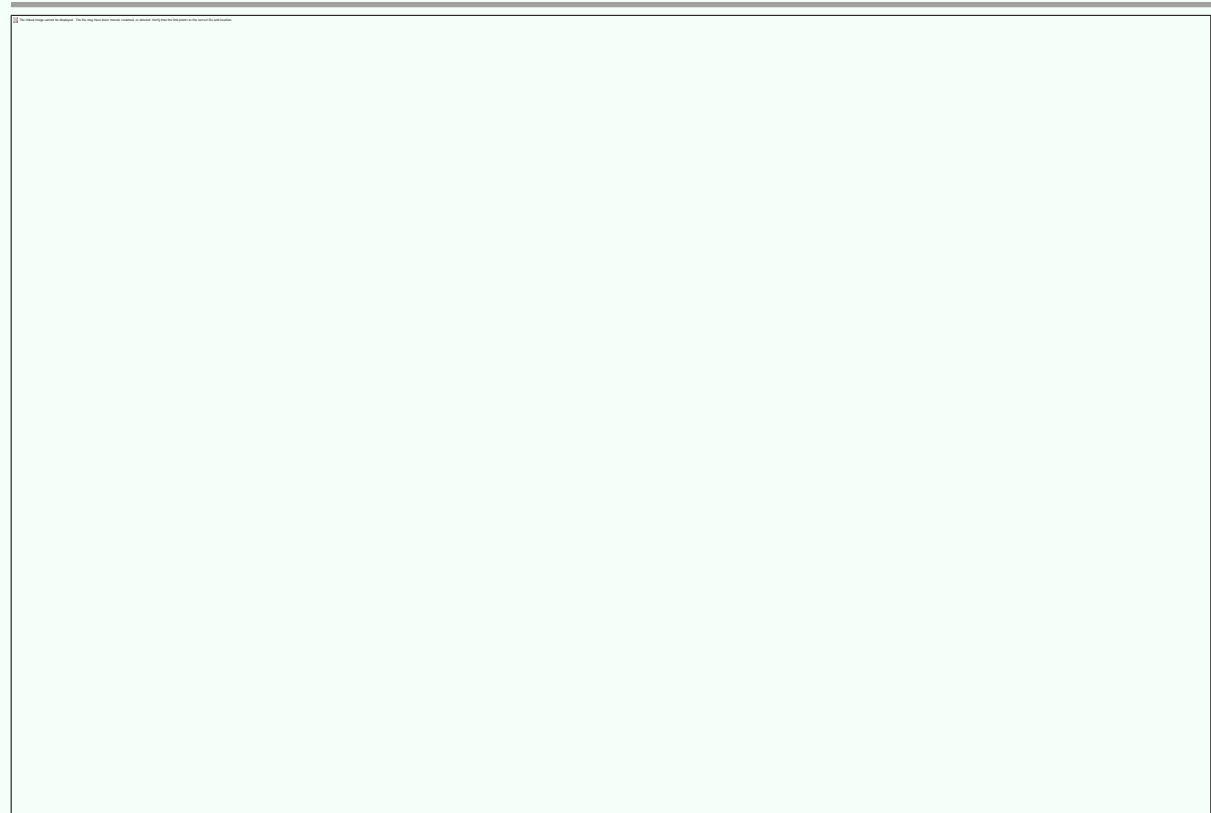


# 2019-2020

## EPP Bachelor Performance Report

### Elizabeth City State University



#### Overview of Institution

Elizabeth City State University (ECSU) serves northeastern North Carolina, providing affordable academic programs and services of exceptional caliber in a nurturing environment. ECSU continues to be a leading partner in enhancing educational and cultural opportunities and improving the economic strength in the northeastern North Carolina region. Through teaching, research, and community engagement, ECSU provides a student-centered environment, delivered in a manner that enhances student learning, while preparing its graduates for leadership roles and lifelong learning. Through community outreach, the University seeks to identify and address the needs of northeastern North Carolina. As of Fall 2018, the student population was approximately 1160 Black, 294 White, 68 Hispanic, 10 Asian, 8 American Indian or Alaskan Natives, 2 Native Hawaiian or other Pacific Islander, 5 Non Resident/Aliens, 71 Unknowns and 60 students of two or more races. More than half of the students are from the surrounding 21 county ECSU service

area. The university was reaccredited by the Southern Association of Colleges and Schools (SACS) in fall 2012. ECSU received CAEP Accreditation in May, 2018.

