

2018-2019

EPP Bachelor Performance Report

Bennett College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Bennett College, founded in 1873 as a coeducational institution, held its first sessions in the basement of Warnersville Methodist Episcopal Church North, now known as St. Matthew's United Methodist Church, in Greensboro, North Carolina. As a coeducational institution, the College graduated men and women who assumed positions of leadership as preachers, teachers, and homemakers as well as leaders in other professions. Two of the first African American bishops in the Methodist Episcopal Church were graduates of Bennett College. Early in the twentieth century, the Woman's Home Missionary Society decided to build a college for the education of Negro women. The Board of Education of the Methodist Church offered the site of

Bennett College for this project. Under these agencies, Bennett College became one of two senior colleges for Negro women in the South. The reorganization of Bennett College took place in 1926. In 1930, the College granted its first college degrees as a women's college. Dr. David Dallas Jones was the first president of the reorganized Bennett College and served until his death in 1955. As one of only two historically black colleges for women, Bennett College strives to provide an environment that is caring, nurturing, disciplined, as well as emotionally and spiritually uplifting. Among a variety of reasons, students elect to attend Bennett College because of its unique urban setting, low teacher/student ratio, dedicated first-rate faculty and staff, and the diverse, yet unique exposure and opportunities it provides for women. Overall, excellence in performance is valued as the foundation for the achievement of the College's mission and educational goals and is the primary emphasis in all teaching and learning endeavors. Bennett College has twenty-nine buildings on approximately fifty-five acres. The thirty-one member Board of Trustees is legally responsible for the policies that guide the College's operation. Its academic program is tailored toward undergraduate education that offers 24 bachelor's degrees and two (2) dual-degrees. Programs at the college are presently accredited by the Southern Association of Colleges and Schools (SACS), University Senate of the United Methodist Church; Commission on Black Colleges, United Methodist Church, Council on Social Work Education (CSWE), North Carolina Department of Public Instruction (DPI) and the National Council on the Accreditation of Teacher Education (NCATE).

Suzanne Elise Walsh became the nineteenth president of Bennett College on August 1, 2019.

Special Characteristics

Bennett College is the only historical African-American College for women in the State of North Carolina (There are only two (2) in the nation). The basic philosophy undergirding Bennett College is its belief in a need to provide for students a unique and flexible program of instruction, supplemented by rich experiences in group participation and community involvement and designed to meet the needs of an ever-changing society. The program encourages the development of 21st century critical and analytical thinking necessary for students to become productive citizens and lifelong learners.

Bennett College prides itself on the diversity of religions and ethnicities among the student body, faculty and staff. At Bennett College, quality education takes place in an environment of open inquiry where teachers and students are immersed in educational processes that build community, foster authentic research, create knowledge and advance scholarship as well as personal empowerment. Students will graduate from leave Bennett College prepared for success in the world of work and further studies, possessing a greater appreciation of the history and culture of Africa and the African Diaspora, in addition to the struggle and accomplishments of women. A realization of their own ability opens their minds to the many possibilities they have to change the world. The Educator Preparation Program (EPP) is dedicated to the development of facilitators of learning in the contemporary global community. Reflective practitioners, combining theory and practice, and the celebration of diversity permeate the delivery of quality instruction in small personable instructional settings.

Program Areas and Levels Offered

Bennett College offers two (2) bachelor's degrees. The two areas are Elementary Education and Special Education. A minor is also offered in Special Education. All secondary education degree programs were eliminated during fall semester 2016.

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

Traditional	Lateral Entry	Residency
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 more effectively teach students with disabilities.

The Bennett EPP has completed a Program Review for the Special Education program. For Continuous Improvement, the Bennett Catalog updates and changes reflect a more inclusive major related to earlier and more hands-on experience in fieldwork. The new Bennett College EPP MOU with Guilford County affords diversification in pre-practicum, field, clinical, and student teaching immersion for candidates by increasing the number of available effective school placements. In order to increase the number of diverse school experiences before the senior clinical student teaching experience, the Bennett Curriculum Program of Study has been revised and approved by the faculty and the Board of Trustees. Candidates will have an opportunity to spend more time in the field at an earlier stage in their program with a varied placement package. Elementary Education and Special Candidates take SE 330 Behavior and Classroom Management with 20 field hours and must show evidence of specific connections with teachers specifically regarding service delivery for children with disabilities. The course content is designed to present teaching from three actions: organizing, instructing, and assessing. Course inclusion will provide basic practical approaches and experiences to examine and learn new adaptations of proven teaching models, simulate effective teaching behaviors, develop instructional planning skills with the use of multimedia techniques, and incorporate a variety of methods and materials. In SE 328 Instructional Assessment and Planning for Exceptional Individuals, the candidate in this professional core course examines the various models of service delivery in special education. Attention is given to the diagnosis/assessment and instructional planning processes, the instructional and curricular modifications required for exceptional individuals, and the variety of settings in which special education services are effectively implemented. In SE 423 Candidates take 30 hours of field in preparation for their clinical experiences. The other 42 credit hours of Special Education Course work prepare students to meet the knowledge base aligned with the legislative requirements for working with children with disabilities. A culminating 12 credit hour Candidate Clinical Experience in Student Teaching is specifically aligned with an LEA school cooperating teacher supporting Special Education service delivery for children with disabilities. The Leadership portion of this course dives into the legal and accountability components of the North Carolina Legislative requirements for providing effective classroom experiences for children with disabilities. Candidates participate in LEA assigned field practicums under the Bennett College and Guilford County MOU.

