

# 2020-2021

## EPP Bachelor Performance Report

Queens University

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North Carolina Department of  
**PUBLIC INSTRUCTION**

### Overview of the Institution

#### Historical Context:

In June 2002, Queens College officially became Queens University of Charlotte. A new president, Dan Lugo, was appointed in July 2019.

Queens University of Charlotte is a diversified, coeducational, private, student-centered liberal arts institution affiliated with the Presbyterian Church. The university's motto is "Not be served, but to serve."

Queens was founded in 1857 as the Charlotte Female Institute, which was located in the center of Charlotte. In 1914, after a series of mergers and name changes, the college was re-located to its present Myers Park campus, and adopted the name "Queens College", recalling Charlotte's 18th century Queens College. Chartered in 1771, this original Queens College was founded by non-conformist Presbyterians during the American Revolution. The original Queens promised to provide students with an education in the liberal arts and sciences so that they might be of service to their friends and country. The idea was to join the "liberal" with the "practical" so that together they might better enhance service, which remains central to the Queens ethos.

A dynamic diversity within unity is the single most striking characteristic of Queens University of Charlotte. The Queens community shares a common tradition and a common mission, and seeks to attract those who share common standards of honor and a common commitment to servant-leadership and good stewardship.

Though a small institution, Queens serves an amazing array of students. For efficiency in serving the needs of these students, the university is divided into six units serving approximately 2,400 students. A private, co-ed, masters-level university, Queens serves undergrad and graduate students in academic programs across the liberal arts and sciences as well as the professional fields of Business, Communication, Nursing, Health and Education. All degree programs are grounded in a liberal arts core to help students hone their critical thinking, problem solving and communication skills. The College of Arts and Sciences (CAS) offers traditional liberal arts majors in a unique interdisciplinary Core program, an international experience, and career preparation through a required internship. The units across campus are The Hayworth School of Graduate and Continuing Studies, The Cato School of Education, The McColl School of Business, The Blair College of Health, The Presbyterian School of Nursing, and The Knight School of Communication. All Queens programs emphasize active learning, close student-teacher relationships, and connection between classroom theory and the world of work using the greater Charlotte area for experiential learning. The purpose of Queens University of Charlotte is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to society at large, which is exercised through personal service expressed in the Queens Motto: "Not to be served, but to serve."

This diversity within unity also makes Queens a dynamic institution. Queens has, throughout its history, been an institution eager to experiment, change and seize opportunities - an entrepreneurial organization.

## **Special Characteristics**

Queens University of Charlotte will be recognized as a leading comprehensive university, distinguished by its commitment to transforming the lives of its students and enhancing the intellectual and cultural fabric of its community.

### Our Values:

To fulfill its mission and its vision, Queens University of Charlotte acts upon the following values:

Focus on Students: We value the factors which foster student success: an intimate learning environment, excellence in teaching, intellectual curiosity, and an education grounded in the liberal arts

tradition, one which develops critical thinking, creativity, communication, commitment to ethical behavior, responsible citizenship and which serves as a foundation for successful and fulfilling lives.

Integrity and Respect: We value a sense of caring and community, seek to promote diversity and respect for all people and we recognize the importance of personal integrity and ethical action.

Stewardship: We value and are committed to those who learn and work at Queens, and we are proud of our university. We will responsibly manage our heritage, our resources and our reputation in the community to ensure that we remain a source of pride for our students, faculty, staff, donors and alumni.

Creativity and Innovation: We value creative and innovative thinking and acting, both in the classroom and in advancing Queens toward its vision as a leading comprehensive university and a community asset.

Service: We value responsibility and service to the society at large, in keeping with our Presbyterian connection and as expressed in our motto, "Not to be served, but to serve."

To fulfill its mission, Queens provided its students with opportunities to develop:

- a personal philosophy of life reflecting high ethical standards and spiritual values, commitment to service, and a recognition of the intrinsic worth of all individuals.
- an ability to think clearly and independently, to make critical judgements in a variety of changing contexts, and to communicate effectively in writing and speaking.
- a basic knowledge of the academic disciplines and their interrelationships, and a special competency in one or more areas of study in preparation for professional activities or graduate study.
- appropriate knowledge and abilities to work creatively with others, to adapt to change, and to be responsible citizens and leaders in their communities with an understanding and appreciation of culture, including an informed respect for the differences among cultures and an understanding of the global nature of our society.

