

2020-2021

EPP Bachelor Performance Report

Lees-McRae College



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

Lees-McRae College is a small, private, college with a liberal arts tradition that is affiliated with the Presbyterian Church (USA). Located in Banner Elk, North Carolina, the College was founded in 1900 by the Reverend Edgar Tufts to meet the educational and spiritual needs of students in the northwestern mountains of North Carolina. As a four-year school with a varied and challenging curriculum embedded in the liberal arts tradition, the college provides both the knowledge and skills to prepare students for a productive and satisfying life. Offering both Bachelor of Arts (BA) and Bachelor of Science (BS) degree options, the College provides students a choice of twenty-nine programs of study ranging from the physical, natural, and social sciences to business administration, education, and theatre arts. The College has broadened its presence in the state by establishing several online degree completion programs to add to the collaborative extended-campus degree programs at Surry Community College serving both traditional and non-traditional students. Elementary Education programs, Special Education, and the new MAT in Secondary Education programs in History or English are online and at one community college and serve a group of students who might not otherwise be able to attend Lees-McRae. The college is committed to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration for both the high professional and personal standards required of teachers. The college is also committed to assisting lateral entry educators in acquiring the preparation necessary to be recommended to the State of North Carolina for licensure. The development of an electronic portfolio illustrating knowledge of and proficiency in the North Carolina Teacher Candidate Standards is required of all teacher candidates. The electronic portfolio, begun in the fall of 2010,

provides assurances documenting that every candidate meets each of the North Carolina Professional Teaching Standards. All programs have been approved by the North Carolina State Board of Education. All rubrics for evaluating state assurances were presented to North Carolina Department of Public Instruction for comment. These rubrics and their evidences are the basis for continued state program approval.

Special Characteristics

Extended-campus teacher education programs are identified by Lees-McRae College as one of its "Flagship Programs." This designation reflects the college's respect for and commitment to dedicating long-term resources to the Department of Education through continued development and expansion of vigorous licensure programs. The LMC Teacher as Reflective Practitioner conceptual framework and candidate exit criteria are currently aligned with the North Carolina Professional Teaching Standards. The Teacher as Reflective Practitioner Framework is a broad, all-encompassing framework which includes mentoring as a relevant and significant aspect of reflective practice. The Reflective Practitioner framework merges reflection on theory and practice and is consistent with current research. Faculty members are knowledgeable in all areas of the teacher education program, competent in their respective skills, and supportive of candidates and colleagues – role models of reflective teaching. The LMC program demonstrates best practices in effective teaching, demonstrated by courses in assessment and differentiating instruction to meet the needs of all learners. By an overwhelming majority, program graduates express confidence and satisfaction in the level of preparation they receive in the Lees-McRae College Department of Education. Employers continue to be positive toward the work of program graduates as indicated by the hiring of many graduates in the schools where they completed their directed student teaching experience.

Program Areas and Levels Offered

The Lees-McRae College Department of Education offers two degrees at the undergraduate level (a Bachelor of Arts and a Bachelor of Science) in three licensure areas: Elementary Education (K-6), Special Education: General Curriculum (K-12), and Theatre Arts Education (K-12). Currently, the Department of Education offers these programs: Lees-McRae College, Banner Elk, NC: Bachelor of Arts or Bachelor of Science in Elementary Education (K-6), Bachelor of Arts or Bachelor of Science in Special Education: General Curriculum (K-12), Bachelor of Arts or Bachelor of Science in Theatre Arts Education (K-12), Licensure-Only Program of Study for Lateral Entry Teachers (K-6), and Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Surry Community College, Dobson, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional Development Coursework

for Beginning/Career Teachers. Lees-McRae College Elementary Education Program Online; Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional development coursework for beginning/career Teachers.

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.

All undergraduate teacher candidates at Lees-McRae College take a course during the first semester of their junior year, Managing Environments for Diverse Learners which includes instructional strategies and learning activities to meet the needs of students with disabilities. Concepts from this course are then embedded in all subsequent methods courses in reading, mathematics, science, and social studies methodology. Effective pedagogical strategies are modeled in professors' instruction, including the effective use of technology for increasing student engagement and learning. The capstone portfolio, PPAT, is completed during student teaching. The portfolio requires that teacher candidates demonstrate their ability to assess and plan effective instruction and learning activities for learners with exceptionalities.

Teacher Candidates in the EC General Curriculum Program focus their coursework on effective strategies to teach students with a wide range of abilities. In addition, Teacher Candidates take coursework in IEP development, EC Assessment Process, working with Parents/Caregivers effectively, and working with General Education Teachers and Teaching Assistants effectively.

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.

