experience both the beginning and end of the school year.

During the methods courses, candidates completed 40 hours in a classroom with a clinical educator. Time in the classroom was completed during three increments over the given semester (initial, middle, and end), so that candidates experience the beginning of the academic year and subsequent aspects of a nine-weeks marking period within the partner school calendar. The methods candidate's following semester consists of a 16-week placement in a partner school with a Clinical Educator (P-12) to complete the clinical experience.

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

8.4 % of candidates in the EPP that are first generation college attendees

83.07 % 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.**

Four Faculty members at the EPP completed the science of reading training in literacy instruction via North Carolina State Improvement Project (NC SIP). Faculty presented workshops for parents and candidates and submitted a certificate program in the science of reading.

**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	Cumberland County Schools – Special Education Advisory’s Committee
Start and End Dates	July 1, 2020 – June 30, 2021
Priorities identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap; Increasing Achievement of All Students; Teacher Recruitment/Retention
Number of Participants	FSU Students – 2; FSU Faculty – 1; Public School Teachers – 2; Principals and Administrators – 3
Activities and/or Programs Implemented to Address Priorities	Represent the College of Education at SEAC meetings.
Summary of the Outcome of the Activities and/or Programs	The purpose of the SEAC is to act as bridge between Cumberland County Schools and parents of children with disabilities.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County – Magnolia K-8 Elementary
Start and End Dates	3/16/2021
Priorities identified in Collaboration with LEAs/Schools	Increasing Achievement of All Students

Number of Participants	Public School Teachers – 3; Principals and Administrators – 1
Activities and/or Programs Implemented to Address Priorities	Work with teaching candidates on what to expect with edTPA, and how to navigate all three tasks.
Summary of the Outcome of the Activities and/or Programs	Gave edTPA overview with Faculty and Teaching Candidate.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools – WH Owen Elementary
Start and End Dates	2/1/2021
Priorities identified in Collaboration with LEAs/Schools	Increasing Achievement of All Students
Number of Participants	FSU Faculty – 1; Public School Teachers – 3; Public School Students – 12; Principals and Administrators – 2
Activities and/or Programs Implemented to Address Priorities	Judge the Science Fair at WH Owen Elementary
Summary of the Outcome of the Activities and/or Programs	Students were recognized and awarded for their hard work.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools Excellence in Leadership – 2021 Administrators of the Year Virtual Celebration
Start and End Dates	10/19/2020
Priorities identified in Collaboration with LEAs/Schools	Other; Increasing Achievement of All Students

Number of Participants	Principals and Administrators – 25
Activities and/or Programs Implemented to Address Priorities	Support CCS administrators.
Summary of the Outcome of the Activities and/or Programs	Supported CCS and their administration for their continued hard work for K-12 students.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Harnett County Schools
Start and End Dates	July 1, 2020 – June 30, 2021
Priorities identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Reading/Literacy
Number of Participants	FSU Faculty – 1; Public School Teachers – 2
Activities and/or Programs Implemented to Address Priorities	Complete a program evaluation for Harnett County Schools
Summary of the Outcome of the Activities and/or Programs	Project is ongoing.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	July 1, 2020 – April 30, 2021
Priorities identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap; Increasing Achievement of All Students
Number of Participants	FSU Students – 30; FSU Faculty – 1; Public School Students – 40
Activities and/or Programs Implemented to Address Priorities	FSU Students worked with Cumberland County Students using a research-based literacy program (HELPS) to enhance literacy skills. University students met with their student clients three

	times a week for 30-45 minutes per remediation session for the fall and spring semesters.
Summary of the Outcome of the Activities and/or Programs	<p>Student Growth: The mean increase in words per minute was 29.91, and a mean reduction in reading errors of 2 words per passage. The greatest increase in words per minute was 55.67, with only one of the 8 students having a lower mean score (-8.58) as compared to their beginning score. All students showed a decrease in reading errors. Overall, 87.5% of the students showed an increase in words read per minute, and 100% showed a reduction in reading errors. In addition to reading fluency being enhanced, students also increased their motivation to read through participation in the clinic. When surveying university students, 100% responded that they agreed or strongly agreed that they saw an improvement in confidence for the student they tutored. When surveying the students who were tutored, 100% of them agreed or strongly agreed that their tutor improved their reading skills, and that the clinic is a good way to help students with their reading.</p>
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	10/2/2020
Priorities identified in Collaboration with LEAs/Schools	Other; Closing the Achievement Gap; Increasing Achievement of All Students; Healthy Children; Teacher Recruitment/Retention
Number of Participants	FSU Faculty – 1; Principals and Administrators – 9; Other – 1
Activities and/or Programs Implemented to Address Priorities	Interview and score Principal of the Year candidates.