### **Special Characteristics**

ECSU has earned national acclaim for its academic advances: #1 Affordable Public HBCU in the Nation 2017-18- data from the *National Center for Education Statistics*, ranked #5 Military Friendly School 2019-20 by *Victor Media, CollegeNet, Inc.* Social Mobility Innovator for 2019, *U.S. Veterans Magazine* Best of the Best 2018, *U.S. News and World Report's* 2016 and 2017 edition of Best Colleges ranked Elizabeth City State University #2 in the publication's category of Top Public Schools (Regional Colleges in the South). The publication ranked the university #20 among the 50 Historically Black Colleges and Universities evaluated. Between 1999 and 2018, ECSU repeatedly earned national acclaim in *U.S. News and World Report Magazine's* ranking of "Best Colleges."

Through a close partnership with the Northeast Academy for Aerospace and Advanced Technologies (NEAAAT), the Department of Education, Psychology, and Health is implementing a Golden Leaf funded partnership to provide teacher education students unique field experience opportunities. NEAAAT serves as a demonstration site for ECSU pre-service teachers and faculty. This program improves the quality of their student teaching experience and increases their likelihood of implementing interdisciplinary PBL in classrooms across the northeast after graduation. Veteran teachers undertake residencies to share similar experiences, thus reducing barriers to PBL implementation resulting from a lack of exposure. At the same time, this unique opportunity serves as a valuable asset in the marketing and recruitment efforts of both institutions and a magnet for highly talented personnel.

As a small school, students have the opportunity to meet and interact with faculty on a regular basis. Faculty and staff in the department of Education, Psychology, and Health are committed to the mission of preparing competent practitioners who facilitate learning. Teacher candidates are required to spend additional time in the classroom through a year-long clinical practice. The process has proven successful based on survey data from school partners. Public school teachers serve on various committees in the department. This collaboration emphasizes the need for more input from public schools. School personnel (principals, superintendents, teachers, other support) actively participate in discussions and explore solutions to current needs and innovative ideas of our program. ECSU faculty, staff and students actively engage in Professional Development with school partners. This triad of faculty, professionals, and pre-professionals working together toward the common goal of preparing to teach children is a creative way of discovering together what is most appropriate for student achievement.

### **Program Areas and Levels Offered**

ECSU is a Comprehensive II University, currently offering 30 baccalaureate degree programs in the basic arts and sciences and selected professional and pre-professional areas. The Division of Academic Affairs is responsible for the coordination of all phases of the instructional program. ECSU offers curricula leading to the following degrees: Bachelor of Science, Bachelor of Arts, Bachelor of Social Work, Bachelor of Science in Education, Master of Education in Elementary

Education, Master of School Administration, Master of Science in Biology, and Master of Science in Mathematics. Elizabeth City State University Education Preparation Programs for 2018-2019 included the following undergraduate programs: Birth-Kindergarten, Elementary Education, Special Education, and Music. Secondary areas include: Biology, Chemistry (Comprehensive Science), English, History, and Mathematics. Health & Physical Education is offered as a concentration for Kinesiology leading to licensure.

