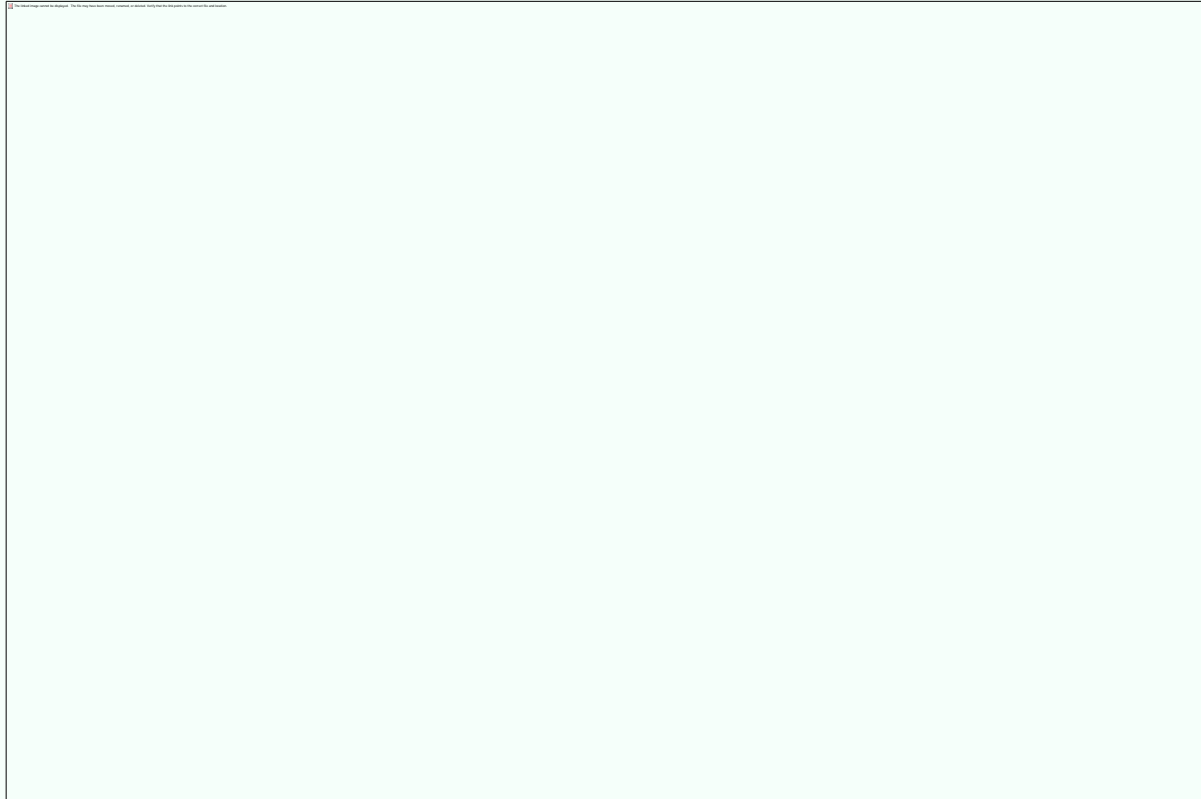


2019-2020

EPP Bachelor Performance Report

Catawba College



Overview of Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The College is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program through its School of Evening and Graduate Studies. Utilizing the skills of 153 full- and part-time teaching faculty, Catawba College provides instruction to 1331 students (1291 undergraduates) representing 32 states and 22 foreign countries.

Special Characteristics

Catawba College has a long history of public service, first opening its doors in Newton in 1851 and in Salisbury since 1925. Approximately 19% of the student body arrives from outside of

North Carolina. The College offers 22 licensure programs, all rooted in the conceptual framework *Teacher as Reflective Practitioner*. The framework is aligned with the North Carolina Professional Teaching Standards and the National Board for Professional Teaching Standards (NBPTS). Reflection permeates all of the teacher education programs, with portfolios providing substantial evidence for candidate performance. The teacher education programs are small, and the College prides itself on its ability to provide individual attention and support to all of its students. There is a highly-structured, tightly-sequenced set of experiences that blend theory, methods, and classroom practice and which allows for a cohesiveness that is one of the most unique features of the undergraduate teacher education programs at the College

In order to better provide for continuous program improvement, teacher education faculty follow the Catawba College Teacher Education Unit Assessment System/Quality Assurance System. This system incorporates a variety of quantitative and qualitative assessments, including evaluations developed in collaboration with public school partners.

