

2018-2019

EPP Bachelor Performance Report

Barton College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Barton College is an accredited four-year, co-educational college located in Wilson, North Carolina, a city of nearly 50,000 residents. In 2018-2019, 1,059 students attended Barton College. Of those 1,059 students, 976 students, from 33 states, one U.S. territory, and 25 countries were enrolled in undergraduate programs, and 83 students were enrolled in graduate programs. Barton College was founded by the Christian Church (Disciples of Christ) in 1902 under the name Atlantic Christian College. The name of the College was changed in 1990 to Barton College to honor Barton Stone, one of the founders of the Christian Church (Disciples of Christ). For the first 108 years since its founding, Barton had served undergraduate students

exclusively. This changed in the summer of 2010 when Barton established its first master's program, a master of education in elementary education. New master's degree programs in school administration and nursing accepted their first cohort of students in the 2014-15 academic year. In addition, add-on licensure for a principal's license and for Academically and Intellectually Gifted Education licensure were begun in 2014-2015. In 2018-2019, Barton began offering two additional graduate programs, Master of Science in Criminal Justice and Master of Science in Criminology and Criminal Justice Sciences. Barton offers six baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Nursing, and Bachelor of Social Work. Forty-one majors are offered through the eight academic schools: Allied Health and Sports Studies; Business; Education; Humanities; Nursing; Sciences; Social Work; and Visual, Performing, and Communication Arts. With a student-faculty ratio of 11:1, and average class size of 16, Barton recognizes the importance of personalized attention. The liberal arts component of a Barton education focuses on the intellectual, physical, social, emotional, and spiritual aspects that comprise the whole student. Barton is committed to helping students become well-rounded; while they hone their skills in a particular area of expertise, they also learn how to apply those skills in a diverse and constantly changing global environment. Barton College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the National Council for the Accreditation of Teacher Education (NCATE) and is approved by the North Carolina Department of Public Instruction (DPI).

Special Characteristics

At Barton College, approximately 12% of the student body declares an interest in pursuing a teaching career. Barton serves traditional undergraduate students through the conventional day program. It also serves non-traditional adult learners through the Graduate and Professional Studies (GPS) program, which offers undergraduate courses in a hybrid format in the evenings on the Barton campus and through online delivery, as well as graduate programs. The GPS program allows working adults to obtain a bachelor's degree in Birth-Kindergarten Education or add teacher licensure to a bachelor's degree through the Lateral-entry Program. The Lateral-entry Programs offered in 2018-2019 are in alignment with the requirements for a Residency Program

and will be referenced as a Residency Program in 2109-2020. The following Lateral-entry Programs were offered in 2018-2019: Elementary Education, Birth-Kindergarten Education, and Special Education: General Curriculum programs.

The Teacher Education Program has excellent relationships with school systems in the area and does much collaboration with two schools in particular—the Eastern North Carolina School for the Deaf (ENCSD) and Margaret Hearne Elementary School. Barton has a longstanding relationship with ENCSD through its education of the deaf major, which was established as one of the stipulations for locating the school for the deaf in Wilson in 1964. Margaret Hearne Elementary School, located about two blocks from the College, is a Title I school, serving a predominantly low-income population. Through a Golden LEAF grant, Barton provided extensive coaching and mentoring of Margaret Hearne teachers over a few years, along with the provision of many resources to Margaret Hearne School. Though funding from the grant has now ended, the partnership between Hearne and Barton continues to thrive.

The hallmark of the Barton College Teacher Education Program is a commitment to a supportive environment that allows candidates to develop as individuals and to succeed in the teaching profession. The theme of the Evolving Professional Teacher forms the conceptual framework for the Barton College Teacher Education Program and provides its underlying motivation for the undergraduate programs and the graduate program. The Teacher Education Program remains committed to the four components of our conceptual framework - knowledge of content, pedagogical skills, cultural responsiveness, and leadership skills - that we wish to foster in our teacher leader candidates while incorporating our focal 21st century knowledge and skills, and reflecting the guidelines from the State Board of Education. This commitment to individual students is shared not only by faculty within the Teacher Education Program but is also embraced by the Barton College community as a whole.

