

2017-2018

IHE Bachelor Performance Report

Meredith College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Building on its strengths, Meredith College “educates and inspires students to live with integrity and provide leadership for the needs, opportunities and challenges of society.” Chartered in 1891 and opened in 1899 as Baptist Female University to foster the “ideals of personal integrity, intellectual freedom, and academic excellence...,” Meredith College continues to be one of the largest independent private women’s colleges in the U.S. The campus has grown from a single building in downtown Raleigh, N.C. to a 225-acre campus in west Raleigh, with easy access to downtown, the seven other IHEs in the areas, public schools, research organizations, and businesses. The mission of the College is to educate and inspire students to live with integrity

and provide leadership for the needs, opportunities, and challenges of society. The Meredith College community is dedicated to the specific core values of integrity, intellectual freedom, academic excellence, responsible global citizenship, personal development, religious diversity, and relevance, as it meets “society’s needs by educating students in programs that prepare them for the future.” Accepting this challenge, over 95% of the students at Meredith College participate in community internships, undergraduate research, or other kinds of experiential learning experiences, and over 30% study abroad as compared with the national average of 9%. To assist its students in identifying their strengths, Meredith College uses a research-based assessment tool, StrongPoints®, which uses personal coaching and advising to assist students in identifying their strengths. Throughout their four years at Meredith, students examine and re-examine those strengths to help shape their academic goals, experiential involvement, financial planning, and career choice. This enriches their Meredith College experience and prepares students for a more successful and fulfilled life. The long term goal is to develop a “strong” Meredith College graduate engaged and prepared to make a difference in their communities and the world.

Meredith College, which is in close proximity to the Research Triangle Park, serves over 2000 students from 33 states and 38 foreign countries. The graduate programs in education, business, and nutrition serve both men and women. Through rolling three-year strategic plan, Meredith College has identified six pillars on which to build: educational excellence, financial strength, optimal enrollment, IT/infrastructure, enhanced visibility, and an enriched quality of life for faculty, staff, and students. These pillars fit with the College’s commitment to: improving the community through partnerships; creating and supporting a diverse community where students learn from the past, prepare for the future, and grow in their understanding of self, others, and the world community; and developing in its students “the intellectual and critical thinking skills to succeed.” With over 86% of its faculty with the highest degrees in their fields, Meredith College professors devote themselves to teaching and promoting service in the world and appreciate the College’s commitment to their quality of life, health, and well-being.

The Department of Education at Meredith College is a part of the School of Education, Health and Human Sciences. Dr. Jennifer Olson serves as the head of the Department of Education with Dr. Marie Chamblee, the Dean of the School of Education, Health, and Human Sciences.

Special Characteristics

Teacher preparation at Meredith College embraces the College's mission – to educate women for excellence and prepare them for service in the wider community. One of the salient features of Meredith College is that teacher education is a professional program, not an academic major; thus, students, faculty, and administration share a campus-wide commitment to teacher preparation. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing academic rigor. From the freshman year through graduation, students are advised by full time faculty, who assist students in making informed decisions about their majors and their licensure program. The professional studies configuration at Meredith College allows every advisor to be an advisor of a potential teacher, and promotes continuous communication with the DOE campus-wide. Students pursuing elementary licensure can major in any one of the 40 majors offered and complement that major with a professional studies component in the elementary licensure area. Students interested in pursuing middle, secondary, or a K-12 teaching license, major in the academic area that is related to their teaching field and complement that major with the professional studies component. In addition, students pursuing middle grades licensure choose to have a content major and a concentration in another area or pursue licensure in one area. Qualified seniors who are interested in pursuing a teaching license in special education or ESL can take up to two specified graduate courses in the Master of Arts in Teaching during their senior year. Meredith College was one of five private college campuses in North Carolina selected to participate in the original North Carolina Teaching Fellows Program. Though the state discontinued the North Carolina Teaching Fellows program, Meredith College has continued to admit young women into the Meredith College Teaching Fellows program every fall. In 2018, North Carolina reinstituted a new, reconfigured North Carolina Teaching Fellows program for the 2018-2019 school year. Meredith College was one of five colleges and universities chosen to pilot this new program. The College will continue to support its Meredith College Teaching Fellows along with the North Carolina Teaching Fellows. All Teaching Fellows at Meredith College will complete honors work, including an honors

thesis; can elect to study abroad in the country of their choice; participate in Focus on Excellence, which includes support of North Carolina's symphony, ballet, theatre, and museums; and participation in study trips to different cities outside of the triangle and North Carolina. Students in education participate in volunteer services, especially service learning, take leadership roles in organizations on campus and in schools, and complete action research—undergraduate and graduate.

