

2020-2021

EPP Bachelor Performance Report

Gardner-Webb University



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

Gardner-Webb University is a liberal arts, Christian university nestled in the foothills of the Blue Ridge Mountains. Gardner-Webb seeks a higher ground in higher education – one that embraces faith and intellectual freedom, balances conviction with compassion, and inspires in students a love of learning, service and leadership. In fact, Gardner-Webb has consistently been ranked as a top 100 university for strengths like the quality of its core academic curriculum, its global emphasis on student missions, and its institutional commitment to large-scale service in the community. With more than sixty undergraduate and graduate fields of study, more than fifty clubs and organizations, and with students from thirty-seven states and twenty-one foreign countries, the Gardner-Webb experience is rich and diverse, like the people who make up the close-knit community. Gardner-Webb University is privileged to have roots in a rural/suburban setting in Boiling Springs, but also enjoys a presence in and convenient access to important urban areas. Located near Shelby, NC, a progressive city with a population of approximately 25,000, the main campus of the university is also located only forty-five miles from the banking center of Charlotte, NC. Realizing the need for service to the local urban area, the university established a presence in Charlotte, solidified with the availability of a beautiful, 25,000 square-foot building near Interstate 77.

Begun as a mission of the Kings Mountain Baptist Association, the institution was named Gardner-Webb College in 1942, in recognition of the influence and support of Governor O. Max Gardner and his wife,

Faye Webb Gardner. In 1993, the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast and has been honored by the American Council of Trustees and Alumni for the depth and breadth of its revised Core Curriculum. With teaching as its priority, the University has 160 full-time faculty members, 75% with PhD or equivalent, all dedicated to the intellectual development of graduate and undergraduate students. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 4,000 undergraduate and graduate students. A major strength of the institution is that, despite its growth, the faculty student ratio is 1:13, thus encouraging a faculty/student relationship that is friendly, informal, and lasting. The University is accredited by SACS. The School of Education is currently accredited by CAEP and approved by NCDPI. The music program is accredited by NASM, and the School of Psychology and Counseling is accredited by CACREP.

Program Areas and Levels Offered

At the undergraduate level, Gardner-Webb University offers licensure programs for Birth-Kindergarten (traditional and online), elementary education (traditional and online), middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education). The institution is currently accredited by SACS, the education unit is currently accredited by CAEP and all licensure programs are approved by NCDPI. The music education program is accredited by NASM and the school counseling program is accredited by CACREP.

Gardner-Webb's School of Education began offering an Exceptional Children Concentration in the 2017-2018 academic year. The concentration is designed to prepare candidates to teach and support diverse learners. This 14 credit hour concentration allows candidates to expand their existing knowledge and experience of teaching and learning to become successful teachers of exceptional children. Throughout the concentration, candidates will have diverse clinical experiences to allow theory to be integrated with practice. Candidates must meet all requirements listed in the catalog. Candidates must also meet all requirements for entry into Teacher Education and into the Professional Semester. Currently, this concentration is open to all elementary education majors. In order to obtain licensure, candidates must pass the edTPA e-portfolio, all Elementary Education Licensure Tests and other licensure test(s) specifically for Exceptional Children-General Curriculum. Candidates may have to pay two licensure fees to the NC Department of Public Instruction to obtain an add-on license in EC.

The School of Education began offering a Bachelor of Science Degree, licensure and non-licensure tracks, in Birth-Kindergarten in the 2017-2018 academic year. The BK Licensure degree prepares candidates to obtain a NC BK Teaching License while the BK Professional Development Degree (non-licensure) prepares candidates to teach in, administer, and direct early learning environments for ages birth to four. Both degrees have an emphasis on child development and professional education based on the

North Carolina State Board approved standards for Birth-Kindergarten Teacher Candidates, the National Association for the Education of Young Children (NAEYC), the NC Foundations for early learning and development, as well as 21st Century knowledge, skills, and dispositions that prepare educators for the Birth-Kindergarten field. The BK, B.S. program is a minimum of 120 semester hours and integrates a core set of pedagogy courses, internships, and practical applications of child development and early learning. The program is available to candidates in an online teaching format. In order to be recommended for licensure, candidates must pass the edTPA e-portfolio and fulfill all NCDPI licensure requirements.