Program Areas and Levels Offered

Undergraduate licensure areas are Birth-Kindergarten Education (B-K); Education of the Deaf and Hard of Hearing (K-12); Elementary Education (K-6); Secondary English Education (9-12); Middle School Education (6-9) in English Language Arts; Middle School Education (6-9) in Social Studies; Middle School Education (6-9) in Science; Middle School Education (6-9) in

Mathematics; Secondary Mathematics Education (9-12); Secondary Comprehensive Science Education (9-12); Health and Physical Education (K-12); Secondary Comprehensive Social Studies Education (9-12); Special Education: General Curriculum (K-12), and Special Education: Adapted Curriculum (K-12). Barton College also offers a program leading to the Masters of Education in Elementary Education (K-6) with licensure on the master's level in Elementary Education for teachers who already hold a teaching license in Elementary Education (K-6) on the undergraduate (A) level; a program leading to the Master of School Administration Degree and eligibility for a principal's license for those who hold a license on the A-level; add-on principal's licensure for those who already hold a M-level license, and add-on licensure in Academically and Gifted Education (AIG). Courses in the AIG program are offered at the master's level and lead to add-on licensure at the M-level for those who already have a M-level license and at the A-level for those who hold only the A-level license. This year, there are no students enrolled in the Masters of Education in Elementary Education (K-6) program. The fact that teachers no longer receive additional compensation for earning a master's degree in an area related to classroom teaching had a large negative impact on enrollment in this program. If funding is restored for classroom teachers with master's degrees in their field of teaching, we expect to enroll a new cohort of student in this program.

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 2018-19 report, briefly describe your current efforts or future plans to respond 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 candidates in the Teacher Education Program are required to take EDU 225 Introduction to Exceptional Children (3 semester hours.) The course includes an introduction to current theories and research findings related to exceptional children. Topics include classification, facility needs, state and federal regulations, and employment and educational opportunities for exceptional individuals. Candidates participate in a variety of field experiences as part of this course, including field trips in which all students and the professor visit a variety of special education public school settings. The candidates and professor spend time after the school visits discussing what they saw and how it relates to best practices for special education and general education teachers. Site visits include elementary, middle school, and high school settings for all the students. In addition to the field trips, each student spends at least 15 hours in a special education setting and reflects on the experience.

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 candidates in the Teacher Education Program are required to take a 3-semester hour course on teaching reading. Students majoring in Elementary Education, Special Education: General Curriculum, and Special Education: Adapted Curriculum take EDU 361 Elementary Reading; students majoring in Education of the Deaf and Hearing Impaired take EU 364 Teaching Reading to the Deaf and Hard of Hearing; students majoring in Birth-Kindergarten Education take EDU 362 Emergent Literacy; and students majoring in any other teacher education program take EDU 363 Literacy in Content Areas: Middle, Secondary, and Special Subjects Teachers. Each course contains components related to effectively teaching students of limited English proficiency. Also, all students in the Teacher Education Program take EDU 464 Differentiated Instruction for 21st Century Learners, which focusing on ensuring that candidates have the knowledge, skills, and dispositions necessary to differentiate curriculum for 21st century learners,

including differentiating the curriculum related to effectively teaching students of limited English proficiency.

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 are required to take EDU 334 Instructional Technology. The M.Ed. and the MSA students take EDU 514 Instructional Technology on the graduate level. These courses provide the teacher candidates with a sound foundation for using technology as instructional tools. The assessment courses also include instruction on using technology to perform assessments, analyze data, and report the results. Candidates are required to demonstrate effective use of technology integrated into lesson plans and assessments while they are student teaching. Teacher Education candidates are provided access to iPads while they are taking the instructional technology course, and they are taught to use them as instructional and organizational tools. Candidates also learn to use Web 2.0 tools, digital video, learning apps, Google tools, office productivity suites, and other tools to help their future students learn content, concepts, and skills, and to demonstrate what they are learning. We have installed SMART Boards in four of the five classrooms used in the teacher education program for faculty to model its use, and we have plans to update the fifth classroom this summer with an interactive panel. In EDU 334, the instruction is tied to the North Carolina Digital Learning Competencies for Teachers. In EDU 514, it is centered on both the North Carolina Digital Learning Competencies for Teachers and the North Carolina Digital Learning Competencies for Administrators.

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.

Each year, we have representatives from DPI come to our campus and work with students in EDU 361 Elementary Reading, EU 364 Teaching Reading to the Deaf and Hard of Hearing , and

EDU 362 Emergent Literacy on using mClass assessment. In EDU 354 Classroom Assessment, required of all teacher education candidates, we work with them to use the Schoolnet resources provided to IHEs and teach them to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. These principles are reinforced in EDU 334 Instructional Technology. Finally, as candidates submit their edTPA portfolios, they are required to show how they use data to improve teaching and learning, and we require them to use technology in this process.

