

# 2020-2021

## EPP Bachelor Performance Report

### Greensboro College

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North Carolina Department of  
**PUBLIC INSTRUCTION**

#### Overview of the Institution

Greensboro College is an independent, coeducational college affiliated with the United Methodist Church. The College is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. Greensboro College aspires to provide all students with a transformative, universally designed educational experience that positively affects their lives so they may realize their full potential. It is located on seventy acres of tree-lined campus in a historical district bordering downtown Greensboro. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. The College grew out of Reverend Peter Doub's dream to found a preparatory school for young women. It became co-educational in 1954. Greensboro College now serves approximately 1000 men and women. The College serves a diverse population from 30 states and 15 countries. More than one-third of the students are adult learners. The College is committed to the belief that through a disciplined pursuit of truth, its students acquire knowledge and develop a critical awareness that allows them to live humanely, responsibly and productively in a free society. Such lives are characterized by clarity of thought and expression, a sense of history, an understanding of literature, a knowledge of mathematics and science, an appreciation of the arts, an awareness of political and social realities, a familiarity with the biblical tradition and a respect for physical soundness. Through its professional, pre-professional and career-oriented programs, both undergraduate and graduate, Greensboro College encourages, as well, the professional development of its students.

## **Special Characteristics**

The Educator Preparation Program is committed to cultivating teachers who are reflective practitioners and is designed to help prospective teachers become more literate, articulate, intellectually independent, and professionally competent. Active learning, critical reflection, and disciplined inquiry are central to this program as candidates gain understanding about the thoughts and accomplishments of humanity. Theory and practice are combined to facilitate the development of professional educators who are prepared to meet challenges, celebrate diversity, and respond compassionately to their students. The program objectives are intended to guide the cultivation of “Reflective Practitioners” who use liberating/best practices, who engage in lifelong learning and who value difference. The small, personable nature of the college and the nurturing qualities of the Educator Preparation Program faculty offer traditional, non-traditional, licensure-only, and graduate students the encouragement, challenge, support, and guidance needed to become productive participants in their communities and chosen professions. The Educator Preparation Program offers a flexible schedule and small class size making it possible for adults and working students, as well as traditional students, to complete licensure programs while balancing other demands. Enthusiastic, competent faculty members, informed caring advisors, and supportive and knowledgeable staff work together to provide students with quality programs in teacher education.

## **Program Areas and Levels Offered**

Greensboro College offers initial licensure programs in the following areas: Birth through Kindergarten; Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Mathematics, and Science; Special Education: General Curriculum (K-12), and Special Education: Adapted Curriculum (K-12); English as a Second Language (K-12); Health/Physical Education (K-12); Art (K-12); Music (K-12); Theatre (K-12); and Secondary Education in English (9-12), Comprehensive Science Education (9-12); Mathematics (9-12), and Comprehensive Social Studies (9-12). Greensboro College offers Master’s Degree Programs leading to advanced licensure in Birth through Kindergarten Education, Elementary Education (K-6), Special Education: Adapted Curriculum (K-12), Special Education: General Curriculum (K-12) and Teaching English to Speakers of Other Languages (K-12).

## **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.**

The Greensboro College Educator Preparation Program is committed to cultivating “Reflective Practitioners” who value difference and seek to enhance the dignity of all students. Candidates in all licensure areas take SPE 2900, Diverse Populations and a corresponding fieldwork in a special education classroom setting. This course is a study of the various types of diversity present in a 21st century classroom and how that diversity affects student learning. Candidates develop knowledge of diverse abilities and cultures, understand their influences on all student learning, and differentiate instruction accordingly. The following topics are explored: English Language Learners; children in poverty; inviting, respectful, supportive, inclusive, and flexible environments; establishing partnerships with families; inclusion and other models of effective practice; the relationship of student behaviors to different cultural beliefs, learning styles, language preference, and socio-economic status; policies, process and procedures for providing special education services; the role of the regular classroom teacher in RTI; knowledge of IDEIA 2004 and the populations eligible for special education; and global awareness. Candidates seek solutions to overcome obstacles that prevent family and community involvement, with a focus on the development of cultural competence to support all families in a respectful, supportive manner. In addition to this course, differentiation, accommodation and modification are studied and applied in all specialty area pedagogy courses. In the practice edTPA planning, teaching and assessment tasks, candidates consider the learning needs of all students and in the commentaries, reflect on how they meet the planning, teaching and assessment needs of all learners. Teaching candidates to teach students with disabilities is a priority of the Greensboro College Educator Preparation Program.