Program Areas and Levels Offered

Meredith College provides seventeen initial licensure programs at the undergraduate level in the following areas: birth through kindergarten (BK); elementary education (K-6); middle grades (6-9) in English/language arts, social studies, science, and mathematics; secondary education (9-12) in English, mathematics, comprehensive science, and social studies; career and technical education in family and consumer sciences; and, special subject areas K-12 (art, dance, Spanish, music, physical education, and theatre). The Master of Arts (MAT) program offers four initial licensure programs at the master's level: elementary education (K-6), special education- general curriculum (K-12), English as a Second Language-ESL (K-12), and a newly approved program in Health and Physical Education (HPE).

The graduate Master of Education (MEd) program offers advanced degrees in five areas: elementary education, English as a Second Language (ESL), reading, special education, and academically and intellectually gifted (AIG), and an add-on license at the graduate level in curriculum and instruction (CIS).

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.

The DOE at Meredith College has been preparing candidates to use digital and other instructional technologies since late in the 20th century. As we moved quickly into the 21st century, the program has doubled its efforts, along with the College, to prepare its candidates to use technology critically, meaningfully, and substantively. This means not only students taking a web 2.0 course in 21st century digital technologies that is ever-evolving or candidates designing lessons that integrate digital teaching, but candidates and faculty being well-versed in using the new NC digital learning competencies in their classrooms. Candidates at Meredith College are taught to think critically about which technologies are best to incorporate in a lesson and then how they can be used support student learning. The DOE also assists its candidates in understanding when technology is not necessary to make a lesson successful. Faculty in the DOE continuously model using technology to assess, communicate, and help its candidates become partners in their own learning. By modeling and by providing opportunities for practice, we see that our candidates know how to better communicate with their students, parents, and administrators. The DOE recognizes that some of our candidates, when licensed, will accept positions in schools that have limited technology. Having a goal of developing teacher leaders, the DOE encourages its candidates to take the lead in researching technology that is essential for their students to be successful in the 21st century. By working with administrators and parents to fund the purchase of instructional technologies, including its maintenance and subsequent upgrades, our candidates can assist moving schools into the 21st century. The DOE realizes that it cannot teach its candidates all the instructional technologies available for use in the classroom, but it can develop teachers that lead in the integration of digital teaching and learning in their schools and classrooms, and equip them for piloting new technologies in their classrooms.

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.*

All DOE faculty have attended the numerous Pearson seminars and workshops to learn about the new assessments and to share with colleagues across the state strategies to assist elementary and special education: general curriculum candidates in preparing for the new exams. Without a major in education, the teacher education program at Meredith College depends heavily on general education (57 credit hours) and the major area of study of its students to give our candidates a firm foundation in content covered by the *General Curriculum* exam. The DOE has educated its colleagues in the arts and sciences whose areas of study are heavily tested in the *General Curriculum* and *Mathematics* subtests as to the content of the exams. The DOE has shared practice copies of the test with colleagues and to the tutors in the Meredith Learning Center. Literacy and special education faculty have taken the NC Reading Foundations training. Also, for license renewal, faculty are enrolling in professional development that focuses on literacy and literacy development. Candidates at Meredith College have 6-9 hours of reading coursework and work in the schools teaching reading, assessing students, interpreting the data, using the data to make informed decisions about their students, and increasing student achievement. It is in the literacy coursework that candidates practice teaching reading and then, during student teaching, teach reading full time. Understanding this developmental process, the DOE recommends that its candidates take the *Foundations of Reading* exam during student teaching, at the height of their student teaching experience. Candidates take the practice tests for the NCTEL and are provided access to resources for preparation. In addition, tutorial sessions, both group and individual, in all subtests are offered for candidates before they take the tests, and if necessary, before retakes.

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.

All candidates in the teacher education program at Meredith College must provide direct evidence that they have had an impact on student learning by designing a Teacher Work Sample. As part of this work sample, each candidate designs a unit, and as a part of that unit, an assessment plan to monitor students' progress toward the identified learning outcomes which are based on the NCSCOS. The assessment plan measures student performance before (pre-assessment), during (formative assessment), and after (post assessment). The pre-assessment data help shape instruction; multiple kinds of formative assessments during the teaching of the unit continuously monitor student progress toward the learning outcome; post-assessment and summative assessment data are used to analyze student learning. All assessments must be authentic, adequately measure student learning, and address the variety of accommodations that have to be made in the classroom. The unit design must also integrate meaningful technology, and the assessment should address whether the technology was appropriate. As part of the assessment process, candidates analyze the data from the class, individual students, and subgroups in the class. Candidates formulate individual plans for those students who do not meet the learning outcomes. The data collected must be shown to support the goals or identified needs of the school improvement plan. Candidates who have the knowledge and experience of assessing student learning, planning instruction to meet the needs of students based on student achievement, and using the data to inform instruction use the same practices in their own classrooms.