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

To prepare our Elementary Education candidates to integrate arts across the curriculum in elementary school settings, the School of Education mapped the curriculum and ensured that arts education was integrated in courses. Beginning components of the arts in education are taught in EDU 344 Curriculum Development, as candidates learn that the arts are important elements of the elementary curriculum and learn some ways to integrate them throughout the elementary curriculum. As candidates take EDU 303 Children and Adolescent Literature, they discuss the role of the illustrator in children and adolescent literature and learn about encouraging their future students to illustrate stories they read or create. In EDU 320 Language Arts and Social Studies Methods K-6, candidates learn to integrate the arts as they teach their students to explore language arts content and to use the arts as vehicles to demonstrate what they learn, such as through pictures, skits, poems, and dance. In EDU 335 Mathematics Methods K-3 and EDU 435 Mathematics Methods 4-8, teacher candidates look at the art of mathematics. Candidates in the EDU 361 Elementary Reading learn to use an art multisensory lesson plan. In the student teaching semester, candidates are expected to integrate arts across the curriculum.

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

Each teacher education program completes an annual self-study which is submitted to the Dean of the School of Education. The dean enters the program assessment data into the Strategic Planning and Accreditation Software for Higher Education system (SPOL). The program faculty

review and discuss the reports in small groups and with the other faculty in the Teacher Education Program. The faculty identify strengths and weaknesses and make plans for changes. The data provided through SPOL are made available to the Provost and Vice President of Academic Affairs for his review.

In addition to the annual reports, each program completes an Academic Program Review following the guidelines and schedule of the college. The process was updated in 2015-2016, with the following objectives identified.

1. To maintain high-quality programs that are consistent with the College's mission;
2. To encourage and support improvement within programs;
3. To ensure efficient and effective use of College resources; and
4. To remain competitive with comparable programs at peer institutions.

Beginning with the 2015/16 review cycle, programs are reviewed on a five-year schedule. In this inaugural year, the following teacher education programs were reviewed: Master of Education in Elementary Education (MEd), Middle School Education in Mathematics, English Language Arts, Science, and Social Studies, Secondary Social Studies Education, and Health/Physical Education. In the 2016-2017 review cycle, the Deaf Education program was reviewed, and the Elementary Education and Special Education programs were reviewed in 2017-2018. The Birth-Kindergarten Education Program was reviewed in 2018-2019. Each program undergoing this formal review submits a written report, which is reviewed by a committee with representatives from faculty and staff across campus. The committee, led by the Provost and Vice President of Academic Affairs, reviews the program based on standards and provides feedback to the program coordinator and the dean of each program. The School of Education reviews the recommendations and makes decisions related to the program as needed. The following nine standards are addressed in each program review.

Standard 1. The program supports the mission and strategic vision of the College.

Standard 2. The program engages in ongoing, systematic planning consistent with the College's strategic priorities.

Standard 3. The program provides a high-quality curriculum that emphasizes student learning as its primary purpose.

Standard 4. Faculty resources are sufficient for the program to meet its mission and goals.

Standard 5. The existing administrative structure supports the program goals and objectives.

Standard 6. The program has adequate resources to meet its goals and objectives.

Standard 7. The program attracts and graduates students who are prepared to succeed in today's economy or in graduate or professional school.

Standard 8. The program compares favorably with similar programs at selected peer institutions.

Standard 9. The program has a vision and has developed goals and objectives to realize that vision.

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

Some students are accepted into the Teacher Education Program in the spring of their junior year, and the remaining students are accepted into the program at least one semester prior to the semester that is devoted to full-time student teaching. In the spring of the junior year, Teacher Education Program candidates take a literacy course and a co-requisite practicum course, EDU 360 Practicum: Reading Laboratory. Each candidate is placed into a low-performing school for this full semester practicum. The candidates who are seeking licensure in Elementary Education, Special Education: General Curriculum, or Special Education: Adapted Curriculum take EDU 361 Elementary Reading and the co-requisite EDU 360 Practicum: Reading Laboratory. In EDU 361, these candidates are introduced to the current trends, practices, programs, and methods structured to give practical assistance in the teaching of reading in the elementary school. In the corresponding practicum, the candidates spend a minimum of 40 hours, over the course of the semester, in a public school classroom. Candidates participate in observations and complete prescribed tasks including teaching reading to individual and small groups of students, assessing students, and analyzing assessment data. They keep reflective journals about their experiences, and they complete a reading program evaluation, which includes an interview with the cooperating classroom teacher about the strengths and weaknesses of the program. Once