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

Traditional	Lateral Entry	Residency
X	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.**

Diversity plays a major role in the curricula. The EPP places emphasis on the educational and psychological literature that demonstrates diverse learning. Additionally, the EPP recognizes that issues of diversity play major roles in how teachers engage students in the classroom and view the dynamics of diverse settings. Candidates learn how to incorporate specific strategies for addressing learner differences and minimizing personal bias in their usage of these strategies. The introductory course, EDUC 310: Professional Studies II: Special Education and Diverse Learners, emphasizes special education law, identification, placement, procedures and program evaluation accountability, and is a required course for all education majors. It is designed to provide an overview of special education and to give students the knowledge, skills and dispositions necessary to facilitate effectively in the P12 student referral process, interpret education and assessments and psychological reports, implement the objectives of the IEP, advocate for appropriate services with students with learning disabilities and to understand the need for continuous professional development. Candidates complete specific assignments, including IRIS Star Legacy Modules that ensure students develop proficiencies in addressing classroom diversity, Universal Design for Learning, cultural and linguistically diverse students, differentiated instruction, the pre-referral process, the Response to Intervention Process and providing accommodations.

All education courses address meeting the needs of a diverse population as evident in syllabi. Through lesson plans, class presentations, early field experience and clinical I, candidates must demonstrate how to accommodate all students, including students with special needs. Candidate knowledge is assessed through program pre/post surveys, cooperating teacher student

evaluations, student teaching instruments, clinical I instruments and other key assessments such as the Recent Graduate Survey.

**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.**

The EPPs program coursework addresses working with the ELL population. Courses such as Introduction to Reading, Teaching Reading in the Content Area, Multicultural Education and Special and Diverse Learners, candidates also received training during Clinical II in Seminar in Contemporary Issues, all specifically address working with and meeting the direct needs of ELL students. The 21 county service area (a predominately rural area) offers candidates a variety of meaningful experiences with multiple diverse opportunities including, working with students with English as a Second Language, from low socio-economic status, students with disabilities, and low performing, students. Candidates must experience a variety of settings in preparation for diversity and addressing diversity in the classroom. Data is also collected on teacher, classroom and school demographics to support the diverse candidate experience. Candidates demonstrate knowledge of preparation to effectively teach through surveys key assignments in coursework and completion of survey instruments capturing candidate preparedness.

**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.**

The EPP's Conceptual Framework identifies Embedded Technology User as one of its six themes. The EPP incorporates technology in coursework as well as field and clinical experiences. Candidates are expected to apply technology in the teaching and learning process, and use technology to conduct research, solve problems collaborate and use as an assessment tool.

Candidates are required to take EDUC 203 Introduction to Instructional Technology. This course encompasses International Society for Technology in Education (ISTE) Standards and the North Carolina Digital Standards. The course engages students in the use of the latest technology in preparation for teaching and assessing. Candidates are provided with an introduction to the instructional use of technology with emphasis placed on the use of technology for teaching North Carolina Common Core Standards. ISTE and NC Digital Learning Standards are also addressed in professional education courses. Candidates must incorporate the use of technology in all lesson plans. Students identify the technology used (smartboard, white board, use of tablets, other devices).

During senior II, candidates participate in technology training designed to assist candidates in understanding and how to incorporate the North Carolina Digital Learning Standards and ISTE standards prior to program completion. The North Carolina Department of Public Instruction northeast facilitator also provides professional development opportunities to engage candidates in the understanding and the use of technology.

Candidates share their understanding of the importance and knowledge of using technology on the Pre & Post Program Surveys, Rubric for Evaluating NC Teachers, TEP Exit Interview, and UNC Teacher Productivity Report.

**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.**

All education candidates are required to take EDUC 203- Instructional Technology. The syllabus is aligned with current ISTE standards and highlights assignments, which have been redesigned to ensure students meet these newest standards. The revised syllabus was developed by faculty, the ECSU Instructional Technology Specialist and input from LEAs.