The Shirley Ritchie Academy for Teaching provides professional development and travel opportunities for area educators and prospective teachers. The Academy also operates the Martha West Scholarships that provide scholarships of up to \$5,000 per year for prospective teachers.

Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Catawba College offers teacher education programs approved by the North Carolina State Board of Education.

Program Areas and Levels Offered

Catawba College offers 17 undergraduate licensure programs and 5 graduate licensure programs. Approved undergraduate programs include Elementary Education (K-6), Middle School Education (6-9, with concentrations in Language Arts, Mathematics, Science, and Social Studies), Secondary Education (9-12 in English, Mathematics, Comprehensive Social Studies, Comprehensive Science, Biology, and Chemistry), Special Education and Special Subject Areas (K-12 in Health/Physical Education, Music, and Theatre Arts). A second field license program in Reading Education is also offered. An evening Birth-Kindergarten program is offered in Salisbury as well as on the Harris Campus of Central Piedmont Community College. It is operates as a 2+2 program in cooperation with area community colleges.

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

Traditional	Lateral Entry	Residency
X		X

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

For the report, briefly describe your current efforts or future plans to the recent legislative 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.

Prospective general education teachers learn to provide instruction to children with disabilities in courses such as Psychology of Exceptionalities and Adapting Activities for Special Populations, both of which have field components in local schools. In literacy methods coursework required for all candidates, students receive instruction in best supporting students with special needs. During the Learning Environments and Professional Practices course and during methods classes, candidates also learn strategies for differentiating instruction and providing effective instruction for students with disabilities. This coursework is connected to internship experiences in the local schools that serve diverse populations. Assignments in these courses include evidence of the ability to plan, implement, and assess instruction for students with special needs. Experts from the local public school system are invited to make presentations in various classes to help students learn further strategies employed by the local school system to meet the needs of all students.

Special Education candidates take Behavior Modification, Methods for Special Populations, and Critical Issues in Special Education courses, in addition to the courses mentioned above for all candidates. Our department strongly encourages all ELED candidates to add the SPED major (these additional three courses), even if they do not intend to license in SPED, in order to gain further skills and strategies for serving diverse populations and students with disabilities.

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

Literacy methods coursework required for all candidates includes instruction in best practices for supporting students of limited English proficiency. These methods courses are connected with internship experiences in local schools that serve diverse populations, thereby providing hands-on practice in implementing strategies discussed during methods coursework. During the Learning Environments and Professional Practices course students learn further strategies for providing effective instruction for students of limited English proficiency. Content area methods courses also address the needs of these learners in the specific content areas and provide strategies for meeting these needs to facilitate learning of the content.

Assignments in the coursework described above include providing evidence of the ability to plan, implement, and assess instruction for students of limited English proficiency. As part of preparation for the edTPA portfolio, students must specifically address this student population on their lesson plan templates.

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 university design for learning.

In 2019-2020 all candidates were prepared to use technology effectively to improve teaching and learning for the purpose of increasing student achievement. First, all candidates enroll in EDUC 2000 (Introduction to Teaching and Educational Technology). During this course, students must complete tutorials (demonstrating skills in word processing, database creation and use, and spreadsheet applications) and engage in library research skills (accessing online databases to hone information literacy skills and locate and evaluate high quality sources of information). They must also complete app reviews, prepare presentations (using technology resources, such as Prezi and PowerPoint), use online polling, and demonstrate educational use of tablet and smart phone technology. Second, candidates in methods courses have internships in Rowan-Salisbury Schools, which is nationally recognized for its 1:1 technology initiative, and, therefore, receive much hands-on practice with the effective use of technology for teaching and learning. Third, student teachers complete edTPA portfolios that require them to effectively integrate technology into their teaching and learning cycle. Fourth, candidates have access to MacBooks, iPads, and digital cameras through the Teacher Education Department resources. They also have access to Catawba's Digital Learning Lab (and the assistance of its director), offering high quality technology tools, such as 3-D printers and video equipment. Also, all EDUC courses include the use of technology as part of the required assignments listed on their syllabi. (Note: Students specifically learn about and address the Universal Design for Learning - UDL - in their methods courses.)

