

2018-2019

EPP Bachelor Performance Report

Chowan University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Chowan University is a four-year coeducational institution committed to excellence in teaching, learning, and service. The University provides an environment for students to become learners who possess the skills, knowledge, creativity, and ethical values necessary to survive and flourish in the rapidly changing, culturally diverse, global society of the 21st century. Chowan University, as a church-related institution, was founded upon and is dedicated to Judeo-Christian values. The University fulfills its mission with a careful blend of liberal arts and professional courses. Chowan University is the second oldest Baptist institution of higher learning in North Carolina. It opened in 1848 as a four-year college for women as Chowan Baptist Female Institute. It was renamed Chowan College in 1910 and admitted male students in 1931. In 1992 the college returned to four-year status. On September 1, 2006, the college assumed university status. The University continues to expand its academic programs and recruit well-qualified, diverse faculty and students. At the same time, it continues to appreciate its identity as a small church-related institution. Chowan provides a caring environment that is conducive to intellectual, social, and spiritual growth. The administration and faculty value academic freedom, while continuing the commitment to Christian principles. During the leadership of Dr. M. Christopher White the University has made significant improvements in the atmosphere of the institution, the quality of programs offered, and the campus environment. Many capital improvements have been made to the campus, the enrollment

has increased, endowments and gifts have grown, and the financial status of the University has improved. It is with such strengths and a vision for the future that Chowan University will continue to grow and be a vital part of northeastern North Carolina. Chowan received permission from the Southern Association of Colleges and Schools in January 2010 to offer its first graduate program.

Special Characteristics

The Conceptual Framework of Chowan University's Teacher Education Program is "Preparing Committed Professional Educators with Knowledge and Practices for a Continuously Changing World" which incorporates knowledge, practice, and professionalism into teaching. The Conceptual Framework supports the belief that candidates who complete the teacher education program will have the knowledge, skills, and dispositions to be effective teachers for the 21st century. This theme is also a logical extension of the University's overall mission statement. This mission commits the University to excellence in teaching, learning, scholarly inquiry and service. The School of Education at Chowan provides individual and personal advising for all Teacher Education students. The class sizes are small and conducive to individual learning. All program areas support an "integrated" curriculum. The final product of learning submitted by students reflects the knowledge, skills and dispositions of a committed professional as outlined in the Conceptual Framework for Chowan's School of Education.

Program Areas and Levels Offered

The School of Education at Chowan University offers seven program areas with licensure at the A Level; Comprehensive Science 9-12, Elementary Education K-6, English Education 9-12, Health and Physical Education K-12, Mathematics Education 9-12, Music Education K-12, and Social Studies Education 9-12. We also offer graduate education with a Master in Education Degree in Elementary Education with licensure at the M Level.

Pathways Offered (Place an 'X' under each of the options listed below that your IHE 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.

- Chowan University offers several courses to help prepare teachers to work with students with disabilities.
 - o Most Education students complete EDUC 301: Introduction to Special Education (8 hours of fieldwork).
 - o Students in Elementary Education complete EDUC 351: Learning Disabilities (8 hours of fieldwork).
 - o Students in all Education areas complete EDUC 300: Educational Psychology.
 - o In Health and Physical Education students complete SSPE 320: Adapted Physical Education (8 hours of fieldwork)
- Students are completing edTPA and are required to differentiate their lesson plans to meet the needs of all students during their methods courses and student teaching experiences.

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.

- Students in nearly all areas of Education complete EDUC 340: Multicultural Education (8 hours of fieldwork).
- During their methods courses and student teaching experiences students are required to write lesson plans that differentiate instruction to meet the needs of all of their students.
- Students complete edTPA.
- Data are collected on the numbers of limited English proficient students the teacher candidates work with in each of their field placements.

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.

- Beginning in the first Education course, EDUC 201: Introduction to Education, students complete electronic portfolios via TaskStream, use an internet based study program to study for Praxis I, use computers and iPads to prepare and present lessons and submit all of their materials via Blackboard.
- EDUC 301: Introduction to Education and EDUC 351: Learning Disabilities both require that the students use technology, computers, iPads and apps to meet the needs of a student with a disability.
- Technology is used extensively in the classrooms where the students complete their fieldwork experiences, methods placements and student teaching.
- During student teaching students complete edTPA, develop a professional website, and use iPads and computers to develop, implement and present lessons.

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 shadow local teachers for fieldwork in many of their courses. These teachers collect and analyze data daily.
- In EDUC 400: Classroom Assessment students practice collecting and analyzing student data in order to improve instruction.
- In EDUC 301: Introduction to Special Education and EDUC 351: Learning Disabilities the students learn how to review student assessment data in line with the ideas behind Response to Intervention (RTI).
- During the methods courses and student teaching students work directly with their supervising teacher to gather and analyze data using the school district's technology and then make meaningful changes to their instructional practice to better meet the needs of their students.

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

Our lesson plans require candidates to use the arts as part of their lesson plans and to integrate arts education activities into their daily lessons.