**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 Greensboro College Educator Preparation Program is committed to cultivating “Reflective Practitioners” who value difference and seek to enhance the dignity of all students. Candidates in all licensure areas take SPE 2900, Diverse Populations and a corresponding fieldwork in a low performing school rich in language diversity. This course is a study of the various types of diversity present in a 21st

century classroom and how that diversity affects student learning. Candidates develop knowledge of diverse abilities and cultures, understand their influences on all student learning, and differentiate instruction accordingly. The following topics are explored: English Language Learners; children in poverty; inviting, respectful, supportive, inclusive, and flexible environments; establishing partnerships with families; inclusion and other models of effective practice; the relationship of student behaviors to different cultural beliefs, learning styles, language preference, and socio-economic status; policies, process and procedures for providing special education services; the role of the regular classroom teacher in RTI; knowledge of IDEIA 2004 and the populations eligible for special education; and global awareness. Candidates seek solutions to overcome obstacles that prevent family and community involvement, with a focus on the development of cultural competence to support all families in a respectful, supportive manner. In addition to this course, language, culture and second language learners are studied and applied in all specialty area pedagogy courses. In the practice edTPA planning, teaching and assessment tasks, candidates consider the learning needs of all students and in the commentaries, reflect on how they meet the planning, teaching and assessment needs of all learners including second language learners. Teaching candidates to teach students with language differences is a priority of the Greensboro College Educator Preparation Program.

**The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.**

The teacher licensure candidates at Greensboro College are prepared to provide high-quality integrated digital teaching and learning to all students through a number of instructional and pedagogical experiences. The Greensboro College educator preparation program uses LiveText to monitor and maintain electronic evidence portfolios. Candidates use LiveText throughout their courses and fieldwork experiences to submit course assignments, evidence artifacts and disposition assessments. Candidates are introduced to LiveText in the introductory course, EDU 2100, 21st Century Schools I. Most candidates take EDU 3100, Introduction to Planning, Technology and Assessment which introduces them to the use of instructional technology and digital learning. Digital teaching and learning is embedded in the specific licensure pedagogy courses. For example, Elementary and Special Education candidates take ELE 3780, Reading Methods and Assessment and ELE 3790, Mathematics Methods and Assessment in which they are required to write units that include lesson plans that incorporate the use of technology and digital student learning in the classroom. Candidates learn how to use discussion boards and virtual learning experiences to facilitate student learning. Faculty and candidates use white boards and document cameras in teaching and learning experiences in pedagogy and clinical courses.

Faculty participate in the Center for the Enhancement of Teaching and Learning (CETL) Faculty Learning Communities in which they have studied and applied best practices in 21st Century digital learning and principles of Universal Design for Learning. CETL workshops have been held on “flipping” the classroom, using Moodle to create instructional activities for students, and best practices for distance education. Faculty demonstrate and model effective uses of digital teaching and learning so that students engage in

learning experiences that can then be utilized in their fieldwork and clinical courses. Faculty also implement principles of UDL in their instruction by modeling best practices that will be carried into fieldwork and clinical experiences by educator preparation candidates. On-line and hybrid courses are integrated throughout general education core and major courses. Through these courses candidates engage in discussion boards, submit of on-line assignments, prepare for daily classes and practice UDL principles. Educator preparation candidates participate in and recognize the importance of digital teaching and UDL practices throughout their comprehensive experiences at Greensboro College.

