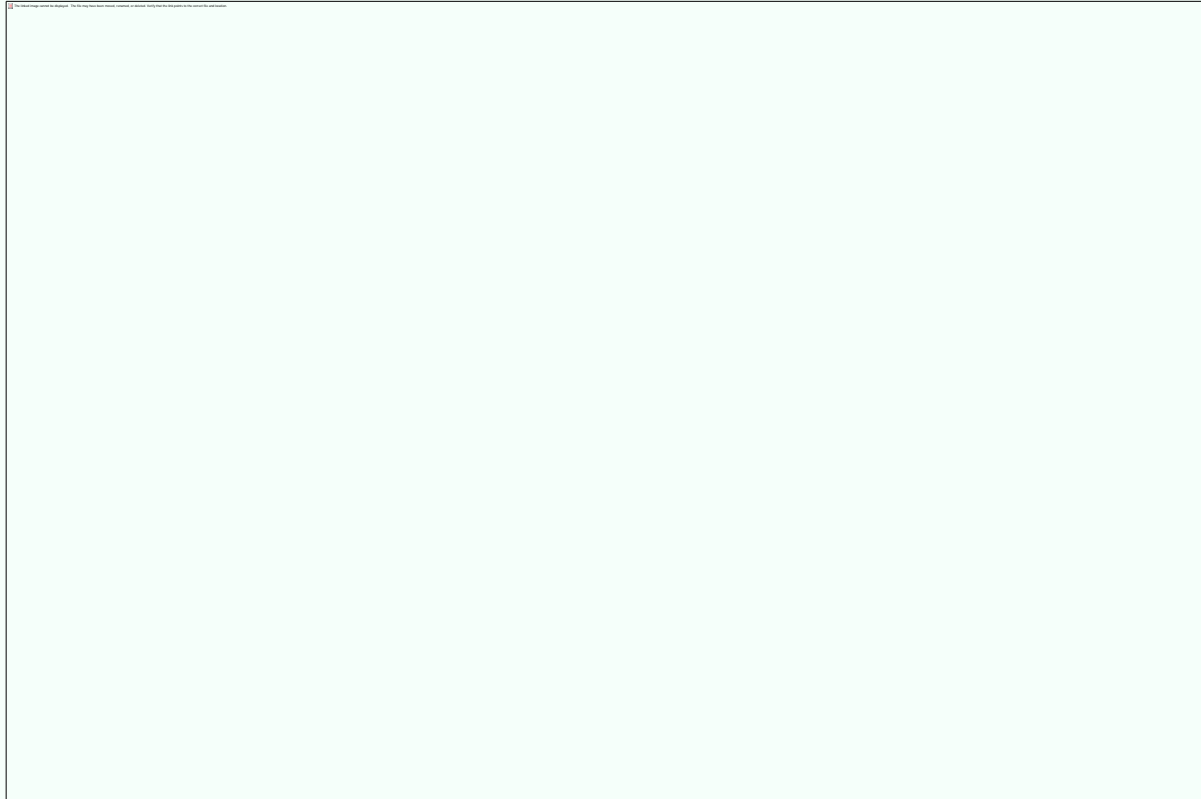


2019-2020

EPP Bachelor Performance Report

Lees-McRae College



Overview of Institution

Lees-McRae College is a small, private, college with a liberal arts tradition that is affiliated with the Presbyterian Church (USA). Located in Banner Elk, North Carolina, the College was founded in 1900 by the Reverend Edgar Tufts to meet the educational and spiritual needs of students in the northwestern mountains of North Carolina. As a four-year school with a varied and challenging curriculum embedded in the liberal arts tradition, the college provides both the knowledge and skills to prepare students for a productive and satisfying life. Offering both Bachelor of Arts (BA) and Bachelor of Science (BS) degree options, the College provides students a choice of twenty-nine programs of study ranging from the physical, natural, and social sciences to business administration, education, and theatre arts. The College has broadened its presence in the state by establishing several online degree completion programs to add to the collaborative extended-campus degree programs at Surry Community College serving both traditional and non-traditional students. Elementary Education programs, Special Education, and

the new MAT in Secondary Education programs in History or English are online and at one community college and serve a group of students who might not otherwise be able to attend Lees-McRae. The college is committed to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration for both the high professional and personal standards required of teachers. The college is also committed to assisting lateral entry educators in acquiring the preparation necessary to be recommended to the State of North Carolina for licensure. The development of an electronic portfolio illustrating knowledge of and proficiency in the North Carolina Teacher Candidate Standards is required of all teacher candidates. The electronic portfolio, begun in the fall of 2010, provides assurances documenting that every candidate meets each of the North Carolina Professional Teaching Standards. All programs have been approved by the North Carolina State Board of Education. All rubrics for evaluating state assurances were presented to North Carolina Department of Public Instruction for comment. These rubrics and their evidences are the basis for continued state program approval.