Special Characteristics

Because of its Christian foundation and commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-related professions - teaching, the ministry, and nursing. The university continues to serve blind, visually impaired, deaf, hearing impaired, and learning-disabled students through the Noel program. In a continuing effort to provide a quality post-secondary education to North Carolina citizens, the University has expanded its online learning opportunities. Within the School of Education, we offer an Elementary Education and a Birth-Kindergarten program online. These programs allow candidates to complete coursework by completing asynchronous and synchronous learning opportunities. The online Elementary and Birth-Kindergarten programs are a collaborative effort with local community colleges. The program attracts many teacher assistants from the local schools who are committed to continuing their service to North Carolina's public schools as certified teachers.

Program Areas and Levels Offered

Undergraduate licensure programs: Birth-Kindergarten (traditional and online) elementary education (traditional and online), middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education). *Only the Elementary and Birth-Kindergarten programs have an online pathway. All other initial licensure programs are offered in the traditional format on our main campus. The institution is currently accredited by SACS, the education unit is currently accredited by CAEP and all licensure programs are approved by NCDPI. The music education program is accredited by NASM and the school counseling program is accredited by CACREP.

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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.

GWUSOE and its programs offered to make us a prime contributor to the needs of our community and state (urban and rural). Also, the GWUSOE is aware of the shortage of hard-to-staff fields like special

education. Recognizing the need to credential more special educators or candidates highly qualified to work with students with special needs, in 2017, the GWUSOE created the EC concentration. By providing this concentration, our candidates will be better prepared to work with diverse student populations in our public schools. In addition, our ELL licensure faculty elevated their presence on our campus by promoting the licensure option to prepare candidates to work with diverse populations.

Additionally, we offer a class specifically geared toward teaching students with disabilities. The focus of the class is on the North Carolina Teacher Candidate Standard 2, and introduces candidates to Universal Design for Learning, Multi-Tiered Systems of Support, teaching with technology (NCDLC) and the concept of differentiation. Candidates begin the semester with a very diverse class list and learn how to create an inclusive classroom environment and write inclusive lesson plans using the principles of UDL. Then candidates learn about students who have special needs, students who have limited English proficiency, and students who are academically gifted and learn strategies to support these students. Candidates use these strategies to revise their UDL lesson and consider how these strategies can impact future lessons. Additionally, candidates work through a progress monitoring process using “data” that is provided. Candidates develop tier plans for students who are not progressing and determine next steps for instruction. All K-12 candidates are required to take this course as a part of the professional education minor with the exception of the candidates majoring in Health/PE. Those candidates take their own version of this course with the addition of concepts related to adaptive PE. While candidates are introduced to these concepts in this class, these concepts are reinforced throughout the rest of their education courses and formally assessed both during student teaching observations and through the edTPA process.

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.

We offer a class specifically geared toward teaching students with disabilities and diverse learners, students who have limited English proficiency, and students who are academically gifted. The focus of the class is on the North Carolina Teacher Candidate Standard 2, and introduces candidates to Universal Design for Learning, Multi-Tiered Systems of Support, learning theories and the concept of differentiation. Candidates begin the semester with a very diverse class list and learn how to create an inclusive classroom environment and write inclusive lesson plans using the principles of UDL. Then candidates learn about students who have special needs, students who have limited English proficiency, and students who are academically gifted and learn strategies to support these students. The class list encompasses as many diverse populations as possible to provide an authentic planning experience. In regards to working with students of limited English proficiency, time is spent on determining where students are in their mastery of literacy and then various methods to move them forward. Candidates use these strategies to revise their UDL lesson and consider how these strategies can impact future lessons. Additionally, candidates work through a progress monitoring process using “data” that is provided. Candidates develop tier plans for students who are not progressing and determine next steps

for instruction. All K-12 candidates are required to take this course as a part of the professional education minor with the exception of the candidates majoring in Health/PE. Those candidates take their own version of this course with the addition of concepts related to adaptive PE. While candidates are introduced to these concepts in this class, these concepts are reinforced throughout the rest of their EDU/EDUC courses and formally assessed both during student teaching observations and through the edTPA process.

