

2020-2021

EPP Bachelor Performance Report

William Peace University



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

William Peace University (WPU) is a liberal arts undergraduate institution that was founded in 1857 by Presbyterians in the Synod of North Carolina who desired to establish at the state capital a school "of high grade" for young women. In 2011 it became a coeducational institution. In its earlier years of operation, WPU offered course work at all levels, from kindergarten through college. By 1969, it no longer offered elementary and secondary instruction and the program of study led to an Associate of Arts degree. In 1996, WPU was accredited as a baccalaureate institution offering a variety of majors leading to the Bachelor of Arts degree. The Board of Trustees voted unanimously in 2004 to eliminate the associate degree programs by May 2005. In 2007, Education became a major at WPU. The Education major provides courses leading to dual licensure in Elementary Education K-6 and Special Education: General Curriculum: K-12, in 2011 the university began to offer single licensure in the areas of Elementary Education K-6 or Special Education: General Curriculum K-12. Additionally, in 2016 the institution was approved to offer Middle School Licensure in the areas of Science, Social Studies and English/Language Arts. The Peace University Liberal Education Program's primary objective is the development of leadership and ethical decision making skills in its graduates. These objectives provide an excellent base for the Education Conceptual Framework developed collaboratively by leadership of the Wake County Public Schools and selected faculty of the college. WPU is located in downtown Raleigh within a half mile of the state capital and is one of six higher education institutions located in the Raleigh area. WPU has strong partnerships with the First Presbyterian Church of Raleigh and the Wake County Public School System. It is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. With an enrollment of 1034 students and 32 full-time faculty, WPU has a low student-teacher

ratio. During the 2011-2012 school year, the Peace College Board of Trustees changed the name of the institution from Peace College to William Peace University

Special Characteristics

The Education Department offers a major that satisfies requirements for licensure in Elementary Education K-6, or Dual Licensure in Special Education: General Curriculum K-12 and Elementary Education K-6. Candidates move through this program in cohorts of up to 20 students. The program was initially developed in collaboration with the Wake County Public School System and is designed to address issues identified as relevant by the Education faculty and WCPSS. Additionally, WPU has added on licensure in Middle School English/Language Arts, Middle School Science, and Middle School Social Studies. During the 2018-2019 academic year the program offered its first cohort of Special Education: Adapted Curriculum Licensure only program.

Program Areas and Levels Offered

The William Peace University Education Program offers candidates the option for an undergraduate major in Education. Successful completion of this major and successful passing of required Pearson exams and Praxis exam scores, result in a recommendation for an Initial license in Elementary Education: K-6, or Dual Licensure in Special Education: General Curriculum: K-12 or Elementary Education K-6, and licensure only in Special Education Adapted Curriculum. Additionally, WPU offers licensure in Middle School Science, Social Studies and English/Language Arts.

Pathways Offered

| Traditional | Lateral Entry | Residency |
|--------------------|----------------------|------------------|
| X | | X |

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

The William Peace University Education program began solely as a Dual Licensure Program in Special Education and Elementary Education. Special education practices are the foundation for which all the other courses were built upon. Our general education teachers are required to take a Special Education Methods course to ensure their ability to work with special education students. Additionally, all of students are trained in effective practices and strategies that work with special education students.

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.

William Peace University candidates in both special education and general education take two Literacy Methods courses. In this course candidates are taught effective strategies that address the needs of limited English proficient students. Students also work with students at a school in Wake County that typically has a higher number of limited English proficient students. The research based course work along with the practical experience allows for our candidates to be able to work with these students effectively.

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.

Candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students by successfully completing the following course: EDU 210, Instructional Technology. In addition, the following required courses have embedded instructional technology objectives in order to better meet the needs of students: EDU 302 - Literacy Methods 1, EDU 303 - Social Studies Methods, EDU 304 - Mathematics Methods, EDU 305- Science Methods, and EDU 452 - 21st Century Teacher Leadership. Candidates are also assessed on these competencies during formal observations in EDU 496 Student 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.

Throughout the curriculum at WPU candidates use technology to enhance instruction. Throughout the methods courses candidates learn the principles and ways to use technology to enhance instruction in the classroom. There are wide ranging assignments and activities given during class that direct relate to the use of technology. Students also take EDU 210 Instructional Technology of which the primary focus of the class is focused on technology skills. Additional, students address the variety of tools used in the public schools in Classroom Assessment, and how these tools assist in the collection of data. During the completion of PPAT task 2 students use the data collection tools provided by their district to complete this task.

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

Candidates are required to consider arts education throughout the curriculum at WPU. Candidates write lesson plans in all the major content areas, and each of these methods courses candidates are encouraged to include art components into their lesson planning. Additionally, students write a number of units that are integrated across all curricular areas. WPU is continuing to work on arts inclusion with all of its students.