All undergraduate teacher candidates at Lees-McRae College take a course during the first semester of their junior year, Managing Environments for Diverse Learners which includes instructional strategies and learning activities to meet the needs of students of limited English proficiency. Concepts from this course are then embedded in all subsequent methods courses in reading, mathematics, science, and social studies methodology. Effective pedagogical strategies are modeled in professors' instruction, including the effective use of technology for increasing student engagement and learning. The capstone portfolio, PPAT, is completed during student teaching. The portfolio requires that teacher candidates demonstrate their ability to assess and plan effective instruction and learning activities for learners with exceptionalities, including those who are limited English proficient.

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 candidates take a three credit hour course in Digital literacy, universal design for learning, and the effective use of media and technology in lesson planning. This course is taken during the second semester of the teacher candidates' junior year. Subsequently, lesson plans in methods courses require the teacher candidate to use educational technology in lesson plans and to provide a rationale for the effectiveness of the chosen application. The capstone portfolio (PPAT) requires the integration of technology into a lesson plan with a clear rationale for the purpose of the instructional technology and the rationale for why it would be effective in increasing engagement in the lesson and more effective learning for the students.

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.

Teacher candidates learn to use data to make instructional decisions in junior level courses (Teacher as researcher, classroom management, digital technologies) and in all methods courses at the junior and senior level. In methods courses teacher candidates learn to collect, organize, and analyze student data and then link that data to effective instructional decisions for students through the use of case studies and real data collected during their internship (methods courses in their senior year). The capstone portfolio (PPAT) requires the collection, management, and analysis of data and data use in assessment and lesson planning with a clear rationale for the processes and procedures used by the

teacher candidate. Teacher candidates demonstrate their ability to effectively use data for increasing student engagement in the lesson and more effective learning for the students in their classroom.

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

Elementary Teacher Candidates take a Methods Course designed to help integrate the creative arts across the curriculum. In this course, candidates explore the basic learning principles and the importance of multi-sensory instruction. This course prepares candidates to assess individuals and design highly creative instructional methods and strategies tailored to individual needs, abilities, and learning styles. Candidates are introduced to methods of teaching content areas through the multi-sensory processes, including visual arts, theater, music, creative movement, and the NC Healthful Living curriculum. Using an integrated thematic approach to instruction, teacher candidates build a knowledge base for each of the content areas. Competencies are aligned with NCSCS and national standards.

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

Learning outcomes for all courses in the Lees-McRae Teacher Education programs are based on the NC Teacher Standards (which are closely aligned to the current INTASC Standards). At the end of each semester (and informally at monthly Department meetings) full-time faculty review candidate progress and achievement on meeting each of the NC Teacher Standards (our Student Learning Outcomes: SLOs). Assessment data from aligned assignments is both aggregated and disaggregated to determine at what level candidates are performing in each of the six assurances for meeting the NC Teacher Standards. During each meeting, decisions are made about changes that may or may not need to be made to specific assignments or courses in order to increase achievement on each of these aligned assignments. Programmatic assessment is an ongoing process.

In the full 7-year cycle of CAEP/TEAC Accreditation, Lees-McRae uses the self-study process to demonstrate how the program meets the Five CAEP Standards and meets criteria toward unit self-study. A similar process to our programmatic assessment is utilized, using data from the full seven-years. Data from the six evidences is aggregated and disaggregated to determine at what level candidates are meeting each of the Five CAEP Standards. While we are not, at this point, applying for CAEP reaccreditation, we still follow the full 7-year cycle for assessment.

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

In the western part of NC, we do not have many low performing schools. To adjust for this, our program ensures that Teacher Candidates have a wide variety of experiences with students of differing needs and students who perform in the lower 25% of their school. Our TCs have experiences with students in K-6 schools and 6-12 schools designated as “low wealth” families within our school system. Our TCs work with students designated as “at risk” and academically and/or behaviorally functioning in the lower 25% of the students within the school during their observation hours and during their Internship semester. Additionally, our candidates have experiences in collaborating with other professionals and family/caregivers and planning and implementing instruction with students with disabilities in the general classroom setting, students who are Limited English proficient, and students who are in the lower tiers in mClass and iReady Reading and Mathematics assessments.

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

Lees-McRae College requires a 16-week student teaching experience the final semester of the teacher education program. During the semester prior to Student Teaching, LMC requires teacher candidates to complete a 150-hour (5 weeks) Field Experience as they complete their senior level teaching methods courses. Students also complete 50 hours of classroom observation and participation during their junior year in the teacher education program. This schedule assists us to strategically ensure that our teacher candidates have a wide-range of experiences within the public school environment.