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

Teacher education faculty incorporate assignments involving formative and summative assessments during methods courses. Public school educators came to campus to meet with candidates and provide demonstrations in the use of EVAAS. Candidates in methods courses also receive preparation in the use of this data during their required internships in public schools. Student teachers develop professional portfolios (edTPA) that require the design and application of the planning-instruction-assessment cycle. In order to successfully complete this portfolio, students must provide evidence of their ability to design, implement, and interpret data from formative and summative assessments within the school/classroom setting, using a variety of methods, which include technology-based assessment systems. Prior to the student teaching semester, candidates practice designing and interpreting such assessments as part of their methods coursework and internships.

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

All students who major in Elementary Education, as well as anyone seeking a recommendation for licensure in Elementary Education from Catawba College, were required to take EDUC 3010 Integrated Arts for Elementary Teachers. The course description is "The study and practice of integrating music, movement, creative drama and visual arts into the elementary curriculum."

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

The *Catawba College Department of Teacher Education Quality Assurance System* provides guidelines for the assessment and evaluation of teacher education licensure programs. Rooted in the unit conceptual framework, *Teacher as Reflective Practitioner*, this system examines five measures of quality: candidate performance, field experiences, diversity, faculty, and unit resources. Drawing data from multiple sources at various assessment points (program admission, entry into student teaching, exit from student teaching, and induction into the profession), the unit head reviews these measures of quality twice annually (beginning of fall semester and end of spring semester) with the teacher education faculty. Recommendations for program improvement are then incorporated into the *Department of Teacher Education Strategic Plan*, which is designed to lead to continuous improvement. This plan is then presented for approval to the Teacher Education Council.

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

Each candidate admitted to a teacher education program participates in a field experience each semester prior to student teaching. In the day programs, juniors enroll in EDUC 3100 Theories of Teaching and Learning during the fall semester and EDUC 3101 Learning Environments and Professional Practice in the spring semester; in both classes students are required to participate in structured observations in a low performing school. For our ELED and SPED majors, juniors participate in a two semester, required internship in a low-performing school. For our Middle Grades majors and Secondary Education minors, juniors enroll in methods classes in the spring that have a required internship component in a low performing school. Candidates also enroll in either PSYC 2940 Psychology of Exceptionalities or PER 4740 Adapting Activities to Special Populations during their program of study and work in schools with special needs students prior to their student teaching semester. In the senior year, students enroll in a semester-long student teaching experience during either the fall or spring semester.

Additional field experiences are found in EDUC 2000 Introduction to Teaching and Educational Technology (school visits).

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

Prospective elementary teachers complete a year-long junior internship experience prior to the 15-16 week student teaching experience; this ensures that student teachers have experiences at both the beginning and end of the school year. Prospective teachers in other subject areas typically enroll in a methods class with an internship component in the semester prior to student teaching. Therefore, these students have experiences at both the beginning and end of the school year. All prospective teachers admitted and enrolled to a teacher education program will have experiences at the beginning and end of the school year. However, it may not be practical for some students enrolled in highly structured programs (such as science) to experience the beginning and end of the school year during concurrent semesters.

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	Overton Elementary School (Rowan-Salisbury Schools)
Start and End Dates	Aug 2019-April 2020
Priorities Identified in Collaboration with LEAs/Schools	<p>Goals: 1. To improve the quality of a teacher preparation program through rigorous entry and program standards and a relevant array of “real world” application experiences. Rationale: A well sequenced set of professional development activities will better prepare prospective teachers for work in RSS schools.</p> <p>2. To develop teacher leaders who will strengthen the profession of teaching as they progress from the initial stages of preparation and throughout their career. Rationale: Leadership is one of the new NC Professional Teaching Standards</p> <p>3. To close the gap between educational theory and the wisdom of practice. Rationale: Candidates who understand the connection between theory and practice are more likely to implement research-based practices and prepare 21st century learners.</p> <p>4. To assist in the professional development of 21st century educators. Rationale: This is aligned with the goals of Future Ready Students.</p> <p>5. To improve an elementary school through the development of better-prepared educators who contribute to a school culture focused on learning outcomes. Rationale: This is consistent with the aims of the school improvement team.</p> <p>6. To produce measurable improvements in classroom learning for all students who contribute to a school culture focused on learning.</p>
Number of Participants	6 interns, 8 public school educators (6 classroom teachers, 1 EC teacher, and 1 Literacy Specialist/liason), 130 children (approximate unduplicated count; estimate)
Activities and/or Programs	1. Pre-service teachers enrolled in Elementary Methods I and II engaged in a year-long junior internship at Overton Elementary (Catawba Overton Partnership for Excellence - COPE). Experiences included:

