

2020-2021

EPP Bachelor Performance Report

UNC-Chapel Hill



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

Authorized by the North Carolina Constitution in 1779, the University of North Carolina at Chapel Hill is the nation's oldest state university. By 1885, the Department of Pedagogy was established, leading to the establishment of the School of Education in 1913.

UNC School of Education (SOE) is a top-tier, nationally recognized institution, currently ranked by U.S. News & World Report as 25th in the nation and the top ranked graduate school of education in North Carolina. Individual UNC programs are also nationally ranked: Special Education, 13th, Education Policy, 22nd, Administration and Supervision, 22nd, Educational Psychology, 14th, Elementary Teacher Education, 19th, Curriculum and Instruction, 25th, and Secondary Teacher Education, 18th. The SOE's 57 full-time faculty members maintain highly productive research and service agenda. As a research-intensive university, we prepare educators and school leaders for NC.

A unique SOE feature is the shift from a traditional undergraduate teacher preparation model to a focus solely on a 14 month, intensive Master of Arts in Teaching (MAT) degree. The new MAT program is a research-based, clinically intensive model designed to build upon candidates' undergraduate content knowledge through embedded field experiences in diverse settings and experiential learning opportunities.

While shifting toward the MAT program, undergraduate pathways to teacher licensure remain active at UNC. The innovative UNC-BEST program is rooted in undergraduate programming. An innovative collaboration between the School of Education and College of Arts and Sciences, UNC-BEST recruits math and science majors to become math and science teachers. Since 2009, UNC-BEST has grown steadily, meeting the pressing need for teachers in STEM areas in NC and nationally. The K-12 Music Education program marries the best of content and pedagogical preparation, providing teacher candidates multiple practicum and internship opportunities. Finally, the Pre-MAT program allows UNC undergraduates the opportunity to Early affiliate as early as their second semester and to complete some MAT coursework.

Special Characteristics

With 57 full-time faculty members and an enrollment of nearly 600 students, including graduate students, undergraduates and post-baccalaureate students, our faculty sustains a strong school-based educator preparation programs and highly productive research and service agenda. As a research-intensive university, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for North Carolina.

Highlights of the special characteristics of the graduate programs in education are presented in other sections of this report. For example, the M.Ed. for Experienced Teachers (MEDX), M.Ed. in School Counseling, and Master of Arts in Teaching are presented in the IHE Master's Performance Report. The Master of School Administration program is shared in more detail in its report.

UNC SOE has three programs leading to doctoral degrees with licensure. The Ph.D. program in School Psychology is a reputable, highly competitive program accredited by the American Psychological Association and National Association of School Psychologists. The Ed.D. program in Curriculum and Instruction prepares candidates to work as curriculum specialists. The Ed.D. program Educational Leadership prepares candidates for district leadership roles.

Another special characteristic of the UNC SOE is the Undergraduate Minor in Education. The Minor was developed during the 2011-2012 academic year in collaboration with the College of Arts and Sciences. Candidates in the Undergraduate Minor in Education often pursue Teach for America and other education-related opportunities post-graduation.

Our outreach efforts continue. Our current efforts are primarily focused on developing stronger partnerships P-12 school and community college partners. The SOE is an active partner with public school districts and public charter schools in the Triangle region for clinical placements and partners with school and districts across the state for training and research. The SOE is also involved with the NC DPI partnership for IHEs, LEA and charter school for Beginning Teacher Support and the SOE is an affiliate member of the Central Carolina Regional Education Service Alliance. Our Early Childhood and Special Education programs are distinguished by close ties to the Frank Porter Graham Child Development Institute (FPG). The SOE is a regional host for the NC New Teacher Support Program, providing coaching and induction support for beginning teachers in 6 LEAs, including Warren County Schools, Vance County Schools, Person County Schools, Franklin County Schools, Orange County Schools, and Chatham County Schools.