The Internship semester provides our teacher candidates with the opportunity to observe Classroom Teachers (CTs) implementing strategies they are learning in their methods courses. TCs plan lessons and implement strategies and methods under the guidance of their CT. The following semester, our teacher candidates engage in full-time student teaching. Based on this 2-semester schedule our teacher candidates will engage in experiences at the beginning and the ending of the school year.

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

Data not
provided

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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.

Data not provided.

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	Mt. Airy, Stokes, Surry, Wilkes, Winston-Salem Forsyth, Yadkin
Start and End Dates	Thursday, April 26, 2018, Thursday, April 25, 2019 , Virtual job fair held April 2020 due to COVID-19 closings
Priorities identified in Collaboration with LEAs/Schools	Need for additional teachers due to shortage
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Held a joint job fair, planned and implemented by Lees-McRae
Summary of the Outcome of the Activities and/or Programs	Mt. Airy, Stokes, Surry, Wilkes, Winston-Salem Forsyth, Yadkin

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Region 7 and Region 8 School Systems
Start and End Dates	2014-2020 quarterly meetings during academic year
Priorities identified in Collaboration with LEAs/Schools	IHE/LEA Partnerships with BT Coordinators through RESAs
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Alignmnet between teacher preparation programs and beginning teacher support
Summary of the Outcome of the Activities and/or Programs	Region 7 and Region 8 School Systems
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Watauga, Stokes, Mt. Airy, Wilkes, Winston-Forsyth, Yadkin, Surry, Avery in NC; Carter County, TN
Start and End Dates	April 2014, April 2015, April 2016, April 2017, April 2018, April 2019 . Held virtually in April 2020 due to COVID closures
Priorities identified in Collaboration with LEAs/Schools	Interview skills/Mock interviews
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Preparing for successful interviews
Summary of the Outcome of the Activities and/or Programs	Watauga, Stokes, Mt. Airy, Wilkes, Winston-Forsyth, Yadkin, Surry, Avery in NC; Carter County, TN

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wilkes County and Surry County Schools
Start and End Dates	Twice per semester 2013-14, 2014-15 and 2015-16, 2016-2016, 2017-2018, 2018-2019 2019-2020
Priorities identified in Collaboration with LEAs/Schools	Implementing classroom management skills
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Guest speakers
Summary of the Outcome of the Activities and/or Programs	Wilkes County and Surry County Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Avery County Schools
Start and End Dates	2010-2016 and ongoing,
Priorities identified in Collaboration with LEAs/Schools	Improve reading comprehension and fluency of developmental readers
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Schools requested, trained, and supplied reading tutors for Read to Achieve at Freedom Trail, Banner Elk, and Newland Elementary Schools
Summary of the Outcome of the Activities and/or Programs	Avery County Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Avery County Schools
Start and End Dates	2012-2016 and ongoing

Priorities identified in Collaboration with LEAs/Schools	Improve students' mathematical practices and problem-solving skills
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Requested by school system and provided candidates to tutor individual and small groups of K-5 students at Crossnore Elementary, Newland Elementary, and Banner Elk Elementary Schools.
Summary of the Outcome of the Activities and/or Programs	Avery County Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Avery County Schools
Start and End Dates	Spring 2014, 2015, 2016, 2018
Priorities identified in Collaboration with LEAs/Schools	Creative Expression (A+ Schools)
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Short Plays taken to Elementary Schools
Summary of the Outcome of the Activities and/or Programs	Avery County Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Stokes County Schools, Wilkes, Surry County
Start and End Dates	2014-15 academic year, 2015-16 academic year, April 2019 Not able to hold during April 2020 due to COVID closures
Priorities identified in Collaboration with LEAs/Schools	Interviews, working with parents, classroom management

Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Visiting speakers from Stokes County Schools
Summary of the Outcome of the Activities and/or Programs	Stokes County Schools, Wilkes, Surry County
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wilkes County Schools
Start and End Dates	2017-2018, 2018-2019, 2019-2020 academic years
Priorities identified in Collaboration with LEAs/Schools	Digital Learning Competencies; Integrating Technology into curriculum
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	6 PLC meetings focusing on Instructional Technology and Digital Competencies
Summary of the Outcome of the Activities and/or Programs	Wilkes County Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Stokes, Surry, Yadkin, Wilkes
Start and End Dates	Nov-18
Priorities identified in Collaboration with LEAs/Schools	Beginning Teacher Conference
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Beginning teachers spoke to teacher candidates about their first year in teaching. Teacher candidates shared new strategies for mathematics instruction.