### Characteristics of the Institution

Queens is a diversified, coeducational, private, student-centered liberal arts institution affiliated with the Presbyterian Church. The Queens University of Charlotte campus is less than three miles away from Uptown Charlotte, North Carolina. Charlotte is located in Mecklenburg County and is one of the fastest growing business and arts communities in the nation; a thriving metropolitan center known for outdoor recreation, quality of life and a vibrant business community.

## **Program Areas and Levels Offered**

Queens University of Charlotte offers licensure at the undergraduate level in the following areas:

\*Elementary (K-6);

\*Secondary (9-12) in the areas of Biology, English, Mathematics, Chemistry, Earth Science, Physics, Social Studies and History and special subjects (K-12) in foreign language, French and Spanish.

\*Post baccalaureate level for a Masters of Arts in Teaching in Elementary (MAT) (K-6), Masters of Education with Specialization in Literacy, SPED, AIG, or Instructional Technology (M.Ed.) (K-12) and a Master of Arts in Educational Leadership (MEL),

\*Licensure only in elementary, secondary, and special subjects listed above.

\*Add-on licensure programs for AIG, SPED, Literacy, and Instructional Technology.

## **Pathways Offered**

<b>Traditional</b>	<b>Lateral Entry</b>	<b>Residency</b>
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.**

Queens has two required courses “Exceptional Learners” and “Needs of Diverse Learners” which explicitly teach candidates how to effectively teach students with disabilities. Also, other courses such as “Data Driven Instruction”, “Critical Issues in Education”, “Teaching Students of Poverty and ELL” explicitly helps candidates understand how to effectively teach students with disabilities. In addition, in

all of the methods courses this topic is strategically addressed and as candidates are planning lessons and units they are required to address the needs of all learners in the classroom including explicitly explaining how they will teach students with disabilities.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.**

Queens has three required courses “Exceptional Learners”, “Needs of Diverse Learners”, and “Teaching Students of Poverty and ELL” which explicitly teach candidates how to effectively teach students who have limited English proficiencies. In “Teaching Students of Poverty and ELL” candidates are required to tutor ELL in the area of reading comprehension to practice the strategies and skills learned in class. Also, in other courses such as “Data Driven Instruction” and “Critical Issues in Education” the content explicitly helps candidates understand how to effectively teach students with disabilities. In addition, in all of the methods courses this topic is strategically addressed and as candidates are planning lessons and units they are required to address the needs of all learners in the classroom including explicitly explaining how they will teach ELL.

Additionally, students are required to complete some of their clinical hours in school which have a high population of ELL students and a large number of our students complete their student teaching requirement in a school with a high population of ELL students.

**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.**

Queens has a required course “Instructional Technology” that explicitly teaches candidates how to effectively integrate technology into the curriculum and to use as an effective instructional tool. In addition, candidates are required to complete a Technology Portfolio that includes a variety of examples as to how the candidates have used technology throughout their program. Additionally, candidates are required to include technology as part of instruction in most of the lessons they teach in clinical experiences. During student teaching, candidates are observed and graded on how well they have effectively implemented technology into their teaching.

**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.**

Queens has a required course "Instructional Technology" that explicitly teaches candidates how to effectively integrate technology into the curriculum and use as an instructional tool. During this course, candidates also learn how to collect, manage and analyze data for future planning and instruction. Another required course, "Data Driven Instruction" provides candidates practice with the tools current teachers use in the classroom to collect, manage and analyze data to improve their teaching. Candidates work with real data, go through the process teachers do to analyze and prepare lessons for students.

In addition, candidates are required to complete a Technology Portfolio that includes a variety of examples as to how the candidates have used technology as a data tool in addition to using it as a teaching tool throughout their program. Additionally, candidates are required to include technology as part of instruction in most of the lessons they teach in clinical experiences and during student teaching candidates are observed and graded on how well they have effectively implemented technology into their teaching.

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

Queens developed a course titled "Cultural Arts in Education" that focuses on how to effectively integrate arts education into curriculum. Candidates are required to learn how to use community resources to help with the integration of the arts. Assignments are required that allow candidates to demonstrate understanding. Faculty also address this integration in their content specific courses where appropriate.