**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.**

The teacher licensure candidates at Greensboro College are prepared to provide high-quality integrated digital teaching and learning to all students through a number of instructional and pedagogical experiences. The Greensboro College educator preparation program uses LiveText to monitor and maintain electronic evidence portfolios. Candidates use LiveText throughout their courses and fieldwork experiences to submit course assignments, evidence artifacts and disposition assessments. Candidates are introduced to LiveText in the introductory course, EDU 2100, 21st Century Schools I. Most candidates take EDU 3100, Introduction to Planning, Technology and Assessment which introduces them to the use of instructional technology and digital learning. Digital teaching and learning is embedded in the specific licensure pedagogy courses. For example, Elementary and Special Education candidates take ELE 3780, Reading Methods and Assessment and ELE 3790, Mathematics Methods and Assessment in which they are required to write units that include lesson plans that incorporate the use of technology and digital student learning in the classroom. Candidates learn how to use discussion boards and virtual learning experiences to facilitate student learning. Faculty and candidates use white boards and document cameras in teaching and learning experiences in pedagogy and clinical courses. Candidates utilize the principles imbedded in the edTPA tasks to analyze P-12 student learning, provide feedback and to improve student learning outcomes. Most candidates also take EDU 3355, Educational Assessment, which provides candidates with a basic understanding of the purpose, use, interpretations, and evaluation of educational assessments. Emphasis is placed on classroom assessments for students with and without exceptional learning needs, including curriculum-based measures, progress monitoring, evaluating student products and projects, and developing valid and reliable instruments. Interpretation of individual and group assessment information, communication of findings, and use of results for planning is a course focus. Candidates also utilize the structure of the edTPA assessment task to understand and analyze student learning patterns in order to enhance student learning outcomes. In response to COVID, candidates in advanced fieldwork, student teaching and clinical practicum utilized resources to teach remotely and face-to-face. Faculty used video taped teaching sessions to provide feedback to all candidates. Going forward Greensboro College will use GoReact to enhance feedback and instruction to candidates in the field.

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

The Greensboro College educator preparation program curriculum for elementary candidates has a long and sustained commitment to arts education and integrated curriculum construction. All elementary teacher education candidates take ELE 3755, Arts and Literature for Children, which is designed to provide a critical understanding of the creative arts and literature for children as well as to develop the strategies needed to integrate the arts and literature into the multicultural elementary classroom. This course also focuses on developing the skills and knowledge specific to the domains of visual arts, drama, dance, and music and the criteria for evaluating the genres of poetry, traditional literature, fiction and non-fiction in literature for children birth-elementary age which will form the basis from which integration methods can be developed, modeled and practiced. The integration of arts education across the curriculum is further reinforced in the elementary pedagogy courses in mathematics, reading, social studies and science.

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

The Greensboro College Educator Preparation Program faculty engage in continuous program and student assessment. Each specialty area submits annual program assessment reports as a part of the College's SACS continuing assessment cycle using student outcome performance linked to the College's five general learning outcomes: reading, writing, speaking, reasoning and thinking critically. In Educator Preparation, on-going student competence is also evaluated through clinical course assessments and evidence assessments in pedagogy and student teaching/clinical practicum courses linked to the North Carolina Professional Teaching and Specialty Area Standards. The Educator Preparation Program Assessment System also requires the annual distribution and analysis of satisfaction surveys of current candidates, graduates, supervising faculty, cooperating teachers and employers. This information is used to guide program practices and curriculum revision. The educator preparation faculty oversee all aspects of the program. They make decisions about candidate admission, curriculum, and assessment. Programs are reviewed annually and findings are used to make program improvements. The Teacher Education Committee meets monthly throughout the academic year and each meeting provides the opportunity for formative and summative evaluation. At Greensboro College, self-study is continuous and on-going. The Program's conceptual framework, Teachers as Reflective Practitioners, requires that the reflective teaching cycle be applied to all functions of the program. This amounts to the principles of self-study being embedded in all practices of the program.

