

2018-2019

# EPP Bachelor Performance Report

## Campbell University

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## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

#### Overview of the Institution

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry. The University is made up of eight schools: The College of Arts and Sciences; The School of Education; The School of Pharmacy and Health Sciences; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; The Divinity School, The Jerry M. Wallace School of

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Osteopathic Medicine and the newest school, The School of Engineering. Seven undergraduate degrees are offered: Bachelor of Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Health Sciences; Bachelor of Business Administration; Bachelor of Social Work; and the Associate in Arts degree.

### **Special Characteristics**

While Campbell University School of Education prepares teachers for a variety of settings in the Public Schools, one unique characteristic of the student population is that many of them will teach in rural settings. The program is geared to prepare students for that setting intentionally, as well as prepare students for the more urban communities. All faculty pride themselves on their student orientation and personalization reflected in the advisement and one-on-one student interaction. The size of the program facilitates this aspect, which is considered a strength of the program. Faculty also model the integration of faith and learning in their classes and in their professional roles.

Non-Traditional Teacher Pathway Programs are available for holders of bachelor's degrees who wish to earn the initial licensure. These include the "licensure only" program which allows a student to pursue the North Carolina teaching license through online coursework. Another program beginning July 1, 2019 is the Residency Program which allows a student who is actually employed by a local school district to pursue the initial teaching license while teaching in a classroom. This program is also online. Finally, the Teacher Education Program has a robust "TA to Teacher" online program which allows current teacher assistants to pursue the initial North Carolina teaching license in either Elementary Education or Special Education (General Curriculum) . The initial phase of these programs is comprised of a graduate level professional sequence and internship.

### **Program Areas and Levels Offered**

Campbell University offers licensure at the undergraduate level in the following areas:

- Birth to Kindergarten (B-K) (Undergraduate, Graduate);
- Elementary Education (K-6) (Undergraduate, Graduate);

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- Middle Grades Education (6-9) with concentrations in Math, Science, Language Arts, and Social Studies (Undergraduate, Graduate);
  - Special Education,(K-12);
  - Secondary Education (9-12) (Undergraduate, Graduate)
    - English,
    - Mathematics,
    - Biology,
    - Comprehensive Social Studies.
  - Special Subjects (K-12)
    - Physical Education, (Undergraduate, Graduate)
    - Music,
    - Spanish,
    - Studio Art,
    - Theatre Arts.

**Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP 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.**

Campbell University’s teacher education program prepares all of its candidates to effectively teach students with disabilities. The following coursework and its relevance to this preparation is listed below:

- **EDUC 221 Introduction to Education**  
Students learn about differing student characteristics and how the “school” setting is designed to meet their needs through careful instructional planning and collaboration among school staff. Through a short field experience, students are able to visit a local classroom and observe firsthand how students with disabilities are integrated within the observed setting and how their needs are met.

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- **EDUC 223 Educational Psychology**  
Students explore various learning theories which address differentiated instruction and factors which influence student achievement. Among these influencers is whether or not a student has special needs which need to be particularly addressed.
  - **SPED 331 (Secondary/K-12) and SPED 350 (Elementary/Middle/SPED/BK)**  
All students are required to take this introductory special education course in which they complete a short field experience. In this field experience, the student observes carefully the instructional needs of a student with an identified disability. They are able to explore the process for identifying these specific needs for the student as well as instructional strategies and resources to assist in appropriate educational opportunities for these learners.
  - **Curriculum/Pedagogy Courses**  
During the pedagogical phase of our teacher preparation program, all students begin the process of analyzing and creating effective lesson plans which support differentiation for all learners and particularly the planning of appropriate activities and lessons which support learners with disabilities. During these courses, candidates actually teach these lessons and reflect upon their effectiveness based upon students' attainment of the student learning outcomes.
  - **Practicum/Student Teaching Clinical Field Experiences/edTPA**  
During the senior year, all students complete an intensive clinical field experience in which they gradually assume teaching responsibilities for all the students within the classroom. At this time, they are responsible for the implementation of any IEP's which students may have or for students who have yet to be identified through the LEA's process of identification. In addition, all teacher education candidates must successfully complete the edTPA which specifically addresses how the teacher candidate is effectively meeting the student with disability needs.