Special Characteristics

Extended-campus teacher education programs are identified by Lees-McRae College as one of its "Flagship Programs." This designation reflects the college's respect for and commitment to dedicating long-term resources to the Department of Education through continued development and expansion of vigorous licensure programs. The LMC Teacher as Reflective Practitioner conceptual framework and candidate exit criteria are currently aligned with the North Carolina Professional Teaching Standards. The Teacher as Reflective Practitioner Framework is a broad, all-encompassing framework which includes mentoring as a relevant and significant aspect of reflective practice. The Reflective Practitioner framework merges reflection on theory and practice and is consistent with current research. Faculty members are knowledgeable in all areas of the teacher education program, competent in their respective skills, and supportive of candidates and colleagues – role models of reflective teaching. The LMC program demonstrates best practices in effective teaching, demonstrated by courses in assessment and differentiating instruction to meet the needs of all learners. By an overwhelming majority, program graduates express confidence and satisfaction in the level of preparation they receive in the Lees-McRae College Department of Education. Employers continue to be positive toward the work of program graduates as indicated by the hiring of many graduates in the schools where they completed their directed student teaching experience.

Program Areas and Levels Offered

The Lees-McRae College Department of Education offers two degrees at the undergraduate level (a Bachelor of Arts and a Bachelor of Science) in three licensure areas: Elementary Education (K-6), Special Education: General Curriculum (K-12), and Theatre Arts Education (K-12). Currently, the Department of Education offers these programs: Lees-McRae College, Banner Elk, NC: Bachelor of Arts or Bachelor of Science in Elementary Education (K-6), Bachelor of Arts or Bachelor of Science in Special Education: General Curriculum (K-12), Bachelor of Arts or Bachelor of Science in Theatre Arts Education (K-12), Licensure-Only Program of Study for Lateral Entry Teachers (K-6), and Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Surry

Community College, Dobson, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program Online; Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional development coursework for beginning/career Teachers.

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.

All undergraduate teacher candidates at Lees-McRae College take a course during the first semester of their junior year, Managing Environments for Diverse Learners which includes instructional strategies and learning activities to meet the needs of students with disabilities. Concepts from this course are then embedded in all subsequent methods courses in reading, mathematics, science, and social studies methodology. Effective pedagogical strategies are modeled in professors' instruction, including the effective use of technology for increasing student engagement and learning. The capstone portfolio, PPAT, is completed during student teaching. The portfolio requires that teacher candidates demonstrate their ability to assess and plan effective instruction and learning activities for learners with exceptionalities.

Teacher Candidates in the EC General Curriculum Program focus their coursework on effective strategies to teach students with a wide range of abilities. In addition, Teacher Candidates take coursework in IEP development, EC Assessment Process, working with Parents/Caregivers effectively, and working with General Education Teachers and Teaching Assistants effectively.

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.

All undergraduate teacher candidates at Lees-McRae College take a course during the first semester of their junior year, Managing Environments for Diverse Learners which includes instructional strategies and learning activities to meet the needs of students of limited English

proficiency. Concepts from this course are then embedded in all subsequent methods courses in reading, mathematics, science, and social studies methodology. Effective pedagogical strategies are modeled in professors' instruction, including the effective use of technology for increasing student engagement and learning. The capstone portfolio, PPAT, is completed during student teaching. The portfolio requires that teacher candidates demonstrate their ability to assess and plan effective instruction and learning activities for learners with exceptionalities, including those who are limited English proficient.

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.

All teacher education candidates take a three credit hour course in Digital literacy, universal design for learning, and the effective use of media and technology in lesson planning. This course is taken during the second semester of the teacher candidates' junior year. Subsequently, lesson plans in methods courses require the teacher candidate to use educational technology in lesson plans and to provide a rationale for the effectiveness of the chosen application. The capstone portfolio (PPAT) requires the integration of technology into a lesson plan with a clear rationale for the purpose of the instructional technology and the rationale for why it would be effective in increasing engagement in the lesson and more effective learning for the students.

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 candidates learn to use data to make instructional decisions in junior level courses (Teacher as researcher, classroom management, digital technologies) and in all methods courses at the junior and senior level. In methods courses teacher candidates learn to collect, organize, and analyze student data and then link that data to effective instructional decisions for students through the use of case studies and real data collected during their internship (methods courses in their senior year). The capstone portfolio (PPAT) requires the collection, management, and analysis of data and data use in assessment and lesson planning with a clear rationale for the processes and procedures used by the teacher candidate. Teacher candidates demonstrate their ability to effectively use data for increasing student engagement in the lesson and more effective learning for the students in their classroom.