In response to the state requirement of a nationally normed pedagogy assessment, the DOE has elected to implement ETS-PPAT. The first class of student teachers piloted the ETS-PPAT in fall 2017 with another class continuing in the pilot in spring 2018. The pilot will continue in the 2018-2019 school year.

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

Meredith College is one of the few IHEs in North Carolina that has an undergraduate licensure program (K-12) in each of the arts: dance, music, theater, and visual arts. All undergraduate students at Meredith College are required to take an arts-related course as part of the general education program. As part of the original K-6 program design, an interdisciplinary arts course was created by the arts faculty for all candidates in the elementary program. This 3-hour course met the general education and the elementary program requirements and focused on the integration of the arts throughout the elementary curriculum. When the K-6 program was revised, the arts faculty collaborated and designed a 4-hour integrated arts course for candidates in the elementary program. Taught by full time arts methods faculty, students are introduced to the foundations, vocabulary, and concepts in the four arts, and are expected to demonstrate and practice the concepts in action, by participating in experientially-based learning laboratories. The value of the arts in and out of school are emphasized as well as the integration of the arts across all content areas. In methods classes, students are expected to integrate their knowledge of the arts in lesson planning, and ultimately, demonstrate that integration in the classroom.

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

Meredith College does not offer a major in education; therefore, each licensure area, other than K-6, is housed in individual arts and sciences departments across campus. Thereby, teacher education is a Meredith College program, not just a Department of Education program. When a department at Meredith College completes a self-study, the licensure program is included in that study, and that information is shared with the Department of Education. If concerns are cited, the Department of Education works with the Department Chair and Dean to address the concerns and make recommendations. The following information is from the Meredith College *Comprehensive Program Assessment Manual* (2016). Meredith College has developed a Continuous Program Assessment (CPA) model. This model is a way for the entire College, including all college programs/units to:

- Establish the program's effectiveness in achieving the stated mission, goals and outcomes/objectives.
- Align the program with the College strategic plan.

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- Identify key questions and potential areas for improvement.
 - Review curricula/programming and examine approaches to teaching and learning in academic and educational support programs.
 - Examine program activities, service delivery models and operation of all units on campus.
 - Develop action plans for continuous improvement.
 - Improve assessment processes. (p. 1)

The College is on a six-year plan, which encompasses that “Five years of CIRs are examined for trends. Important questions are identified and examined in the CPA process. The product includes a report, action plan and revised 5-year assessment plan” (p.1). A team of 2-3 reviewers are selected, comprised of at least one external and one internal reviewer. Approximately six months after the review, the Department Chair submits an Executive Report and Action Plan to the Office of Research, Planning and Assessment (RPA), with the signatures of the Dean and Provost. The Department Chair is invited to debrief the Council for Institutional Effectiveness (CIE) of the College, and all summaries are given to the Executive Leadership Team (ELT) of the College. “The recommendations from the action plan should become program goals and/or program outcomes in future strategic planning documents and continuous improvement reports (CIRs)” (p. 7) This process includes all departments and programs at Meredith College, including those in the Department of Education, which was approved by NCATE-CAEP in fall 2015.

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

At least one semester before student teaching, all students pursuing licensure at Meredith College are required to spend a semester in a low performing school working with ESL students. School systems in the Triangle area continually shift students so as to have schools with limited numbers of low performing students. However, the teacher education program at Meredith College has an opportunity to partner with a low performing elementary and middle school in its field based ESL tutoring program. The Department of Education is monitoring changes in those schools so that if shifts occur, we can move the program to other high needs environments.

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

16 weeks

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

All student teachers are able to spend the beginning of the school year in a school with a classroom teacher. Students who are completing their student teaching in high schools on block schedule experience both the beginning and end of a semester. The majority of public schools, traditional, year round, or modified end in June; whereas, college semesters end and graduations are scheduled the first or second week in May. Several student teachers are hired as full time teachers or substitutes at the end of student teaching and begin teaching in their own classroom in May. Other student teachers take proctor training and proctor for end of year tests; others return to their schools to conduct concerts as part of their arts program; some, without employment, return to the schools and volunteer to work in the classrooms, or they go home and volunteer or substitute in their home school systems. Therefore, teacher education programs create a hardship for student teachers by requiring them to stay until the end of the public school year when they have a diploma or job in hand or their apartment lease ends at the end of the college semester.