Summary of the Outcome of the Activities and/or Programs	Principal of the Year finalists were chosen.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools Excellence in Teaching: Rising to the Challenge: 2021 Teacher & Beginning Teacher of the Year Virtual Celebration
Start and End Dates	9/14/2020
Priorities identified in Collaboration with LEAs/Schools	Other; Increasing Achievement of All Students
Number of Participants	Public School Teachers – 20; Principals and Administrators – 20
Activities and/or Programs Implemented to Address Priorities	Attend the celebration to support CCS and beginning teachers for their hard work in the classroom.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers were celebrated, and the 2021 Teacher of the Year was announced.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools – Cape Fear High
Start and End Dates	January 18, 2021 – March 9, 2021
Priorities identified in Collaboration with LEAs/Schools	Other (Lecture on Dimensions of Wellness – Virtual); Healthy Children
Number of Participants	Public School Students – 10
Activities and/or Programs Implemented to Address Priorities	Taught lessons to small group about staying healthy and the Dimensions of Wellness (Physical Wellness, Emotional Wellness, Intellectual Wellness, Spiritual Wellness, Environmental

	Wellness, Social Wellness, and Occupational Wellness).
Summary of the Outcome of the Activities and/or Programs	Students actively engaged in instruction. Health objectives were achieved.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools – Cape Fear High
Start and End Dates	September 15, 2020 – November 19, 2020
Priorities identified in Collaboration with LEAs/Schools	Other (Lecture on Healthy Eating); Healthy Children
Number of Participants	Public School Students – 5
Activities and/or Programs Implemented to Address Priorities	Taught lessons to small group about healthy eating.
Summary of the Outcome of the Activities and/or Programs	Students actively engaged in instruction. Health objectives were achieved.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	NC Council for Exceptional Children
Start and End Dates	5/1/2021
Priorities identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students
Number of Participants	FSU Students – 5; Public School Teachers – 350; Principals and Administrators – 25
Activities and/or Programs Implemented to Address Priorities	We organized and held a spring symposium conference focused on Autism and Development



	disorders but including topics related to all students with special needs.
Summary of the Outcome of the Activities and/or Programs	The conference was held on 5/1/2021.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wake County Public Schools – Cary High
Start and End Dates	3/16/2021
Priorities identified in Collaboration with LEAs/Schools	Increasing Achievement of All Students; Teacher Recruitment/Retention
Number of Participants	Public School Teachers – 30; Principals and Administrators – 5
Activities and/or Programs Implemented to Address Priorities	Presentation was given on crisis in the classroom to beginning teachers and their mentor teachers.
Summary of the Outcome of the Activities and/or Programs	Attendees developed strategies for dealing with crisis situations in the classroom.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	All schools in NC
Start and End Dates	February 26-27, 2021
Priorities identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students; Reading/Literacy
Number of Participants	FSU Students – 5; Public School Teachers – 350; Principals and Administrators – 25
Activities and/or Programs Implemented to Address Priorities	Led, organized, and held the 35th annual NC CEC conference that was held virtually.

Summary of the Outcome of the Activities and/or Programs	This was the largest ever conference and the first international conference in NC CEC history.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Charter in Wake County – Envision Science Academy
Start and End Dates	September 2-30, 2020
Priorities identified in Collaboration with LEAs/Schools	Other; Healthy Children
Number of Participants	FSU Faculty – 1; Public School Teachers – 8; Public School Students – 20; Principals and Administrators – 2
Activities and/or Programs Implemented to Address Priorities	Envision Science Academy held a series of conversations with students, parents, and school staff to examine the challenges currently faced in the United States. FSU Faculty helped support student conversation.
Summary of the Outcome of the Activities and/or Programs	Open discussion among students, school staff, and parents regarding inclusivity and understanding in our current environment. The plan is to utilize the ideas from the discussion to ensure Envision Science Academy continues to promote a positive environment.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	January – February 2021
Priorities identified in Collaboration with LEAs/Schools	Workshop; Other; Teacher Recruitment/Retention
Number of Participants	FSU Faculty – 1; FSU Students – 4