**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 we have continually improved our program to address the varied needs of the beginning teacher, we have made efforts to more effectively prepare our teacher candidates in effectively meeting the instructional needs of those students with limited English proficiency. EDUC 221 special populations !!!!In our Elementary and Special Education preparation programs, our students take an extensive series of reading courses which prepare them to teach reading from the initial years to fluency. Students are provided application based field placements in order to develop these important skillsets within the classroom.

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In the employer surveys completed by our administrators who have hired our candidates at the conclusion of the 2018-2019 academic year, refinement and reinforcement of these skillsets were mentioned quite often. Students in each of our teacher preparation programs commented that they need more assistance in the area of ESL instruction. In response to this verified need, the Teacher Education Department is currently examining a linear progression of skills to explore across “common” pedagogy coursework for all teacher candidates in our programs. The recommendations will be unveiled by the Fall, 2019 term in August.

**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 universal design for learning.**

Across all teacher education programs, students are prepared with the most up to date technology found in our local school districts. The focus of this preparation is the usage of technology not merely as a “teaching” tool but more effectively as a “learning” and “student centered” tool. Students create effective communication techniques for the learners within their classroom and examine the why, what, and how of learning in order to integrate technology into the total learning cycle. This integration might be in the engagement of learners to peak interests and create resilience within the learning of children; this integration might be in helping children create their “voice” of learning through technology in ways which are unique and powerful to the child. Through the EDUC 455 Educational Technology course, students examine a multitude of interactive technology within their future classrooms. This course is tied directly into the practicum course in which students begin their initial foray into classrooms where they will more than likely remain during student teaching. Our expectations are that they demonstrate the learning of content through the effective use of technology.

**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.**

Education 310 Assessment and the Data Informed Teacher provides our students with a comprehensive overview of the assessment process in education from the local education district

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to the actual classroom. In this course, students complete a 30 hour field placement in which they actually complete a cycle of assessment from preparing, delivering, assessing, and analyzing. Needs determination are considered and whether the learners understood the student learning outcomes and specific objectives in order to master the material. Redirection and discussion focus on what needs to be done based upon this assessment. In other courses, the state technology for reading programs and other locally purchased web based systems are examined to determine the effectiveness in the data obtained and appropriate ways to utilize this data.

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

The faculty proposed changes in several courses to address arts education. The courses currently focus heavily on lesson/unit design and fit well with this regulation. Revising this course somewhat to focus on integrative approaches to lesson design will enable students to examine possible alignment with arts education within their lesson. In addition, students are asked to focus more prominently upon arts integration within their lesson/unit designs created during the field experience sequence (short field, practicum, student teaching). This process is ongoing and with several faculty members attending the professional development provided by the North Carolina Department of Public Instruction there are several considerations given to infusing the arts integration concept into other courses throughout our programs of study.

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

Campbell University's Professional Education program has created and implemented an Assessment Plan in order to streamline assessment, data, and program analysis throughout the year. The Professional Education faculty meet annually to analyze data from the previous school year, and implement any changes needed moving forward in May. This year our focus was on embedding the necessary assessments within our programs for CAEP Accreditation, as well as incorporating ELL strategies into our current course curriculum. One of these assessments in particular, The

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Professional Dispositions Assessment, will allow us to evaluate professional dispositions in relation to our teacher candidate's beliefs, in order to ensure that we are graduating professional and empathetic teachers. The Teacher Education Committee Meetings are held monthly September through April and involve the Professional Education faculty, College of Arts and Sciences faculty for middle, secondary, and K-12 programs. The Stakeholder Meetings are held on an annual basis in August. The Stakeholder Meetings involve the Professional Education faculty, partner school district administrators (district and building level), clinical teachers, university supervisors, and content area specialists, and teachers and principals who are graduates of our programs. The identified assessments within the Assessment Plan as well as the regularly scheduled meetings create our continuous improvement and self-study system.

There are a variety of assessments included in the Professional Education Assessment Plan. These include program assessments (edTPA), Teacher Candidate Evaluation Rubric, Code of Ethics, Pearson (Reading and Mathematics), Praxis (Core, Praxis II Content areas and Pedagogy), Teacher Candidate Summary Rating Form, End of Program Survey, Annual IHE Report Card, Title II Report, CAEP AIMS Report, Annual Reports from Academic Departments, and Annual Assessment Report. These reports are program created, university created / mandated, state created / mandated, and federally created / mandated. The Assessment Coordinator and Director of Teacher Education oversee the delivery of these assessments through Tk20 and other avenues depending on the formats required.