candidates analyze and synthesize information about the program, the responses from the teacher, and observations that they recorded in their reflective journals, they write an evaluation of the program. The teacher candidates also complete two case studies in the practicum classroom, one based on a high achieving reader and the other based on a student with reading difficulties. These teacher candidates learn to use Reading 3D assessment data in this practicum placement. They also create and administer an interest inventory, share the results with the practicum teacher, and make recommendations to the teacher based on the results of the inventory. Teacher candidates who are seeking licensure in content areas in the middle and/or secondary grades, or in grades K-12 in special areas such as Art Education and Spanish Education, take EDU 363 Literacy in Content Areas: Middle, Secondary, and Special Subjects Teachers. They also complete EDU 360 Practicum: Reading Laboratory in a low-performing school as a co-requisite of this course. The candidates spend a minimum of 40 hours, over the course of the semester, in a public school classroom in which the teacher is teaching English language arts or teaching reading in the content area. Candidates participate in observations and complete prescribed tasks that require interaction with the classroom teacher and the students. Candidates keep reflective journals, interview the classroom teacher, and complete a case study of a high achieving student and a student who has reading difficulties. Teacher candidates majoring in Birth-Kindergarten Education take EDU 362 Emergent Literacy and the co-requisite EDU 360 Practicum: Reading Laboratory. In the corresponding practicum, the candidates spend a minimum of 40 hours, over the course of the semester, in a public school pre-school or kindergarten classroom or in an approved daycare setting. They keep a reflective journal in which they answer questions and record observations related to stages of language development, language acquisition, and best practices for facilitating emerging literacy. Candidates in the Education of the Deaf and Hard of Hearing Program take EDU 364 Teaching Reading to the Deaf and Hard of Hearing and the co-requisite EDU 360 Practicum: Reading Laboratory. These candidates spend 40 hours divided between two school settings, including at least 15 hours in an elementary school in a K-3 classroom and at least 15 hours at the Eastern North Carolina School for the Deaf (ENCSD), which is a low-performing school. In the elementary part of the practicum, students evaluate a child using the Reading 3-D protocol and write a reflection on it. Candidates also write an extensive reflection on this part of the practicum, answering questions

about their perceptions and conclusions reached. In the ENCSD part of the practicum, candidates read a book to children in sign language. The practicum teacher evaluates the candidates' performance, and candidates complete a self-evaluation after the lesson as well. Candidates also assess the reading abilities of a student in the practicum and write a report about their findings. Thus, through the EDU 360 reading practicum, all teacher candidates spend a semester involved in a practicum experience in a low performing school.

In addition to the EDU 360 reading practicum, those who are seeking licensure in elementary education, special education, deaf education, and middle school education participate in activities occurring over a full semester at Margaret Hearne Elementary School, which is a low-performing school. Hearne is a partnership school with the Barton College Teacher Education Program and is located a couple of blocks from the college. A grant from the Golden LEAF Foundation has helped to support activities in this partnership. Teacher candidates plan and implement a math carnival and a literacy carnival for the Hearne students and their families. The fifth-grade students at Hearne travel to Barton College for four weekly science lessons conducted by teacher candidates. Candidates in the Education of the Deaf and Hard of Hearing Program regularly visit ENCSD, another low-performing school, to observe and participate in the classrooms.

