

2018-2019

EPP Bachelor Performance Report

Catawba College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The College is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program that serves local educators in Elementary Education. Utilizing the skills of 146 full- and part-time teaching faculty, Catawba College provides instruction to 1339 students (1325 undergraduates) representing 33 states and 17 foreign countries.

Special Characteristics

Catawba College has a long history of public service, first opening its doors in Newton in 1851 and in Salisbury since 1925. Approximately 19% of the student body arrives from outside of North Carolina. The College offers 23 licensure programs, all rooted in the conceptual framework *Teacher as Reflective Practitioner*. The framework is aligned with the North Carolina Professional Teaching Standards and the National Board for Professional Teaching Standards (NBPTS). Reflection permeates all of the teacher education programs, with portfolios providing substantial evidence for candidate performance. The teacher education programs are small, and the College prides itself on its ability to provide individual attention and support to all of its students. There is a highly-structured, tightly-sequenced set of experiences that blend theory, methods, and classroom practice and which allows for a cohesiveness that is one of the most unique features of the undergraduate teacher education programs at the College

In order to better provide for continuous program improvement, teacher education faculty follow the Catawba College Teacher Education Unit Assessment System (which is transitioning to a Quality Assurance System). This system incorporates a variety of quantitative and qualitative assessments, including evaluations developed in collaboration with public school partners.

The Shirley Ritchie Academy for Teaching provides professional development opportunities for area educators and prospective teachers. The Academy also operates the Martha West Scholarships that provide scholarships of up to \$2,500 per year for prospective teachers.

Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Catawba College offers teacher education programs accredited by the National Council for Accreditation of Teacher Education and approved by the North Carolina State Board of Education.

Program Areas and Levels Offered

Catawba College offers 18 undergraduate licensure programs and 5 graduate licensure programs. Approved undergraduate programs include Elementary Education (K-6), Middle School Education (6-9, with concentrations in Language Arts, Mathematics, Science, and Social Studies), Secondary Education (9-12 in English, Mathematics, Comprehensive Social Studies, Comprehensive Science, Biology, and Chemistry), Special Education and Special Subject Areas

(K-12 in Health/Physical Education, Music, Spanish and Theatre Education). The licensure programs in Special Education and Spanish were approved by the North Carolina State Board of Education in spring 2012. A second field license program in Reading Education is also offered. An evening Birth-Kindergarten program is offered in Salisbury as well as on the Harris Campus of Central Piedmont Community College. It is operates as a 2+2 program in cooperation with area community colleges.

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

Traditional	Lateral Entry	Residency

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.

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.

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.

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.

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

All students who major in Elementary Education, as well as anyone seeking a recommendation for licensure in Elementary Education from Catawba College, are required to take EDUC 3010 Integrated Arts for Elementary Teachers. The course description is “The study and practice of integrating music, movement, creative drama and visual arts into the elementary curriculum.”

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

In 2017-2018 the unit continued to conduct self-study using the framework of the NCATE legacy standards, while also continuing to transition to the new CAEP standards. The *Catawba College Department of Teacher Education Unit Assessment System* provides guidelines for the assessment and evaluation of teacher education licensure programs. Rooted in the unit conceptual framework, *Teacher as Reflective Practitioner*, the assessment system examines five measures of quality: candidate performance, field experiences, diversity, faculty, and unit resources (the five NCATE standards). Drawing data from multiple sources at various assessment points (program admission, entry into student teaching, exit from student teaching, and induction into the profession), the unit head prepares an annual *Assessment and Evaluation of Unit Quality* report. This report is reviewed by the teacher education faculty and then the Teacher Education Council. Recommendations for program improvement are then incorporated into the *Department of Teacher Education Strategic Plan*, which is designed to lead to continuous improvement. In fall 2018, the unit will operate under a new *Department of Teacher Education Quality Assurance System* which is centered on the CAEP Standards.