Activities and/or Programs Implemented to Address Priorities	Presented Praxis II (HPE) Workshop
Summary of the Outcome of the Activities and/or Programs	Content knowledge and instruction was provided to current PE teachers that needed support to pass Praxis II and to FSU students planning to take the Praxis.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	3/3/2021
Priorities identified in Collaboration with LEAs/Schools	Conference; Increasing Achievement of All Students; Healthy Children; Reading/Literacy
Number of Participants	FSU Students – 2; FSU Faculty – 2; Public School Teachers – 4; Principals and Administrators – 2
Activities and/or Programs Implemented to Address Priorities	Information was shared/discussed with stakeholders and teachers, reflecting on pedagogical practices that would support the needs of students. Areas or supports that could increase student success were identified.
Summary of the Outcome of the Activities and/or Programs	Teachers collaborated with faculty and professional development leaders to identify instructional strategies to implement in the classroom. Professional development workshops that would support teachers to address the students' individual needs were identified.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools – Stoney Point Elementary
Start and End Dates	January 2021 – May 2021

Priorities identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap; Increasing Achievement of All Students; Reading/Literacy
Number of Participants	Public School Teachers – 3; Public School Students – 40
Activities and/or Programs Implemented to Address Priorities	Tutored and taught lessons to small-group and whole-group in math and reading.
Summary of the Outcome of the Activities and/or Programs	Students actively engaged in instruction. Reading and math objectives were achieved.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools – Luther Nick Jeralds Middle; Mac Williams Middle; Armstrong Elementary;
Start and End Dates	September 14, 2020 – May 6, 2021
Priorities identified in Collaboration with LEAs/Schools	Other; Increasing Achievement of All Students
Number of Participants	FSU Faculty – 1; Public School Teachers – 7; Public School Students – 6; Other – 6
Activities and/or Programs Implemented to Address Priorities	Provided Zoom sessions to show students and parents how to navigate the different virtual platforms they will need to use to access class links and other resources the schools provide virtually. Provided tutored sessions for the students if they had questions.
Summary of the Outcome of the Activities and/or Programs	The parents and the students felt more comfortable and gained confidence with using the virtual platforms. The students were able to navigate the platforms and even troubleshoot when they had issues logging into their classes. They also did very well in their classes.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools – Loyd Auman Elementary
Start and End Dates	August 27, 2020 – August 31, 2020
Priorities identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Reading/Literacy
Number of Participants	FSU Faculty – 4; Public School Teachers – 3; Public School Students – 80
Activities and/or Programs Implemented to Address Priorities	Helped develop curriculum material for 80 kindergarteners.
Summary of the Outcome of the Activities and/or Programs	The 80 kindergarteners will have materials for remote instruction while schools are still closed due to COVID-19.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	January 30, 2021; February 13, 2021; February 27, 2021; March 13, 2021
Priorities identified in Collaboration with LEAs/Schools	Workshop; Reading/Literacy
Number of Participants	FSU Students – 6; FSU Faculty – 1; Public School Teachers – 40
Activities and/or Programs Implemented to Address Priorities	Presented workshop focused on Foundations of Reading Test Prep.
Summary of the Outcome of the Activities and/or Programs	Provided test preparation and training for teachers to help them prepare for Foundations of Reading licensure exam.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	2/25/2021
Priorities identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students; Reading/Literacy
Number of Participants	FSU Faculty: 4
Activities and/or Programs Implemented to Address Priorities	Parent Literacy Workshop was held.
Summary of the Outcome of the Activities and/or Programs	Parents were provided valuable information on how to assist students in literacy areas.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	February 20, 2021; March 6, 2021; March 20, 2021; April 3, 2021
Priorities identified in Collaboration with LEAs/Schools	Teacher Recruitment/Retention
Number of Participants	FSU Faculty – 1; FSU Students – 8; Public School Students – 22
Activities and/or Programs Implemented to Address Priorities	A PowerPoint was presented to attendees that integrated real-time feedback from video collaboration and curriculum specific math questions.
Summary of the Outcome of the Activities and/or Programs	Students were equipped with task for teaching skills for elementary mathematics.