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

This past year WPU submitted all programs for renewal with the state. Throughout the approval process the institution looked closely at the curriculum and the specific outcomes required by the state. Throughout the process adjustments to courses and the coursework within those courses was made to better meet the needs of our students and also fill the requirements of the state. WPU is looking closely at the assessment data provided by Pearson to make curriculum adjustments. With the implementation of PPAT WPU has looked closely at the results of our candidates on these assessments. This assessment data has proven to be very helpful in program revision and updates to existing coursework. WPU is in the process of transitioning to a 4 credit course model. This transition will provide the Education Department with the opportunity to revision our curriculum and its alignment to the North Carolina Professional Teaching Standards.

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

Each semester students participate in field experiences that are connected to various methods courses throughout the program. These experiences are often part of the class that is being taught. Each Methods class – Math Methods, Literacy Methods 1 & 2, and Social Studies Methods will offer a field experience as part of the class. These experiences will vary in each class, but each will give candidates time to work with children under the supervision of their university professor. Every effort is given to provide students with varied experiences in a variety of settings. Students are able to experience the needs of low performing schools at some point during the educator preparation program. WPU is forming new partnerships with schools that offer diverse experiences for our students throughout their preparation. Students at WPU participate in a full semester practicum experience that is always in the Fall semester, or the semester before student teaching, and student teaching is always in the spring. During the 2019-2020 academic year many of our field experiences were affected by the Covid 19 pandemic. In some instances students were not allowed to be in schools. However, we worked closely with Wake County Public Schools to allow students to visit schools "virtually" when appropriate.

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

We allow for beginning of the year and end of the year experiences by providing a practicum the semester before student teaching. The practicum is in their student teaching placement the semester prior to student teaching. All of our traditional candidates student teach in the spring, so this allows for a yearlong experience with the same students. We find this to be very beneficial to our candidates as well as the students they are working with in the classroom.

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.

Our faculty have broken down this work in different phases.

Phase 1 - Spring 21/Summer 21

Tasks to complete:

- Review the Comprehensive UNC System Literacy Framework and Implementation Guidance Document
- Review research on SOR using National Reading Panel/David Kilpatrick, Reading Rockets, Michigan's Learning Essentials, NCDPI SOR Site, Florida State University, etc.
- Self Study using POD CAST, we resources
- Rewrite SLOs for EDU 260
- Create semester long assignments for SOR in EDU 302
- Select new textbook for EDU 302 and EDU 360
- Notify EDU Faculty of resources
- Literacy faculty meet together to begin process of implementation
- Develop framework for EDU 260, EDU 302, and EDU 360

Phase 2 - Fall 21

Tasks to complete:

- Review Field Experiences and how to implement SOR
- Partial implementation in EDU 260 and EDU 360
- Rewrite SLOs and course descriptions and send to curriculum committee
- Revise EDU 302 and EDU 360 to reflect SOR
- Continue to gather resources for student assignments
- Develop assessment in EDU 302 for SOR

- Purchase new resource books for classroom activities
- Work with K-2 community to locate classroom teacher for observation of SORTask

Phase 3 - Spring 2022/Summer 2022

Tasks to complete:

- Partial implementation of SOR in EDU 360
- Continue to review and update resources for diverse populations
- Develop methods of assessment for competencies
- Finalize all course descriptions and outcomes
- Students implement SOR evidence based practices in student teaching
- Review SOR with other EDU colleagues. Practices should be included in all methods courses

Phase 4 - Full Implementation Fall 2022

Tasks to complete:

- Full implementation
- All literacy courses full implementation
- Review assessments for SOR and make changes
- Collect data from FOR exam and SOR implementation
- Student teachers fully implement SOR with the teaching of evidence based literacy competencies

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 | Wake County Public Schools Special Education Services Division - Broughton High School, Heritage High School, South Garner High School, East Wake Academy, Sycamore Creek Elementary, Herbert Akins Elementary, Lincoln Heights Elementary, Oakview Elementary |
|---|--|

| | |
|---|---|
| | Johnston County Schools - South Johnston High School |
| Start and End Dates | August 2020-May 2021 |
| Priorities identified in Collaboration with LEAs/Schools | Adapted Curriculum teacher candidates completed student teaching in these classrooms. Priorities were to prepare WPU student teachers for teaching and to maintain the high quality of education in these classrooms during student teaching. |
| Number of Participants | 11 |
| Activities and/or Programs Implemented to Address Priorities | WPU candidates planned and implemented lessons under the direction of their cooperating teacher and the supervision of their university supervisor. |
| Summary of the Outcome of the Activities and/or Programs | Candidates were able to successfully complete the necessary requirements for licensure through student teaching. |
| | |
| LEAs/Schools with whom the EPP has Formal Collaborative Plans | The Fletcher Academy |
| Start and End Dates | August 2019-December 2019 |
| Priorities identified in Collaboration with LEAs/Schools | Experiences for candidates in a school that serves students with special needs. Ability to work with students over a duration of time and analyze assessment results. |
| Number of Participants | |
| Activities and/or Programs Implemented to Address Priorities | Students in Classroom Assessment were matched with TFA teachers. They worked with their teachers to create summative assessments based on an upcoming unit. |