Program Areas and Levels Offered

BIRTH-KINDERGARTEN (B-K): Birth-Kindergarten, A, M, add-on; Preschool (Pre-K), add-on. ELEMENTARY EDUCATION (K-6): Elementary Education, MAT; MIDDLE GRADES EDUCATION (6-9): Language Arts, MAT; Mathematics, MAT; Science, MAT; Social Studies, MAT. SECONDARY EDUCATION (9-12): English, MAT; Mathematics, A, MAT; Comprehensive Science, MAT; Comprehensive Social Studies, MAT; Chemistry, A; Physics, A; Biology, A. SPECIAL SUBJECT AREAS (K-12): English as a Second Language, MAT, add-on; Music, A. EXCEPTIONAL CHILDREN (K-12): Special Education: General Curriculum, MAT, add-on ; SPECIAL SERVICE PERSONNEL (K-12): Curriculum Instructional Specialist, S, D; Instructional Technology Specialist: M; School Media Coordinator, M; School Administrator, Principal, S, D; School Counselor, S; School Psychologist, S, D; School Social Worker, M, S; Speech-Language Pathologist, S.

(NOTE: licensure areas listed above were submitted for 2021 program renewal.)

[NOTE: We collaborate with programs in the School of Information and Library Science, School of Social Work and Department of Allied Health Sciences to qualify and recommend candidates for licensure as School Media Coordinators, School Social Workers, and Speech-Language Pathologists. In addition to the professional programs listed above, we also offer Master of Arts and Doctor of Philosophy degrees, designed to prepare people for the professoriate and/or research careers.]

Pathways Offered

Traditional	Lateral Entry	Residency
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 teacher education programs at UNC-CH prepare general education classroom teachers to deliver evidence-based, high quality instruction to meet the needs of all students. The elementary and special education programs of study align with the UNC Literacy Framework and are currently undergoing self-study to tighten that alignment in relation to evidence-based practices to teaching: phonemic awareness, phonics, fluency, vocabulary, reading comprehension, writing, concepts of print and oral language.

Teacher candidates are provided with university-based and field-based opportunities to collaborate with special services personnel including school psychologists, special educators, and allied health professionals as well as parents of students with disabilities to meet the individual needs of students in inclusive classrooms. This is accomplished in the following ways: a) coursework focused on family professional collaboration including the role of the general educator in IEP planning and implementation; b) during their internship placements, teacher candidates are also required to attend all IEP meetings with their supervising teacher and debrief the meetings with their mentor; c) students are required to develop and implement teaching differentiation plans in their student teaching and/or field based internships; and d) as part of edTPA, all teacher candidates are required to provide focused reflection on “focal” students with diverse learning needs, such as learners with IEPs, ELL learners, and gifted learners. Teacher candidates must address diverse learners adequately to meet the NC edTPA passing standard.

Each student receives an extensive overview of exceptionalities through coursework in EDUC 689. In this course students are provided opportunities to explore teaching strategies across disability categories using collaborative group work on case studies and through in a semester long project that examines evidenced-based practices through web resources. Additionally, several courses provided through the program are critical to the preparation of all general education teachers in working with students with identified disabilities and exceptionalities.

Candidates receive instruction and opportunities to explore several critical components of successful teaching when including students with exceptionalities including the need for evidence-based practices and innovative, individualized, data-driven teaching strategies. Introductory courses and methods

courses address equitability in teaching throughout coursework, another component critical to effective education of students with identified disabilities.

There is a program of study dedicated toward K-12 Special Education-General Curriculum licensure, as well as optional opportunity to earn add-on licensure in K-12 Special Education-General Curriculum. Approximately 15% of the UNC-CH teacher licensure candidates elect to complete this optional add-on to graduate with this license in addition to the one earned in their primary program of study.

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.

Students across our licensure areas (including elementary, secondary-all subject areas, and special education) complete a required course (EDUC 628) in our program which focuses on the educational experiences of emergent bilingual students, theories of second language acquisition, and methods and strategies for meeting the needs of English language learners across content areas. The content of the course stresses the practical application of theory and research on language and literacy development in multilingual settings. The importance of developing primary language and culturally-appropriate instruction is emphasized. Additionally, attention is paid in all elementary coursework to the assets and areas of need for linguistically diverse students.