Students are given the opportunity to experience working with various technology assisted assessments in public schools during directed field experience and Clinical Practice I & II. Students are required to identify assessments used when developing lesson plans for all courses. In addition, all teacher education candidates are required to take EDUC 360 Teaching and Assessment. This course is designed to explore the various assessments used in the evaluation of student performance. The edTPA learning cycle is practiced to prepare candidates to use assessment effectively in the classroom. The collection of data and how it is interpreted, analyzed, and used to improve student achievement is also explored. Faculty have received training in assessment, which is important for student growth in this area.

Technology training is offered to candidates and faculty ongoing. Technology is intertwined early in the curriculum and throughout the program. To remain current with technology and how to encourage the use of technology, faculty participate in technology trainings. Trainings are offered continuously through the Office of Distance and Continuing Education on ECSU's campus. The EPP remains current with technology utilized in the P-12 setting through trainings offered by partnering LEAs and the North Carolina northeast consultant. The professional development assists faculty in using technology in their respective classes. The trainings are made available to candidates as well. Candidates participate in professional development that directly relates to classroom expectations including software, and equipment.

Professional courses provide opportunities for students to use technology and work with various technology assisted assessments in public schools. During Clinical I, as part of the edTPA requirement, candidates complete projects incorporating the use of technology to prepare them for completing the edTPA requirement with evidence of a positive impact on student learning. Candidates develop a comprehensive assessment plan that integrates technology, is based on a continuous improvement model, and is used to improve instruction. Candidates develop learning outcomes that are measurable, and achievable, develop or locate a technology based assessment (pre- and post-test) that will measure the outcomes and provide data to identify the focus of instruction as well as the “impact” of the instruction.

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

The EPP recognizes the importance of the integration of arts in education. Faculty have been challenged to incorporate the arts within coursework by requiring assignments that will emphasize using the arts. Education majors have had the opportunity of experiencing the importance of the arts while observing and student teaching in a local A+ school.

In recognizing the importance of the arts in education, faculty have been encouraged to include the integration of art in core courses. This ensures that the arts cross all program areas. The coordinator for music education consistently collaborates with the education department. This has been a vital part of the transition in recognizing and embracing the arts.

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

The EPP has continuously used data as a critical part of decision making for the department and programs. Various instruments are used to gather data for program improvements. The assessment coordinator reviews, analyzes and forwards data to coordinators, the Data Review Team, and shares in department meetings. The Data Review Team was established to review data and make decisions for ongoing program improvement. The team reviews data and develops a list of strategies to improve areas of concern. Once the suggested strategies have been implemented, the data are once again reviewed to disclose its impact. In addition, data presented with positive outcomes are reviewed and shared for continuous improvement.

The unit and programs recently conducted a full self-study. Our quality assurance system offers continuous measures to monitor candidate progress, accomplishments of students who have completed the program and assists with providing data for operational effectiveness. Internal and external data are collected, reviewed, analyzed and shared on a quarterly, semesterly or annual basis through the Data Review Team, Teacher Education Advisory Council meetings, Departmental and Program meetings, University-School Teacher Education Partnership meetings, Area Chamber of Commerce Teacher Education Forum, University Faculty Institute and via the Teacher Education website.

A range of data are being collected for program improvement including feedback from alumni, teachers and principals for added value. Candidates' academic performance is tracked via Taskstream from admission to candidacy to graduation. The EPP is able to access and analyze the data in Taskstream to make informed decisions on the future direction of the program. The quality of the program is enhanced by the collaborative efforts of the external professional community such as, superintendents, principals, cooperating teachers, instructional specialists, human resources personnel and alumni. Data is shared among faculty, staff, and community partners to identify needs and make program improvements.

The Taskstream Accountability Management System (AMS) is used by faculty to continuously review programs by setting program goals and using data to support changes. Program goals are established at the beginning of each academic year, reviewed for progress mid-year, and analyzed and shared at the end of the academic year.

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



The EPP in collaboration with LEAs, select and train cooperating teachers and work in unison on the placements for all candidates. Candidates complete an application for field experience placement and the Director of Educator Preparation works closely with partners to assign appropriate placements. The Taskstream database allows the EPP to track field and clinical diverse placements.

