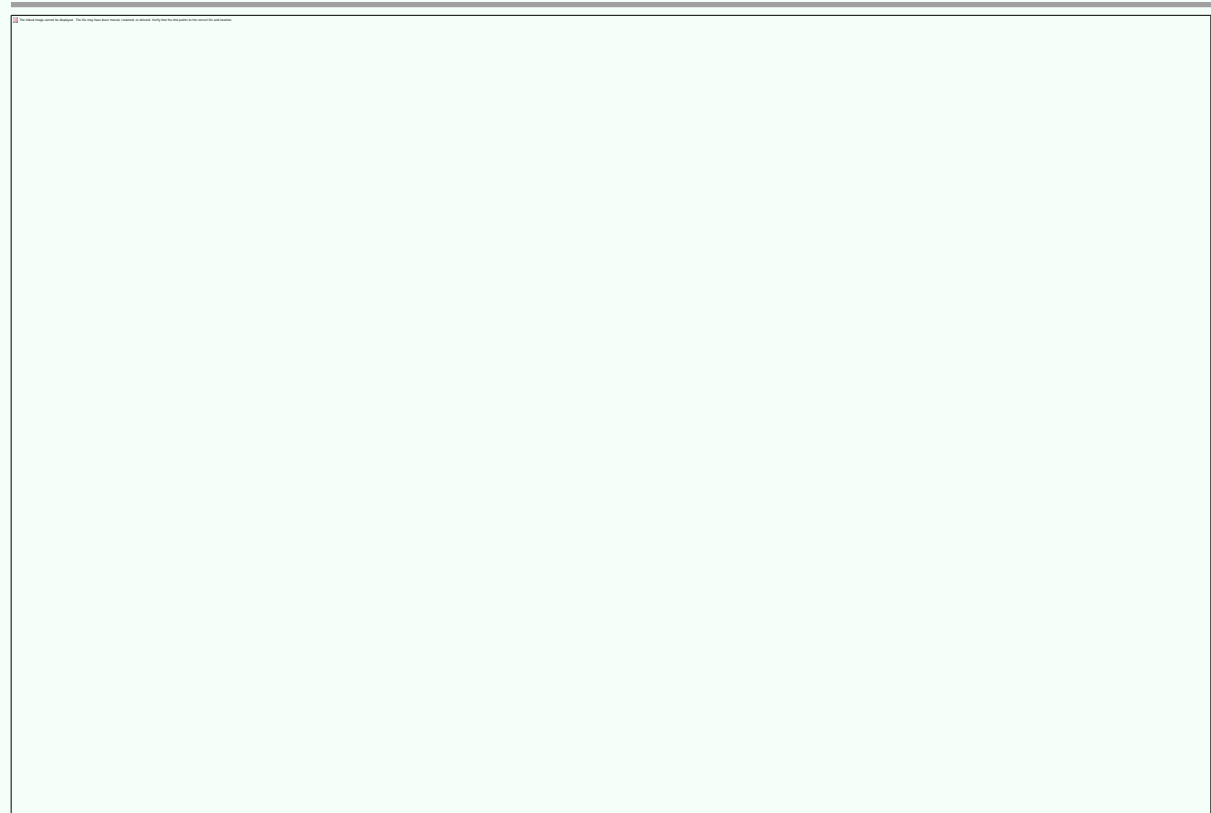


2019-2020

EPP Bachelor Performance Report

Gardner-Webb University



Overview of Institution

Gardner-Webb University is a liberal arts, Christian university nestled in the foothills of the Blue Ridge Mountains. Gardner-Webb seeks a higher ground in higher education – one that embraces faith and intellectual freedom, balances conviction with compassion, and inspires in students a love of learning, service and leadership. In fact, Gardner-Webb has consistently been ranked as a top 100 university for strengths like the quality of its core academic curriculum, its global emphasis on student missions, and its institutional commitment to large-scale service in the community. With more than sixty undergraduate and graduate fields of study, more than fifty clubs and organizations, and with students from thirty-seven states and twenty-one foreign countries, the Gardner-Webb experience is rich and diverse, like the people who make up the close-knit community. Gardner-Webb University is privileged to have roots in a rural/suburban setting in Boiling Springs, but also enjoys a presence in and convenient access to important urban areas. Located near Shelby, NC, a progressive city with a population of approximately

25,000, the main campus of the university is also located only forty-five miles from the banking center of Charlotte, NC. Realizing the need for service to the local urban area, the university established a presence in Charlotte, solidified with the availability of a beautiful, 25,000 square-foot building near Interstate 77.