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.

SOE candidates model and apply the North Carolina Digital Learning Competencies (NCDLC) technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice and demonstrate proficiency through key assessments and common tasks. In EDU/EDUC 250, candidates cite specific sources of technology and how these improve students' learning (Relevance and Methodology task). When designing the simplified lesson plan, students must integrate technology into their lesson plan implementation. Students are exposed to the SAMR framework and the TPACK model beginning in EDUC 250. Candidates are introduced to Universal Design for Learning in EDU/EDUC 350 and use technology to support these principles in their lesson planning. These concepts are reinforced in methods classes when writing lesson plans. In EDU/EDUC 450, candidates SOE candidates integrate technology to engage students and improve learning and demonstrate proficiency through products, projects, assessments, and e-portfolios.

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.

Candidates research technology tools related to engaging students and improving learning in their discipline. They share the tool with the class and discuss how it is used in the classroom. The experience creates a technology toolbox for candidates to use in their own classrooms. This model promotes engagement and differentiation. Additionally, candidates create a digital portfolio of their work during student teaching. One of the requirements of that portfolio is to share technology tools they have used with their students to enhance learning. Not only do they have to share the tool, they also must provide evidence of the impact of that tool on student learning. Candidates implement technology in all lesson plans in a way that engages students and improves student learning. Candidates are also exposed to various types of technology in their clinical experiences and use technology to deepen student learning. Candidates integrate technology and resources in order to improve student engagement and learning (1.11). SOE utilizes and models a variety of technological resources which can be used to support candidate knowledge and learning. These are measured in NCTCS 4c, 4d, 4h, 5b (1.2). In EDU/EDUC 350,

candidates spend time looking at CBM's and determining how to use technology to support progress monitoring. In EDU/EDUC 410 candidates collect data using a variety of technology tools, use those tools to analyze the data, and plan next steps for instruction. These concepts are reinforced in methods classes and are formally evaluated through the edTPA process.

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

Gardner-Webb's School of Education has long recognized the responsibility of integrating arts throughout the elementary curriculum. To that end, during the revisioning process, we combined several courses to create EDUC 310 (Fine Arts Integration in the 21st Century School), which is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates engage in a creative process, which connects the various art forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum are developed, modeled, studied, and practiced. Candidates connect the arts to basic reading, skills, literacy, writing, mathematics, cognitive skills, motivation and social behavior through a series of lessons.

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

As an accredited unit, all programs engage in a rigorous annual continuous improvement process that incorporates multiple data sources for the purpose of improving candidate performance in content knowledge, pedagogy, assessment, and program impact. Completers are surveyed regularly on program and unit aspects particularly beneficial to candidates and their learning as well as identification of areas in need of improvement.

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

Gardner-Webb University has designed clinical experiences with four levels. Clinical/field experiences are embedded in every EDUC affiliated course. Level 1 experiences are observation only. Level 2 experiences consist of observation and teaching occasional lessons, and one of these experiences will be in a low performing school. In this experience, candidates observe in the low-performing school, meet with a representative of the School Improvement Team to learn about the School Improvement Plan, and reflect on those experiences. Level 3 experiences follow an internship model where candidates shadow a teacher and have increased expectation of teaching in the classroom of their clinical student

teaching experience. Level 4 is the clinical internship experience. Level 3 and 4 clinical experiences are within the same clinical placement.

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

Student teachers are placed a year out from their student teaching experience, so they can see the beginning and end of the school year. They complete their clinical experiences required in their last semester of coursework in the same classroom where they will be student teaching the next semester.