Implemented to Address the Priorities	<ul style="list-style-type: none"> • Participation in professional development for reading assessment and conducting reading diagnoses and remediation for Overton students (Goals 1, 3, 5, 6) • Organization of a science event for students in grade 4 (Goal 3) <p>2. Monthly meetings for interns were conducted by the COPE Director (an Overton educator) and the Assistant Dean of Education from Catawba. The COPE Director receives a stipend for her services and serves on the Teacher Education Council along with the Overton principal. (Goals 2, 4)</p> <p>3. A COPE Advisory Council consisting of college and school faculty oversees program governance. (Goal 2)</p> <p>4. Free graduate tuition available for mentor teachers.</p> <p>5. One hundred percent of full time Teacher Education faculty participated. (Goal 4) (Twentieth consecutive year of collaboration)</p>
Summary of the Outcome of the Activities and/or Programs	<ul style="list-style-type: none"> • Internship evaluation forms completed by mentor teachers indicated that 100% of mentors who responded (4/6 classroom teachers) expressed no major concerns about junior interns entering student teaching. (Goals 1, 3, 5) • 100% of teacher education faculty (via informal discussions) indicated belief that program goals were being met (100%). (Goals 1-6) • 100% of respondents indicate that the work of the COPE interns is having a positive impact in the classroom. (Goal 6) <p>Suggestions for areas of continued improvement for interns included working on lesson delivery pacing and use of a "stronger teacher voice" in the classroom for classroom management purposes.</p>
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Rowan-Salisbury Schools (RSS)
Start and End Dates	Summer 2019-present
Priorities Identified in Collaboration with LEAs/Schools	<p>To provide pedagogy courses to assist Residency Licensure teachers as they fulfill the requirements of licensure for the state of NC.</p> <p>(Program formerly began for lateral entry teachers. Program was changed to address the needs of the new requirements for Residency Licensure; but, benefits to entering teachers remain the same.)</p>

Number of Participants	13 students officially entered as applying for RL program of study
Activities and/or Programs Implemented to Address the Priorities	<p>Funding obtained from donor to provide \$975 scholarships to RSS Residency Licensure teachers; thus, tuition cost for each teacher is lowered to only \$150 per teacher.</p> <p>Residency Licensure candidates enroll in Summer, Fall, and Spring courses, including:</p> <p>PSYC 1500 Human Development</p> <p>PSYC 2940 Psychology of Exceptionalities</p> <p>EDUC 3108 Multiliteracies in the Content Area</p> <p>EDUC 3100 Theories of Teaching and Learning S18 (hybrid format)</p> <p>Methods classes (dependent upon licensure area)</p> <p>Leadership Seminar</p> <p>Internship for Residency Licensure</p>
Summary of the Outcome of the Activities and/or Programs	To date 1 Residency Licensure candidate has completed all course requirements. The remaining candidates are registered in continuing coursework to complete their requirements.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Rowan Salisbury Schools
Start and End Dates	Aug 2019 – May 2020
Priorities Identified in Collaboration with LEAs/Schools	To provide support for schools through service, including professional development. Rationale: Community involvement is mutually beneficial; pooling resources is wise, especially in financially difficult times.
Number of Participants	8 college faculty (Note: This year's report is past only upon Teacher Education Faculty involvement in Outreach Catawba. Due to COVID-19, our survey of all faculty involvement was not administered. We will resume record keeping for all Catawba faculty involvement 2020-2021.)
Activities and/or Programs Implemented	Outreach Catawba: Faculty Involvement with the Public Schools. Faculty involvement included tutoring, serving on school committees (such as, RSS TOY), judging science fairs and senior projects, providing lectures or