The windows during which the Tk20 Unit Administrator (UA), Director of Teacher Education (DTE), and / or the Assessment Coordinator (AC) pull the data are in December and May for all

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assessments given within the semester. The Tk20 UA pulls the data / reports and submits to the DTE and AC for review prior to a faculty and / or stakeholder meeting. The collaboration, input, and feedback from these meetings prompts any tweaks to program elements that are necessary based on evidence from the assessments and meetings. This cycle continues each year to ensure we have the highest quality program meeting the needs of our teacher candidates and partner schools. This data are discussed, and an action plan for the next school year is created based on our data analysis during our May data meeting.

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

Field experiences occur in the following courses within the sequence of the program:

Freshman Year	EDUC 221 Introduction to Education	10 Hour Field Experience
Sophomore Year	SPED 331 Adolescents with Disabilities (Secondary/K-12) or SPED 350 Children with Exceptionalities (BK/Elem/ Middle Grades/SPED)	10 Hour Field Experience
Junior Year	EDUC 310 Assessment and the Data Informed Teacher	30 Hour Field Experience in a <b>Low Performing School</b>
Senior Year	Practicum	100 Hours in Field Experience
	Student Teaching	16 weeks in Field Experience

Should a student enroll in more than one of the above listed courses during the same semester, they will complete the combined total hours for the field experience.

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

Professional education candidates begin their clinical field experience at the beginning of each school year prior to the arrival of students in the public schools. At this time, the faculty is developing a plan to include the end of the school year. With the end of the semester falling in Mid-May, students have not had experiences at the end of the school year unless they worked in other field experiences earlier than their clinical. We are looking at the possibility of having students to complete internships during the summer session between the junior and senior 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	Lillington Shawtown Elementary/Harnett County Schools
Start and End Dates	Thursday, November 1, 2018
Priorities Identified in Collaboration with LEAs/Schools	Literacy, Reading Comprehension, Multicultural Children's Literature
Number of Participants	750 (45 teachers/405 students)
Activities and/or Programs Implemented to Address the Priorities	<p>Author Visit by Derrick Barnes, author of <i>Crown: An Ode to the Fresh Cut</i>. Rhythmic text describes the feeling of a young African American boy as he gets a "fresh cut" and how a trip to the barbershop changes the way he feels about the world and in turn how the world perceives him. He might just "smash that geography exam" or "rearrange the principal's honor roll" and, of course, the cute girl in class won't be able to keep her eyes off of him. The protagonist spends time looking at black men in chairs next to him and creating vivid stories about their lives: "the dude to the left of you with a faux-hawk...looks presidential...maybe he's the CEO of a tech company." Oil paintings illustrate the intricacies of the haircuts, details in the characters' faces, along with the sense of well-being that is conveyed along the way. While a trip the barbershop is the main story line, the themes of confidence-building, self-esteem, and joy of young black boys are the important takeaways, and the illustrations jump off the page and invite readers to share in the experience. VERDICT A super fun read-aloud, this title is a recommended purchase for all picture book collections.—Kristen Todd-Wurm, Middle Country Public Library, NY</p>
Summary of the Outcome of the Activities and/or Programs	<p>3rd Biennial Sandhills Children's Literature Symposium, "Cultural Identity in Children's Literature Thursday, November 1, 2018 Site: Lillington-Shawtown Elementary School Author Derrick Barnes presented during two assemblies K-2 (1-1:50) and 3-5 (2:00-2:50). Each teacher received a copy of <i>Crown: Ode to the Fresh Cut</i> to add to their classroom library and each teacher read the text aloud to the students in preparation of the author's visit. Harnett County Schools officially partnered with Wiggins Memorial Library and the School of Education to provide copies of the text for each classroom library and to cover the author's honorarium.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake, Harnett, Duplin, and Sampson County School System
Start and End Dates	November 2018-ongoing
Priorities Identified in Collaboration with LEAs/Schools	Recruitment and retention of diverse teacher candidates for Campbell University Teaching Scholars Program.

Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	*Flyers and post cards were given to school administrators for distribution *Diversity data of current teaching scholars were analyzed *The advisory board collaborated to develop interview questions for future candidates during interviews
Summary of the Outcome of the Activities and/or Programs	*School district representatives will use the resources to recruit interested students to apply for Teaching Scholars program *The Campbell University Teaching Scholars director will use the interview questions to screen potential candidates for the program
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett County School System
Start and End Dates	January 2019-ongoing
Priorities Identified in Collaboration with LEAs/Schools	Research the outcomes of the Rehears Literacy Program that is being used with a sample of students and plan steps to implement the practices at a larger scale in Harnett County classrooms.
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	*A plan was developed to recruit other reading professors and Harnett Co. School staff *Dr. Mattingly was going to begin a literature review of the practices *The Harnett Co. admin planned to organize all program information and share it with Dr. Mattingly
Summary of the Outcome of the Activities and/or Programs	*Another meeting has been scheduled in April 2019 to determine progress and next steps. Dr. Holder from Fayetteville State University will join the meeting and possibly additional administrators from Harnett County Schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Gear-Up Warren County Schools, Walter Williams Senior High, Alamance County; Lumberton Senior High, Robeson County Reidsville High, Rockingham County; North Lenoir High, Lenoir County
Start and End Dates	Monday, October 1, 2018
Priorities Identified in Collaboration with LEAs/Schools	GEAR UP - Aspire Day is a 4-5 hour event focused on 10th and 11th grade students (and families) and is intended to create the aspiration to do well in high school and make college plans. The event should provide students an opportunity to tour the campus and introduce students to college majors, college life, and planning for college.
Number of Participants	200+ High School Students
Activities and/or Programs Implemented to Address the Priorities	To provide minority and 1st generation students a tour of the Campbell University Campus and to answer questions about academic and student life on campus.
Summary of the Outcome of the Activities and/or Programs	During the program high school students are scheduled to participate in the following: Registrar's office, Admission's Office presentation, Student Services presentation, and Financial Aid presentation with a question and answer session. Students have guided tours throughout various departments on campus (Engineering, Education, Business, and the Medical School). Students have refreshments twice and lunch in the Campbell University cafeteria.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bertie, Hyde, and Duplin County Schools
Start and End Dates	May 13-17, 2019
Priorities Identified in Collaboration with LEAs/Schools	To increase the number of newly hired teachers in undeserved school districts To increase collaboration in regard to diversity, cultural competence, and academic achievement
Number of Participants	3 Elementary Schools, 3 High Schools, 1 K-12 School, and 2 Early Colleges
Activities and/or Programs Implemented to Address the Priorities	CU School of Education leadership met with Superintendents, districts leaders, teachers of each school district. Teaching Scholars Summer Eastern North Carolina Tour
Summary of the Outcome of the Activities and/or Programs	Early Outcomes - Bertie County has met with CU SOE leadership at the Bertie County Board of Education and On-campus at Campbell University to create a strategic plan. The teams have devised plans to increase academic achievement in the areas of AIG, Professional Development - Classroom Management, Technology, and plans are in the process to have a special student teaching program in Bertie County. Hyde County Superintendent is open to Teaching Scholars and increasing recruitment for the county
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett, Wake County Public School System, and Wilson County Schools
Start and End Dates	2018-2019 academic calendar
Priorities Identified in Collaboration with LEAs/Schools	Promote Teacher Assistant to Teacher Program (TA to Teacher Program)
Number of Participants	200+
Activities and/or Programs Implemented to Address the Priorities	Presentations and Recruitment Fairs
Summary of the Outcome of the Activities and/or Programs	Participated in presentations on multiple occasions for each school system to promote the Teacher Assistant to Teacher program. The program is growing and CU has graduated its first students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Teaching Scholars Advisory Board - Harnett, Wake, Johnston, and Sampson County Schools
Start and End Dates	August 2018 - Continuous
Priorities Identified in Collaboration with LEAs/Schools	The purpose of the committee is to serve as an advisory body for the Teaching Scholars. The committee will meet throughout the academic calendar. The committee reviews program goals and objectives, and provides input on the program's effectiveness. The advisory board also submits suggestions for continued growth and development of the program.
Number of Participants	Kymm Ballard, Amy Mattingly, Catherine Gordon, Holly Bushhouse, David Cassady, Nicholas Weeks, Kim Smith, Chris Mace, Eric Bracy, and Carol Maidon