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

When teacher candidates take EDU 400 Teaching Skills Lab, they spend a minimum of 40 hours in the classroom setting where student teaching will occur. This practicum is completed in the semester prior to the student teaching semester. In the semester devoted student teaching, candidates spend 15 weeks in full-time clinical student teaching. As these two semesters are consecutive, experiences are provided for the candidates at the beginning of the school year and at the 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	Margaret Hearne Elementary School in Wilson County Schools
Start and End Dates	November 2018
Priorities Identified in Collaboration with LEAs/Schools	Motivate elementary students and their parents and families to be more interested and knowledgeable in mathematics and reinforce math skills and content taught in the curriculum.
Number of Participants	2 Barton College Teacher Education Program faculty member, 14 Barton College students, approximately 100 Hearne students, the Hearne principal, and approximately 10 Hearne faculty and staff members
Activities and/or Programs Implemented to Address the Priorities	A math carnival was held at Margaret Hearne Elementary School. Barton College students provided games and activities designed to foster NCSCOS math skills. Hearne students and their family members participated in the games and activities and won prizes. A grant that Barton College received from the Golden LEAF Foundation furnished the prizes and materials for the games. Hearne Elementary School provided pizza for the students and their families if the student participated in at least 5 of the math activities.
Summary of the Outcome of the Activities and/or Programs	Hearne students and their families participated in games and activities related to NCSCOS K-5 math objectives. Parents learned about some activities related to learning math skills and were offered resources and information on how to replicate the activities at home.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Margaret Hearne Elementary School in Wilson County Schools
Start and End Dates	October 2018 - November 2018
Priorities Identified in Collaboration with LEAs/Schools	Motivate students to be more interested in learning about science and to help students see that attending college is a viable goal.
Number of Participants	14 Barton College students, all 5th Grade Hearne Students (approximately 50 students), their teachers and teacher assistants, 1 Hearne curriculum specialist, 2 Barton College Teacher Education Program faculty members
Activities and/or Programs Implemented to Address the Priorities	Science on the Go was held at Barton College. Barton College pre-service teachers created and taught units from the 5th Grade Science Essential Standards to the 5th grade students at Hearne. The fifth graders and their teachers walked to the Barton College campus on 4 dates. The 5th graders were taught in groups of about 10 students by trios of Barton College students, who were supervised by Barton College faculty members. The pre-service teachers modeled hands-on/interactive lessons for the Hearne teachers and curriculum specialist to be implemented in their own classrooms.
Summary of the Outcome of the Activities and/or Programs	Hearne students benefitted from the hands-on learning experiences in the small group setting. They also had the opportunity to experience learning in a college classroom and to see that college can be a realistic goal for them. Barton College candidates benefitted from the experience of teaching students in the partnership school and will be better prepared to serve students from a low-income school.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilson County Schools
Start and End Dates	February - March, 2019
Priorities Identified in Collaboration with LEAs/Schools	Encourage high school students who may be interested in becoming professional educators to seek teaching as a profession and to support their exploration of this career option.
Number of Participants	3 Barton College faculty members, Wilson County Schools (WCS) Executive Director of Secondary Education, WCS Human Resource Coordinator for Beginning Teacher Support, WCS Instructional Management Coordinator, 8 high school seniors from WCS serving in an internship program for future teachers, representative from Barton College Admissions Team (All 3 traditional high schools in WCS were represented.)
Activities and/or Programs Implemented to Address the Priorities	Members of the Barton College School of Education planned with WCS administrators in February and March, and hosted an event on March 13, 2019 for the WCS high school interns who are interested in becoming future teachers. The Dean and two other faculty members of the School of Education made an interactive presentation to the WCS interns about the field of teacher education and the exciting possibilities in this field for those who are interested in becoming teachers. The Barton College Admissions Office Representative shared general information related to applying to colleges, completing financial aid forms, and getting prepared for success in entering college. The WCS personnel also encouraged the students to continue to explore the option of becoming a teacher in North Carolina.
Summary of the Outcome of the Activities and/or Programs	The WCS students reported that they learned about the pathway to becoming a teacher and what they need to do in their high schools to begin preparing for this career. They also reported that they felt encouraged to seek a career in the field of education.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	To provide support for beginning teachers.
Start and End Dates	August 2018 - May 2019
Priorities Identified in Collaboration with LEAs/Schools	Support Beginning Teachers
Number of Participants	8 Barton College faculty members, 1 Barton College work study student, and one additional Barton College student volunteer, 5 beginning teachers
Activities and/or Programs Implemented to Address the Priorities	Barton College operates the "Beginning Educator Support Team" (BEST) program for beginning teachers. We collect and organize materials and supplies donated by retiring teachers, Barton College faculty and staff members, and others in the community who want to support beginning teachers. We invite our recent graduates (in their first three years of teaching) and other beginning teachers to visit our school and to select free materials that they can use in their classrooms. Barton College faculty members interact with the beginning teachers as the "shop" for free materials and offer support and guidance.

Summary of the Outcome of the Activities and/or Programs	Beginning teachers expressed gratitude for the materials, as well as the support and guidance.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern North Carolina School for the Deaf
Start and End Dates	September, 2018 until May, 2019
Priorities Identified in Collaboration with LEAs/Schools	To support ENCSD by providing work-study students at no cost to the institution.
Number of Participants	3 Barton College students
Activities and/or Programs Implemented to Address the Priorities	Work study students were available at no cost to ENCSD to help with monitoring lunch duty, helping teachers with clerical work, helping students with assignments in their classrooms, helping to run after-school clubs, and helping with after-school tutoring.
Summary of the Outcome of the Activities and/or Programs	Three student workers spent about 10 hours per week working at ENCSD. The school was very satisfied with the services provided by the student worker, and she herself found the experience deeply rewarding.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern North Carolina School for the Deaf
Start and End Dates	September to December, 2018
Priorities Identified in Collaboration with LEAs/Schools	To improve the writing skills of deaf and hard of hearing children at ENCSD and to improve Barton students' ability to analyze their writing. This is an important goal since deaf children typically have many problems with written language.
Number of Participants	5 students from Barton College and 5 students from ENCSD
Activities and/or Programs Implemented to Address the Priorities	Barton students in EDU 430 Teaching Language to the Deaf assisted ENCSD students by writing back and forth on a weekly basis during the fall semester through a dialogue journal project.
Summary of the Outcome of the Activities and/or Programs	This is a long-standing project that is beneficial to both ENCSD students and Barton deaf education majors. Deaf students have an on-going relationship with a Barton student, who serves as a role model for grammatically correct English, while Barton students experience first-hand the writing challenges of their deaf dialogue journal partner.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern North Carolina School for the Deaf
Start and End Dates	43390
Priorities Identified in Collaboration with LEAs/Schools	To provide service to ENCSD on a specifically designated day and to provide Barton students with greater knowledge of the work of a residential school for the deaf.
Number of Participants	Members of Barton's ASL club painted the preschool lunch area and organized materials in the library of ENCSD on Barton's Day of Service.

