

2018-2019

EPP Bachelor Performance Report

Duke University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Since its establishment in 1924, Duke University has been guided by the vision of its first benefactor, James B. Duke, who wanted to establish an institution that would attain “a place of real leadership in the educational world.” Duke’s undergraduate liberal arts college and its graduate and professional schools — in business, divinity, engineering, the environment, law, medicine, nursing and public policy — are among the leaders in their fields, and the university boasts a Carnegie designation of Doctoral/Research Universities – Extensive. This distinction is supported by the university’s recruitment of a select group of truly distinguished faculty and the admission of an equally select group of exceptional undergraduate, graduate, and professional students. Enrollment for the 2018-2019 school year included 6,994 undergraduates and 8,898 students in the graduate and professional schools and related programs. There were 1,687 tenured and tenure-track faculty members, with an 8:1 student/faculty ratio. Duke’s commitment to academic excellence is articulated in the university mission statement, which states, in part: “the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to

prepare future members of the learned professions for lives of skilled and ethical service; . . . to promote an intellectual environment built on a commitment to free and open inquiry; . . . to provide wide ranging educational opportunities . . . and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.”

Special Characteristics

Teacher preparation has been central to Duke’s mission throughout its history. The beginnings of that history can be traced to 1851, when Union Institute (founded 1839) began preparing teachers and was reorganized into Normal College. In 1858, it became Trinity College, a liberal arts institution in which teacher training assumed a central and major role. For all of that history, the Arts and Sciences faculty have offered teacher training by preparing Duke students to teach in public school classrooms and to assume leadership roles in the nation’s elementary and secondary schools. Teacher preparation at Duke is organized around the central theme of preparing liberally educated, reflective professionals – prepared to lead. This theme is consistent with the university’s goal for all students – that they develop as liberally educated, reflective citizens – and reflects the wider culture of Duke with its emphasis on breadth and depth of the liberal arts education. Thus, Duke’s teacher preparation programs directly complement the broader university goals. It follows, then, that the contributions of the faculty across the institution are a vital part of teacher preparation at Duke. Important, too, is Duke’s continuing partnership with Durham Public Schools. Durham’s teachers serve as voting members on each teacher preparation committee, and they are compensated for their work with the university. Durham Public School teachers and administrators collaborate with Duke researchers on grant proposals and ongoing research. Duke’s Office of Durham Affairs, with its commitment to nine neighborhood partner schools and four afterschool programs surrounding Duke’s campus, has focused the broader university community -- from the President to entering freshmen -- on contributing to the education of our community’s children and to the professional development of their teachers through volunteer work, a substantial financial commitment, and ongoing collaboration in technological and academic programs.

Program Areas and Levels Offered

At the undergraduate level, through Trinity College, the Program in Education offers an elementary program and secondary programs in the areas of English, mathematics, comprehensive science, and social studies. An Academically/Intellectually Gifted (AIG) add-on licensure program is also offered for non-degree, graduate credit through continuing studies. At the graduate level, through the Graduate School, the Master of Arts in Teaching Program offers secondary programs in the areas of English, mathematics, comprehensive science, and social studies.

Pathways Offered (Place an ‘X’ under each of the options listed below that your IHE Provides)

| Traditional | Lateral Entry | Residency |
|-------------|---------------|-----------|
| X | | |

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

In their coursework, teaching candidates learn how exceptionalities may interact with development and learning. Through relevant course assignments and fieldwork, candidates practice using a repertoire of evidence-based instructional strategies, plan and differentiate learning experiences, and use multiple methods of assessment to make educational decisions regarding P-12 students with exceptionalities. Candidates also learn how to create safe, inclusive, and responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidates engage with other specialized topics in special education via readings, discussion, reflection, small group presentations, and through action research within their clinical and field 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.