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

We completed an accreditation Legacy NCATE visit in February 2016 and scored high ratings. None of the programs received Area For Improvements (AFI's). Each program also completes an annual assessment plan and report for the Queen's Planning and Institutional Effectiveness Department. In addition, faculty run reports from our Electronic Evidence Portfolios to track progress of all students in all programs. Data from the reports are analyzed by the Associate Dean and shared with faculty in an open discussion to determine specific areas of interest to focus upon in the upcoming year. This data is also shared with stakeholders during our initial Teacher Education Committee meeting in the fall.

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

All students in our elementary education program are required to complete a minimum of ten hours of clinical experience for each education methods course. The requirements for clinical experiences vary per course. Students are required to teach small group, whole class, and one-on-one tutoring throughout the program. All students complete more than one full semester of clinical experience in a low performing school. Prior to student teaching, elementary education students complete a minimum of 140 clinical hours in a variety of grade levels and school settings.

All students in our secondary education program are required to complete a minimum fifteen hours of clinical experience for each education course. The requirements for clinical experiences vary per course. All students complete more than one full semester of clinical experience in a low performing school. Prior to student teaching, secondary students complete a minimum of 110 clinical hours in a variety of grade levels and school settings.

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

Students in our elementary education program complete a year-long placement. In the secondary education program, students complete clinical experiences in the fall and spring; therefore, they receive experience in the classroom at both the beginning and end of the school year. Their student teaching is one semester and some complete this in fall while others complete this in spring.

**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.**

For elementary education program we have the following courses which all include the Science of Reading. All also include a minimum of 10-hour clinical experience:

1. Introduction to Balanced Literacy
2. Balanced Literacy for K-2
3. Balanced Literacy for 3-6
4. Integrating the Elementary Curriculum - this course focuses heavily on Phonics and Vocabulary instruction across content areas.

## **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	Charlotte Mecklenburg Schools
Start and End Dates	Fall 2020
Priorities identified in Collaboration with LEAs/Schools	Reading tutors and small group facilitators
Number of Participants	15 Queens students in the EDU 465 course
Activities and/or Programs Implemented to Address Priorities	Due to COVID, students took this course virtually and were limited as to accessibility to in person



	K-12 schooling. Because of this, students were given the flexibility to reach out to their clinical schools for opportunities to work and support students individually. This occurred in numerous ways and in numerous locations, with students reflecting on experiences and impact through weekly discussions and reflections.
Summary of the Outcome of the Activities and/or Programs	Despite the online nature of K-12 teaching and learning, students were still able to have an impact on student learning through this individualized community support efforts.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Charlotte Mecklenburg, NC Schools and Clover, SC Schools
Start and End Dates	July, 2020
Priorities identified in Collaboration with LEAs/Schools	<p>Improve student reading performance and strong family support.</p> <p>Initially, faculty at Queens discussed the possibility with the principal and the faculty members developed the clinic to assist struggling students and to help develop teaching strategies for our MEd students. However, due to COVID the students taking the course this summer did not complete tutoring at a clinic. They tutored one-on-one virtually or face to face with a student from their classroom or school.</p>
Number of Participants	3 students
Activities and/or Programs Implemented to Address Priorities	Free Summer Reading Clinic for 3 weeks in July
Summary of the Outcome of the Activities and/or Programs	<p>3 K-8 students were assessed and diagnosed by 3 M.Ed. (literacy) candidates during a free 3-week summer reading clinic.</p> <p>Reports were generated and shared with parents, as well as classroom teachers.</p>

	<p>Data from students, parents, administrators, and teachers regarding the experience were analyzed and used to make suggestions for each of the participants for the remainder of the summer and the following school year.</p> <p>3 students received formal reports. Data show that all increased in the area of reading comprehension. No students showed decreased achievement.</p> <p>On a student survey 3 out of 3 of the students felt they were more motivated in regard to literacy after their participation.</p> <p>Data from parent surveys indicated satisfaction of the overall program and progress of their children.</p>
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Oakhurst STEM Academy
Start and End Dates	Spring 2021
Priorities identified in Collaboration with LEAs/Schools	Dr. Ceglie and the STEM Facilitator worked together to strategically place Math students in classrooms where they could work with students needing remediation using flex time.
Number of Participants	Impact approximately 10 pre-service teachers and over 100 students
Activities and/or Programs Implemented to Address Priorities	STEM students worked in small groups and in one-on-one sessions with students in need of remediation. Queens students created integrated lessons to reteach standards.
Summary of the Outcome of the Activities and/or Programs	STEM students taught lessons to targeted elementary students and began work on improving their math competencies. Pre- and post- testing was done with