Activities and/or Programs Implemented to Address the Priorities	9 Barton students, 1 Barton College faculty member
Summary of the Outcome of the Activities and/or Programs	Barton students performed much needed behind-the-scenes activities on behalf of ENCSD, which indirectly provided benefit to the students there.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern North Carolina School for the Deaf
Start and End Dates	43404
Priorities Identified in Collaboration with LEAs/Schools	To provide deaf student the opportunity to develop social skills.
Number of Participants	2 members of Barton's ASL club and approximately 50 ENCSD students
Activities and/or Programs Implemented to Address the Priorities	Members of Barton's ASL club assisted with chaperoning Halloween party at ENCSD.
Summary of the Outcome of the Activities and/or Programs	ENCSD staff appreciated the help provided by Barton College ASL club members.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern North Carolina School for the Deaf
Start and End Dates	December, 2018
Priorities Identified in Collaboration with LEAs/Schools	To provide Barton students with the opportunity to assess the language abilities of selected students at ENCSD and to provide additional information on selected students to classroom teachers at ENCSD.
Number of Participants	5 students
Activities and/or Programs Implemented to Address the Priorities	Seniors in EDU 430 Teaching Language to the Deaf carried out language assessments on selected children.
Summary of the Outcome of the Activities and/or Programs	Assessments are helpful to teachers in pinpointing strengths and weaknesses in reading and language for these students. Barton students benefitted by gaining insight into the language issues facing deaf children, learning how to give assessments, and communicating this information in a coherent manner.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern North Carolina School for the Deaf
Start and End Dates	43517
Priorities Identified in Collaboration with LEAs/Schools	To expose Barton College students to the use of running records with deaf and hard of hearing students.
Number of Participants	4 Barton College candidates and 4 ENCSD students
Activities and/or Programs Implemented to Address the Priorities	The reading specialist at ENCSD spoke to students in EDU 364 Teaching Reading to the Deaf about how to do running records with deaf children.

Summary of the Outcome of the Activities and/or Programs	Students in the class did their own running record and were evaluated on the information learned. The knowledge gained is useful for learning how to apply running records to deaf children at ENCSD.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern North Carolina School for the Deaf
Start and End Dates	43546
Priorities Identified in Collaboration with LEAs/Schools	To provide deaf students with models of reading English and to provide Barton students with continued exposure to sign language.
Number of Participants	8 Barton candidates and 16 ENCSD students
Activities and/or Programs Implemented to Address the Priorities	Students in the American Sign Language II classes worked with middle school children at ENCSD, along with their teachers, to teach vocabulary.
Summary of the Outcome of the Activities and/or Programs	ENCSD students benefitted from this activity by learning vocabulary in a fun, motivating way and by getting assistance in grammar and reading. Barton students continued to develop sign fluency through interaction with ENCSD students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern North Carolina School for the Deaf
Start and End Dates	3 separate dates in April and May, 2019
Priorities Identified in Collaboration with LEAs/Schools	To share stories with children at ENCSD and to provide Barton students with practice in translating children's books into American Sign Language.
Number of Participants	3 Barton candidates participated in each of 3 separate classrooms.
Activities and/or Programs Implemented to Address the Priorities	Barton students in EDU 364 Teaching Reading to the Deaf read children's books to students in selected classrooms at ENCSD.
Summary of the Outcome of the Activities and/or Programs	The stories read by Barton students were evaluated both by the students themselves and by the classroom teacher at ENCSD. Feedback from teachers indicated that the children in the classroom enjoyed the stories and benefitted from the experience. Comments made by the teacher to the Barton students were helpful as they develop their ability to translate stories from English to ASL.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern North Carolina School for the Deaf
Start and End Dates	3 separate dates in April and May, 2019
Priorities Identified in Collaboration with LEAs/Schools	To evaluate the reading abilities of a deaf child at ENCSD.
Number of Participants	3 Barton students worked individually with 3 ENCSD students.
Activities and/or Programs Implemented to Address the Priorities	Students in EDU 364 Teaching Reading to the Deaf evaluated the reading abilities of a deaf child using an informal reading inventory.

