2017-2018

IHE Bachelor Performance Report

Queens University of Charlotte

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Overview of the Institution

Historical Context:

In June 2002, Queens College officially became Queens University of Charlotte. A new president, Dr. Pamela Lewis Davies was appointed in July 2002.

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

Our Vision

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.

Creativity and Innovation**:** We value creative and innovative thinking and acting, both in the

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, social studies and history and special subjects (K-12) in foreign language, French and Spanish. On the post baccalaureate level, Queens University of Charlotte offers a Masters of Arts in Teaching in Elementary (MAT) (K-6), Masters of Education in Literacy (M.Ed.) (K-12), Master of Arts in Educational Leadership (MEL), and licensure only in elementary, secondary, and special subjects listed above. Queens also offers an add-on licensure program for AIG.

Pathways Offered (Place an 'X' under each of the options listed below that your IHE Provides)

Traditional	RALC	Lateral Entry
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2017-2018 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Technology integration is a vital part of our programs at Queens University of Charlotte as ensuring that our graduates are prepared for the digital world is an essential part of our curriculum. There are a variety of ways that we develop teachers who have the technology skills and technological pedagogical content knowledge to effectively utilize technology to facilitate learning.

One of the initial courses that our candidates take is Digital Literacies and this course serves as the foundation of technological literacy in our program. We believe that having candidates enrolled in this class early in their program allows them to apply the tools and skills to their own

content and grade levels. This course is designed to expose candidates to the variety of technological tools that are available to them when they enter the teaching profession. It is critical that our future teachers understand the technological tools that students come to class with, but they also must understand ways to effectively integrate these tools to design meaningful learning activities in their courses. Perhaps more importantly, these future teachers must also understand how quickly these tools change and they must become adaptable consumers of new tools as they emerge.

The Digital Literacies course exposes candidates to various tools such as the use of presentations aids including the Smart Board, Promethean Board, Chromebooks and IPads. In addition to the use of these tools, candidates learn how to utilize the software to create interactive presentations using the Smart Software or other traditional presentation programs such as PowerPoint and Prezi. Each student leaves this course with experience in creating and teaching a lesson using one of the interactive boards.

The use of iPads and Chromebooks in schools necessitates that our future teachers have a clear understanding of the power of these devices to promote instruction and assessment. In this course, candidates are introduced to the iPads and Chromebooks and we examine different applications for use in all content areas. With the purchase of a class sets of iPads and Chromebooks, we are able to give candidates sufficient practice in using the devices in different classroom environments, but also how to create lessons and even deliver assessments using this tool. For example, many schools do assessment (i.e. Benchmark, MAPs) testing using iPads. In addition, iPads and Chromebooks are often used in schools when students are grouped or are in stations or centers. Beginning in the Digital Literacies course and continued through our content methods courses, candidates spend time creating lessons and assessments using this tool. One specific example is an artifact created in our Math Methods course where we utilize iPads extensively. In this course, we ask the candidates to create small group differentiated lessons for groups of students at one of the local elementary schools. While in the schools, the teachers work with small teams of students who have been identified as needing remediation in math. Our candidates have used the available technology, including our iPads to deliver instruction and assessment for these students. This experience is important to our candidates because they learn how to use online assessment testing data to differentiate and design lessons. They create pre-

and post- assessments to track progress and use technology to chart the progress. Examples such as this are found in other methods courses as we continue to examine ways to utilize technology to mirror what we observe in the local schools.

The Digital Literacies course also prepares our candidates to use multimedia technology tools to create engaging opportunities for students. One major assignment in this course is the construction of a teacher blog or wiki. Within this blog or wiki, candidates demonstrate mastery of various skills such as using and creating original videos, podcasts, online assessments and grading, use of various Office applications, and internet safety and Acceptable Use Policies. All of these applications are foundational and are reexamined during the methods courses, but this artifact ensures that all candidates have a minimal expertise in a variety of technological areas.