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

All Greensboro College licensure seeking candidates engage in a sequentially designed set of full semester field experiences beginning no later than the first semester of the junior year. All fieldwork experiences are linked to identified professional studies and content major courses and include early, intermediate and advanced candidate engagement. All candidates complete a minimum of four fieldwork placements and minimum of 150 hours of contact experience prior to student teaching. This results in all candidates being enrolled courses linked to field experiences each semester prior to student teaching as they complete their major and professional studies requirements. All candidates are placed in at least one and typically more than one low performing school prior to and including student teaching. One early field experience, requiring a minimum of 25 contact hours, is in a low performing school setting where candidates observe and assist the classroom teacher. A second early field experience is in an exceptional child setting in a special education classroom. Candidates in early fieldwork settings reflect on the context for learning by analyzing school, classroom and student demographics and by conducting a teacher interview and completing a dispositions self-assessment. Intermediate field experience requires a minimum of 25 contact hours in a setting matching the candidate's licensure area where the candidate begins to plan and implement learning experiences/lesson plans and learning segments/units. All licensure areas require two advanced level field experiences where candidates complete a minimum of 50 contact hours in each placement. During advanced field experience, candidates co-plan and co-teach at least one lesson with the clinical educator, candidates plan and teach at least one videotaped lesson and candidates plan and teach at least one lesson that is directly observed by the college supervisor. Candidates reflect on their teaching using a reflection rubric and also design a professional development plan that is used during student teaching. In addition to feedback on three lessons, advanced field experience candidates are formally assessed at the mid-term and end of the semester. Additionally, one of the advanced field experiences occurs in the school and with the clinical educator who will supervise the candidate's student teaching the following semester. During this final advanced fieldwork candidates conduct a "practice edTPA" and are provided with feedback on the degree to which their planning, teaching and assessment reflect the best practices embedded in edTPA. This two-semester structure of advanced field experience followed by student teaching in a continuous setting provides candidates with opportunities to develop deeper engagement with P-12 students which is needed for candidates to grow in their knowledge, skills and dispositions.

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

All candidates will have a beginning of the school year experience in the fall connected to either the advanced 50-hour field experience placement or the actual student teaching. Candidates are asked to attend teacher work days, in-service workshops, and orientation meetings that precede P-12 students' arrival. Candidates are then asked to be in the classroom as P-12 students begin the school year. The structure of this experience provides opportunities for candidates to observe and assist teachers in instructional planning, classroom set-up, and management system design. End of the school year experiences are more problematic given that the College's semester ends in May and the P-12 public school year typically does not end until the middle of June. However all candidates teaching in settings

where the block schedule is used, do have the opportunity to observe and participate in the ending of a P-12 school course and semester.

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

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

11       % 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.**

During the 2020-2021 academic year, the Greensboro College Teacher Education Committee established a Literacy Task force to analyze, organize and implement literacy strategies. Members of this Task Force include the program coordinators and faculty in Elementary Education, Special Education, Birth through Kindergarten Education, and English as a Second Language Education. All course syllabi in literacy related courses were examined and intentionally aligned with the Foundations and International Dyslexia Association competencies and objectives. It was affirming to note that the Science of Reading goals were firmly in place in the existing courses but that the intentional alignment of objectives with course goals made the focus on the Science of Reading more intentional. The Task Force also analyzed the fieldwork and clinical experiences of candidates and developed a specific literacy requirement for the candidates taking the initial fieldwork classes. This assignment asks the candidates to observe the practices of the cooperating teacher/clinical educator in relation to the Test Objective of Foundations of Reading and the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. The Literacy Task Force also examined the NC State Board of Education Literacy Task Force recommendations with regard to Professional Development for faculty and cooperating teachers/clinical educators. The Task Force will be implementing workshops for Teacher Education Committee members that will focus on the Science of Reading and course integration. The Task Force also designed a Graduate Certificate in Literacy that will be available for Cooperating Teachers and Clinical Educators



beginning Fall 2021. The Task Force will continue to meet assuring that the NC State Board of Education Literacy Task Force recommendations remain in place in the Greensboro Teacher Preparation Program.

**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	All LEAs and Schools with whom Greensboro College has Partnership and MOUs: Guilford, Randolph, Alamance-Burlington, Rockingham, Davidson, Caswell, Cabarrus, Gaston, Buncombe, Winston-Salem Forsyth, Guilford Child Development, Forsyth Academy
Start and End Dates	July 1, 2020 to present
Priorities identified in Collaboration with LEAs/Schools	To provide on going professional development, pipeline for teachers, fieldwork and student teaching candidates.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Professional development Support during COVID-19 Collaborative planning to provide resources Resources for Remote teaching and learning
Summary of the Outcome of the Activities and/or Programs	Candidates, Greensboro College faculty supervisors and Clinical Educators were able to sustain clinical experiences for all candiates.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	All LEAs and Schools with whom Greensboro College has Partnership and MOUs: Guilford, Randolph, Alamance-Burlington, Rockingham, Davidson, Caswell, Gaston, Buncombe, Cabarrus, Winston-Salem Forsyth, Guilford Child Development, Forsyth Academy
Start and End Dates	Ongoing
Priorities identified in Collaboration with LEAs/Schools	Provide new teachers Provide authentic clinical placements Provide two-way professional development
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	On-going professional development HR directors presenting to candidates: interview preparation, application process, and beginning teacher support COVID-19 resource support
Summary of the Outcome of the Activities and/or Programs	Greensboro College Teacher Education candidates have successfully obtained employment
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Guilford and Rockingham County Schools
Start and End Dates	March 25th - June 4th
Priorities identified in Collaboration with LEAs/Schools	To provide a lending library to NC pre-K classrooms in Guilford and Rockingham Counties that intentionally supported meaningful family engagement. Providing engaging children's literature with associated prompts to guide families to engage children in language-rich interactions. To support teachers in providing the