Summary of the Outcome of the Activities and/or Programs	Barton students benefitted by interacting with a deaf child in the area of reading, and ENCSD benefitted by having an additional reading evaluation for selected students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern North Carolina School for the Deaf
Start and End Dates	43559
Priorities Identified in Collaboration with LEAs/Schools	To provide opportunities for Barton faculty within the Education of the Deaf and Hard of Hearing program and ENCSD faculty and staff to interact socially.
Number of Participants	Approximately 30 people attended, including 2 Barton faculty members, ENCSD staff, and 15 Barton College students.
Activities and/or Programs Implemented to Address the Priorities	Barton sponsored a “Silent Social” at a local craft beer enterprise and invited ENCSD personnel to attend, among others.
Summary of the Outcome of the Activities and/or Programs	About 10 of the Barton students were ASL 101 students with no previous exposure to the deaf community. For these students especially, the opportunity to meet and interact with deaf faculty and staff was an enriching experience that introduced them to sign language used by deaf individuals outside the classroom setting.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilson County Schools
Start and End Dates	Multiple dates and times during fall 2018 and spring 2019
Priorities Identified in Collaboration with LEAs/Schools	To provide service to WCS and the Wilson community during autism support group meetings which provided Barton students with greater knowledge of the interplay between school, community, and recreational aspects.
Number of Participants	4 Barton College students and approximately 345 students in WCS
Activities and/or Programs Implemented to Address the Priorities	Barton College students learned about local support systems for families with students with autism, were given the opportunity to observe and interact on a limited basis with parents, students, and outside agencies.
Summary of the Outcome of the Activities and/or Programs	Barton College students benefitted from learning about support systems for families with students with autism, and the students received additional interaction with Barton students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilson County Schools
Start and End Dates	Multiple dates and times during fall 2018 and spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Provide an opportunity for Barton College students to interact with WCS students in special education students
Number of Participants	5 Barton College students (fall) and 3 (spring) and various numbers of WCS students in special education classrooms

Activities and/or Programs Implemented to Address the Priorities	Barton College teacher candidates interacted in adapted curriculum settings (fall) and general curriculum settings (spring) by teaching mini-lessons and helped students in the classroom as needed.
Summary of the Outcome of the Activities and/or Programs	The teacher candidates benefitted from interacting with the WCS students, and the WCS students benefitted from the interactions with future teachers, including mini-lessons and the opportunity to have additional helpers in their classrooms.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilson County Schools
Start and End Dates	Multiple dates and times during the 2018-2019 school year
Priorities Identified in Collaboration with LEAs/Schools	To provide an opportunity for the Barton College Special Education Program Coordinator to collaborate with Wilson County Schools leaders
Number of Participants	1 Barton College professor and representatives from WCS leadership
Activities and/or Programs Implemented to Address the Priorities	The participants discussed the needs of WCS in the area of special education and to look for ways that Barton College might provide programs to meet their needs.
Summary of the Outcome of the Activities and/or Programs	The WCS leadership was made aware of existing programs at Barton College that might be beneficial to their needs, and Barton College is currently working on a developing a cohort of teachers to participate in the graduate autism program.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wayne County Public Schools
Start and End Dates	Multiple dates and times during the 2018-2019 school year
Priorities Identified in Collaboration with LEAs/Schools	To provide an opportunity for the Barton College Special Education Program Coordinator to collaborate with Wayne County Schools leaders
Number of Participants	1 Barton College professor and representatives from Wayne County Schools leadership
Activities and/or Programs Implemented to Address the Priorities	The participants discussed the needs of Wayne County Public Schools in the area of special education and to look for ways that Barton College might provide programs to meet their needs.
Summary of the Outcome of the Activities and/or Programs	The Wayne County Public Schools leadership was made aware of existing programs at Barton College that might be beneficial to their needs, and Barton College is currently working on a developing a cohort of teachers to participate in the graduate autism program.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilson County Schools
Start and End Dates	August 2018- May 2019
Priorities Identified in Collaboration with LEAs/Schools	Provide support to Wilson County Schools for the Special Olympics