One key aspect of technology application is for teachers to be able to be good consumers of quality technology. To address this need, we have designed an assignment to examine technology use in schools. In this artifact, candidates are required to examine and evaluate a variety of technology tools that we have examined or ones that they have seen in schools. To support this assignment, our candidates spend ten hours of clinical work in two schools which were strategically selected. The teachers are being placed at schools which are BYOD (also known as BYOT – Bring Your Own Technology) schools and use technology extensively. These schools serve as excellent models for how technology integration is successfully implemented in Charlotte Mecklenburg Schools. Since this class is one of the first courses they take, candidates are only required to observe, however we strongly encourage them to engage in the class and most do spend some time working with the students. Every week we spend some time discussing what is being observed in schools. This ensures that these are model schools and also allows teachers to share what they see in the variety of classrooms and settings. We believe this is useful because it helps bridge the theory practice divide as they see the theory in practice with actual students and teachers.

We explore many web-based programs in our curriculum. In the Social Studies and Digital Literacies courses, candidates are required to review and develop web quests to use as teaching tools in the classroom. Candidates are taught how to create comprehensive web quests by using Word and web-based programs that relate to the standards for their content areas of instruction. We also examine the safety of students using the web and acceptable use polices in counties

throughout the state. We examine the use of social networks and popular networks versus educational sites and help teachers learn how to make decisions regarding their use. We discuss cyber bullying and how we can be agents for change as teachers. Lastly, we explore programs using texting as a tool. Sites like Polleverywhere.com allow students to respond to open-ended and multiple choice questions on their cell phones. Sites like this and tools like wikis are also used throughout coursework to model how they are integrated into instruction.

During the Digital Literacies course, candidates begin work on a technology portfolio which becomes the key technology assessment feature in our programs. Using the ISTE standards as a guide, we have an electronic portfolio system in place where our candidates create artifacts for evidence of meeting each of the six ISTE standards. While the Digital Literacies course begins the electronic portfolio, the bulk of assignments and artifacts are created during the methods courses. Currently, each methods course contains at least one artifact which can be uploaded into the portfolio and serve as evidence of the various standards. For example, in most of our methods courses, candidates must integrate technology all the lesson plans they create. Our lesson plan template requires candidates to address 21st century instructional practices and most candidates view technology as the best way to address this requirement. By the time our candidates have completed our program, they have a variety of lessons in different disciplines which address a wide range of technology skills.

We discuss universal design in many areas of our curriculum. In each class, we discuss how to differentiate instruction based on the needs of the students and the requirements for the course. We talk about the variety of strategies used to teach specific topic areas and how we can individualize goals for individual students' needs. One rationale for promoting technology use is that it is a great tool for differentiating instruction. There are a plethora of programs and apps which can allow teachers to effectively differentiate instruction. We explicitly teach these strategies to help promote best practices and accommodate the range of students in their classes. In addition, in each methods course candidates are required to write at least one lesson plan and all lesson plans must address the variety of needs, especially those with disabilities. Our lessons necessitate attention to individual differences including: tactile, auditory and visual learners, early finishers, late finishers, ELL students, and struggling students as well as any special needs students in the specific classrooms. Through the technology listed above, we discuss how these

various programs can be used to enhance individual student learning and help teachers create engaging lessons for students that address a variety of learning levels. Assistive technology is also investigated for students who need help with exceptionalities and there is technology available to support those needs. For example, we review electronic pens, audio and video enhancement, and computers with blowing tubes for paraplegic students.

The Digital Literacies course sets the stage for future courses candidates will take to help them to be prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. When elementary and secondary education candidates take methods courses they are taught how to develop content specific and integrated WebQuests and are required to develop one that can be used in the classroom. This is also a way for candidates to learn how they may be able to "flip the classroom", find time to teach subjects they may find are hard to thoroughly teach during the instructional day (such as science and social studies), develop more appropriate independent practice, develop more effective stations or centers for students to work in, and use as an enrichment tool for students. In addition, in the current age of limited funding for field trips, we feel it is important to teach our candidates how to develop virtual fieldtrips.

In one of our courses, candidates learn how to prepare an interactive presentation where they must narrate and/or create a video of themselves giving instruction and having students complete an activity. This is used to show candidates how to create a tutoring module for students who cannot stay for after school tutoring. They can use Camtesia, Blendspace, PowerPoint, or another program of their choosing to accomplish these goals.

