

2018-2019

EPP Bachelor Performance Report

Belmont Abbey College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

The mission of Belmont Abbey College is to educate undergraduate students from diverse religious, ethnic, and cultural backgrounds in the liberal arts tradition as guided by the Catholic intellectual heritage and inspired by the 1500-year-old Benedictine tradition. Such an education provides knowledge of traditional Judeo-Christian moral principles, and prepares students for responsible citizenship and successful careers. The College also provides preparation in professional studies to enable its students to face the challenges of a changing society, and equip them in directing their own learning throughout a lifetime. In keeping with its Benedictine

heritage, the College provides the local community with educational, religious, and cultural resources. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte. There are approximately 1600 traditional and adult students enrolled in the undergraduate programs.

Special Characteristics

It is the intent of the Sister Christine Beck Department of Education to prepare candidates who are liberally educated, professionally competent, and builders of community. With this as our mission, the Sister Christine Beck Department of Education has a productive sequence of field experiences for teacher candidates; continuous communication with, and feedback from, public school personnel; and numerous opportunities for Belmont Abbey students to interact with public school educators. In addition, various brief and extensive internships are provided for non-licensure students. Belmont Abbey's elementary education major with licensure is designed for both traditional students and adult students returning to college to pursue a career in teaching; the program serves undergraduate degree candidates. We also serve individuals pursuing licensure-only. Our courses are also open to lateral entry teachers who have programs of study calling for courses similar to Abbey courses. Program components include flexible scheduling options, (afternoon, evening, and summer school classes), hybrid courses, and the opportunity for frequent, individualized advising sessions with education faculty.

Program Areas and Levels Offered

Belmont Abbey College offers an undergraduate degree program in Elementary Education for students who desire to pursue K-6 licensure and a non-licensure B.A. in Educational Studies designed for students with career interests in fields closely aligned to the teaching profession. An Education Minor is also available for students majoring in another academic area with an interest in exploring the field of education. Students coming to Belmont Abbey College already holding baccalaureate degrees have the opportunity to pursue a second degree while fulfilling the requirements for program completion.

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

Traditional	Lateral Entry	Residency
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.

Our program includes a 3-hour course ED305 Introduction to Children with Exceptionalities. In ED310 Educational Psychology and Development, much of the content serves to explain and describe a wide variety of exceptionalities and methods to effectively assist with teaching and learning.

All lesson plans written in all courses require a section addressing modifications/accommodations used to meet the needs of exceptional students.

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.

In each chapter in the text used for ED407 Literacy and Assessment, there is a section dedicated to working with limited English proficiency students titled “Engaging English Learners.” The text offers strategies to help English learners with the subject being taught in the corresponding chapter, often including video clips to illustrate concepts. Methods students are required to complete at least 12 of these special segments.

Our K-6 teacher preparation department places extra emphasis on STEM initiatives. We regularly support STEM events on school campuses by requiring teacher candidates to participate in, and often lead, sessions for both students and families. On these occasions we fully recognize the need to communicate with English learners. Our teacher candidates often create conversion charts of key phrases and concepts for native Spanish speakers, along with pictures and other graphics to encourage participation of all students and their families.

In ED408 Teaching Social Studies, students read, discuss, and engage in application assignments. To emphasize Culturally Responsive Teaching, students complete personal and class-wide culture maps to discover: communication styles, language needs, sociolinguistic structures, sociocultural influences and backgrounds, and cultural bias in curriculum materials and pedagogy.

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.

Our instructors use, and encourage teacher candidates to use, SMART technology in our methods classes. Units they write must include tech integration and activities. In ED402 Instructional and Curricular Design, students complete an assignment that requires students to build a website compilation that will help them integrate tech into the classroom as beginning teachers.

ED 310W Educational Psychology and Development prepares students to gain experience and confidence in the use of technologies by requiring a technology component for all presentations and assignments.

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.