Number of Participants	20 Barton students, 1 Barton College faculty member, 8 Wilson Faculty/Staff Members, 10 Special Olympic Staff Members, 15 Community Members
Activities and/or Programs Implemented to Address the Priorities	Barton students volunteered with fall and spring Special Olympics Soccer and Field Day.
Summary of the Outcome of the Activities and/or Programs	Wilson County Schools benefitted from the additional support for the Special Olympics events, and Barton students became more aware of how the community interacts with special education programs through the Special Olympics and daily classroom activities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jones Elementary School in Wilson County Schools
Start and End Dates	Multiple dates and times during fall 2018 and spring 2019
Priorities Identified in Collaboration with LEAs/Schools	To provide additional assistance and interaction in the Autism Program at Jones Elementary School and to provide Barton College teacher candidates with additional opportunities to learn about how Jones Elementary Schools includes this group of students within the general curriculum and in social situations.
Number of Participants	10 Barton College students, 1 Barton College faculty member, and students and faculty/staff in the Autism Program at Jones Elementary School
Activities and/or Programs Implemented to Address the Priorities	Barton students volunteered at Jones Elementary School to assist in the autism program classes.
Summary of the Outcome of the Activities and/or Programs	The students at Jones Elementary School benefitted from having the additional assistants in their classrooms, and the Barton College students benefitted from the experience they gained in dealing with students' behaviors, academic challenges, and daily schedules.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Carver Elementary School and Rolesville High School in Wake County Public Schools
Start and End Dates	Multiple dates and times during fall 2018 and spring 2019
Priorities Identified in Collaboration with LEAs/Schools	To provide additional assistance and interaction in special education classrooms in these schools and to provide Barton College teacher candidates with additional opportunities to learn about how faculty and staff work effectively with the students in these classrooms.
Number of Participants	5 Barton College students, 1 Barton College faculty member, various teachers/staff members in the special education classrooms at these 2 schools
Activities and/or Programs Implemented to Address the Priorities	Barton students volunteered at Carver Elementary School and Rolesville High School.

Summary of the Outcome of the Activities and/or Programs	The students at these two schools benefitted from having the additional assistants in their classrooms, and the Barton College students learned strategies and techniques for assisting students with disabilities in the adapted curriculum special education setting, while supporting the local school system.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Caring Heart Case Management, Inc and Diversified Opportunities, Inc. in Wilson, NC
Start and End Dates	Multiple dates and times during fall 2018 and spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Wilson County Schools noted that candidates in special education programs need to learn about programs for adults in order to learn about the transition from school to adult life for those with special needs. Barton College partnered with Caring Heart and Diversified Opportunities to provide our candidates with information about transition services and to provide support to community organizations.
Number of Participants	6 Barton College Teacher Education Candidates and 1 Barton College faculty member
Activities and/or Programs Implemented to Address the Priorities	Barton College teacher education candidates volunteered with clients of these two organizations. They assisted with the daily activities, academic programs, and vocational skills. Community activities were developed on campus to support the attendees. Also, Barton students developed a daily program for the Caring Heart attendees to visit the campus, interact with peers, and experience daily living needs.
Summary of the Outcome of the Activities and/or Programs	The attendees from Caring Heart and Diversified Opportunities benefitted from the programs and the interactions with the Barton College teacher education candidates. The candidates benefitted from these experiences and learned ways they can serve students in Special Education: Adapted Curriculum programs as they transition from public school to adult life. Barton candidates also learned the importance of connections within the local community.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	5
Female	12
Race/Ethnicity	Number
Hispanic / Latino	0
Asian	0
African-American	1
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	16

Multi-Racial	0
Student does not wish to provide	0

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

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	6	White	17
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	6	Total	18
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	2

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

Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	4
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	1

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

Program Area	Baccalaureate Degree		Undergraduate 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		8				
MG						
Secondary						
Special Subjects		2				
EC		5				
VocEd						
Special Services						
Total	0	15	0	1	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Barton	8	100	75
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Wilson County Schools	144
Johnston County Public Schools	115
Wake County Schools	93
Nash-Rocky Mount Schools	78
Wayne County Public Schools	64
Edgecombe County Public Schools	30
Franklin County Schools	25
Durham Public Schools	15
Pitt County Schools	15
Greene County Schools	12

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	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	496.33
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	*
MEAN GPA	3.29
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	10	6	5	40	6	67	6	83
M.G. Language Arts	2	1	1	*	1	*	1	*

M.G. Math	1	1						
M.G. Science	1							
M.G. Social Studies	3	2	2	*	2	*	2	*
Social Studies (grades 9-12)	2	2	2	*	2	*	2	*
Health and Physical Ed	1	1	1	*	1	*	1	*
Spec Ed: General Curriculum	5	4			2	*	2	*
Institution Summary	20	12	10	60	11	73	11	82

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

**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

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	12	1				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	1					
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
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
7	1	5

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

1:2.5

K. Teacher Effectiveness

Institution: Barton College							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	51.3%	46.2%		39	16
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	41.7%	55.6%		36	19
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	66.7%	25.0%		36	19
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	51.3%	43.6%		39	16
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	72.2%	22.2%		36	19
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	84.0%	N/A	25	30		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		