Additionally, in the methods courses throughout the elementary program, instructors teach candidates how to use a Smart Board, Smart Notebook software, apps, video links, and iPads to enhance their instruction of specific content. Candidates are required to effectively use and implement technology in their lessons they teach during clinical experiences. Candidates are also taught how and are encouraged to use iPads, Chromebooks, SWIVLs and other devices during tutoring sessions with students in courses such as Word Study and Vocabulary Instruction, Math, and Reading. Candidates are explicitly taught how to bring the outside world

into the classroom to enhance student background knowledge and increase their understanding of content being taught. Candidates are taught how to find and effectively use technology resources such as Time for Kids and Discovery Education when developing lessons in specific content areas. It is important in all of our programs to ensure our candidates have a firm understanding of how to use technology as an instructional tool as well as for centers, independent work, or partner work in addition to teaching their students and parents to use these tools in the classroom and at home.

We believe our course of study helps create technology savvy teachers who are able to make instructional decisions based on the needs they see in their classes. Empowering these teachers with the tools, skills and understanding of how technology should be utilized in schools creates teachers with 21st century skills who can be successful during their future careers in education.

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. ***Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

At Queens University of Charlotte we have been very explicit in providing our candidates with the theory and practice they will need for reading and mathematics instruction that will allow them to become successful teachers. In the courses where the primary focus is on reading and math, we use the sample test questions, teacher standards, and specialty teaching standards as our guides in addition to the most recent research in specific areas. We look at the questions and develop class discussions, assignments, readings, projects and tests that will allow our candidates to obtain the necessary information as well as to be able to apply the information when they are in classrooms working with students. In general, in the literacy focused courses the exams have been adapted to align with the new licensure exam in an effort to better prepare our candidates. Some specific examples of how faculty are ensuring candidates obtain the necessary information and are able to successfully apply it are noted below.

In Literacy courses, candidates are required to use textbooks and articles that focus on issues like best practices and licensure examination topics. Candidates complete assignments, practicums, clinical experiences, projects, and examinations that will ensure they are able to understand and apply the content. In Reading Methods, candidates hone in on teaching comprehension strategies across content areas. A course specifically developed to focus on vocabulary instruction and word knowledge is a requirement for all candidates. In this course, candidates learn how children learn vocabulary in each developmental phase they will encounter in an elementary classroom and how to apply this knowledge. Discussions and assignments ensure candidates understand the content in this course. Candidates also learn how to incorporate children's literature into all content they are teaching.

In content specific courses such as Science and Social Studies Methods, candidates focus on content reading strategies such as double entry journals, how to take Cornell notes, how to use anticipation guides, write arounds, and concept maps/graphic organizers to engage students in their reading before, during, and after reading a selection or excerpt from a textbook. Candidates are taught how to teach the text features such as titles, subtitles, captions, bold words, glossary etc. and how to use them to be an effective learner when reading expository or informational texts. Candidates learn how to use read alouds and/or trade books to integrate reading and writing into content specific areas in a more balanced approach to literacy.

In the Math Methods courses, we have spent additional time this year helping candidates prepare for the new licensure exam. Initially, we had our candidates complete the sample NC Foundations of Reading and General Curriculum Tests provided by the state to evaluate candidates' strengths and weaknesses. During the semester, we spent class time returning to areas of math content where candidates were weak. We completed an item analysis and targeted areas where they had the most difficulty. In addition, we returned to the practice test and had them work in teams trying to solve all of the problems a second time. Our long-term strategy is to examine what math courses our candidates take to ensure they come to Math Methods with a more concrete foundation of math content. We will also conduct a math review for candidates in the months preceding their licensure examination.

Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

At Queens University of Charlotte, it is our goal to provide candidates with multiple opportunities to apply and dive into data to drive individualized instruction. Further, our goal is to allow candidates multiple opportunities to work with data sources they will encounter when they are student teaching and working in their future classrooms. All candidates are required to take a Data-Driven course that introduces them to various types of data and takes them into the Charlotte Mecklenburg School System to work alongside teachers to learn how data drives instruction. In this course, candidates attend data meetings at a local elementary school where teachers discuss formative and summative assessments, analyze procedures and outcomes, and determine how the results will change their instruction.