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.

As Bennett College's EPP major requires 2 years of foreign language, student curriculum patterns have been revised to include language offerings earlier in the program. Students can take the foreign language classes from "Fulbright HBCU Institutional Leaders" in Arabic and/or Chinese as well as French and Spanish. Upon entering candidacy, students are required to take ED 333 Spanish for Teachers (3 credit hours) as an introductory Spanish course for prospective classroom teachers. This course provides an opportunity to learn how to speak, read, write and understand Spanish. Students acquire language functions, vocabulary, structures and culture through contextualized presentations, interactive activities, and extensive laboratory practice. Moreover, this course focuses on Spanish that teachers and students will use in the classroom. Lesson Plan template adjustments have been made by reviewing other evaluation measures aligned more with the CAEP standards II-IV. Students take ED 332 Educational Measurement Assessment & Evaluation. This professional core course will examine all the means used in schools to formally and informally evaluate student performance. Methods of evaluating students' academic achievement as well as evaluating their behaviors and attitudes will be explored. The course focuses on the fundamental concepts and principles of measurement and evaluation. The candidates also take courses through the formal agreements offered under the Greater Greensboro Consortium. The Greater Greensboro consortium is a program uniquely designed to expand the course options available to degree seeking students at Bennett College. All students can cross register for courses at seven other schools in the Greater Greensboro Consortium: Elon University; Greensboro College; Guilford College; Guilford Technical Community College; High Point University; North Carolina A&T State University; and The University of North Carolina at Greensboro.

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 Bennett College student programing and academic majors align with the Bennett's Strategic plan to provide resources and training that will enable students to become proficient and ethical users of technology in a global society. Bennett College students in the EPP program are immersed into classroom planning and assessment of knowledge by taking the ED 340 Integrated Technology course. This course requires field hours of observation, planning, and participation by all candidates. In this, courses and the assessment courses students develop a Philosophy Statement on Educational Assessments using personal experiences, academic prowess, and the course content to produce final statement beliefs about the role, instructional value and ethics of educational assessment, which includes a technology component as described by her instructor.

As part of her final assignments at the end of the semester, we invite you to this special occasion, where Ms. Owens will publicly reveal her philosophy statement on educational assessments. Her statement is not to exceed 2,000 words and should include a correctly formatted APA works cited page. Her presentation will include 10 minutes of her sharing her statement, followed by 10 minutes of Q&A by a panel of professors, education professionals, as well as an audience of peers.

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.

Students participated in Pilot electronic UNCG Disposition Rubric; Cooperating teachers at one school were exposed to the new Pilot UNCG Disposition Rubric. Initial use of the North Carolina Teacher Candidate Evaluation Rubric: cooperating Teachers met with EPP supervisor for review of the document; Student Teacher Candidates were trained in coaching sessions during Senior Seminars; Weekly coaching meetings (at least 10) during the semester for the candidates to complete and provide evidence of each task with the EPP supervisor: New Observation Rubric training; and New California Santa Cruz Standards II-IV Lesson Observation Notes Page or integrating CAEP Standards II -IV into the lesson assessment format.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. All Bennett College Students participate in the ACES Cultural Events during their Freshwoman year. Candidates use these opportunities to provide classroom lessons from their cultural knowledge gained in the ACES programing, travel abroad, as one candidate has traveled to two countries and used those travels for her experiences in her classroom.

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

Currently Bennett College as of February 2019 has submitted the CAEP self-study for a site visit. The site visit is scheduled for November 2019. Bennett faculty prepared for this visit through continuous improvement measures related to the program. The Self-study was successfully submitted, and a site visit team has been [was] assigned to Bennett.