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

Yes, for all licensure areas.

**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 | Wake County Public Schools Partners: Briarcliff, Brooks, Carpenter, Cary, Forest Pines, Fuller, Green Hope, Holly Ridge, Kingswood, Leadmine, Millbrook, North Ridge, Oak Grove, Powell, Sanford Creek, Smith, Washington, West Lake, Wiley elementary schools. |
| Start and End Dates | Partnership agreements are on a 3 year rotating cycle. |
| Priorities Identified in Collaboration with LEAs/Schools | Every student, every day, has excellent educators; Every student in the NC Public School system graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education. |

| | |
|---|--|
| Number of Participants | 75 beginning teachers and mentors |
| Activities and/or Programs Implemented to Address the Priorities | 12th year of the BT support and conference, which was held in spring 2018. This year the conference focused on teacher leadership, teachers finding their voice, and establishing viable partnerships with colleagues. The highlight was the showing of "Teacher of the Year." a documentary featuring teacher, Angie Scioli, teacher, wife, and mother. "Teacher of the Year" focuses on the real life of a public school teacher. Mrs. Scioli introduced the video and mentor teachers and faculty hosted small group discussions after the showing with beginning teachers on becoming leaders and public school advocates. |
| Summary of the Outcome of the Activities and/or Programs | Over 95% of the participants ranked this conference as a 4 or 5 out of 5. The DOE at Meredith College promotes the development of teacher leaders, and it is important for BTs to grow in their role as teachers and mentors for other teachers. Also, our mission of developing teacher leaders helps BTs to find their voice to support their students, who are coming to school with more issues than in the past. |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Wake County Public Schools: West Millbrook and Carroll middle schools; Sanderson High School |
| Start and End Dates | September 2017-May 2018 |
| Priorities Identified in Collaboration with LEAs/Schools | Every student has a personalized education |
| Number of Participants | 80 preservice and other students |
| Activities and/or Programs Implemented to Address the Priorities | During the 2017-18 school year, the DOE chose to include Carroll Middle school in our ESL tutoring program. Carroll Middle School has a high ELL population and has been low performing off and on for past several years. All undergraduate students in middle/secondary programs tutor at Carroll at least one semester. In addition, the DOE continued to work with West Millbrook Middle and Sanderson High School. Therefore, all 3 schools have tutors from the DOE, both fall and spring semesters. |
| Summary of the Outcome of the Activities and/or Programs | All 3 schools (teachers and administrators) have requested that our students continue in the fall 2018. Carroll Middle continues to fall below the state average, but improved last year. The DOE has elected to continue to work with the school during the 2018-19 school year. |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | North Carolina Ready Schools: Meredith Mathematics & Science Institutes(MMSI) |
| Start and End Dates | July 24-26, 2017 |
| Priorities Identified in Collaboration with LEAs/Schools | Every student in North Carolina public schools graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education. |
| Number of Participants | 150 participants |

| | |
|---|---|
| Activities and/or Programs Implemented to Address the Priorities | MMSI - 11th year of summer institutes that focus on specific and important mathematics content as identified in the North Carolina curriculum standards. Institutes cover grades K-12 and include nationally and internationally acclaimed educators with experienced professional development consultants as leaders. Many of the leaders are North Carolina teachers and central office personnel who focus on mathematics instruction. The 5-day workshop was content focused and provided planning assistance for teams from high schools in NC. The consultants emphasized learning new content, solving tasks in context, engaging in conversations, communicating mathematical understanding, making connections within mathematics and across disciplines, building coherence in the curriculum, and cultivating pedagogical diversity. |
| Summary of the Outcome of the Activities and/or Programs | The MMSI summer institutes are designed for all classroom, resource, and lead teachers along with mathematics coordinators and school system supervisors. This continuing institute assist teachers in the design of a problem solving environment and classroom ready materials. Teachers are given the opportunity to discuss and reflect, complete homework that promotes the design of enrichment activities for their own classrooms, and opportunities to network and brainstorm with educators from across North Carolina. Evaluations are high. Teachers comment, "The training is what I needed." "I can practice these things in my room." Good PD is hard to find and MMSI sessions are of excellent quality." "Presenters give us great guidance and have great ideas." |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | North Carolina Communities in Schools - Wake County |
| Start and End Dates | August 2017-April 2018 |
| Priorities Identified in Collaboration with LEAs/Schools | Every student, every day, has excellent educators. Every student in North Carolina public schools graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education. |
| Number of Participants | 12 |
| Activities and/or Programs Implemented to Address the Priorities | Ongoing after school program at the CIS-sponsored Kent Street Community Center and Mayview Community Center, Raleigh. Provided homework support and enrichment to students at the center, one hour/week for 20 weeks in fall 2017 and spring 2018. Meredith students designed a research project for the tutee or group of tutees to explore. Communities in Schools (CIS) provides orientation for Meredith College students before they begin tutoring at the center. |
| Summary of the Outcome of the Activities and/or Programs | CIS staff reports that the support of their students' completion of homework has been successful. Also, the research projects provide the K-8 students an additional opportunity they did not have. The Center director commented that having the tutors from Meredith, who are committed to working with the students in the program, are real benefit for the students at the Center. |