In this course, candidates also attended the Response to Intervention "RTI" meeting at a local elementary school where they were able to see the big picture for the students. They sat in on small group sessions and listened in as teachers discussed the data – both formative and summative—and what they needed to do as a result of the data. This discussion was used in a debriefing and enriching session during the next class session. In addition, a guest speaker who is a teacher in CMS and manages the data in his school, visits the class each semester and shows candidates how to use the North Carolina assessment system. They spend time looking at formative and summative test results. In doing so, they look at answers to questions on summative tests, discuss why students may have answered the questions the way they did, and why several students may have missed the same question. As they discuss these assessments, they also discuss instructional strategies they could use to improve student learning.

In three specific courses, Math Methods, Word Study and Reading Methods, candidates are required to complete small group tutoring sessions during their clinical experiences. This requirement includes candidates giving pre- and post- assessments, analyzing the data to

determine the needs of the students and developing multiple (typically eight) tutoring sessions tailored to individual needs. In addition, students are required to complete anecdotal notes and reflections for each tutoring session to drive instruction. At the completion of the tutoring, candidates administer a post-assessment and complete a detailed analysis of student growth and weaknesses as well as addressing obstacles faced. These strategic assignments allow candidates to learn how to use formative and summative assessments and how to analyze the data in addition to the power of assessment-driven instruction and the need for thoughtful reflection in order to be the best possible teacher.

In student teaching, candidates are exposed to all types of assessments and work with cooperating teachers and grade level teams to use assessment systems in the schools. We have added an assessment project requirement for all student teachers that will ensure their understanding and use of analysis to guide instruction upon completion of student 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.

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 many weeks are required at your institution for clinical student teaching?

Student teaching is 16 weeks. In the elementary program, students complete a year-long experience where they work in the class in which they will student teach completing clinical requirements the semester prior to student teaching.

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.

Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?

No

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Selwyn Elementary, Charlotte Latin, Nations Ford Elementary, Dillworth
Priorities Identified in Collaboration with LEAs/Schools	Student Support
Activities and/or Programs Implemented to Address the Priorities	The Cato School of Education Teaching Fellows and our local chapter of Kappa Delta Phi collaborated to host a screening of the movie "Resilience" which highlighted childhood factors (ACE – Adverse Childhood Experiences) that may lead to struggles in learning and how teachers may be aware and respond to these. A discussion and learning activity was also included in this community project.
Start and End Dates	March, 2018
Number of Participants	Approx. 55 participants
Summary of the Outcome of the Activities and/or Programs	Teachers and administrators attended this event and returned to their schools afterwards to share information and to apply this knowledge to their own teaching and support of students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Nations Ford Elementary
Priorities Identified in Collaboration with LEAs/Schools	Small group reading tutors for ELLs in first grade

Activities and/or Programs Implemented to Address the Priorities	Students in the Schooling in the Context of Poverty class met weekly during spring semester to model Close Reading Strategy with small groups of ELLs
Start and End Dates	Spring 2018
Number of Participants	6 Queens students each met with groups of 3-5 students once a week for a total of about 30 ELL students served
Summary of the Outcome of the Activities and/or Programs	Students planned and prepared lessons on Thursdays in class and implemented best practices for ELL and students in poverty. They taught using best practices and reflected on lessons afterward. Teachers reported that ELL students greatly benefited from these practices.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC
Priorities Identified in Collaboration with LEAs/Schools	Improve student reading performance and strong family support. Faculty at Queens discussed the possibility with the principal and the faculty member developed the clinic to assist struggling students and to help develop teaching strategies for our MEd students.
Activities and/or Programs Implemented to Address the Priorities	Summer Reading Clinic
Start and End Dates	July, 2017
Number of Participants	23 K-5 Students 11 M.Ed. Candidates
Summary of the Outcome of the Activities and/or Programs	23 K students were assessed and diagnosed by 11 M.Ed. (literacy) candidates during a free 3-week summer reading clinic. Reports were generated and shared with parents, as well as classroom teachers. 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. 23 students received formal reports. Data shows that all increased in the area of reading. No students showed decreased achievement. On a student survey all 23 of the students felt that were more motivated in regard to literacy after their participation. Data from parent surveys indicated satisfaction of the overall program and progress of their children.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Myers Park Traditional Elementary School (Title I school)