Bennett College under new leadership and in the reimaging process did not have the CAEP site visit by choice and in good standing with CAEP, however, Bennett College has applied and has been accepted to apply for TRACS National Accreditation. As part of this process a new Academic Program Review for Elementary and Special Education is due in February of 2020 to support the new Accreditation Application. Likewise, Bennett College requires all programs to submit Unit Assessment Plans in the first week of each semester with all categories complete but the RESULTS COLUMN and USE of the RESULTS

COLUMN. At the end of each semester the two columns are completed. In the Spring the RESULTS and USE of RESULTS COLUMNS are aligned with the required Academic Program Review. Bennett College is SACSCOC accredited.

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

The field process is aligned with the required courses for candidacy:

Transition Assessment Points (GRADES and Field Dispositions):

- ____ED 200 Intro. to the Teaching Profession (10 hours Fieldwork, CBC, and Fingerprinting Required) Transition Assessment Packet TRAINING
- ____ED 202 Core Language Arts for Children (10 hours Fieldwork, CBC, and Sitting for Praxis Core Reading & Writing assessments required) TRANSITION ASSESSMENT POINT I
- ____ED 270 Core Math Content Knowledge for Teachers (Sitting Praxis Math Core assessment required) TRANSITION ASSESSMENT POINT II
- ____ED 240 Integrated Technology Literacy (10 hours Fieldwork and CBC Required) TRANSITION POINT III Apply candidacy
- ____ED 325 Math Foundations in the Elem Sch (20 hours Field Experiences, CBC required) TRANSITION ASSESSMENT POINT IV DISPOSITIONS
- ____ED 425 Science in the Elem Sch (20 hours Fieldwork, CBC, and sitting for Pearson General Knowledge assessment required) TRANSITION ASSESSMENT POINT V
- ____CLINICAL (STUDENT TEACHING) & SEMINAR TRANSITION ASSESSMENT POINT VI

Next, the field liaison, informs the Department Chair and faculty records of placements for each student to ensure a variety of placements occur throughout the four (4) years of course work. At the end of the Spring Semester before Student Teaching, the Elementary Education senior candidate applies for an Internship in ED 325 Methods and Materials for Math and Science in the Elementary School or ED 319 Methods and Materials for Teaching Language Arts and Social Studies and Special Education Majors apply for an internship in SE 412 Language Arts Literacy for Students with Mild to Moderate Disabilities. This must be fall semester before the spring graduating year, the student is placed in a 16-week internship. The senior applies for student teaching for the spring under the MOU with Guilford County to participate in Student Teaching in the Spring. The internship cooperating teacher will become the student teacher of record for the following spring semester as the program moves to a yearlong model for candidates in their senior year.

	Clock Hours	Clock Hours In In Observation and 1:1 Work	Small Group Work and Assisting	Task and # of Actual Teaching Hours
1	30-32	30-32	0	0
2	30-32	30-32	10	0
3	30-32	20-22	5	Teach 1 subject-5
4	32	10-12	10	Teach 2 subjects -10
5	32	5-7	10	Teach 3 subjects-15
6	32	3-5	12	Teach 4 subjects-20
7	32	0	0	Full-Time Teaching -32
8	32	0	0	Full-Time Teaching -32
9	32	0	0	Full-Time Teaching -32
10	32	0	0	Full-Time Teaching -32
11	32	0	0	Full-Time Teaching -32
12	32	0	0	Full-Time Teaching -32
13	32	0	0	Full-Time Teaching -32
14	32	0	0	Full-Time Teaching -32
15	32	7	10	Teach 3 subjects-15
16	30-32	5	22-27	0

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

Bennett College designed for continuous improvement and increased assessment the *Student Teaching Progression Planning Form for Partnership Discussion* in order to prepare the guidelines for the student teaching experience. Student schedule:

Week	Date		Observation, Non-Instructional Hours	Small Group Hours		Teaching Hours	
				Hours	Group	Hours	Subject
1	1/3-4						
2	1/7-11						
3	1/14-18						
4	1/21-25						
5	1/28-2/1						
6	2/4-8						
7	2/11-15						
8	2/18-22						
9	2/25-3/1						
10	3/4-8						
11	3/11-15						
12	3/18-22						
13	3/25-29						
14	4/1-5						
15	4/8-12						
16	4/15-19						
	TBA		1. Dispositions 2. Evaluations 3. Sample letter of recommendation etc.				
	4/22-4/23		Exit-Prep session Campus/School				
	4/25		Capstone/Final Exam/Clinical Exit Prep				
	4/25 or 4/26		Final Exam Portfolio Presentations and Evaluations and Exit Interview				
	4/30		Senior Grades Due to Dean of Faculty to complete Senior Audit				
	4/24-5/3		Graduation clearance/Attendance as noted by the registrar				

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	New MOU with Guilford County Schools as formal partners - Sumner Elementary, Peck Elementary, David Jones, and Peeler Bluford Elementary
Start and End Dates	October 31, 2018 to present