In the senior year, candidates complete year-long student teaching, Clinical I & II. During the first semester, students observe and participate in the classroom while fulfilling required coursework and field experience hours. Candidate hours vary based on the course(s) they are enrolled in during the semester. Hours may range from 30-60. Candidates are required to fully participate in classroom/school activities. They are also encouraged to attend school meetings/trainings and parent meetings. Teachers evaluate candidate performance at the end of the observation period. This data is reviewed and used to determine if candidates are ready to move forward to Clinical Practice II.

During the second semester of the candidate's senior year, Clinical II, the candidate completes 75 days of student teaching with the cooperating teacher as mentor. The EPP increased this number by 5 days to support extended time in the classroom for candidates. Candidates are evaluated by the cooperating teacher and university supervisor using the Rubric for Evaluating North Carolina Teachers. The University Supervisor and cooperating teacher collaborate during the required 75 student teaching days. The university supervisor visits the classroom a minimum of 4 times during the 75 days. There is no maximum number of visits. The university supervisor offers ongoing support throughout the Clinical II experience.

To assist with program effectiveness, all candidates completing early field experiences and clinical I are evaluated by teachers through the completion of an electronic Student Field Experience Survey.

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

Year-long student teaching assists candidates in gaining experiences during the beginning and ending of the school year. Clinical I and II affords students the opportunity to experience a full academic year in the classroom (fall, spring). If students begin Clinical I in the fall, they experience the beginning of the school year. During Clinical II (student teaching), students experience the second half of the school-year.

## **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	Camden, Pasquotank, Perquimans, Chowan, Washington, Bertie, Hertford, and Gates Counties, and NEAAAT
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Formal Collaborative Plans	
Start and End Dates	July 1, 2015 to September 30, 2018
Priorities Identified in Collaboration with LEAs/Schools	To increase pedagogical content knowledge among math and science teachers in kindergarten through 8th grade in partner districts.
Number of Participants	141
Activities and/or Programs Implemented to Address the Priorities	2 week summer math and science content workshop Saturday follow-up sessions on-site coaching for participating teachers Online Content Course 3 day Leadership Workshop.
Summary of the Outcome of the Activities and/or Programs	Participants completed 140 contact hours of professional development
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Northeast Academy for Aerospace and Advanced Technologies (NEAAAT)
Start and End Dates	August 2017-June 2018
Priorities Identified in Collaboration with LEAs/Schools	Increase engagement and outreach with K-12 partners
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	Pre-service teachers worked with lead classroom teachers using problem- based learning and creative approaches to technology.
Summary of the Outcome of the Activities and/or Programs	Pre-service teachers were able to participate and observe the usage of various cutting-edge technologies and pedagogies and were able to contrast those practices to a more traditional educational environment.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Gates County Schools
Start and End Dates	July 2019-July 2019
Priorities Identified in Collaboration with LEAs/Schools	Introduce lead teachers to Problem-Based Learning. Establish strong knowledge base in incorporating PBL in the classroom.
Number of Participants	



Activities and/or Programs Implemented to Address the Priorities	Teachers participated in Professional Development to enhance their knowledge and learn practical ways to use Problem Based Learning.
Summary of the Outcome of the Activities and/or Programs	Forty-five teachers participated in PBL training. Teachers were charged with incorporating Problem Based Learning in their classrooms beginning fall 2019.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Edgecombe, Franklin, Gates, Halifax, Hertford, Hyde, Martin, Nash Rocky Mt., Northampton, Pasquotank, Perquimans, Tyrell, Vance Washington, Warren
Start and End Dates	Last revised 2013- Ongoing
Priorities Identified in Collaboration with LEAs/Schools	The cooperating teachers are expected to incorporate technology based activities continuously and candidates are exposed to or participate in various classroom activities such as direct and small group teaching, student assessment, and learning communities.
Number of Participants	185
Activities and/or Programs Implemented to Address the Priorities	Early Field Experience and Clinical I & II
Summary of the Outcome of the Activities and/or Programs	Twenty-three candidates completed Clinical II in 2017-18. Candidates were placed in diverse settings in 7 districts. One hundred eighty-five candidates completed Early Field Experience.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	ECPPS
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Screening for NC-PreK
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Assisted with NC Pre-K Screening process to identify potential participants.
Summary of the Outcome of the Activities and/or Programs	Potential Pre-K participants were identified and will be placed in various facilities for the 2018-19 academic year.