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

17 % of candidates in the EPP that are first generation college attendees

33 % 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, Gardner Webb offers three courses in literacy instruction to candidates in the College of Education. The first course is focused on foundational information surrounding literacy instruction in K-6 classrooms. The second course focuses on phonics instruction and vocabulary development. The final course focuses on comprehension and reading assessment. All courses include targeted practicum experience in classrooms (although alternate plans were in place due to Covid restrictions during the 20-21 semesters).

During the Fall 2020 and Spring 2021 semester, an informal examination of all three courses was conducted to determine quality of alignment to science of reading. It was determined that much of the course content in all three courses aligns well with the science of reading. However, it was noted that some material in the courses was included solely for the Foundations of Reading exam. During the spring 2021 semester, a meeting was held to discuss possible changes to the three courses to strengthen course alignment and to ensure student preparedness for the Foundations of Reading exam. Several full-time faculty members and adjunct professors were in attendance to provide feedback from their experiences teaching these courses in previous semesters.

The meeting outcome was a solid plan to incorporate more science of reading content and reading research in the first course and to replace some written assignments with quality reading assignments in order to facilitate engaging literacy discussions. The goal being a stronger focus on reading quality research in the field of education and putting that knowledge into practice earlier in the course sequence. Additionally, a plan was created to address the specific requirements of the Foundations of Reading exam in the coming semesters. The remainder of the spring 2021 semester was spent editing and revising the three literacy courses. A new version of the foundational course was unveiled during the summer 2021 semester. The plan is to unveil new versions of the second and third literacy courses in the fall 2021 semester. Finally, we plan to have two full-time faculty members go through LETRS (Language Essentials for Teachers of Reading and Spelling) training to ensure consistency with the professional development currently being offered in school districts across the state.

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	Cleveland County Schools
Start and End Dates	4/22/21 CANCELLED DUE TO COVID
Priorities identified in Collaboration with LEAs/Schools	Collaboration for science fair judging using School of Education candidates (as judges)
Number of Participants	

Activities and/or Programs Implemented to Address Priorities	Teacher candidates developed a science fair project in SCED/SED 330 using identical rubrics in order to prepare to judge science fair projects.
Summary of the Outcome of the Activities and/or Programs	Cancelled due to Covid so no outcomes to share from CCS
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Iredell-Statesville Schools
Start and End Dates	2020-2021 Academic year (Fall and Spring visits) CANCELLED DUE TO COVID
Priorities identified in Collaboration with LEAs/Schools	Participation in the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is a 7-year grant that follows a cohort of public school students from grades 6 and 7 through graduation. We have developed a partnership that brings students to campus for a full day of activities and exploration.
Number of Participants	100+
Activities and/or Programs Implemented to Address Priorities	GEAR UP days are scheduled to be STEM based learning days as well as a time for ISS middle school students to visit a college campus. Activities are planned to meet the diverse learning needs of at-risk middle school students. These students tour various parts of campus while also participating in STEM based learning activities. ISS students visit various academic buildings, practice gyms, the student center, as well as eating lunch in the GWU cafeteria. While doing this, they also participate in various learning activities at each location. Skills relating to technology,

	engineering, mathematics and science are planned. GWU teacher education candidates are recruited to lead and facilitate the tours and activities. GWU undergraduate teacher education professors coach, facilitate, and provide feedback before, during, and after these events.
Summary of the Outcome of the Activities and/or Programs	Cancelled due to Covid so no outcomes to share from Iredell-Statesville Schools this year.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cleveland County Schools
Start and End Dates	May 17 - 21, 2021
Priorities identified in Collaboration with LEAs/Schools	Administor and proctor End of Grade Exams in CCS
Number of Participants	1 faculty member; multiple students
Activities and/or Programs Implemented to Address Priorities	Faculty member volunteered for five days to assist schools within CCS with their EOG testing process
Summary of the Outcome of the Activities and/or Programs	EOG were successfully administered with no mistests/misadministrations
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Gaston Day School
Start and End Dates	May 3 - 7, 2021
Priorities identified in Collaboration with LEAs/Schools	Administor and proctor End of Grade Exams at Gaston Day School
Number of Participants	1 faculty member; multiple students