There is a program of study dedicated toward K-12 English as a Second Language (ESL) licensure, as well as optional opportunity to earn add-on licensure in K-12 ESL. Approximately 15% of the UNC-CH teacher licensure candidates elect to complete this optional add-on to graduate with this license in addition to the one earned in their primary program of study.

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.

Within the MAT there are a number of different places where these ideas are integrated. For example, in EDUC 614 Innovative and Engaging Teaching, students use the Technological Pedagogical Content Knowledge (TPACK) coupled with the Triple E framework (Engage, Enhance, Extend) and SAMR (Substitution, Augmentation, Modify, Redefine) to create lessons where technology is used as a tool that enhances student learning. For example, in this course we utilize these frameworks to examine a unit on sound. This unit includes the use of an iPad as a Decibel Reader to collect data points in a sound

inventory within a school or other location. The iPad becomes a scientific tool much like what might be found in a lab or used by a scientist. The data collected includes the actual decibel reading of the location, a photo or video of the location, as well as recordings of the sounds that can then be visualized within Raven Lite Software (free) from Cornell University. This software allows for the visualization of soundwaves and sonograms that can be qualitatively described by younger students or looked at more mathematically by older students. Students within this unit can apply these concepts and explore further the topics of pitch and frequency by making their iPad a Theremin or using the orchestra on Garage band to connect these concepts across the curriculum to music. This can be further connected by looking at some of the orchestral apps like Beethoven's 9th Symphony where students can see where in the orchestra the sounds are emerging from as well as see the position of the notes of the music.

A second example from this course examines integration of technology into the area of computational thinking. This can be connected to early childhood literature such as the books How to Code a Sandcastle, or Hello Ruby where concepts such as algorithms are introduced. These can then be applied and extended with simple robotics tools such as the Code and Go Mouse where students create a maze and program their mouse to go through the maze and find the cheese. Students also engage with robots such as Dot and Dash, Ozobot, and Sphero to solve specific problems that they are tasked with – for example, coding their robot to reach a specific location.

A third example comes from EDUC 686 Elementary Science Methods. In this course we utilize Universal Design for Learning to think about how we create scaffolds and supports for student learning. One way in which we have done this is through using CAST's Bookbuilder (<http://bookbuilder.cast.org>) and CAST's Science Writer (<http://sciencewriter.cast.org/>) both of which build upon the concepts found in UDL.

A fourth example from the science methods course is our NOVEL STEM project. In this project, we integrate Design thinking and principles of engineering design to children's literature. Students select a book, identify a problem, then using maker space materials, including technology such as Little Bits, robotics, 3D printing, and other technologies, students design a solution to the problem that the main character faces. For example, one that is done in class by everyone is looking at the children's book, Horton Hatches An Egg with the problem being faced being how to protect the egg if it should fall out of the tree.

The activities offered by the program that are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.

The UNC SOE employs a fully integrated model for preparing our teacher education candidates to integrate technology effectively into curriculum and instruction. We feel, as research has indicated, that

instructional technology must be taught in the context of what our teacher education candidates are being asked to do in their course work and in their public school clinical placements. This format allows us to model true integration, rather than trying to teach these skills out of context in a separate stand-alone course. Core, required assignments are assessed using corresponding rubrics that provide specified criteria for all aspects of the assignment, including technology integration for teaching and learning. Students must receive a rating of proficient or above on each of these core assignments before they are eligible for North Carolina licensure. This coursework is aligned with the new NC Digital Learning Competencies for Educators (March 2016).