Priorities Identified in Collaboration with LEAs/Schools	Dr. Ceglie and the Math Facilitator worked together to strategically place Math Methods students in classrooms where they could work with students needing remediation using flex time.
Activities and/or Programs Implemented to Address the Priorities	Math Methods students worked in small groups and in one-on-one sessions with students in need of remediation in math content as determined by MAP testing data. Queens students created integrated lessons to reteach standards
Start and End Dates	January 2015 – ongoing
Number of Participants	Per semester will impact approximately 10 pre-service teachers and over 90 students
Summary of the Outcome of the Activities and/or Programs	Math Methods 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.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Myers Park Traditional Elementary School (Title I school)
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
Activities and/or Programs Implemented to Address the Priorities	Science Methods students worked with students on content as well as science activities throughout the semester
Start and End Dates	Fall 2015
Number of Participants	Will impact approximately 10 pre-service teachers and over 150 students per 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 Institution Has Formal Collaborative Plans	Nations Ford Elementary, Title I
Priorities Identified in Collaboration with LEAs/Schools	The principal contacted Dr. Thornburg to invite her to work with their faculty in a professional development setting on implementing Balanced Literacy and a new Writing program.
Activities and/or Programs Implemented to Address the Priorities	Dr. Thornburg implemented professional development over a period of days to teach literacy facilitators, teachers, assistants and support teachers theory, assessment procedures, activities, management and benefits the new writing program as part of a Balanced Literacy Program.
Start and End Dates	Multiple times at each school throughout the school year
Number of Participants	Approx. 42 participants

Summary of the Outcome of the Activities and/or Programs	Teachers returned to their classrooms to begin implementing the new writing program. Teachers reported that they felt more comfortable teaching new program as part of their literacy instruction. They expressed the need for additional PD to support effective implementation. Additional PD will be planned for next year

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	2
Female	13
Race/Ethnicity	**Number**
Asian/Pacific Islander	1
African American	2
Hispanic	0
American Indian/Alaskan	0
White	12
Other	0

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

Full-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	23
	Other	0	Other	1
	Total	1	**Total**	26

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

Program Area	**Baccalaureate Degree**		**Undergraduate Licensure Only**	
PC Completed program but has not applied for or is not eligible to apply for a license **LC Completed program and applied for license**	**PC**	**LC**	**PC**	**LC**
Prekindergarten				
Elementary		7		
MG				
Secondary		1		

Special Subjects				
EC				
VocEd				
Special Services				
Total	0	8	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2016-2017		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Queens	4	75	50
Bachelor	State	3083	83	65

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2017-2018.

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	275
Union County Public Schools	24
Gaston County Schools	19
Cabarrus County Schools	16
Wake County Schools	10
Winston Salem/Forsyth County Schools	8
Henderson County Schools	7
Guilford County Schools	6
Durham Public Schools	5
Charlotte-Mecklenburg Schools	275

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	24.60
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	N/A
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	N/A
MEAN CORE-Combined	492.63
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*

MEAN GPA	3.63
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2016-2017 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary (grades K 6)	2	*
Institution Summary	2	*
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

H. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Total		127
Comment or Explanation:		

I. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	1	7	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation:						

J. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
5	0	5

K. Teacher Effectiveness

Teacher Effectiveness

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. 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 2010–2011, 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. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are "does not met expected growth", "meets expected growth", and "exceeds expected growth." New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/ . Institutions with fewer than five beginning teachers evaluated during the 2017-2018 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/

Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	2.6%	59.0%	0.359	2.6%	39
State Level:	0.0%	3.6%	67.8%	27.5%	1.0%	5,791

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

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	2.6%	51.3%	46.2%	0.0%	39
State Level:	0.1%	3.5%	59.8%	35.4%	1.3%	5,791

Standard Three: Teachers Know the Content They Teach

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	5.1%	59.0%	35.9%	0.0%	39
State Level:	0.0%	3.9%	71.9%	23.6%	0.6%	5,791

Standard Four: Teachers Facilitate Learning for Their Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	5.1%	51.3%	43.6%	0.0%	39
State Level:	0.1%	4.7%	66.8%	27.8%	0.6%	5,791

Standard Five: Teachers Reflect on Their Practice

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	0.0%	61.5%	38.5%	0.0%	39
State Level:	0.0%	3.3%	70.6%	24.8%	1.3%	5,791

Standard Six: Teachers Contribute to the Academic Success of Students

	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	13.9%	63.9%	22.2%	36		
State Level:	19.6%	64.7%	15.7%	4,570		