Activities and/or Programs Implemented to Address the Priorities	Advisory Board Committee Meetings
Summary of the Outcome of the Activities and/or Programs	Strategic plan to increase the number of students from each LEA participating in the program. Revision of the selection process for admitting scholars into the program. Beginning phases of marketing plan to promote the program to "grow our own" with the use of guidance counselors and continued updates on the status of the program.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charleston Promise Neighborhood Junior Trip Schools - Chicora Elementary and James Simmons Montessori School.
Start and End Dates	Mar-19
Priorities Identified in Collaboration with LEAs/Schools	To better identify ways to combat poverty in the classroom and community.
Number of Participants	Varied - visited classrooms, talks with teachers, students, administrators, counselors and staff. Charleston Promise Neighborhood Junior Trip. Chicora Elementary and James Simmons Montessori School
Activities and/or Programs Implemented to Address the Priorities	Tours of each school. Collaborative talks, observations of classroom strategies, direct conversations with teachers and students.
Summary of the Outcome of the Activities and/or Programs	Charleston Promise Neighborhood Junior Trip. Chicora Elementary and James Simmons Montessori School. The take away from this activity was to better prepare CU students to work with diverse populations and to better understand cultural differences. This has been a continual program over the past 4 years.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Teaching Scholars with Harnett County Schools
Start and End Dates	Feb-19
Priorities Identified in Collaboration with LEAs/Schools	Teaching Scholars participated in Readers are Leaders, Read Across America at Harnett Primary and South Harnett Elementary Schools, Correta Scott King Book Read, and the African American Literacy Symposium.
Number of Participants	This activity greatly impacted both schools. Teaching Scholars read to the entire population at South Harnett (530 students). Teaching scholars read to 8 classes at Harnett Primary (170 students +/-). Teaching Scholars were also able to speak with the Football team from Overhills and the JROTC team from Western Harnett about the Teaching Scholars program. The students conversed and created positive rapport.
Activities and/or Programs Implemented to Address the Priorities	Read to students across Harnett County Schools.

Summary of the Outcome of the Activities and/or Programs	This program impacted close to 800 students during the Read Across America Week. To assist in preparing Teaching Scholars to work with diverse population and for this program - the students participated in the African American Symposium and the Coretta Scott King Book Read Literacy Symposium. The Teaching Scholars received certificates of participation from each program.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	West Pine Middle School/Moore County
Start and End Dates	Aug-18
Priorities Identified in Collaboration with LEAs/Schools	West Pine Middle School in Moore County identified a need for faculty instruction on the middle school concept. Only 25% of the faculty held a degree of any sort in middle grades education.
Number of Participants	45
Activities and/or Programs Implemented to Address the Priorities	Dr. Roukema (Middle Grades Coordinator) designed and conducted a half-day workshop on the middle grades concept for faculty.
Summary of the Outcome of the Activities and/or Programs	Faculty was involved and interested to understand the philosophy behind middle school structures and scheduling.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett County Schools/Coats Erwin Middle School
Start and End Dates	August 2018-December 2018
Priorities Identified in Collaboration with LEAs/Schools	Teaching candidates needed a focused field experience for their middle grades curriculum course; local schools recognized that the more comfortable students are in their buildings, the more likely they will want to student teach and possibly take a job
Number of Participants	4 middle grades candidates, 80 faculty
Activities and/or Programs Implemented to Address the Priorities	EDUC 365 Lab School Concept was taught at Coat's Erwin Middle School in the Fall semester. Curriculum Coach and teachers interacted with students during classroom observations (built into the course time frame) and after school events.
Summary of the Outcome of the Activities and/or Programs	Program was well received by all parties. Candidates cited that having time in their course, then going directly into the classroom for observation and application, then pulling directly back out for discussion was extremely beneficial. Additionally, having the field time observations built into the course schedule was beneficial.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett County, Johnston County, and Wake County
Start and End Dates	Aug-19
Priorities Identified in Collaboration with LEAs/Schools	Teaching and Learning of Mathematics
Number of Participants	25