| | |
|---|--|
| | |
| Summary of the Outcome of the Activities and/or Programs | The Fletcher Academy |
| | |
| LEAs/Schools with whom the EPP has Formal Collaborative Plans | Wake County Public Schools, Hortons Creek Elementary, Wildwood Forest Elementary, Heritage High, Leesville Road High, Carnage Magnet Middle, Lead Mine Elementary, Broughton High, Chapel-Hill Carrborro City Schools, Morris Grove Elementary |
| Start and End Dates | January 2020-May 2020 |
| Priorities identified in Collaboration with LEAs/Schools | Provide candidates an opportunity to work with students from a diverse environment. Provide candidates with skills in teamwork, collaboration and use of data to improve student achievement in the content and 21st Century Skills. Engage students in designing lessons that meet the needs of students. |
| Number of Participants | |
| Activities and/or Programs Implemented to Address Priorities | Student teaching placements for Adapted Curriculum Instructional Assistant to Teacher program |
| Summary of the Outcome of the Activities and/or Programs | Wake County Public Schools, Hortons Creek Elementary, Wildwood Forest Elementary, Heritage High, Leesville Road High, Carnage Magnet Middle, Lead Mine Elementary, Broughton High, Chapel-Hill Carrborro City Schools, Morris Grove Elementary |
| | |
| LEAs/Schools with whom the EPP has Formal Collaborative Plans | Wake County Public Schools - Abbotts Creek Elementary, Green World Language, Wiley Elementary, Hunter Elementary, Oakview Elementary, Buckhorn Creek Elementary, Moore Square, Apex Middle, Oberlin Road Middle |

| | |
|---|--|
| Start and End Dates | August 2020- May 2021 |
| Priorities identified in Collaboration with LEAs/Schools | WPU candidates completed elementary, special education and middle school practicums |
| Number of Participants | 20 |
| Activities and/or Programs Implemented to Address Priorities | WPU candidates planned and implemented lessons under the direction of their cooperating teacher and supervised by a university supervisor. |
| Summary of the Outcome of the Activities and/or Programs | Candidates were able to successfully complete the necessary requirements for licensure through student teaching |
| | |
| LEAs/Schools with whom the EPP has Formal Collaborative Plans | Wake County Public Schools Special Education Services Division |
| Start and End Dates | August 2020-May 2021 |
| Priorities identified in Collaboration with LEAs/Schools | Recruit instructional assistants to become licensed Adapted Curriculum teachers, prepare students to teach in Adapted Curriculum classrooms. |
| Number of Participants | 11 |
| Activities and/or Programs Implemented to Address Priorities | Recruitment of WCPSS instructional assistants to become Adapted Curriculum teachers, collaboration in job placement for program completers. |
| Summary of the Outcome of the Activities and/or Programs | All program completers were employed within a few weeks of completion, we were able to fill open classrooms for WCPSS. |

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 | 2 | Black, Not Hispanic Origin | 0 |
| | Am. Indian/Alaskan Native | 0 | Am. Indian/Alaskan Native | 0 | Am. Indian/Alaskan Native | 0 |
| | Asian | 1 | Asian | 0 | 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 | 19 | 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 | 3 | Total | 24 | Total | 0 |