	the groups of students and anecdotal notes were taken to determine student growth. Data show elementary students improved in most competencies. Teachers noted an increase in student motivation in Math for most of the students who were tutored.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Oakhurst STEM Academy
Start and End Dates	Fall 2020
Priorities identified in Collaboration with LEAs/Schools	Dr. Ceglie and lead teachers to work together to strategically place Science Methods students in classrooms to support the science initiative at their school
Number of Participants	Impacts approximately 10 pre-service teachers and over 150 students per semester.
Activities and/or Programs Implemented to Address Priorities	Science Methods students worked with students on content as well as science activities throughout the semester
Summary of the Outcome of the Activities and/or Programs	Science Methods students taught lessons to targeted elementary students and worked on science projects in class time. Cooperating teachers rated the pre-service teachers highly, acknowledging their effectiveness during their visits.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Freedom Schools, Charlotte, NC
Start and End Dates	September 2020 - May 2021
Priorities identified in Collaboration with LEAs/Schools	This is a collaborative effort with the Freedom Schools. The primary goal was to create lessons for them to use with their students in math and science.

	Curriculum was designed as video driven lessons with accompanying materials and directions.
Number of Participants	20 elementary students and 10 MAT students
Activities and/or Programs Implemented to Address Priorities	The Cato School of Education students collaborated with Freedom Schools to design math and science lessons for their students to use to supplement the in-school work. We targeted the STEM disciplines as they have not been receiving appropriate time in the traditional classroom and these activities and lessons will support the in-school instruction.
Summary of the Outcome of the Activities and/or Programs	There was a two way benefit to this program. First, the Queens students built skill in designing technology rich STEM lessons. In addition, they needed to reflect and adjust based on the context of who Freedom Schools works with. They typically work with students for low SES schools who often lack appropriate resources. Thus this helped build empathy and awareness in the Queens students. The students in Freedom Schools benefited from the curriculum and lessons that we built for them.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	CMS Title 1 schools (high school, middle school and elementary schools)
Start and End Dates	2020 - 2021
Priorities identified in Collaboration with LEAs/Schools	This is a collaborative effort with Digital Charlotte to develop and implement a series of workshops to teach digital literacy to CMS parents. The primary goal was to increase digital literacy skills in these parents. Curriculum focused on teaching basic browsing and safety skills, digital citizenship and a variety of other topics. Participants completed a pre and post assessment to measure growth.
Number of Participants	9 current Queens Pre-service teachers, approximately 100 CMS parents

Activities and/or Programs Implemented to Address Priorities	Dr. Black and Dr. Ceglie worked on the curriculum and training of Queens pre-service teachers to teach a 6-week workshop on digital literacy. This need was identified by work with Digital Charlotte and the Knight School of Communication.
Summary of the Outcome of the Activities and/or Programs	The parents grew statistically significant in each of the 26 areas that were tested. These were all related to digital literacy.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Various Charlotte Mecklenburg Schools that worked collaboratively with HEART Math Tutoring
Start and End Dates	August 2020- December 2020
Priorities identified in Collaboration with LEAs/Schools	Dr. Black collaboratively worked with the Director of the Wells Fargo Center for Community Engagement at Queens University to plan and implement this partnership with HEART Tutoring. The 15 students were trained by the HEART Math trainer to prepare them for to participate in the tutoring sessions. CMS students needed opportunities to attend virtual tutoring.
Number of Participants	15 Students from Foundations of Elementary and Secondary Education Course at Queens University of Charlotte. Students from various schools in the CMS district. 15 HEART Math Tutors. 1 HEART Math Trainer.
Activities and/or Programs Implemented to Address Priorities	Students were trained by HEART Math Tutoring to participate in virtual tutoring. 15 students participated as monitors to ensure that the implementation of the tutoring sessions by HEART Math tutors were implemented with fidelity and that the guidelines for the sessions were followed.
Summary of the Outcome of the Activities and/or Programs	All students completed 5 hours of virtual tutoring sessions with HEART throughout the fall 2020 session, totaling 75 service hours to help students in the CMS schools meet academic goals. Further, students in the School of Education that participated were able to better understand how to follow and implement