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

Each candidate admitted to a teacher education program participates in a field experience each semester prior to student teaching. In the day programs, juniors enroll in EDUC 3100 Theories of Teaching and Learning during the fall semester and EDUC 3101 Learning Environments and Professional Practice in the spring semester; in both classes students are required to participate in structured observations in a low performing school. In the spring, juniors enroll in methods classes that have a required internship component; many of these schools are low performing. In the senior year, students enroll in a semester-long student teaching experience during either the fall or spring semester. Seniors typically enroll in either PSYC 2940 Psychology of Exceptionalities or PER 4740 Adapting Activities to Special Populations and work in schools with special needs students during the non-student teaching semester.

Additional field experiences are found in EDUC 2000 Introduction to Teaching and Educational Technology (school visits), PSYC 1340/50 Child/Adolescent Psychology (structured observations).

The Coordinator of Field Experiences tracks field experiences for each student admitted to a teacher education program.

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

Prospective elementary teachers complete a year-long junior internship experience prior to the 15-week student teaching experience; this ensures that student teachers have experiences at both the beginning and end of the school year. Prospective teachers in other subject areas typically enroll in a methods class with an internship component in the semester prior to student teaching. Therefore, these students have experiences at both the beginning and end of the school year. All prospective teachers admitted and enrolled to a teacher education program will have experiences at the beginning and end of the school year. However, it may not be practical for some students

enrolled in highly structured programs (such as science) to experience the beginning and end of the school year during concurrent semesters.

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	Overton Elementary School (Rowan-Salisbury Schools)
Start and End Dates	Aug 2018-April 2019
Priorities Identified in Collaboration with LEAs/Schools	Goals: 1. To improve the quality of a teacher preparation program through rigorous entry and program standards and a relevant array of “real world” application experiences. Rationale: A well sequenced set of professional development activities will better prepare prospective teachers for work in RSS schools. 2. To develop teacher leaders who will strengthen the profession of teaching as they progress from the initial stages of preparation and throughout their career. Rationale: Leadership is one of the new NC Professional Teaching Standards 3. To close the gap between educational theory and the wisdom of practice. Rationale: Candidates who understand the connection between theory and practice are more likely to implement research-based practices and prepare 21st century learners. 4. To assist in the professional development of 21st century educators. Rationale: This is aligned with the goals of Future Ready Students. 5. To improve an elementary school through the development of better-prepared educators who contribute to a school culture focused on learning outcomes. Rationale: This is consistent with the aims of the school improvement team. 6. To produce measurable improvements in classroom learning for all students who contribute to a school culture focused on learning.
Number of Participants	6 interns, 6 public school educators, 132 children (approximate unduplicated count; estimate)

Activities and/or Programs Implemented to Address the Priorities	<p>1. Pre-service teachers enrolled in Elementary Methods I and II engaged in a year-long junior internship at Overton Elementary. Experiences included</p> <ul style="list-style-type: none"> • Participation in a reading clinic and conducting reading diagnoses and remediation for Overton students (Goals 1, 3, 5, 6) • Organization of a science day event for students in grade 4 (Goal 3) <p>2. Seminars for junior interns were conducted by the COPE Director (an Overton educator). This person receives a stipend for her services and serves on the Teacher Education Council along with the Overton principal. (Goals 2, 4)</p> <p>3. A COPE Advisory Council consisting of college and school faculty oversees program governance. (Goal 2)</p> <p>4. Free graduate tuition available for mentor teachers.</p> <p>5. One hundred percent of full time Teacher Education faculty participated. (Goal 4) (Nineteenth consecutive year of collaboration)</p>
Summary of the Outcome of the Activities and/or Programs	<ul style="list-style-type: none"> • Internship evaluation forms completed by mentor teachers indicated that 100% of mentors who responded (9/9) expressed no major concerns about junior interns entering student teaching. (Goals 1, 3, 5) • 100% of college faculty completed online survey forms and indicated belief that program goals were being met (100%). (Goals 1-6) • 100% of respondents on the Survey of Mentors (5/9) indicate that the work of the COPE interns is having a positive impact in the classroom. (Goal 6) • Informal assessments indicate Science Day was successful.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rowan-Salisbury Schools
Start and End Dates	January 2016-present
Priorities Identified in Collaboration with LEAs/Schools	To recruit and retain highly qualified middle and high school mathematics and science teachers (RSS data indicates shortage)
Number of Participants	5 (fall 2018)
Activities and/or Programs Implemented to Address the Priorities	M.Ed. STEM programs that were developed in collaboration with RSS (Oct.-Feb. 2014-2015) continued operating in 2017-2018; Graduate Director communicated with RSS personnel. First cohort that began in January 2016 graduated May 2018. Second cohort entered January 2018. \$300,000 from donor provided free graduate tuition for RSS teachers
Summary of the Outcome of the Activities and/or Programs	First cohort began January 2016 and graduated May, 2018. Second cohort entered M.Ed STEM program January 2017 and graduated December 2018
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rowan-Salisbury Schools (RSS)
Start and End Dates	Spring 2018-present
Priorities Identified in Collaboration with LEAs/Schools	To provide pedagogy courses to assist lateral-entry teachers fulfill the requirements of licensure plans developed by the RALC.
Number of Participants	123 (duplicated count)