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

Elementary Teacher Candidates take a Methods Course designed to help integrate the creative arts across the curriculum. In this course, candidates explore the basic learning principles and the importance of multi-sensory instruction. This course prepares candidates to assess individuals and design highly creative instructional methods and strategies tailored to individual needs, abilities, and learning styles. Candidates are introduced to methods of teaching content areas through the multi-sensory processes, including visual arts, theater, music, creative movement, and the NC Healthful Living curriculum. Using an integrated thematic approach to instruction,

teacher candidates build a knowledge base for each of the content areas. Competencies are aligned with NCSCS and national standards.

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

Learning outcomes for all courses in the Lees-McRae Teacher Education programs are based on the NC Teacher Standards (which are closely aligned to the current INTASC Standards). At the end of each semester (and informally at monthly Department meetings) full-time faculty review candidate progress and achievement on meeting each of the NC Teacher Standards (our Student Learning Outcomes: SLOs). Assessment data from aligned assignments is both aggregated and disaggregated to determine at what level candidates are performing in each of the six assurances for meeting the NC Teacher Standards. During each meeting, decisions are made about changes that may or may not need to be made to specific assignments or courses in order to increase achievement on each of these aligned assignments. Programmatic assessment is an ongoing process.

In the full 7-year cycle of CAEP/TEAC Accreditation, Lees-McRae uses the self-study process to demonstrate how the program meets the Five CAEP Standards and meets criteria toward unit self-study. A similar process to our programmatic assessment is utilized, using data from the full seven-years. Data from the six evidences is aggregated and disaggregated to determine at what level candidates are meeting each of the Five CAEP Standards. While we are not, at this point, applying for CAEP reaccreditation, we still follow the full 7-year cycle for assessment.

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

In the western part of NC, we do not have many low performing schools. To adjust for this, our program ensures that Teacher Candidates have a wide variety of experiences with students of differing needs and students who perform in the lower 25% of their school. Our TCs have experiences with students in K-6 schools and 6-12 schools designated as “low wealth” families within our school system. Our TCs work with students designated as “at risk” and academically and/or behaviorally functioning in the lower 25% of the students within the school during their observation hours and during their Internship semester. Additionally, our candidates have experiences in collaborating with other professionals and family/caregivers and planning and implementing instruction with students with disabilities in the general classroom setting, students who are Limited English proficient, and students who are in the lower tiers in mClass and iReady Reading and Mathematics assessments.

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

Lees-McRae College requires a 16-week student teaching experience the final semester of the teacher education program. During the semester prior to Student Teaching, LMC requires teacher candidates to complete a 150-hour (5 weeks) Field Experience as they complete their senior level teaching methods courses. Students also complete 50 hours of classroom observation and participation during their junior year in the teacher education program. This schedule assists us

to strategically ensure that our teacher candidates have a wide-range of experiences within the public school environment.

The Internship semester provides our teacher candidates with the opportunity to observe Classroom Teachers (CTs) implementing strategies they are learning in their methods courses. TCs plan lessons and implement strategies and methods under the guidance of their CT. The following semester, our teacher candidates engage in full-time student teaching. Based on this 2-semester schedule our teacher candidates will engage in experiences at the beginning and the ending 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	Mt. Airy, Stokes, Surry, Wilkes, Winston-Salem Forsyth, Yadkin
Start and End Dates	Thursday, April 26, 2018, Thursday, April 25, 2019 , Virtual job fair held April 2020 due to COVID-19 closings
Priorities Identified in Collaboration with LEAs/Schools	Need for additional teachers due to shortage
Number of Participants	Representatives from 6 school systems and numerous individual schools, 3 faculty members, 21 teacher candidates
Activities and/or Programs Implemented to Address the Priorities	Held a joint job fair, planned and implemented by Lees-McRae
Summary of the Outcome of the Activities and/or Programs	Provided an in-house opportunity to obtain leads on available teaching positions and participate in preliminary interviews with administrators.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Region 7 and Region 8 School Systems
Start and End Dates	2014-2020 quarterly meetings during academic year
Priorities Identified in Collaboration with LEAs/Schools	IHE/LEA Partnerships with BT Coordinators through RESAs