Begun as a mission of the Kings Mountain Baptist Association, the institution was named Gardner-Webb College in 1942, in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1993, the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast and has been honored by the American Council of Trustees and Alumni for the depth and breadth of its revised Core Curriculum. With teaching as its priority, the University has 160 full-time faculty members, 75% with PhD or equivalent, all dedicated to the intellectual development of graduate and undergraduate students. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 4,000 undergraduate and graduate students. A major strength of the institution is that, despite its growth, the faculty student ratio is 1:13, thus encouraging a faculty/student relationship that is friendly, informal, and lasting. The University is accredited by SACS. The School of Education is currently accredited by CAEP and approved by NCDPI. The music program is accredited by NASM, and the School of Psychology and Counseling is accredited by CACREP.

Program Areas and Levels Offered

Undergraduate licensure programs: Birth-Kindergarten (traditional and online) elementary education (traditional and online), middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education). *Only the Elementary and Birth-Kindergarten programs have an online pathway. All other initial licensure programs are offered in the traditional format on our main campus. The institution is currently accredited by SACS, the education unit is currently accredited by CAEP and all licensure programs are approved by NCDPI. The music education program is accredited by NASM and the school counseling program is accredited by CACREP.

Gardner-Webb's School of Education began offering an Exceptional Children Concentration in the 2017-2018 academic year. The concentration is designed to prepare candidates to teach and support diverse learners. This 14 credit hour concentration allows candidates to expand their existing knowledge and experience of teaching and learning to become successful teachers of exceptional children. Throughout the concentration, candidates will have diverse clinical experiences to allow theory to be integrated with practice. In addition to the 14 credit hours for the exceptional children concentration, candidates must also successfully complete a dual student teaching experience (EDUC/EDU 450) in order to complete the exceptional children's concentration. Candidates must meet all requirements listed in the catalog. Candidates must also meet all requirements for entry into Teacher Education and into the Professional Semester. Currently, this concentration is only open to elementary education majors. In order to be recommended for licensure, candidates must pass the edTPA e-portfolio, all Elementary Education Licensure Tests and other licensure test(s) specifically for e\Exceptional Children:

General Curriculum. Candidates may have to pay two licensure fees to the NC Department of Public Instruction.

The School of Education began offering a Bachelor's of Science Degrees in Birth-Kindergarten in the 2017-2018 academic year. The BK Licensure degree prepares candidates to obtain a NC BK Teaching License while the BK Professional Development Degree prepares candidates to teach in, administer, and direct early learning environments for ages birth to four. Both degrees have an emphasis on child development and professional education based on the North Carolina State Board approved standards for Birth-Kindergarten Teacher Candidates, the National Association for the Education of Young Children (NAEYC), the NC Foundations for early learning and development, as well as 21st Century knowledge, skills, and dispositions that prepare educators for the Birth-Kindergarten field. The BK, B.S. program is a minimum of 120 semester hours and integrates a core set of pedagogy courses, internships, and practical applications of child development and early learning. Both traditional and online teaching formats will be available for candidates. In order to be recommended for licensure, candidates must pass the edTPA e-portfolio.

Special Characteristics

Because of its Christian foundation and commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-related professions - teaching, the ministry, and nursing. The university continues to serve blind, visually impaired, deaf, hearing impaired, and learning-disabled students through the Noel program. In a continuing effort to provide a quality post-secondary education to North Carolina citizens, the University has expanded its online learning opportunities. Within the School of Education, we offer an Elementary Education and a Birth-Kindergarten program online. These programs allow candidates to complete coursework by completing asynchronous and synchronous learning opportunities. The online Elementary and Birth-Kindergarten programs are a collaborative effort with local community colleges. The program attracts many teacher assistants from the local schools who are committed to continuing their service to North Carolina's public schools as certified teachers.