Priorities Identified in Collaboration with LEAs/Schools	<ul style="list-style-type: none"> • The preparation of future educators is the responsibility of all stakeholders. • A collaborative team approach for teacher and administrator preparation is most effective. The team includes representatives from the College and District. • It is important for District staff to understand the goals of the preparation programs and it is important for the College Faculty to understand the goals of the District. • Promoting equity for all students is a priority and must be reflected in practice.
Number of Participants	12 practicum and 2 student teachers
Activities and/or Programs Implemented to Address the Priorities	<ol style="list-style-type: none"> 1. "Clinical Experience" for students' observation and field experiences before internship or student teaching. 2. "Student Practitioner" as Bennett students' active participation in the duties and functions of professional practice under the direct supervision and instruction of employees of Guilford County Schools at designated school locations. 3. "Session of student practice" to be all or part of the following: <ol style="list-style-type: none"> a. Observing in classrooms and field practice settings ranging from several hours to several weeks within a given semester, (Observation should make up the majority of clinical experiences for students in their first through second years.) b. Assisting an experienced practitioner with classroom or field work that is routine professional practice; c. Instructing one or more students or interacting with one or more clients in the field setting; d. Under direct and constant supervision, conducting assessments and implementing appropriate intervention strategies, using appropriate student assessment data to monitor the effectiveness of student interventions; e. Assisting with enrichment activities including, but not limited to, community engagements, field trips, exhibits, and fairs;
Summary of the Outcome of the Activities and/or Programs	<p>Students participated in <i>Pilot UNCG Disposition Rubric</i>, cooperating teachers at one school were exposed to the new <i>Pilot UNCG Disposition Rubric</i>. Initial use of the <i>North Carolina Teacher Candidate Evaluation Rubric</i>: cooperating Teachers met with EPP supervisor for review of the document; Student Teacher Candidates were trained in coaching sessions during Senior Seminars; Weekly coaching meetings (at least 10) during the semester for the candidates to complete and provide evidence of each task with the EPP supervisor: New Observation Rubric training; and <i>New California Santa Cruz Standards II-IV Lesson Observation Notes Page</i> for integrating CAEP Standards II -IV into the lesson assessment format.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Sumner to assist with the new <i>Pilot UNCG Disposition Rubric</i> . Peeler Bluford Elementary Cooperating Teacher in formal training for Spring 2020.
Start and End Dates	January 2019-May 2019
Priorities Identified in Collaboration with LEAs/Schools	Students will be rated on the <i>Pilot UNCG Disposition Rubric</i> & participate in the <i>North Carolina Teacher Candidate Evaluation Rubric</i>
Number of Participants	2 candidates and 12 Pre-Practicum students participated in lectures presented by faculty to become familiar with some of the language in the evaluation instrument.*

Activities and/or Programs Implemented to Address the Priorities	The Senior Seminar syllabus became the coaching model of preparing students for completion of the <i>North Carolina Teacher Candidate Evaluation Rubric (NCTCER)</i> . Approximately five(5) sessions of coaching were designed to assist the students with effective evidences of and an understanding of the process. For continuous improvement the introduction of the Pilot University of <i>California Santa Cruz Standards II-IV Lesson Observation Notes Page</i> .
Summary of the Outcome of the Activities and/or Programs	Cooperating teachers participated in the coaching of candidates to successfully complete the <i>NCTCER</i> , student candidates participated and submitted their results, the results were used to culminate the student teaching portfolio and exit presentation. Successfully submitted the pilot evidence of the <i>California Santa Cruz Standards II-IV Lesson Observation Notes Page</i> .
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Sumner Elementary Student Teaching candidates Peeler Bluford Elementary (2019-2020 completed training)
Start and End Dates	January 2019-May 2019 (2019-2020)

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	0
Female	2
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	2
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	
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	2
	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	2
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	2					
MG						
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total	2	0	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	Bennett	1	*	*
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
Guilford County Schools	47
Winston Salem / Forsyth County Schools	17
Charlotte-Mecklenburg Schools	16
Wake County Schools	7
Alamance-Burlington Schools	5
Durham Public Schools	5

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	*
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)	2	1	1	*	1	*	1	*
Institution Summary	2	1	1	*	1	*	1	*
<p>* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.</p> <p>**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.</p>								

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					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:						

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
2018-2019- 3	2018-2019- 1	2019- 3

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

2:14

K. Teacher Effectiveness

Institution: Bennett 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	N/A	N/A	N/A	N/A	N/A	
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	N/A	N/A	N/A	N/A	N/A	
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:			75.0%	N/A		N/A	
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	N/A	N/A	N/A	N/A	N/A	
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	N/A	N/A	N/A	N/A	N/A	
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	N/A	N/A	N/A	N/A		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		