Number of Participants	2 faculty, various numbers of BT coordinators from participating school systems
Activities and/or Programs Implemented to Address the Priorities	Alignment between teacher preparation programs and beginning teacher support
Summary of the Outcome of the Activities and/or Programs	Alignment of practice and direct communication with partner school systems.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga, Stokes, Mt. Airy, Wilkes, Winston-Forsyth, Yadkin, Surry, Avery in NC; Carter County, TN
Start and End Dates	April 2014, April 2015, April 2016, April 2017, April 2018, April 2019 . Held virtually in April 2020 due to COVID closures
Priorities Identified in Collaboration with LEAs/Schools	Interview skills/Mock interviews
Number of Participants	Approximately 20 teacher candidates, 4 faculty, HR and/or principal representatives of school systems each year
Activities and/or Programs Implemented to Address the Priorities	Preparing for successful interviews
Summary of the Outcome of the Activities and/or Programs	School partners provided mock interview sessions with teacher candidates with feedback to improve interview skills.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Wilkes County and Surry County Schools
Start and End Dates	Twice per semester 2013-14, 2014-15 and 2015-16, 2016-2016, 2017-2018, 2018-2019 2019-2020
Priorities Identified in Collaboration with LEAs/Schools	Implementing classroom management skills
Number of Participants	Approximately 25 teacher candidates, 3 faculty, 3 speakers from each school system each semester.
Activities and/or Programs Implemented to Address the Priorities	Guest speakers

Summary of the Outcome of the Activities and/or Programs	Working with various EC students, ELL students, integrating technology, the "Daily 5," school law for classroom teachers.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Avery County Schools
Start and End Dates	2010-2016 and ongoing,
Priorities Identified in Collaboration with LEAs/Schools	Improve reading comprehension and fluency of developmental readers
Number of Participants	3 teacher candidates each academic year
Activities and/or Programs Implemented to Address the Priorities	Schools requested, trained, and supplied reading tutors for Read to Achieve at Freedom Trail, Banner Elk, and Newland Elementary Schools
Summary of the Outcome of the Activities and/or Programs	Increase in scores for individual students in mClass Reading 3D
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Avery County Schools
Start and End Dates	2012-2016 and ongoing
Priorities Identified in Collaboration with LEAs/Schools	Improve students' mathematical practices and problem-solving skills
Number of Participants	3 teacher candidates each academic year.
Activities and/or Programs Implemented to Address the Priorities	Requested by school system and provided candidates to tutor individual and small groups of K-5 students at Crossnore Elementary, Newland Elementary, and Banner Elk Elementary Schools.
Summary of the Outcome of the Activities and/or Programs	Improvement in students' math skills as evidenced by increased math scores in EOG tests.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Avery County Schools
Start and End Dates	Spring 2014, 2015, 2016, 2018
Priorities Identified in Collaboration with LEAs/Schools	Creative Expression (A+ Schools)
Number of Participants	6 teacher candidates (and other PAS students), 2 faculty

Activities and/or Programs Implemented to Address the Priorities	Short Plays taken to Elementary Schools
Summary of the Outcome of the Activities and/or Programs	Elementary students are aware of using creativity to express themselves
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Stokes County Schools, Wilkes, Surry County
Start and End Dates	2014-15 academic year, 2015-16 academic year, April 2019 Not able to hold during April 2020 due to COVID closures
Priorities Identified in Collaboration with LEAs/Schools	Interviews, working with parents, classroom management
Number of Participants	approximately 20 teacher candidates, 3 faculty, 4 representatives from school systems
Activities and/or Programs Implemented to Address the Priorities	Visiting speakers from Stokes County Schools
Summary of the Outcome of the Activities and/or Programs	A series of 3 meetings, "Dress for Success," "Applying for a Teaching Position," "Classroom Management," and "Working with Parents" sessions for teacher candidates
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Wilkes County Schools
Start and End Dates	2017-2018, 2018-2019, 2019-2020 academic years
Priorities Identified in Collaboration with LEAs/Schools	Digital Learning Competencies; Integrating Technology into curriculum
Number of Participants	approximately 20 teachers, 1 faculty
Activities and/or Programs Implemented to Address the Priorities	6 PLC meetings focusing on Instructional Technology and Digital Competencies
Summary of the Outcome of the Activities and/or Programs	Teachers learned ways to integrate instructional technology into lessons/curriculum.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Stokes, Surry, Yadkin, Wilkes