Program Areas and Levels Offered

Undergraduate licensure programs: Birth-Kindergarten (traditional and online) elementary education (traditional and online), middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education). *Only the Elementary and Birth-Kindergarten programs have an online pathway. All other initial licensure programs are offered in the traditional format on our main campus. The institution is currently accredited by SACS, the education unit is currently accredited by CAEP and all licensure programs are approved by NCDPI. The music education program is accredited by NASM and the school counseling program is accredited by CACREP.

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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.

GWUSOE and its programs offered to make us a prime contributor to the needs of our community and state (urban and rural). Also, the GWUSOE is aware of the shortage of hard-to-staff fields like special education. Recognizing the need to credential more special educators or candidates highly qualified to work with students with special needs, in 2017, the GWUSOE created the Add-On certification EC K-12 generalist licensure. By providing this concentration, our candidates will be better prepared to work with diverse student populations in our public schools (3.11, 3.13). In addition, our ELL licensure faculty elevated their presence on our campus by promoting the licensure option to prepare candidates to work with diverse populations.

Additionally, we offer a class specifically geared toward teaching students with disabilities. The focus of the class is on the North Carolina Teacher Candidate Standard 2, and introduces candidates to Universal Design for Learning, Multi-Tiered Systems of Support, and the concept of differentiation. Candidates begin the semester with a very diverse class list and learn how to create an inclusive classroom environment and write inclusive lesson plans using the principles of UDL. Then candidates learn about students who have special needs, students who have limited English proficiency, and students who are academically gifted and learn strategies to support these students. Candidates use these strategies to revise their UDL lesson and consider how these strategies can impact future lessons. Additionally, candidates work through a progress monitoring process using “data” that is provided. Candidates develop tier plans for students who are not progressing and determine next steps for instruction. All K-12 candidates are required to take this course as a part of the professional education minor with the exception of the candidates majoring in Health/PE. Those candidates take their own version of this course with the addition of concepts related to adaptive PE. While candidates are introduced to these concepts in this class, these concepts are reinforced throughout the rest of their EDUC courses and formally assessed both during student teaching observations and through the edTPA process.

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.

We offer a class specifically geared toward teaching students with disabilities, students who have limited English proficiency, and students who are academically gifted. The focus of the class is on the North Carolina Teacher Candidate Standard 2, and introduces candidates to Universal Design for Learning, Multi-Tiered Systems of Support, and the concept of differentiation. Candidates begin the semester with a very diverse class list and learn how to create an inclusive classroom environment and write inclusive lesson plans using the principles of UDL. Then candidates learn about students who have special needs, students who have limited English proficiency, and students who are academically gifted and learn strategies to support these students. The class list encompasses as many diverse populations as possible to provide an authentic planning experience. In regards to working with students of limited English proficiency, time is spent on determining where students are in their mastery of literacy and then various methods to move them forward. Candidates use these strategies to revise their UDL lesson and consider how these strategies can impact future lessons. Additionally, candidates work through a progress monitoring process using “data” that is provided. Candidates develop tier plans for students who are not progressing and determine next steps for instruction. All K-12 candidates are required to take this course as a part of the professional education minor with the

exception of the candidates majoring in Health/PE. Those candidates take their own version of this course with the addition of concepts related to adaptive PE. While candidates are introduced to these concepts in this class, these concepts are reinforced throughout the rest of their EDU/EDUC courses and formally assessed both during student teaching observations and through the edTPA process.

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.

SOE candidates model and apply the North Carolina Digital Learning Competencies (NCDLC) technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice and demonstrate proficiency through key assessments and common tasks. In EDU/EDUC 250, candidates cite specific sources of technology and how these improve students' learning (Relevance and Methodology task). When designing the simplified lesson plan, students must integrate technology into their lesson plan implementation. Students are exposed to the SAMR framework and the TPACK model beginning in EDUC 250. Candidates are introduced to Universal Design for Learning in EDU/EDUC 350 and use technology to support these principles in their lesson planning. These concepts are reinforced in methods classes when writing lesson plans. In EDU/EDUC 450, candidates SOE candidates integrate technology to engage students and improve learning and demonstrate proficiency through products, projects, assessments, and e-portfolios.