	necessary supports to families to allow them to overcome barriers and engage in developmentally appropriate, literacy experiences at home in the wake of the Covid pandemic.
Number of Participants	12 classroom teachers; approximately 120 children and families
Activities and/or Programs Implemented to Address Priorities	Month long lending library provided to 12 classrooms with specifically customized children's books; language and literacy logs for families; check out systems that allowed children to independently choose and check out their books.
Summary of the Outcome of the Activities and/or Programs	Families responded positively to the program and gave positive feedback on a family survey. Teachers were able to use the linked standards on the back of family engagement cards and families signatures as evidence of collaborative assessment. Teachers responded to a teacher survey expressing appreciation for support and customized book selections based upon the unique needs of each classroom.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Rockingham County Schools
Start and End Dates	January 2021 - present
Priorities identified in Collaboration with LEAs/Schools	Create a Teacher Pipeline for Rockingham County School high school students to continue to Rockingham Community College and then transfer to Greensboro College to complete a 4-year degree and teacher licensure.
Number of Participants	Rockingham County School administrators, Rockingham Community College faculty and administrators, and Greensboro College faculty

<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>Created advising templates for Community College advisors to use to guide students through the Associate Degree while fulfilling Greensboro College General Education core requirements.</p> <p>Outlined the Teacher Pipeline at the High School Level.</p> <p>Reviewed Community College education course descriptions to identify equivalencies.</p> <p>Identified existing barriers for licensure completion.</p> <p>Discussed financial aid opportunities</p> <p>Established implementation goals.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>As a result of planning meetings, all initiatives are set to begin fall 2021.</p>
<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Guilford County Schools</p>
<p>Start and End Dates</p>	<p>August 2020-April 2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>Aid student teachers and fieldwork observers the opportunity to learn, observe, manage and teach physical education within a virtual and hybrid environment.</p>
<p>Number of Participants</p>	<p>Approximately 20-25 per class session</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>Greensboro College HLPE Department shared Human Kinetics along with SHAPE America, in which free virtual online webinars to help PE teacher transition to the fully virtual atmosphere the pandemic created. These webinars fostered</p>

	professional development for clinical educators, student teachers and fieldwork participants.
Summary of the Outcome of the Activities and/or Programs	Successful and has potential to be utilized again
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Charlotte Mecklenburg Schools
Start and End Dates	September 1, 2020
Priorities identified in Collaboration with LEAs/Schools	Supporting Els with a classroom library at Shamrock Gardens Elementary School.
Number of Participants	1 ESL teacher and 23 students
Activities and/or Programs Implemented to Address Priorities	Supported teacher with securing funds for a class library for Intermediate/Advanced students (Levels 3-5) and Novice students (Levels 1-2)
Summary of the Outcome of the Activities and/or Programs	The ESL teacher was able to purchase books, including bilingual books for a class library.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	
Start and End Dates	
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	
Summary of the Outcome of the Activities and/or Programs	

LEAs/Schools with whom the EPP has Formal Collaborative Plans	
Start and End Dates	
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	
Summary of the Outcome of the Activities and/or Programs	

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	17
Female	32
Gender Neutral	0
Gender Not Provided	0
<b>Total</b>	<b>49</b>
Race/Ethnicity	Number
African-American	25
Am. Indian/ Alaskan Native	0
Asian	0
Hispanic/Latino	1
Native Hawaiian/ Pacific Islander	1
White	20
Two or More Races	2
Race Not Provided	0
<b>Total</b>	<b>49</b>

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

<b>Full-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Undergraduate</b>	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	3	White	15	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>18</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0

	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Undergraduate</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	1	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	8	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
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>23</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	8	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	0	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	2	White	11	White	0