We discuss the value of data-driven decision making in our methods courses. We regularly examine sample testing outcomes and help teacher candidates understand the value of both classroom assessment and standardized assessment. We have two courses that specifically address assessment, ED405 Assessment and ED407 Literacy and Assessment.

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

We recognized the value of integrating the arts into elementary curriculum long before it became a state initiative. We have required **ED315 Arts Integration** for several years. In this course teacher candidates learn the basic vocabularies, materials, techniques, and thinking processes of each arts discipline (visual arts, music, drama, and dance). Course assignments and final projects require students to develop integrated arts lessons and instructional units intertwining visual, performing, and literary arts across the curriculum in the elementary grades. Students also participate in, critique, and revise integrated arts lessons from open-source lesson plan websites/databases to demonstrate thorough understanding of creative problem solving, the foundational tenets of arts integration, and purposeful differentiation for diverse learners. The capstone assignment involves designing an integrated arts curriculum unit that provides students opportunities to use their knowledge and skills to integrate arts instruction with other subject areas and to extend and support instruction conducted by certified arts educators.

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

We rely heavily on feedback from cooperating teachers and principals. During the full year experience of methods and student teaching (total of 700 hours of field) teacher candidates are in the same classroom setting. We ask for structured feedback from the LEA four times during the nine-month period of time that they host our candidates. Our licensure officer, field director, and college supervisors promptly respond to all concerns through counseling, modeling, writing individual contracts with teacher candidates, and, in rare cases, removing the teacher candidate if the issues need to be addressed for an extended timeframe or out-of-field.

At Belmont Abbey we use Student Learning Outcomes as our unit assessment. All of the SLOs are used to modify our program structure and expectations as needed.

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

ED400 Classroom Management

Teacher candidates spend 30 hours in 3 levels of school, primary (K-2), intermediate (3-5), and middle (6-8) in structured observation of classroom management skills. We primarily choose Title I schools for this experience.

ED407 Literacy and Assessment

Teacher candidates spend 15 hours tutoring an at-risk student in reading, while diagnosing difficulties and tailoring individual instruction for the child.

ED408 Teaching Social Studies

Teacher candidates spend 15 hours teaching social studies in the same classroom in which they will student teach the following semester.

ED409 Teaching Science

Teacher candidates spend 15 hours teaching science in the same classroom in which they will student teach the following semester.

ED410 Teaching Math

Teacher candidates spend 15 hours teaching math in the same classroom in which they will student teach the following semester.

ED475 Student Teaching

16 weeks in a school (640 hours)

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

Teacher candidates spend an entire semester prior to the official student teaching experience in the same school and with the same teacher during their 60 hours of methods field experiences. If methods are in fall, they may see the beginning, and then the end with their student teaching in spring. If methods are in spring, they may see the end, and then the beginning with student teaching. While this sounds ideal, the start and end dates of the public schools never coincide with college semesters and dormitory openings. If teacher candidates live in our community they

often have opportunities. If they are only on campus for the regular college school year, they may miss both. It all depends on calendars and home towns.

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	Charlotte Mecklenburg Schools, Gaston County Schools
Start and End Dates	September-November, 2018 and January-April, 2019
Priorities Identified in Collaboration with LEAs/Schools	Address needs of below-grade-level readers
Number of Participants	24 K-5 students and 24 teacher candidates
Activities and/or Programs Implemented to Address the Priorities	Teacher candidates in their methods semester tutored individual students for a total of 15 hours each. The students were identified by the schools and partnerships were formed.
Summary of the Outcome of the Activities and/or Programs	Students were assessed using a pre- and post-informal reading inventory that showed gains of 1 to 1.5 years in proficiency.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Gaston County Schools
Start and End Dates	Sept.28, 2018
Priorities Identified in Collaboration with LEAs/Schools	Encourage 5th grade students to become interested in science
Number of Participants	The festival was attended by over 500 students. Our teacher candidates taught about 100 of them to appreciate clean water and the civic responsibility to keep it that way.
Activities and/or Programs Implemented to Address the Priorities	Catawba River Festival: Methods students in ED409 Teaching Science all participated and taught lessons at the festival
Summary of the Outcome of the Activities and/or Programs	The students loved the day and showed lots of interest in the hands-on learning facilitated by our teacher candidates. We will continue to participate in this festival.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte Mecklenburg School District
Start and End Dates	Nov.16, 2018
Priorities Identified in Collaboration with LEAs/Schools	Initiate an interest in STEAM by adding the arts to STEM