In EDUC 305: Children's Literature the students use children's literature integrated into their lessons.

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

We routinely review courses, syllabi and instruction to ensure that they are aligned with the standards, Common Core and are helping to prepare our students for the Pearson assessments. We have made changes in our Elementary Education program that are being phased in over the next year that will help us to improve the program and align with the needs of students. We have an Education Taskforce that meets to discuss the programs, review various aspects of our work and insure that our programs are aligned with the state's requirements.

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

All local schools are low performing and high poverty. Students are placed in fieldwork at the beginning of the semester and complete fieldwork experiences per the chart below.

- Student teachers often complete their student teaching experience in the same class where they completed much of their methods work.
- Students complete methods one semester and student teach the following semester. This allows them to see the beginning and end of the school year.

Field Experiences and Clinical Practice by Program

			Total Number of Hours
Comprehensive Science Education 9-12 BS, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations, Am Ed – 12 Educ. 340 Multicultural Education – 8 Educ. 403 Classroom Management - 8 Bio. 472 Materials and Methods for	Sixteen weeks full time student teaching placement. Total Hours 640	695

Elementary Education K-6 BA, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 301 Intro to Special Ed – 8 Educ. 362 Teaching Read Elem. – 12 SSPE. 310 Health & PE in Elem. – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Educ. 351 Learning Disabilities – 8 Educ. 360 – Teaching Math Elem – 12 Educ. 364 Teaching Science Elem -12 Educ. 366 Teaching Soc St Elem – 12 Educ. 400 Classroom Assessment -12 Educ. 403 Classroom Management – 8	Sixteen weeks full time student teaching placement. Total Hours 650	794
English Education 9 – 12 BA, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Educ. 403 Classroom Management - 8 Eng. 451 Methods of Teaching English	Sixteen weeks full time student teaching placement. Total Hours 640	693
Mathematics Education 9 – 12 BS, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Educ. 403 Classroom Management - 8 Math 451 Methods & Materials for HS	Sixteen weeks full time student teaching placement. Total Hours 640	693

Music Education K-12 BS, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Mus. 341 Music Materials & Methods for the Elementary Grades – 12 Mus. 342 Music Materials & Methods for the Secondary grades – 12	Sixteen weeks full time student teaching placement. Total Hours 640	704
Health & Physical Education K – 12 BS, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 SSPE 310 Methods of Health & Physical Education in the Elementary School -12 SSPE 320 Adapted Physical Education – 12	Sixteen weeks full time student teaching placement. Total Hours 640	716
Social Studies 9 -12 BS, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Educ. 403 Classroom Management - 8 SSED 471 Methods for Teaching HS	Sixteen weeks full time student teaching placement. Total Hours 640	695

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

- Students complete their methods courses in either the fall or the spring and student teach the following semester. If methods is in the spring they see the end of the school year and then the beginning when they student teach in the fall. If student teaching is in the spring, they will see

the end of the semester after having seen the beginning of the semester with their methods courses.

- Students begin their student teaching at the very beginning of the semester and see the opening of school in the fall.

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	Hertford County, Gates County, Northampton County, Currituck County, Camden County
Start and End Dates	August 2017-May 2018
Priorities Identified in Collaboration with LEAs/Schools	new teacher induction
Number of Participants	0
Activities and/or Programs Implemented to Address the Priorities	EDUC 225 course, Northeast Collaborative
Summary of the Outcome of the Activities and/or Programs	Students completed the new teacher induction course.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Northeast Beginning Teacher Collaborative
Start and End Dates	ongoing
Priorities Identified in Collaboration with LEAs/Schools	Helping new teachers to be successful in the northeast region of the state.
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Participation in the Regional IHE/LEA/Charter BT Collaborative meeting
Summary of the Outcome of the Activities and/or Programs	Participation in the Regional IHE/LEA/Charter BT Collaborative meeting

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	3
Female	4

Race/Ethnicity	Number
Hispanic / Latino	1
Asian	
African-American	4
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	2
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	3	Black, Not Hispanic Origin	4
	Hispanic/Latino		Hispanic/Latino	3
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	11
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	4	Total	18
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	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	3					
MG						
Secondary	3					
Special Subjects						
EC						
VocEd						
Special Services						
Total	6	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	Chowan	N/A		
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
Hertford County Schools	38
Gates County Schools	17
Northampton County Schools	17
Roanoke Rapids City Schools	14
Bertie County Schools	9
Halifax County Schools	8
Wake County Schools	8
Pitt County Schools	7
Elizabeth City-Pasquotank Public Schools	5

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	482.33
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	*
MEAN GPA	3.45
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)	4	1						
Institution Summary	4	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		3	3			
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
3	1	3

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

2:1

K. Teacher Effectiveness

Institution: Chowan University
Teacher Effectiveness

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>.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

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	7
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	7
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:			50.0%	N/A		N/A	7
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	7
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	7

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	7		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		