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

Although our programs focus on preparing pre-service elementary teachers to deliver high-quality instruction in literacy, mathematics, social studies and science, candidates also have multiple opportunities to integrate the arts into their classroom instruction as a means of engaging a broad range of students. EDUC 616: Teaching Early English Language Arts (K-2) integrates the arts into the curriculum through readings and development of classroom experiences around multimodal literacies. In the fall, elementary students and faculty collaborate across science and literacy methods classes (EDUC 686: Teaching Elementary Science and EDUC 688: Teaching Intermediate English Language Arts, 3-6) on the “Novel STEM” project. In science methods, candidates design a science unit of study based upon a read aloud of a picture book that presents a scientific inquiry and in the literacy methods course candidates design a Reggio Emilia-inspired art/makerspace that makes use of loose parts collected to inspire students’ exploration of the same scientific concept introduced in the picture book. Additionally, we continue to nurture a robust partnership with the Ackland Art Museum for art experiences related to coursework across the MAT, even during the covid-19 pandemic through the online collections. The Ackland curated a study gallery specifically for the MAT’s exploration of experiential education. Finally, all MAT students keep a weekly “Art/ifact Journal” which encourages candidates’ reflection on their teacher preparation coursework and fieldwork practices through a reflective process using drawings, poetry, music, and other creative outlets in the art/ifact journal.

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

All programs in the UNC School of Education are accredited by SACS and our initial licensure preparation programs preparing candidates for P-12 learning environments are also accredited by CAEP. The SOE hosted a successful CAEP accreditation visit for its initial teacher preparation programs in February 2018 and for its advanced programs in May 2021. This visit provides evidence of successful program assessment processes and an on-going focus on continuous improvement.

Annual program review meetings are held (fall for some programs; spring for others) in alignment with SACS annual reporting and program needs. Data collected during the program and at program completion are examined, including for initial teacher preparation programs, edTPA data, observational data, and exit survey responses. Program faculty also examine post-completion data—such as teacher evaluations, EVAAS, and Recent Graduate Survey data—for trends and alignment with program data. Advanced programs use data from embedded signature assessments, exit surveys, and partner feedback to improve program improvements. Based on these collaborative sessions, program faculty determine refinements and new directions for courses and programs.

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

UNC-CH has a one-year MAT program with a 16+ week internship over two semesters. Internship placements in partner schools are co-selected based on principal recommendations, clinical teacher partnerships, school diversity, and faculty input. In the UNC MAT Program, teacher candidates become educators who collaborate with students and colleagues in schools and communities to build learning communities where knowledge and skills, respect, hope, and justice can be claimed by students and by the adults who teach can care for them.

To meet this new requirement, UNC-CH has identified its current field placement in the EDUC 615: Schools and Community Collaboration course as evidence of alignment with the new law. In the MAT program, teacher candidates complete a semester-long field experience in a partner school selected for its socio-economic, ethnic, and linguistic diversity, rural location, strong school leadership, and commitment to school improvement.

UNC-CH believes in making commitments to school partners for the long term and for supporting school improvement. In 2020-21, the UNC School of Education, in partnership with Durham Public Schools, was awarded an US Department of Education Teacher Quality Partnership grant. The five-year, \$4.6 million grant will prepare future teachers of colors through a residency at three schools located in Qualified Opportunities Zones in Durham County.

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

Teacher candidates in the UNC MAT program are required to spend 10 full days in their internship (student teaching) placement site at the beginning of the fall semester. The dates are approximately August 25 through September 10, but will vary annually.

At the end of the school calendar, MAT teacher candidates complete a Maymester course during which they continue to work in their internship placement and complete the teacher leadership project.

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

28.2 % of candidates in the EPP that are first generation college attendees

28.2 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

In 2020-21 EPP leadership and faculty in elementary and special education reviewed and assessed existing related curricula against the UNC Literacy Framework, as Part 1 of the self-study related to the competencies of phonemic awareness, phonics (including orthography and automatic word recognition, and fluency). This self-study assessment identified strengths, weaknesses and areas for improvement in relation to each of the competencies and sub competencies. We will continue to work on this self-study, and the resulting action plan will be discussed among program faculty for implementation upon completion of the study.