Activities and/or Programs Implemented to Address the Priorities	<p>Funding obtained from donor to provide \$975 scholarships to RSS lateral entry teachers; thus tuition cost for each teacher is \$150 per teacher</p> <p>82 RSS teachers enrolled in summer 2018: PSYC 2345 Human Development PSYC 2940 Psychology of Exceptionalities (two sections) EDUC 3108 Multiliteracies in the Content Area (two sections)</p> <p>41 RSS Teachers enrolled in spring 2019 EDUC 3100 Theories of Teaching and Learning S18 (hybrid format) PSYC 2940 Psychology of Exceptionalities Methods classes</p>
Summary of the Outcome of the Activities and/or Programs	121 lateral entry teachers successfully completed course requirements
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rowan Salisbury Schools
Start and End Dates	Aug 2018 – May 2019
Priorities Identified in Collaboration with LEAs/Schools	To provide support for schools through service, including professional development Rationale: community involvement is mutually beneficial; pooling resources is wise, especially in financially difficult times.
Number of Participants	27 college faculty
Activities and/or Programs Implemented to Address the Priorities	Outreach Catawba: Faculty Involvement with the Public Schools. Faculty involvement included tutoring, serving on school committees (RSS TOY), judging science fairs, and senior projects, speaking, and volunteering in Special Olympics. (Eighteenth consecutive year of record keeping)
Summary of the Outcome of the Activities and/or Programs	53.1% of respondents to the Faculty Survey of Involvement with the Public Schools (17 of 32) indicated significant involvement with public education.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	10
Female	28
Race/Ethnicity	Number
Hispanic / Latino	1
Asian	
African-American	9
American Indian / Alaskan Native	1
Native Hawaiian / Pacific Islander	
White	27

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	1	Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	9	White	17
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	10	Total	21
Licensure-Only	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	3
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	5

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		2	1	4		
Elementary		3				
MG		2				
Secondary		2				
Special Subjects		2				
EC		2				
VocEd						
Special Services						
Total	0	13	1	4	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Catawba	19	95	58
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
Rowan-Salisbury Schools	192
Davidson County Schools	51
Charlotte-Mecklenburg Schools	39
Cabarrus County Schools	30
Winston Salem / Forsyth County Schools	30
Kannapolis City Schools	23
Lexington City Schools	20
Wake County Schools	20
Davie County Schools	18
Iredell-Statesville Schools	16

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	27.00
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN CORE-Combined	487.20
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.47
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	5	5	100	5	100	5	100
M.G. Math	1	1	1	*	1	*	1	*
English	1	1	1	*	1	*	1	*
Math (grades 9-12)	1	1	1	*	1	*	1	*
Biology	1	1	1	*	1	*	1	*
Social Studies (grades 9-12)	3	2	2	*	2	*	2	*

Health and Physical Ed	5	1	1	*	1	*	1	*
Music	3							
Spec Ed: General Curriculum	4	3	3	*	3	*	3	*
Institution Summary	24	13	13	92	13	100	13	100
<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	7					
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		9				
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
3	3	9

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

1:4

K. Teacher Effectiveness

Institution: Catawba 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:			63.6%	36.4%		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:			60.5%	37.2%	N/A	43	18
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:			74.4%	25.6%		43	18
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:			61.4%	38.6%		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:			67.4%	32.6%		43	18
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:	19.4%	67.7%	N/A	31	30		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		