d to Address the Priorities	professional development, and volunteering in Special Olympics. (Nineteenth consecutive year for this outreach program.)
Summary of the Outcome of the Activities and/or Programs	100% of Teacher Education Faculty were involved in outreach activities in the public schools durign the 2019-2020 academic year.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Overton Elementary School (Rowan Salisbury Schools)
Start and End Dates	March 2020 (recurs every Spring since 2014)
Priorities Identified in Collaboration with LEAs/Schools	To provide children and their families with literacy and content-area integrated experiences.
Number of Participants	approximately 100 Overton participants (Overton students and families), 20 Overton teachers and staff members, 3 Catawba faculty and staff members, and 16 Catawba students
Activities and/or Programs Implemented to Address the Priorities	Overton and Catawba faculty (and Catawba students) worked together to provide a Dr. Seuss Literacy Night. Overton students and their families participated in stations that provided a content-area (math, science, social studies, or the arts) activity in conjunction with the reading of a Dr. Seuss book.
Summary of the Outcome of the Activities and/or Programs	Informal feedback from students (Catawba and Overton), family members, and faculty/staff members (Catawba and Overton) indicated the event was well-received and provided beneficial activities for fostering literacy and learning.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	14
Female	31
Gender Neutral	0
Gender not Provided	0
Total	45
Race/Ethnicity	Number
Asian	0
African-American	7
Am. Indian/Alaskan Native	1
Hispanic/Latino	3
Native Hawaiian/Pacific Islander	0
White	33
Two or More Races	1
Race/Ethnicity Not Provided	0
Total	45

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		Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian
	Hispanic/Latino	1	Hispanic/Latino	1	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	9	White	18	White
	Multi-Racial		Multi-Racial	1	Multi-Racial
	Not Provided		Not Provided		Not Provided
	Total	10	Total	20	Total
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2	Black, Not Hispanic Origin

	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	1	Total	4	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	1	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	

	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	1	Total	1	Total	0

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

Program Area	Baccalaureate Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten	1	1	2	1		
Elementary	1			1	1	

Middle Grades		1				
Secondary	1					
Special Subjects		1	1			
Exceptional Children						
Vocational Ed						
Special Services						
Total	3	3	3	2	1	0
Comment or Explanation						

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

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Catawba College	16	100	63
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Rowan-Salisbury Schools	196
Davidson County Schools	58
Cabarrus County Schools	38
Charlotte-Mecklenburg Schools	37
Winston Salem / Forsyth County Schools	29
Kannapolis City Schools	24
Iredell-Statesville Schools	20
Lexington City Schools	18
Wake County Schools	17
Davie County Schools	16

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	26.69
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	495.39
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.58
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

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

		1st Year		2nd Year		3rd Year		4th Year	
Cohort	License Area	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Biology	1	*	1	*	1	*	1	*
2016	Elementary (grades K-6)	5	100	5	100	5	100	5	100
2016	English	1	*	1	*	1	*	1	*
2016	Health and Physical Ed	2	*	2	*	2	*	2	*
2016	M.G. Math	1	*	1	*	1	*	1	*
2016	Math (grades 9-12)	1	*	1	*	1	*	1	*
2016	Music	2	*	2	*	2	*	2	*
2016	Social Studies	2	*	2	*	2	*	2	*

	(grades 9-12)								
2016	Spec Ed: General Curriculum	3	*	3	*	3	*	3	*
2016	Institution Summary	16	87.5	16	93.75	16	93.75	16	93.75
2017	Biology	1	*	1	*	1	*		
2017	Elementary (grades K-6)	7	100	7	100	7	100		
2017	English	2	*	2	*	2	*		
2017	Health and Physical Ed	2	*	2	*	2	*		
2017	Math (grades 9-12)	1	*	1	*	1	*		
2017	Music	1	*	1	*	1	*		
2017	Science (grades 9-12)	1	*	1	*	1	*		
2017	Spec Ed: General Curriculum	5	100	5	100	5	100		
2017	Institution Summary	15	100	15	100	15	100		
2018	Biology	1	*	1	*				
2018	Elementary (grades K-6)	1	*	1	*				
2018	English	1	*	1	*				
2018	Health and Physical Ed	1	*	1	*				
2018	M.G. Language Arts	1	*	1	*				
2018	M.G. Math	1	*	1	*				

2018	Institution Summary	6	100	6	100				
2019	Elementary (grades K-6)	3	*						
2019	M.G. Math	1	*						
2019	M.G. Social Studies	1	*						
2019	Music	1	*						
2019	Spec Ed: General Curriculum	1	*						
2019	Institution Summary	6	100						

* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.

'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.

H. 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	6	2	2	1	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
Residency	0	1	0	0	0	0
Comment or Explanation:						

I. 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
4	2	5

J. Field Supervisors to Students Ratio (include both internships and residencies).

8:25

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 year 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 https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</p>
Due to Covid-19 data for this section was unable to be collected.