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	
Female	
Gender Neutral	
Gender Not Provided	
<b>Total</b>	
Race/Ethnicity	Number
African-American	
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	
White	
Two or More Races	
Race Not Provided	
<b>Total</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	15	Black, Not Hispanic Origin	19	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	7	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	1	White	18	White	0
	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>45</b>	<b>Total</b>	<b>0</b>

<b>Licensure-Only</b>	Black, Not Hispanic Origin	5	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	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	3	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
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	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
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>12</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).**

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	1	0	1	0	2	0
Elementary	4	10	0	0	1	0
Middle Grades	6	0	1	0	1	0

Secondary	3	3	1	0	1	0
Special Subjects	4	5	1	0	0	0
Exceptional Children	0	0	0	0	1	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
<b>Total</b>	<b>18</b>	<b>18</b>	<b>4</b>	<b>0</b>	<b>6</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	8	5	62.50	6	75.00
	State	825	686	83.15	689	83.52
Traditional	Institution	36	35	97.22	30	83.33
	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
Cumberland County Schools	1032
Hoke County Schools	129
Harnett County Schools	116
Public Schools of Robeson County	108
Wake County Schools	106
Sampson County Schools	85
Charlotte-Mecklenburg Schools	66
Bladen County Schools	50
Lee County Schools	42
Johnston County Public Schools	34

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT Math	N/A
MEAN SAT Verbal	*
MEAN ACT Composite	*
MEAN ACT Math	N/A
MEAN ACT English	N/A
MEAN CORE Combined	493.23
MEAN CORE Reading	173.25
MEAN CORE Writing	160.60
MEAN CORE Math	158.83
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)	8	37.5	20	45	20	55	20	65
2017	M.G. Math	4	*	4	*	4	*	4	*
2017	M.G. Science	2	*	2	*	2	*	2	*
2017	M.G. Social Studies	1	*	3	*	3	*	3	*
2017	Music	3	*	4	*	4	*	4	*
2017	Institution Summary	18	50	33	54.55	33	66.67	33	72.73
2018	Elementary (grades K-6)	12	50	17	41.18	17	58.82		
2018	Health and Physical Ed	2	*	2	*	2	*		
2018	M.G. Math	3	*	3	*	3	*		
2018	M.G. Science	2	*	2	*	2	*		
2018	M.G. Social Studies	1	*	3	*	3	*		
2018	Math (grades 9-12)	1	*	1	*	1	*		
2018	Institution Summary	21	52.38	28	46.43	28	57.14		
2019	Elementary (grades K-6)	10	40	10	50				
2019	English	3	*	3	*				
2019	Health and Physical Ed	4	*	4	*				
2019	M.G. Math	1	*	1	*				
2019	M.G. Social Studies	1	*	1	*				
2019	Music	1	*	1	*				

2019	Spanish	1	*	1	*				
2019	Spec Ed: General Curriculum			1	*				
2019	Institution Summary	21	61.9	22	68.18				
2020	Art	1	*						
2020	Elementary (grades K-6)	12	66.67						
2020	Health and Physical Ed	2	*						
2020	M.G. Language Arts	1	*						
2020	M.G. Social Studies	2	*						
2020	Music	1	*						
2020	Spanish	1	*						
2020	Spec Ed: General Curriculum	1	*						
2020	Institution Summary	21	61.9						

**H. Teacher Education Faculty.**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in the EPP</b>	<b>Appointed part-time in professional education, not otherwise employed by the EPP</b>
32	2	0

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

1/6
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**J. Teacher Effectiveness.**

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**Teacher Effectiveness**

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> .

- 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%	8.82%	85.29%	5.88%	0.00%	34	1
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%	8.82%	73.53%	17.65%	0.00%	34	1
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%	11.76%	82.35%	5.88%	0.00%	34	1
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%	8.82%	73.53%	17.65%	0.00%	34	1

State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<b><i>Standard Five: Teachers Reflect on Their Practice</i></b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	8.82%	85.29%	5.88%	0.00%	34	1
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<b><i>Student Growth: Teachers Contribute to the Success of Students</i></b>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	5.56%	83.33%	11.11%	18	17
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.

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