	lesson plans, differentiate learning based on the needs of individual students, and better understand behavior management.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Various Charlotte Mecklenburg Schools that worked collaboratively with HEART Math Tutoring
Start and End Dates	August 2020 - May 2021
Priorities identified in Collaboration with LEAs/Schools	Dr. Black collaboratively worked with the Director of the Wells Fargo Center for Community Engagement at Queens University to plan and implement this partnership with HEART Tutoring. The 8 students were trained by the HEART Math trainer to prepare them for to lead tutoring sessions. CMS students needed opportunities to attend virtual tutoring.
Number of Participants	8 Cato Teaching Fellows were trained on how to implement the virtual tutoring sessions by HEART Math. The 8 Cato Fellows worked together to lead tutoring sessions. 8 CMS students participated in these tutoring sessions. 1 HEART Math Trainer trained and supported the fellows throughout the service project.
Activities and/or Programs Implemented to Address Priorities	Students were trained by HEART Math Tutoring to lead virtual tutoring. Students either worked with an additional fellows to lead the tutoring sessions or with another volunteer from HEART Math tutoring to lead the virtual tutoring. Studnets followed the scripted lessons and used technology to tutor students.
Summary of the Outcome of the Activities and/or Programs	The 8 Fellows completed 60 hours of tutoring from Fall 2020 through Spring 2021. During these tutoring sessions students gained valuable skills and knowledge that will continue to help them develop into educators. Students in the CMS schools were provided 1-hour tutoring sessions to help meet their academic goals. HEART Math coordinators commented that the Fellows were exemplar tutors and their participation helped HEART Math achieve successful outcomes for students in the virtual environment (due to Covid-19).

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Idlewild Elementary in CMS.
Start and End Dates	January 2021-May 2021
Priorities identified in Collaboration with LEAs/Schools	The program was established to build communication and collaboration between Queens University Teaching Fellows and fourth graders at Idlewild Elementary. This program was organized by the Wells Fargo Center for Community Engagement with the Director of Cato Teaching Fellows at Queens University.
Number of Participants	8 Cato Teaching Fellows participated in a Pen Pal program with 10 students from Idlewild Elementary in CMS.
Activities and/or Programs Implemented to Address Priorities	Elementary students and future teachers from Queens University of Charlotte wrote letters back and forth throughout the semester. Academic goals achieved included helping students practice their penmanship (Cursive writing specifically), writing friendly letters, and building communication skills.
Summary of the Outcome of the Activities and/or Programs	All students connected three different times throughout the semester writing friendly letters and a final Pen Pal Zoom meeting was used to personally connect the Queens students with their fourth-grade pen pals. Relationships were built and established between the elementary students and the Queens students. Community relationships were also created between the university and the local elementary school. The cooperating teacher at Idlewild Elementary hopes to continue this partnership with Queens University Cato School of Education.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Elizabeth Traditional Elementary School in CMS
Start and End Dates	February - May 2021

Priorities identified in Collaboration with LEAs/Schools	The Pen Pal program during Spring 2021 was organized by three Cato Teaching Fellows with the guidance from the Director of the Wells Fargo Center for Community Engagement to establish a collaboration between Univeristy students and elementary students to foster relationships and to encourage communication skills.
Number of Participants	45 Students from Queens University and 2 Classrooms at Idlewild Elemenatry
Activities and/or Programs Implemented to Address Priorities	Queens students wrote letters to fourth grade students at Elizabeth Traditional Elementary School. The fourth-grade students practiced their cursive writing and their friendly letter writing skills to foster communication. A final component connected all participants in a large Zoom Meeting to personally connect students with their pen pals.
Summary of the Outcome of the Activities and/or Programs	The program was very successful in building relationship between students and between the Cato School of Education at Queens University and the partnering CMS Elementary School.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Promising Pages, Classroom Central, and Teachers in CMS
Start and End Dates	August 2020-November 2020
Priorities identified in Collaboration with LEAs/Schools	The Director of the Cato Teaching Fellows at Queens University in the School of Education worked collaboratively with the Director of the Wells Fargo Center for Community Engagement at Queens University to organized a service project for the Cato Teaching Fellows during the Fall of 2020.
Number of Participants	10 Cato Teaching Fellows, Director of the Wells Fargo Center for Community Engagement at Queens, and Dr. Black



Activities and/or Programs Implemented to Address Priorities	10 Cato Teaching Fellows created arts and crafts for various organizations in Charlotte to support classroom instruction, prepare materials for students and teachers, and to send thank you notes to teachers in CMS. Each fellow was provided a box of supplies from the Wells Fargo Center for Community Engagement.
Summary of the Outcome of the Activities and/or Programs	After all projects (arts, crafts, thank you letters, etc.) were completed, the Cato Teaching Fellows returned their completed projects to the Wells Fargo Center for Community Engagement and these were distributed to Promising Pages, Classroom Central, and various teachers in CMS.