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	Lee County Schools (East Lee, West Lee, San Lee, Lee County High School, Southern Lee High School, and Lee Early College)
Start and End Dates	Ongoing
Priorities identified in Collaboration with LEAs/Schools	Improved Self-efficacy; improved racial/ethnic identity development; increased social capital; increased college enrollment; parent engagement.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	LatinxEd leads a 3-week summer academy (Somos Carolina); academic year workshops (bi-weekly); on-demand college advising.
Summary of the Outcome of the Activities and/or Programs	Lee County Schools (East Lee, West Lee, San Lee, Lee County High School, Southern Lee High School, and Lee Early College)
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Northside Elementary School, Chapel Hill-Carrboro City Schools
Start and End Dates	August 2017-April 2021 (covid-19 interrupted)
Priorities identified in Collaboration with LEAs/Schools	UNC students (EDUC 615) learn about culturally and linguistically diverse student populations and school/community resources through engaging K-5 students' social, emotional, and academic growth in afterschool setting through free play (e.g. indoor/outdoor recess, games, puzzles), planned activities (e.g. picture book read alouds,

	art projects, games), and homework/reading tutoring.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	UNC students are assigned K-5 student "buddies" to mentor while participating in afterschool program's planned activities, art projects, one-on-one homework help, snack, and playtime. UNC students plan and lead small-group games/activities based upon theories and strategies learned in class for engaging culturally and linguistically diverse students' knowledge and resources.
Summary of the Outcome of the Activities and/or Programs	Northside Elementary School, Chapel Hill-Carrboro City Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Durham Public Schools/Forestview Elementary School
Start and End Dates	August 2017-April 2021 (covid-19 interrupted)
Priorities identified in Collaboration with LEAs/Schools	UNC students (EDUC 615) learn about culturally and linguistically diverse student populations and school/community resources through engaging K-5 students' social, emotional, and academic growth in afterschool setting through free play (e.g. indoor/outdoor recess, games, puzzles), planned activities (e.g. FEMMES STEM program for girls, art projects, games), and homework/reading tutoring.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	UNC students are assigned K-5 student "buddies" to mentor while participating in afterschool program's planned activities, art projects, one-

	on-one homework help, snack, and playtime, etc. UNC students plan and lead small-group games/activities based upon theories and strategies learned in class for engaging culturally and linguistically diverse students' knowledge and resources.
Summary of the Outcome of the Activities and/or Programs	Durham Public Schools/Forestview Elementary School
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	Winter 2017-present
Priorities identified in Collaboration with LEAs/Schools	Induction support, teacher professional development, teacher leadership development
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Increase capacity for teaching among beginning teachers (BTs) through critical friends groups and context-driven professional development; Increase the retention, promotion and advanced licensing of beginning teachers; Build a pipeline of novice teachers to Durham Public Schools; and Employ effective instructional and evaluation measures to support high-needs students, their teachers and schools
Summary of the Outcome of the Activities and/or Programs	Durham Public Schools: Forestview EL, EK Powe EL, Merrick Moore EL; Jordan HS
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	2017-18 -- Present

Priorities identified in Collaboration with LEAs/Schools	Preparing 21st century professionals
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	MAT students participate in a residency week at the DPS Hub Farm every summer to support Hub Farm infrastructure development which includes such things as experiential curriculum development for DPS teacher use as well as farm maintenance/development so as to support K-12 student activities at the farm. MAT students engage in experiential learning at the DPS Hub Farm in support of their development of 21st century teaching skills.
Summary of the Outcome of the Activities and/or Programs	Durham Public Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Chapel Hill/Carrboro City Schools
Start and End Dates	January 2021-present
Priorities identified in Collaboration with LEAs/Schools	Student tutoring & mentoring
Number of Participants	30 UNC students and 30+ CHCCS students
Activities and/or Programs Implemented to Address Priorities	Online tutoring/mentoring
Summary of the Outcome of the Activities and/or Programs	EDUC 615 students are matched through CHCCS volunteer office with K-12 student to engage online tutoring. A small subset of students engaged tutoring in-person through the Boys and Girls Club afterschool program in collaboration with CHCCS.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Durham Public Schools

Start and End Dates	September 2020-present
Priorities identified in Collaboration with LEAs/Schools	Beginning Teacher Support (specifically edTPA support)
Number of Participants	Approx. 20
Activities and/or Programs Implemented to Address Priorities	UNC MAT faculty met monthly with DPS beginning teachers to provide professional development and support on edTPA completion.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers progressed through edTPA development and/or completion. While they are supported by their own EPP in which they are registered, this supplemental support through DPS is provided through the induction and full release mentor program (led by J. Nifong).