| | | | | | | |
|-----------------------|----------------------------------|----------|----------------------------------|-----------|----------------------------------|----------|
| Licensure-Only | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 9 | Black, Not Hispanic Origin | 0 |
| | Am. Indian/Alaskan Native | 0 | Am. Indian/Alaskan Native | 0 | Am. Indian/Alaskan Native | 0 |
| | Asian | 0 | Asian | 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 | 2 | White | 17 | White | 0 |
| | Two or More Races | 0 | Two or More Races | 0 | Two or More Races | 0 |
| | Not Provided | 0 | Not Provided | 0 | Not Provided | 0 |
| | Total | 2 | Total | 27 | Total | 0 |
| Residency | 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 | 1 | Hispanic/Latino | 0 |
| | Native Hawaiian/Pacific Islander | 0 | Native Hawaiian/Pacific Islander | 0 | Native Hawaiian/Pacific Islander | 0 |
| | White | 0 | White | 3 | 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 | 5 | 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 | 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 |
| 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 - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license. | PC | LC | PC | LC | PC | LC |
| Prekindergarten | 0 | 0 | 0 | 0 | 0 | 0 |
| Elementary | 9 | 4 | 7 | 5 | 1 | 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 | 8 | 2 | 12 | 4 | 4 | 0 |
| Vocational Ed | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Services | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 17 | 6 | 19 | 9 | 5 | 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 | 11 | 8 | 72.73 | 9 | 81.82 |
| | State | 825 | 686 | 83.15 | 689 | 83.52 |
| Traditional | Institution | 7 | 7 | 100.00 | 7 | 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 |
|--------------------------------|--------------------|
| Wake County Schools | 84 |
| Johnston County Public Schools | 17 |
| Harnett County Schools | 8 |
| Durham Public Schools | 7 |
| Franklin County Schools | 7 |

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

| Measure | Baccalaureate |
|--|---------------|
| MEAN SAT Total | * |
| MEAN SAT Math | * |
| MEAN SAT Verbal | * |
| MEAN ACT Composite | 20.89 |
| MEAN ACT Math | 20.30 |
| MEAN ACT English | 19.89 |
| MEAN CORE Combined | * |
| MEAN CORE Reading | * |
| MEAN CORE Writing | * |
| MEAN CORE Math | * |
| MEAN GPA | 3.65 |
| * 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.

| | | 1st Year | | 2nd Year | | 3rd Year | | 4th Year | |
|--------|-----------------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| Cohort | License Area | Test Takers | Pass Rate | Test Takers | Pass Rate | Test Takers | Pass Rate | Test Takers | Pass Rate |
| 2017 | Elementary (grades K-6) | 7 | 100 | 7 | 100 | 7 | 100 | 7 | 100 |
| 2017 | Spec Ed: General Curriculum | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |
| 2017 | Institution Summary | 12 | 100 | 12 | 100 | 12 | 100 | 12 | 100 |
| 2018 | Elementary (grades K-6) | 14 | 92.86 | 14 | 100 | 14 | 100 | | |
| 2018 | Spec Ed: General Curriculum | 6 | 100 | 6 | 100 | 6 | 100 | | |
| 2018 | Institution Summary | 20 | 95 | 20 | 100 | 20 | 100 | | |
| 2019 | Elementary (grades K-6) | 5 | 100 | 5 | 100 | | | | |
| 2019 | M.G. Language Arts | 1 | * | 1 | * | | | | |
| 2019 | M.G. Social Studies | 1 | * | 1 | * | | | | |
| 2019 | Institution Summary | 7 | 100 | 7 | 100 | | | | |
| 2020 | Elementary (grades K-6) | 8 | 100 | | | | | | |
| 2020 | M.G. Social Studies | 1 | * | | | | | | |
| 2020 | Institution Summary | 9 | 100 | | | | | | |

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 |
|---|---|--|
| 3 | 0 | 8 |

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

| |
|--------------------|
| Data Not Provided. |
|--------------------|

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 https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model .</p> | | | | | | | |
| <ul style="list-style-type: none"> - 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. | | | | | | | |
| <i>Standard One: Teachers Demonstrate Leadership</i> | | | | | | | |
| | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst Level: | 0.00% | 0.00% | 76.92% | 23.08% | 0.00% | 13 | 0 |
| State Level: | 0.00% | 2.46% | 73.79% | 22.75% | 0.99% | 2,316 | 89 |
| <i>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</i> | | | | | | | |
| | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst Level: | 0.00% | 0.00% | 69.23% | 30.77% | 0.00% | 13 | 0 |
| State Level: | 0.00% | 2.99% | 64.54% | 31.25% | 1.22% | 2,208 | 197 |

| <i>Standard Three: Teachers Know the Content They Teach</i> | | | | | | | |
|--|------------------|------------|------------|--------------|---------------|-------------|---------|
| | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst Level: | 0.00% | 7.69% | 76.92% | 15.38% | 0.00% | 13 | 0 |
| State Level: | 0.05% | 4.30% | 76.77% | 18.21% | 0.68% | 2,208 | 197 |
| <i>Standard Four: Teachers Facilitate Learning for Their Students</i> | | | | | | | |
| | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst Level: | 0.00% | 0.00% | 76.92% | 23.08% | 0.00% | 13 | 0 |
| 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% | 7.69% | 69.23% | 23.08% | 0.00% | 13 | 0 |
| 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 | Missing |
| Inst Level: | 14.29% | 85.71% | 0.00% | 7 | 6 |
| State Level: | 13.49% | 81.42% | 5.09% | 1,238 | 1,169 |