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.

Candidates research technology tools related to engaging students and improving learning in their discipline. They share the tool with the class and discuss how it is used in the classroom. The experience creates a technology toolbox for candidates to use in their own classrooms. This model promotes engagement and differentiation. Additionally, candidates create a digital portfolio of their work during student teaching. One of the requirements of that portfolio is to share technology tools they have used with their students to enhance learning. Not only do they have to share the tool, they also must provide evidence of the impact of that tool on student learning. Candidates implement technology in all lesson plans in a way that engages students and improves student learning. Candidates are also exposed to various types of technology in their clinical experiences and use technology to deepen student learning. Candidates integrate technology and resources in order to improve student engagement and learning (1.11). SOE utilizes and models a variety of technological resources which can be used to support candidate knowledge and learning. These are measured in NCTCS 4c, 4d, 4h, 5b (1.2). In EDU/EDUC 350, candidates spend time looking at CBM's and determining how to use technology to support progress monitoring. In EDU/EDUC 410 candidates collect data using a variety of technology tools, use those tools to analyze the data, and plan next steps for instruction. These concepts are reinforced in methods classes and are formally evaluated through the edTPA process.

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

Gardner-Webb's School of Education has long recognized the responsibility of integrating arts throughout the elementary curriculum. To that end, during the revisioning process, we combined several courses to create EDUC 310 (Fine Arts Integration in the 21st Century School), which is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates engage in a creative process, which connects the various art forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum are developed, modeled, studied, and practiced. Candidates connect the arts to basic reading, skills, literacy, writing, mathematics, cognitive skills, motivation and social behavior through a series of lessons.

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

As an accredited unit, all programs engage in a rigorous continuous improvement process that incorporates multiple data sources for the purpose of improving candidate performance in content knowledge, pedagogy, assessment, and program impact. Completers are surveyed regularly on program and unit aspects particularly beneficial to their learning as well as identification of areas in need of improvement.

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

Gardner-Webb University has designed clinical experiences with four levels. Clinical/field experiences are embedded in every EDUC affiliated course. Level 1 experiences are observation only. Level 2 experiences consist of observation and teaching occasional lessons, and one of these experiences will be in a low performing school. In this experience, candidates observe in the low-performing school, meet with a representative of the School Improvement Team to learn about the School Improvement Plan, and reflect on those experiences. Level 3 experiences follow an internship model where candidates shadow a teacher and have increased expectation of teaching in the classroom of their clinical student teaching experience. Level 4 is the clinical internship experience. Level 3 and 4 clinical experiences are within the same clinical placement.

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

Student teachers are placed a year out from their student teaching experience, so they can see the beginning and end 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 Formal Collaborative Plans	Cleveland County Schools
Start and End Dates	4/23/20 CANCELLED DUE TO COVID
Priorities Identified in Collaboration with LEAs/Schools	Collaboration for science fair judging
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Teacher candidates developed a science fair project in class using identical rubrics so they would be prepared to judge projects.
Summary of the Outcome of the Activities and/or Programs	Collaboration allowed the teacher candidates to gain experience with science fair projects and allowed CCS to have adequate coverage for judging the projects.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Iredell-Statesville Schools
Start and End Dates	10/11/19 - 3/13/20 SOME EVENTS CANCELLED DUE TO COVID (3/20/20 EVENT CANCELLED;SUMMER CAMP CANCELLED)
Priorities Identified in Collaboration with LEAs/Schools	Participation in the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is a 7-year grant that follows a cohort of public school students from grades 6 and 7 through graduation. We have developed a partnership.
Number of Participants	100 PLUS STUDENTS