Activities and/or Programs Implemented to Address Priorities	Faculty member volunteered five days to assist schools within CCS with their EOG testing process
Summary of the Outcome of the Activities and/or Programs	EOG were successfully administered with no mistests/misadministrations

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	13
Female	96
Gender Neutral	
Gender Not Provided	
Total	109
Race/Ethnicity	Number
African-American	23
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	1
Native Hawaiian/ Pacific Islander	
White	74
Two or More Races	3
Race Not Provided	8
Total	109

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	9	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0

	Asian	0	Asian	1	Asian	0
	Hispanic/Latino	1	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	10	White	69	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	1	Not Provided	13	Not Provided	0
	Total	13	Total	92	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	1	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	2	Total	0
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	2	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	2	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	1	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	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	17	White	0
	Two or More Races	1	Two or More Races	2	Two or More Races	0
	Not Provided	0	Not Provided	1	Not Provided	0
	Total	2	Total	27	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	4	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	1	Not Provided	0
	Total	0	Total	6	Total	0
Residency	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	1	White	5	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	2	Total	8	Total	0

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

Program Area	Bachelor Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.						
Prekindergarten	0	1	0	0	0	0
Elementary	12	9	0	0	2	3
Middle Grades	0	0	0	0	0	0
Secondary	1	1	0	0	0	0
Special Subjects	0	5	0	0	0	0
Exceptional Children	0	0	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	13	16	0	0	2	3
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	26	22	84.62	20	76.92
	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
Cleveland County Schools	267
Charlotte-Mecklenburg Schools	222
Gaston County Schools	153
Iredell-Statesville Schools	117
Wake County Schools	117
Rutherford County Schools	116
Winston Salem / Forsyth County Schools	113
Guilford County Schools	91
Davidson County Schools	79
Catawba County Schools	64

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

Measure	Baccalaureate
MEAN SAT Total	1,112.62
MEAN SAT Math	544.52
MEAN SAT Verbal	564.50
MEAN ACT Composite	22.76
MEAN ACT Math	22.02
MEAN ACT English	22.59
MEAN CORE Combined	521.09
MEAN CORE Reading	182.36
MEAN CORE Writing	169.09
MEAN CORE Math	170.92

MEAN GPA	3.41
* 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)	10	90	10	90	10	90	10	90
2017	English	1	*	1	*	1	*	1	*
2017	History	1	*	1	*	1	*	1	*
2017	Math (grades 9-12)	1	*	1	*	1	*	1	*
2017	Music	4	*	4	*	4	*	4	*
2017	Institution Summary	17	88.24	17	88.24	17	88.24	17	88.24
2018	Elementary (grades K-6)	9	77.78	9	88.89	9	88.89		
2018	ESL	2	*	2	*	2	*		
2018	M.G. Math	1	*	1	*	1	*		
2018	M.G. Science	1	*	1	*	1	*		
2018	Music	1	*	1	*	1	*		
2018	Institution Summary	14	85.71	14	92.86	14	92.86		
2019	Elementary (grades K-6)	14	85.71	14	92.86				
2019	ESL	1	*	1	*				

2019	Math (grades 9-12)	1	*	1	*				
2019	Music	1	*	1	*				
2019	Social Studies (grades 9-12)	1	*	1	*				
2019	Institution Summary	18	88.89	18	94.44				
2020	Elementary (grades K-6)	11	27.27						
2020	English	1	*						
2020	M.G. Math	2	*						
2020	Music	1	*						
2020	Institution Summary	15	40						

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
7	7	14

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

Data Not Provided.

J. Teacher Effectiveness.

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%	5.88%	47.06%	47.06%	0.00%	17	5
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%	6.25%	43.75%	50.00%	0.00%	16	6
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%	6.25%	56.25%	37.50%	0.00%	16	6
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%	5.88%	35.29%	58.82%	0.00%	17	5
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%	6.25%	50.00%	43.75%	0.00%	16	6

State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197
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<i>Student Growth: Teachers Contribute to the Success of Students</i>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	0.00%	84.62%	15.38%	13	9
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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