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	10
Female	11
Gender Neutral	0
Gender Not Provided	0
Total	21
Race/Ethnicity	Number
African-American	1
Am. Indian/ Alaskan Native	0
Asian	2
Hispanic/Latino	3
Native Hawaiian/ Pacific Islander	0
White	11
Two or More Races	2

Race Not Provided	2
Total	21

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

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	2	Asian	1	Asian	0
	Hispanic/Latino	2	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	10	White	16	White	0
	Two or More Races	0	Two or More Races	2	Two or More Races	0
	Not Provided	0	Not Provided	3	Not Provided	0
	Total	15	Total	23	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	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	0	0	0	0	0	0
Middle Grades	0	0	0	0	0	0
Secondary	6	4	0	0	0	0
Special Subjects	1	2	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	7	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	17	11	64.71	8	47.06

	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	592
Durham Public Schools	285
Charlotte-Mecklenburg Schools	258
Chapel Hill-Carrboro City Schools	225
Guilford County Schools	180
Winston Salem / Forsyth County Schools	128
Chatham County Schools	107
Orange County Schools	104
Alamance-Burlington Schools	77
Johnston County Public Schools	73

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

Measure	Baccalaureate
MEAN SAT Total	1,311.11
MEAN SAT Math	662.22
MEAN SAT Verbal	648.89
MEAN ACT Composite	623.79
MEAN ACT Math	28.88
MEAN ACT English	29.54
MEAN CORE Combined	N/A
MEAN CORE Reading	N/A
MEAN CORE Writing	N/A
MEAN CORE Math	N/A
MEAN GPA	3.54
* 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	Biology	3	*	3	*	3	*	3	*
2017	Elementary (grades K-6)	14	100	14	100	14	100	14	100
2017	M.G. Language Arts	2	*	2	*	2	*	2	*
2017	M.G. Math	2	*	2	*	2	*	2	*
2017	M.G. Social Studies	2	*	2	*	2	*	2	*

2017	Math (grades 9-12)	3	*	3	*	3	*	3	*
2017	Music	2	*	2	*	2	*	2	*
2017	Science (grades 9-12)	3	*	3	*	3	*	3	*
2017	Institution Summary	31	100	31	100	31	100	31	100
2018	Biology	2	*	2	*	2	*		
2018	Elementary (grades K-6)	3	*	3	*	3	*		
2018	M.G. Social Studies	1	*	1	*	1	*		
2018	Math (grades 9-12)	1	*	1	*	1	*		
2018	Music	3	*	3	*	3	*		
2018	Science (grades 9-12)	2	*	2	*	2	*		
2018	Institution Summary	12	100	12	100	12	100		
2019	Biology	1	*	1	*				
2019	Earth Science	2	*	2	*				
2019	Math (grades 9-12)	2	*	2	*				
2019	Music	5	100	5	100				
2019	Science (grades 9-12)	4	*	4	*				
2019	Institution Summary	14	100	14	100				
2020	Math (grades 9-12)	2	*						
2020	Music	1	*						
2020	Science (grades 9-12)	4	*						

2020	Institution Summary	7	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
16	3	8

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

1:4.7

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%	85.71%	11.90%	2.38%	42	1
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%	65.85%	31.71%	2.44%	41	2
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%	0.00%	75.61%	21.95%	2.44%	41	2
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%	76.19%	21.43%	2.38%	42	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%	0.00%	82.93%	14.63%	2.44%	41	2
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:	16.00%	80.00%	4.00%	25	18
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.