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	4
Female	14
Gender Neutral	0
Gender Not Provided	0
<b>Total</b>	<b>18</b>
Race/Ethnicity	Number
African-American	5
Am. Indian/ Alaskan Native	0
Asian	0
Hispanic/Latino	1
Native Hawaiian/ Pacific Islander	0
White	12
Two or More Races	0
Race Not Provided	0
<b>Total</b>	<b>18</b>

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

Full-Time						
	Male		Female		Gender Neutral	
<b>Undergraduate</b>	Black, Not Hispanic Origin	3	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	1	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	5	White	27	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>9</b>	<b>Total</b>	<b>31</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	4	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	1	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	0	Not Provided	0

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

	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

<b>Program Area</b>	<b>Bachelor Degree</b>		<b>Licensure Only</b>		<b>Residency</b>	
<b>PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
Prekindergarten	0	0	0	0	0	0
Elementary	0	10	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
<b>Total</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Comment(s):</b>						

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

<b>Bachelor</b>		<b>2019-20 Program Completers</b>	<b>2019-20 Licensed</b>		<b>2019-2020 Completers Employed in 2020-21</b>	
		<b>N</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Alternative	Institution	N/A	N/A	N/A	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	6	6	100.00	5	83.33
	State	2,307	1,996	86.52	1,531	66.36

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

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To

calculate the number of graduates of the EPP employed, the following definitions are applied:

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

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

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

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	325
Union County Public Schools	27
Cabarrus County Schools	22
Wake County Schools	22
Gaston County Schools	17
Guilford County Schools	12
Winston Salem / Forsyth County Schools	10
Charlotte Lab School	9
Durham Public Schools	6
Cumberland County Schools	5
Henderson County Schools	5
Lincoln County Schools	5
Metrolina Regional Scholars Academy	5
Stanly County Schools	5

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

Measure	Baccalaureate
MEAN SAT Total	1,302.50
MEAN SAT Math	625.00
MEAN SAT Verbal	677.50
MEAN ACT Composite	26.00
MEAN ACT Math	*
MEAN ACT English	*
MEAN CORE Combined	521.78
MEAN CORE Reading	180.89
MEAN CORE Writing	170.00
MEAN CORE Math	170.89
MEAN GPA	3.62
* 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)	1	*	1	*	1	*	1	*
2017	History	1	*	1	*	1	*	1	*
2017	Institution Summary	2	*	2	*	2	*	2	*
2018	Elementary (grades K-6)	4	*	5	60	6	100		
2018	Institution Summary	4	*	5	60	6	100		
2019	Elementary (grades K-6)	3	*	3	*				

2019	Spanish	1	*	1	*				
2019	Institution Summary	4	*	4	*				
2020	Elementary (grades K-6)	3	*						
2020	Institution Summary	3	*						

#### 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
5	0	8

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

1:7
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#### J. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a 'beginning teacher' as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of 'Developing' to 'Distinguished'. Effective 2020-21, at the end of their third year beginning teachers must be rated 'Proficient' on Standards 1-5 on the most recent 'Teacher Summary Rating Form' in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included 'Does Not Meet Expected Growth', 'Meets Expected Growth, and 'Exceeds Expected Growth'. Additional information about NCEES and EVAAS is available at <a href="https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model">https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</a>.</p>

- 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.							
<b>Standard One: Teachers Demonstrate Leadership</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	22.22%	66.67%	11.11%	0.00%	9	0
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
<b>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	22.22%	66.67%	11.11%	0.00%	9	0
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
<b>Standard Three: Teachers Know the Content They Teach</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	55.56%	33.33%	11.11%	0.00%	9	0
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
<b>Standard Four: Teachers Facilitate Learning for Their Students</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	22.22%	77.78%	0.00%	0.00%	9	0
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<b>Standard Five: Teachers Reflect on Their Practice</b>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	22.22%	77.78%	0.00%	0.00%	9	0
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<b>Student Growth: Teachers Contribute to the Success of Students</b>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	28.57%	71.43%	0.00%	7	2
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.