Start and End Dates	Nov-18
Priorities Identified in Collaboration with LEAs/Schools	Beginning Teacher Conference
Number of Participants	9 teachers, 1 faculty, 18 teacher candidates
Activities and/or Programs Implemented to Address the Priorities	Beginning teachers spoke to teacher candidates about their first year in teaching. Teacher candidates shared new strategies for mathematics instruction.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers shared strategies for the first year of teaching; each BT took math strategies back to their classroom that they could use the next day in their instruction
LEAs/Schools with whom the institution Has Formal Collaborative Plans	North Carolina Schools (Math Conference)
Start and End Dates	November 2-3,2017, November 2018, November 2019
Priorities Identified in Collaboration with LEAs/Schools	Math Strategies using manipulatives
Number of Participants	17 teacher candidates, approximately 30 teachers, 1 faculty
Activities and/or Programs Implemented to Address the Priorities	Teacher candidates presented a session at the NC State Math Conference
Summary of the Outcome of the Activities and/or Programs	Teachers learned ways to use manipulatives in math lessons
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Mitchell County
Start and End Dates	September 3,2017; September 2018, September 2019
Priorities Identified in Collaboration with LEAs/Schools	Agriculture and Economics in Mitchell County
Number of Participants	Sept 2019: 9 teacher candidates, approximately 25 children and their parents, 2 faculty, 6 representatives from Farm Bureau
Activities and/or Programs Implemented to Address the Priorities	Teacher candidates lead students practicing literacy skills as they learned about Christmas trees, making homemade

	ice cream (science), and making compost for school and home use.
Summary of the Outcome of the Activities and/or Programs	Teachers learned ways to use manipulatives and active learning strategies in science classes
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Surry, Wilkes, Yadkin, Mt. Airy, Stokes, Ashe, Forsythe
Start and End Dates	Apr-19, planned for April 2020 but unable to hold due to COVID closures
Priorities Identified in Collaboration with LEAs/Schools	obtaining beginning teachers
Number of Participants	17 teacher candidates, 16 school district personnel
Activities and/or Programs Implemented to Address the Priorities	Teacher Fair. School districts had 2 people representing each of the districts and teacher candidates were able to interview with school system personnel.
Summary of the Outcome of the Activities and/or Programs	Teacher candidates engaged in interviews with local school personnel at this career fair created by LMC faculty. School personnel provided feedback on interview skills
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Stokes
Start and End Dates	March-19, March 2020
Priorities Identified in Collaboration with LEAs/Schools	Career Fair for 8th grade students
Number of Participants	550 students; 2 LMC faculty
Activities and/or Programs Implemented to Address the Priorities	A career fair was held for 8th grade students to introduce them to college and career readiness skills and to the field of teacher education.
Summary of the Outcome of the Activities and/or Programs	Students were engaged and learned about college and career readiness expectations
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Surry, Yadkin, Caldwell County Early Colleges
Start and End Dates	October-19

Priorities Identified in Collaboration with LEAs/Schools	The need for college information for early college students
Number of Participants	approximately 20 at each site
Activities and/or Programs Implemented to Address the Priorities	College entry requirements and programs offered were discussed with early college students
Summary of the Outcome of the Activities and/or Programs	Early college students learned about the application process, how to select a college, and how to apply for financial assistance at the college of their choice.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Surry County and Stokes County
Start and End Dates	October 2020
Priorities Identified in Collaboration with LEAs/Schools	Science Fair for third through fifth grade students in both counties
Number of Participants	Surry: 1 teacher candidate, 2 faculty, Approximately 30 third-fifth grade students Stokes: 1 Faculty member, Approximately 60 third through fifth grade students
Activities and/or Programs Implemented to Address the Priorities	Judging of the science fair projects
Summary of the Outcome of the Activities and/or Programs	Interacting and interviewing students on their projects

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	3
Female	37
Gender Neutral	0
Gender not Provided	0
Total	40
Race/Ethnicity	Number
Asian	0

African-American	1
Am. Indian/Alaskan Native	0
Hispanic/Latino	2
Native Hawaiian/Pacific Islander	0
White	37
Two or More Races	0
Race/Ethnicity Not Provided	0
Total	40

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	3	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	7	White	58	White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided		Not Provided		Not Provided
	Total	7	Total	62	Total
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		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		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	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	3	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		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						
Elementary	2	27				
Middle Grades						
Secondary						
Special Subjects		1				
Exceptional Children		3				
Vocational Ed						
Special Services						

Total	2	31	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	Lees-McRae College	17	71	65
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
Surry County Schools	140
Burke County Schools	82
Wilkes County Schools	44
Winston Salem / Forsyth County Schools	41
Yadkin County Schools	39
Avery County Schools	39
Stokes County Schools	33
McDowell County Schools	26
Mount Airy City Schools	24
Mitchell County Schools	20

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*

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

* 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	37	3	0	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	2	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	0	0	0
Comment or Explanation:						
We are just beginning with our first Residency students this coming year 2020-2021						

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
3	1	12

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

1:7

K. Teacher Effectiveness.

Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first 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 <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.