Activities and/or Programs Implemented to Address the Priorities	GEAR UP days were STEM based learning days as well as a time for ISS middle school students to visit a college campus. Activities were presented to meet the diverse learning needs of at-risk middle school students. These students toured various parts of campus while also participating in STEM based learning activities. ISS students visited various academic buildings, practice gyms, the student center, as well as eating lunch in the GWU cafeteria. While doing this, they also participated in various learning activities at each location. Skills relating to technology, engineering, mathematics and science were covered. GWU teacher education candidates led and facilitated the tours and activities. GWU undergraduate teacher education professors coached, facilitated, and provided feedback before, during, and after these events.
Summary of the Outcome of the Activities and/or Programs	The outcomes or benefits of this project include GWU teacher education students engaging in hands on experiences related to teaching. The ISS middle school students received knowledge and skills (which are aligned to the NC SCOS and tested on the EOGs) that will enhance instruction in the classroom and foster future learning. They also experienced a college campus, toured various locations, and learned about academic programs available at GWU. GWU professors were presented with opportunities to recruit future teacher education students, collaborate with ISS 6th and 7th grade teachers, observe current GWU students engage with and teach middle schoolers and offer support of STEM activities and processes. over the course of the numerous GEAR UP meetings on campus there were approximately 470 middle schools students from ISS.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	3
Female	23
Gender Neutral	0
Gender not Provided	0
Total	26
Race/Ethnicity	Number
Asian	0

African-American	0
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaiian/Pacific Islander	0
White	24
Two or More Races	0
Race/Ethnicity Not Provided	2
Total	26

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	1	Asian
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	6	White	41	White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided	1	Not Provided	9	Not Provided
	Total	7	Total	51	Total
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	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	3	White
	Multi-Racial		Multi-Racial		Multi-Racial

	Not Provided		Not Provided		Not Provided	
	Total	0	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		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin		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		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	7	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	9	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	5	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1	Not Provided	
	Total	0	Total	6	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		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	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				
Elementary	3	10				
Middle Grades		2				
Secondary	2	4				
Special Subjects	2	2				
Exceptional Children						
Vocational Ed						
Special Services						

Total	7	19	0	0	0	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	Gardner-Webb University	23	87	83
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
Cleveland County Schools	258
Charlotte-Mecklenburg Schools	229
Gaston County Schools	159
Iredell-Statesville Schools	126
Winston Salem / Forsyth County Schools	122
Wake County Schools	122
Rutherford County Schools	119
Guilford County Schools	89
Davidson County Schools	78
Catawba County Schools	67

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	26.53
MEAN ACT-Math	*

MEAN ACT-English	*
MEAN CORE-Combined	497.62
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.51
* 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.

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)	8	50	8	75	8	87.5	8	87.5
2016	English			1	*	1	*	1	*
2016	M.G. Language Arts	1	*	1	*	1	*	1	*
2016	M.G. Social Studies	1	*	1	*	1	*	1	*
2016	Music	3	*	4	*	6	83.33	6	100
2016	Institution Summary	13	53.85	15	80	17	88.24	17	94.12
2017	Elementary (grades K-6)	11	81.82	11	81.82	11	81.82		
2017	English	1	*	1	*	1	*		
2017	History	1	*	1	*	1	*		
2017	M.G. Science	1	*	1	*	1	*		

2017	Math (grades 9-12)	1	*	1	*	1	*		
2017	Music	4	*	4	*	4	*		
2017	Institution Summary	19	84.21	19	84.21	19	84.21		
2018	Elementary (grades K-6)	9	77.78	9	88.89				
2018	ESL	2	*	2	*				
2018	M.G. Math	1	*	1	*				
2018	M.G. Science	1	*	1	*				
2018	Music	1	*	1	*				
2018	Institution Summary	14	85.71	14	92.86				
2019	Elementary (grades K-6)	12	83.33						
2019	ESL	1	*						
2019	Math (grades 9-12)	1	*						
2019	Music	1	*						
2019	Social Studies (grades 9-12)	1	*						
2019	Institution Summary	16	87.5						
* 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	15	6	3	2	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	0	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
6	7	12

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

1 to 8

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 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</p>

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>

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