Number of Participants	38 children and parents
Activities and/or Programs Implemented to Address the Priorities	Science Night at Lake Wylie Elementary: Teacher candidates in ED409 Teaching Science designed stations integrating the arts with principles of engineering.
Summary of the Outcome of the Activities and/or Programs	We have been asked to do other Science Nights in 2019-20.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte Mecklenburg School District
Start and End Dates	Jan.30, 2019
Priorities Identified in Collaboration with LEAs/Schools	Initiate an interest in STEAM by adding the arts to STEM
Number of Participants	47 children and parents
Activities and/or Programs Implemented to Address the Priorities	STEAM Night at Sedgefield Elementary: Teacher candidates in ED409 Teaching Science designed stations integrating the arts with principles of engineering.
Summary of the Outcome of the Activities and/or Programs	We have been asked to do other STEAM nights in 2019-2020.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte Mecklenburg Schools
Start and End Dates	Feb.9 and March 2, 2019
Priorities Identified in Collaboration with LEAs/Schools	Judging science fairs
Number of Participants	At least 50 projects per fair
Activities and/or Programs Implemented to Address the Priorities	BAC instructors talked with students about their projects and collaborated with others to determine winners.
Summary of the Outcome of the Activities and/or Programs	We have been invited to judge again in 2019-2020.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Gaston County Schools
Start and End Dates	Aug.19, 2018
Priorities Identified in Collaboration with LEAs/Schools	GLOBE Workshop
Number of Participants	26 classroom teachers; 11 teacher candidates
Activities and/or Programs Implemented to Address the Priorities	Teachers explores the earth and ecosystems using literacy.
Summary of the Outcome of the Activities and/or Programs	Enthusiastic participation with follow-up conversations.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Iredell Statesville Schools
Start and End Dates	Aug 14, Oct 18, Jan 11, March 21, May 2
Priorities Identified in Collaboration with LEAs/Schools	Partnership with Iredell-Statesville Schools afterschool and summer academy programs to include physical education opportunities for students needing adaptive or accessible play/sport accommodations.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	
Female	27
Race/Ethnicity	Number
Hispanic / Latino	3
Asian	
African-American	
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	24
Multi-Racial	
Student does not wish to provide	

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	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	41
	Multi-Racial		Multi-Racial	

	Not Provided		Not Provided	
	Total	4	Total	44
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	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

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	
	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	-
Residency	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	-

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						
Elementary	7	18				
MG						
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total	7	18	0	0	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Belmont	34	85	59
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
Gaston County Schools	231
Charlotte-Mecklenburg Schools	71
Lincoln County Schools	28
Cleveland County Schools	27
Union County Public Schools	9
Wake County Schools	7
Piedmont Community Charter	6
Lincoln Charter School	5

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

Measure	Baccalaureate
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MEAN SAT Total	1,204.29
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	24.88
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN CORE-Combined	497.67
MEAN CORE-Reading	178.00
MEAN CORE-Writing	170.67
MEAN CORE-Math	159.71
MEAN GPA	3.56
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)	22	14	12	67	13	62	14	64
Institution Summary	22	14	12	67	13	62	14	64
* 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	23	2				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						

Comment or Explanation: program begins fall 2019; recruiting spring 2019

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6		3

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

1:4

K. Teacher Effectiveness

Institution: Belmont Abbey 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:			81.8%	18.2%		44	17
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	79.5%	15.9%		44	17

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	90.9%	N/A		44	17
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	88.6%	N/A		44	17
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:			90.9%	N/A		44	17
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:	26.7%	62.2%	11.1%	45	16		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		