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	0
Female	5
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>5</b>
Race/Ethnicity	Number
Asian	0
African-American	2
Am. Indian/Alaskan Native	0
Hispanic/Latino	1
Native Hawaiian/Pacific Islander	0
White	2
Two or More Races	0
Race/Ethnicity Not Provided	0
<b>Total</b>	<b>5</b>

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

Full-Time					
	Male		Female		Gender Neutral
<b>Undergraduate</b>	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		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		White	11	White
	Multi-Racial		Multi-Racial		Multi-Racial

	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4	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	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	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	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Undergraduate</b>	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	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	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	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	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	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

Program Area	Baccalaureate Degree	Licensure Only	Residency
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<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC Completed program and applied for license</b>						
Prekindergarten						
Elementary	2					
Middle Grades						
Secondary						
Special Subjects	1					
Exceptional Children	1					
Vocational Ed						
Special Services						
<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Comment or Explanation						

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

<b>2018-2019</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Elizabeth City State University	11	100	82
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Elizabeth City-Pasquotank Public Schools	175
Currituck County Schools	76
Perquimans County Schools	58
Wake County Schools	57
Camden County Schools	56
Hertford County Schools	52
Edenton-Chowan Schools	44

Bertie County Schools	43
Gates County Schools	42
Charlotte-Mecklenburg Schools	41

**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	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	505.00
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.49
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
<b>Comment or Explanation:</b>	

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

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Elementary (grades K-6)	3	*	4	*	4	*	4	*
2016	M.G. Language Arts					1	*	1	*
2016	Social Studies	1	*	1	*	1	*	1	*

	(grades 9-12)								
2016	Spec Ed: General Curriculum	1	*	1	*	1	*	1	*
<b>2016</b>	<b>Institution Summary</b>	<b>5</b>	<b>80</b>	<b>6</b>	<b>66.67</b>	<b>7</b>	<b>57.14</b>	<b>7</b>	<b>57.14</b>
2017	Elementary (grades K-6)	4	*	4	*	5	60		
2017	M.G. Math	1	*	1	*	1	*		
2017	Spec Ed: General Curriculum	1	*	4	*	5	60		
<b>2017</b>	<b>Institution Summary</b>	<b>6</b>	<b>0</b>	<b>9</b>	<b>33.33</b>	<b>11</b>	<b>54.55</b>		
2018	Elementary (grades K-6)	3	*	3	*				
2018	Music	1	*	1	*				
<b>2018</b>	<b>Institution Summary</b>	<b>4</b>	<b>*</b>	<b>4</b>	<b>*</b>				
2019	Elementary (grades K-6)	1	*						
<b>2019</b>	<b>Institution Summary</b>	<b>1</b>	<b>*</b>						
* 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	0	0	0	0	0	0



U Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	0	0	0
<b>Comment or Explanation:</b>						

### I. Teacher Education Faculty.

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
0	0	0

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

### K. Teacher Effectiveness.

<b>Teacher Effectiveness</b>
<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 the 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 <a href="https://www.dpi.nc.gov/districts-schools/districts-">https://www.dpi.nc.gov/districts-schools/districts-</a></p>

[schools-support/district-human-capital/educator-effectiveness-model](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>

Due to Covid-19 data for this section was unable to be collected.