Activities and/or Programs Implemented to Address the Priorities	Wake County Public Schools: Assisted with the teaching and learning of a new and scripted mathematics curriculum.
Summary of the Outcome of the Activities and/or Programs	Assisted teacher in the implementation of the new Wake County scripted curriculum for middle school mathematics in Math I: the Mathematics Vision Project. Assisted teacher in completing the various tasks within the workbooks.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston, Harnett, Lee, Duplin, Onslow, Wake Schools
Priorities Identified in Collaboration with LEAs/Schools	Provide support to programs designed for first generation students and non-traditional college students.
Activities and/or Programs Implemented to Address the Priorities	AVID Groups from each of these districts visited campus during the year. Teacher education candidates conducted tours of the campus and ate lunch with the students. Faculty members conducted Q and A sessions and also ate lunch with the students and their teachers. Assist with the AVID program which encourages middle/high school students to prepare themselves for college. Many of the AVID students are first generation college students. An important part of the program is for the students to visit colleges to gain firsthand experience.
Start and End Dates	Academic Year 2018-2019
Number of Participants	Approximately 350
Summary of the Outcome of the Activities and/or Programs	The AVID students learned about campus life and talked with college students. Students reflected on themselves being “present” in a college setting in their future. The faculty sponsors and students enjoyed the day.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charleston, South Carolina (Neighborhood Promise Schools)
Priorities Identified in Collaboration with LEAs/Schools	Provide resources to low wealth schools which are part of the Charleston Promise Neighborhood initiative at Campbell University School of Education.
Activities and/or Programs Implemented to Address the Priorities	Collect resources through "supply drive" at Campbell University to provide resources to our partner schools in Charleston, South Carolina.
Start and End Dates	Spring Semester, 2019
Number of Participants	55 students from Campbell University plus two schools in Charleston
Summary of the Outcome of the Activities and/or Programs	Resources were distributed to partner schools during the School of Education’s annual trip to Charleston Promise Neighborhood Schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett County Schools
Priorities Identified in Collaboration with LEAs/Schools	Encourage faculty and students to explore diversity of the student population through participation in special events.

Activities and/or Programs Implemented to Address the Priorities	Harnett County Special Olympics
Start and End Dates	April, 2019
Number of Participants	18 student educators and advisor and special Olympians
Summary of the Outcome of the Activities and/or Programs	Each year, the special education student candidates and their advisor volunteer to participate and assist at this annual event held on campus at Campbell University.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Caldwell County Schools, Lenoir, NC
Priorities Identified in Collaboration with LEAs/Schools	Assist/visit various music programs across the state
Activities and/or Programs Implemented to Address the Priorities	Guest Conductor for Middle School Band at Collettsville Middle School
Start and End Dates	8-Mar-19
Number of Participants	18
Summary of the Outcome of the Activities and/or Programs	Students were able to ask questions about college and possible careers in the music field.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pine Level Elementary
Start and End Dates	March, 2019
Priorities Identified in Collaboration with LEAs/Schools	Establish College Going Culture
Number of Participants	5 classes with approximately 15 students per class
Activities and/or Programs Implemented to Address the Priorities	Career Day
Summary of the Outcome of the Activities and/or Programs	Talked with children about the importance of going to school, doing well, graduating and going on to higher education
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett County Schools
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Collaboration between Campbell University and Local School Districts
Number of Participants	Schoolwide and Countywide
Activities and/or Programs Implemented to Address the Priorities	Judge Local School and Districtwide Science Fair

Summary of the Outcome of the Activities and/or Programs	Professors judged local school district science fair
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Local School Districts
Start and End Dates	Academic Year 2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Collaboration between Campbell University and Local School Districts
Number of Participants	Classrooms in various districts
Activities and/or Programs Implemented to Address the Priorities	Proctor for Student Examinations
Summary of the Outcome of the Activities and/or Programs	Students learned about the local book store and how items are received and processed for distribution. They were made aware of what the book store offers and were encouraged to read by receiving one book for each student to take home.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Local School Districts
Start and End Dates	Academic Year 2018-2019
Priorities Identified in Collaboration with LEAs/Schools	Collaboration between Campbell University and Local School Districts
Number of Participants	Classrooms in various districts
Activities and/or Programs Implemented to Address the Priorities	School Volunteers for Various School/District needs
Summary of the Outcome of the Activities and/or Programs	These activities included working with Book Fairs, classroom speakers, guest lecturers, and other volunteer opportunities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guest Lecturer
Priorities Identified in Collaboration with LEAs/Schools	Support the academic enrichment of students.
Activities and/or Programs Implemented to Address the Priorities	History Professor, Dr. Jim Martin, presented a lecture entitled, "The Rise of Adolf Hitler" within a European History Class.
Start and End Dates	Spring Semester 2019
Number of Participants	All students enrolled in European History at Harnett Central High School
Summary of the Outcome of the Activities and/or Programs	This is an annual event and the faculty member is highly encouraged by the engagement of the students during this lecture. This is the 24th year that Dr. Martin has been invited to do this lecture.



LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Regional Counties
Priorities Identified in Collaboration with LEAs/Schools	Support academic competitions and provide support for students to engage in these competitions
Activities and/or Programs Implemented to Address the Priorities	(Science Olympiad Regional Competition) Science competitions were held on campus for middle and high school teams. Campbell faculty and students conducted and judged the events throughout the day.
Start and End Dates	1-Mar-19
Number of Participants	43 Teams from Regional Counties
Summary of the Outcome of the Activities and/or Programs	This is the seventh year that Campbell University has sponsored this event at the request of the organizers due to the facilities and assistance from students and faculty at Campbell University.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County, Hoke County, Harnett County, Triangle Area Counties
Priorities Identified in Collaboration with LEAs/Schools	Provide support for area Band Camps
Activities and/or Programs Implemented to Address the Priorities	Band Program hosted band camps for bands across the region.
Start and End Dates	Academic Year 2018-2019
Number of Participants	Fuquay Varina Band Camp; Sanderson Band Camp; Harnett Central High Band Camp; Triangle Band Brass Band Concert
Summary of the Outcome of the Activities and/or Programs	The area band programs continue to seek support and assistance from the Campbell University
LEAs/Schools with whom Institution has formal Collaborative Plans	Harnett County Schools, Lee County Schools
Priorities identified in Collaboration with LEAs/Schools	Work with school law concerns for Beginning Teachers (BTs)
Activities and/or Programs implemented to address the priorities	Professional Development workshop covering topics pertaining to legal issues and teaching, particularly focusing on the early teacher career.
Start and End Dates	Aug-18
Number of Participants	80 to 100 BTs at each LEA
Summary of the Outcome of the Activities and / or programs	The BTs and teachers new to the LEA receive a handout that covers many areas where school law related problems can occur. The workshop includes a questions and answer session along with coverage of scenario situations (such as field trip or other school event related liability as it relates to standard of care).

## II. CHARACTERISTICS OF STUDENTS

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

<b>Gender</b>	<b>Number</b>
Male	12
Female	104
<b>Race/Ethnicity</b>	<b>Number</b>
Hispanic / Latino	2
Asian	0
African-American	5
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	106
Multi-Racial	0
Student does not wish to provide	3

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

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic/Latino	1	Hispanic/Latino	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	10	White	96
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	11	Total	103
Licensure-Only	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

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 Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten						
Elementary	8	10	1			

MG	1	5				
Secondary		1				
Special Subjects	1	4				
EC	1	3				
VocEd						
Special Services						
Total	11	23	1	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	Campbell	27	81	63
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
Harnett County Schools	251
Wake County Schools	196
Johnston County Public Schools	177
Cumberland County Schools	83
Sampson County Schools	76
Lee County Schools	55
Onslow County Schools	27
Wayne County Public Schools	26
Moore County Schools	21
Duplin County Schools	20

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

Measure	Baccalaureate
MEAN SAT Total	1,193.67
MEAN SAT-Math	603.75
MEAN SAT-Verbal	629.55
MEAN ACT Composite	26.76
MEAN ACT-Math	*
MEAN ACT-English	24.83
MEAN CORE-Combined	497.19
MEAN CORE-Reading	175.00
MEAN CORE-Writing	166.54
MEAN CORE-Math	165.00
MEAN GPA	3.55
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)	8	8	8	63	8	88	8	88
M.G. Math	3	2	2	*	2	*	2	*
M.G. Science	2	1						
M.G. Social Studies	1	1	1	*	1	*	1	*
Math (grades 9-12)	3	3	2	*	2	*	2	*
Social Studies (grades 9-12)	1							
History	3							
Health and Physical Ed	2	2	2	*	2	*	2	*
Music	4	3	2	*	2	*	3	*
Spec Ed: General Curriculum	5	3	3	*	3	*	3	*
Institution Summary	29	21	19	68	19	84	20	85
* 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	6	2	14			
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:						

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### 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
9	0	8

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

1:4
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### K. Teacher Effectiveness

Institution: Campbell University							
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 <a href="https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model">https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</a>.</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	60.9%	31.3%	N/A	64	22
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	54.7%	40.6%	N/A	64	22
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	68.8%	25.0%		64	22
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:		9.4%	59.4%	29.7%	N/A	64	22
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	65.6%	28.1%	N/A	64	22
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:	16.3%	62.8%	20.9%	43	43		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		