II. CHARACTERISTICS OF STUDENTS

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

| Gender | Number |
|----------------|--------|
| Male | 1 |
| Female | 40 |
| Race/Ethnicity | Number |

| | |
|-------------------------|----|
| Asian/Pacific Islander | 2 |
| African American | 1 |
| Hispanic | 1 |
| American Indian/Alaskan | 0 |
| White | 34 |
| Other | 3 |

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

| Full-Time | | | | |
|---------------|----------------------------|--|----------------------------|----|
| | Male | | Female | |
| Undergraduate | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | 0 |
| | Asian / Pacific Islander | | Asian / Pacific Islander | 1 |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 3 |
| | Hispanic | | Hispanic | 4 |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 67 |
| | Other | | Other | 4 |
| | Total | | Total | 79 |

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 | | 2 | | |
| Elementary | 9 | 12 | | |
| MG | | 3 | | |
| Secondary | | 5 | | |
| Special Subjects | 1 | 7 | | |
| EC | | | | |
| VocEd | | 1 | | |
| Special Services | | | | |
| Total | 10 | 30 | 0 | 0 |

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

| 2016-2017 | | Student Teachers | Percent Licensed | Percent Employed |
|-----------|----------|------------------|------------------|------------------|
| Bachelor | Meredith | 33 | 88 | 79 |
| 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 |
|--------------------------------------|---------------------------|
| Wake County Schools | 591 |
| Johnston County Schools | 98 |
| Durham Public Schools | 43 |
| Guilford County Schools | 31 |
| Harnett County Schools | 29 |
| Winston Salem/Forsyth County Schools | 28 |
| Charlotte-Mecklenburg Schools | 24 |
| Chatham County Schools | 22 |
| Franklin County Schools | 20 |
| Lee County Schools | 20 |

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

| Measure | Baccalaureate |
|----------------------------------|----------------------|
| MEAN SAT Total | N/A |
| MEAN SAT-Math | * |
| MEAN SAT-Verbal | * |
| MEAN ACT Composite | 27.13 |
| MEAN ACT-Math | * |
| MEAN ACT-English | * |
| MEAN PPST-Combined | N/A |
| MEAN PPST-Reading | * |
| MEAN PPST-Writing | * |
| MEAN PPST-Math | * |
| MEAN CORE-Combined | 489.21 |
| MEAN CORE-Reading | 178.20 |
| MEAN CORE-Writing | 170.00 |
| MEAN CORE-Math | 160.50 |
| MEAN GPA | 3.44 |
| 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 |
| Art | 2 | * |
| Elementary (grades K-6) | 8 | 88 |
| English | 1 | * |
| Family and Consumer Sciences | 1 | * |
| Health and Physical Ed | 2 | * |
| M.G. Math | 5 | 100 |

| | | |
|---|----|----|
| Math (grades 9-12) | 2 | * |
| Music | 5 | 60 |
| Institution Summary | 26 | 85 |
| * 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 | | |
| 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 | 7 | 25 | 5 | 0 | 1 | 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 |
|---|---|--|
|---|---|--|

| | | |
|--|--|--|
| | | |
|--|--|--|

K. Teacher Effectiveness

| Teacher Effectiveness | | | | | | |
|--|-------------------------------|-----------------------|-------------------------|--------------|---------------|-------------|
| <p>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 meet 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/</p> | | | | | | |
| Standard One: Teachers Demonstrate Leadership | | | | | | |
| | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size |
| Inst. Level: | 0.0% | 1.1% | 64.8% | 0.318 | 2.3% | 88 |
| 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% | 0.0% | 47.7% | 47.7% | 4.5% | 88 |
| 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% | 1.1% | 70.5% | 27.3% | 1.1% | 88 |
| 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% | 0.0% | 64.8% | 34.1% | 1.1% | 88 |
| 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% | 1.1% | 61.4% | 36.4% | 1.1% | 88 |
| 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: | 17.2% | 68.8% | 14.1% | 64 | | |
| State Level: | 19.6% | 64.7% | 15.7% | 4,570 | | |