Summary of the Outcome of the Activities and/or Programs	Stokes, Surry, Yadkin, Wilkes
LEAs/Schools with whom the EPP has Formal Collaborative Plans	North Carolina Schools (Math Conference)
Start and End Dates	November 2-3,2017, November 2018, November 2019
Priorities identified in Collaboration with LEAs/Schools	Math Strategies using manipulatives
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Teacher candidates presented a session at the NC State Math Conference
Summary of the Outcome of the Activities and/or Programs	North Carolina Schools (Math Conference)
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Mitchell County
Start and End Dates	September 3,2017; September 2018, September 2019
Priorities identified in Collaboration with LEAs/Schools	Agriculture and Economics in Mitchell County
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Teacher candidates lead students practicing literacy skills as they learned about Christmas trees, making homemade ice cream (science), and making compost for school and home use.
Summary of the Outcome of the Activities and/or Programs	Mitchell County

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Surry, Wilkes, Yadkin, Mt. Airy, Stokes, Ashe, Forsythe
Start and End Dates	Apr-19, planned for April 2020 but unable to hold due to COVID closures
Priorities identified in Collaboration with LEAs/Schools	obtaining beginning teachers
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Teacher Fair. School districts had 2 people representing each of the districts and teacher candidates were able to interview with school system personnel.
Summary of the Outcome of the Activities and/or Programs	Surry, Wilkes, Yadkin, Mt. Airy, Stokes, Ashe, Forsythe
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Stokes
Start and End Dates	March-19, March 2020
Priorities identified in Collaboration with LEAs/Schools	Career Fair for 8th grade students
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	A career fair was held for 8th grade students to introduce them to college and career readiness skills and to the field of teacher education.
Summary of the Outcome of the Activities and/or Programs	Stokes
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Surry, Yadkin, Caldwell County Early Colleges

Start and End Dates	October-19
Priorities identified in Collaboration with LEAs/Schools	The need for college information for early college students
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	College entry requirements and programs offered were discussed with early college students
Summary of the Outcome of the Activities and/or Programs	Surry, Yadkin, Caldwell County Early Colleges
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Surry County and Stokes County
Start and End Dates	October 2020
Priorities identified in Collaboration with LEAs/Schools	Science Fair for third through fifth grade students in both counties
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Judging of the science fair projects
Summary of the Outcome of the Activities and/or Programs	Surry County and Stokes County

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	
Female	
Gender Neutral	

Gender Not Provided	
Total	
Race/Ethnicity	Number
African-American	
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	
White	
Two or More Races	
Race Not Provided	
Total	

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	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	1	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	3	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	7	White	54	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
	Total	7	Total	60	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0

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

	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

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

Program Area	Bachelor Degree		Licensure Only		Residency	
	PC	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	0	0	0	0	0
Elementary	25	6	0	0	0	0
Middle Grades	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
Special Subjects	0	0	0	0	0	0
Exceptional Children	0	0	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	25	6	0	0	0	0
Comment(s):						

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

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	N/A	N/A	N/A	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	33	31	93.94	22	66.67
	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
Surry County Schools	140
Burke County Schools	81

Wilkes County Schools	45
Winston Salem / Forsyth County Schools	40
Yadkin County Schools	38
Avery County Schools	37
Stokes County Schools	37
McDowell County Schools	25
Mitchell County Schools	24
Mount Airy City Schools	23

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

Measure	Baccalaureate
MEAN SAT Total	1,113.33
MEAN SAT Math	576.67
MEAN SAT Verbal	538.57
MEAN ACT Composite	22.43
MEAN ACT Math	22.14
MEAN ACT English	22.71
MEAN CORE Combined	517.33
MEAN CORE Reading	174.78
MEAN CORE Writing	167.73
MEAN CORE Math	167.53
MEAN GPA	3.84
* 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)	30	50	30	80	30	80	30	86.67
2017	Institution Summary	30	50	30	80	30	80	30	86.67
2018	Elementary (grades K-6)	23	69.57	23	73.91	23	91.3		
2018	Institution Summary	23	69.57	23	73.91	23	91.3		
2019	Elementary (grades K-6)	30	93.33	30	96.67				
2019	Institution Summary	30	93.33	30	96.67				
2020	Elementary (grades K-6)	17	88.24						
2020	Spec Ed: General Curriculum	3	*						
2020	Institution Summary	20	85						

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
4	0	14

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

1:6

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%	9.09%	77.27%	13.64%	0.00%	22	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%	9.09%	68.18%	22.73%	0.00%	22	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%	13.64%	68.18%	18.18%	0.00%	22	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%	9.09%	77.27%	13.64%	0.00%	22	1

State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<i>Standard Five: Teachers Reflect on Their Practice</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	13.64%	68.18%	18.18%	0.00%	22	1
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:	5.56%	77.78%	16.67%	18	5
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.