	Two or More Races	1	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>23</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
<b>PC - Completed program but has not applied for or is not able for a license.</b>						
<b>LC-completed program and applied for license.</b>						
Prekindergarten	0	3	0	7	0	5
Elementary	0	1	0	1	0	1
Middle Grades	0	0	0	1	0	0
Secondary	0	0	0	0	0	0
Special Subjects	0	2	0	1	0	3
Exceptional Children	0	0	0	1	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>9</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	14	14	100.00	10	71.43
	State	825	686	83.15	689	83.52
Traditional	Institution	10	10	100.00	*	*
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available \* - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

**E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.**

LEA	Number of Teachers
Guilford County Schools	274
Rockingham County Schools	95
Alamance-Burlington Schools	54
Winston Salem / Forsyth County Schools	43
Randolph County School System	33
Wake County Schools	30
Davidson County Schools	16
Charlotte-Mecklenburg Schools	15
Iredell-Statesville Schools	9
Durham Public Schools	8
Asheboro City Schools	8

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

Measure	Baccalaureate
MEAN SAT Total	1,029.17

MEAN SAT Math	524.44
MEAN SAT Verbal	473.33
MEAN ACT Composite	*
MEAN ACT Math	N/A
MEAN ACT English	N/A
MEAN CORE Combined	*
MEAN CORE Reading	*
MEAN CORE Writing	*
MEAN CORE Math	*
MEAN GPA	3.74
* 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)	5	100	5	100	5	100	5	100
2017	English	1	*	1	*	1	*	1	*
2017	Health and Physical Ed	1	*	1	*	1	*	1	*
2017	M.G. Science	1	*	1	*	1	*	1	*
2017	M.G. Social Studies	1	*	1	*	1	*	1	*
2017	Math (grades 9-12)	1	*	1	*	1	*	1	*

2017	Spec Ed: Adapted Curriculum	2	*	2	*	2	*	2	*
2017	Institution Summary	12	100	12	100	12	100	12	100
2018	Elementary (grades K-6)	2	*	2	*	2	*		
2018	Health and Physical Ed	2	*	2	*	2	*		
2018	M.G. Math	1	*	1	*	1	*		
2018	Music	2	*	2	*	2	*		
2018	Science (grades 9- 12)	2	*	2	*	2	*		
2018	Spec Ed: Adapted Curriculum	5	100	5	100	5	100		
2018	Spec Ed: General Curriculum	1	*	1	*	1	*		
2018	Institution Summary	15	100	15	100	15	100		
2019	Elementary (grades K-6)	4	*	4	*				
2019	English	1	*	1	*				
2019	Health and Physical Ed	3	*	3	*				
2019	M.G. Social Studies	1	*	1	*				
2019	Math (grades 9- 12)	1	*	1	*				
2019	Music	1	*	1	*				
2019	Science (grades 9- 12)	1	*	1	*				
2019	Social Studies (grades 9- 12)	3	*	3	*				

2019	Spec Ed: Adapted Curriculum	5	100	5	100				
2019	Institution Summary	20	100	20	100				
2020	Elementary (grades K-6)	2	*						
2020	English	1	*						
2020	M.G. Math	1	*						
2020	Music	2	*						
2020	Spec Ed: Adapted Curriculum	4	*						
2020	Institution Summary	10	100						

**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>
4	3	10

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

12.40
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**J. Teacher Effectiveness.**

<b>Teacher Effectiveness</b>
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a ‘beginning teacher’ as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of ‘Developing’ to ‘Distinguished’. Effective 2020-21, at the end of their third year beginning teachers must be rated ‘Proficient’ on Standards 1-5</p>

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%	0.00%	71.43%	23.81%	4.76%	21	0
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89

**Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students**

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	72.22%	27.78%	0.00%	18	3
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197

**Standard Three: Teachers Know the Content They Teach**

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	83.33%	16.67%	0.00%	18	3
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%	9.52%	61.90%	23.81%	4.76%	21	0
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89

**Standard Five: Teachers Reflect on Their Practice**

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	5.56%	77.78%	16.67%	0.00%	18	3
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<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:	14.29%	85.71%	0.00%	7	14
State Level:	13.49%	81.42%	5.09%	1,238	1,169

\* 'Unavailable' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.

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