Across all educator preparation programs, invited speakers facilitate discussions and share strategies and best practices for reaching English Language Learners and for planning and implementing culturally responsive teaching practices that reach all students. Candidates process these topics via reflection/refraction journals and in-class discussions, as they consider the practical implications for their teaching practice. Additionally, all field and clinical work is conducted with a school system that is 31% Hispanic/Latinx, so candidates have many authentic opportunities to teach and assess English Language Learners.

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.

Technology is viewed across all programs as a critical component of both content and pedagogical knowledge. As such, candidates are expected to demonstrate their knowledge of pedagogy, their content-area expertise, and their integration of technology from the TPACK framework. Duke University's EPP has a steadfast commitment to integrate technology across all program aspects. The EPP uses various applications of technology to ensure all candidates are able to use technology adeptly in their teaching and learning. Furthermore, the EPP provides opportunities and necessary support for candidates to model and apply technology standards as

they design, implement, and assess student learning experiences. Beyond the development of technology usage, which includes Web design tools, digital storytelling and Internet-based tools, students focus on the five 21st century learning skills (communication, critical thinking and problem solving, collaboration, creativity and contextual learning) needed for all students to be successful in 21st century classrooms and beyond. Candidates across all programs design and implement content-rich curriculum units that incorporate 21st century themes and skills to maximize P-12 student learning. Emphasis is specifically placed on ways technology can be utilized in a meaningful way to enhance P-12 student learning and/or better accommodate for individual learning differences.

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.

Realizing the role technology has in assessment within North Carolina Public Schools, the EPP exposes candidates to a variety of ways technology is used for assessment. For example, candidates become familiar with EVAAS by using an interactive graphing tool that enables the user to plot a specific school's growth profile as well as make comparisons among many schools. In the elementary program, candidates also receive training in the administration of reading assessments (i.e., MClass). Through action research, candidates also collect and analyze assessment data and must produce a visual representation of these data.

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

Duke is fortunate to have an art museum on campus –the Nasher Museum of Art. The museum offers educator workshops and elementary candidates participate in these and additional private sessions offered by the Museum's staff. Through these sessions, candidates have learned about Visual Thinking Strategies, the integration of the visual arts into the language arts curriculum, the connection of the visual arts to the natural sciences, and methods for exploring culture through art with children.

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

The collection and analyses of candidate, program, and unit data comprise the Unit's assessment system. Assessments for each program in the Unit have always been comprehensive, utilizing multiple instruments at multiple points. Data from the undergraduate and graduate programs are regularly and systematically compiled, analyzed and reported for the purpose of improving candidate performance, program quality and unit operations. Every year in June, every program in the Unit submits a short, formal report to the Committee on Teacher Preparation and to their respective advisory committees that outlines program accomplishments, recommended program-level changes, and the results of previous changes. Areas of focus include: candidate knowledge, skills, and dispositions; program assessment; field experiences; diversity; faculty; and program budget.

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

Teacher Preparation Program candidates spend a minimum of two semesters in low performing schools prior to their senior year, which is when student teaching takes place. These field experiences are connected to two required gateway courses: Foundations of Education and Educational Psychology. The field experiences for these courses include a tutor training program with follow up training/support as well as weekly tutoring sessions lasting 60 – 75 minutes over the course of the semester. Duke undergraduates mentor/tutor Durham Public Schools students in math and/or literacy during school hours or in the late afternoon/early evening at an after-school site and complete written reflections related to the experiences. Partners for Success (PFS), a Duke program, assists in the coordination of these early field experiences.

Elementary candidates also apply theory to practice through observing, assisting, and teaching in a variety of grade levels and content areas. Professors purposefully integrate these field experiences in class readings and discussions and are used as springboards for student projects and independent research. Students observe in eight elementary schools with varying needs and demographics. Students are provided with an observation guide focused on specific topics/practices (e.g., school climate, student engagement, learning differences, classroom management, etc.). School observations begin during the first two weeks of the academic year. The semester prior to student teaching, each student begins work with his/her mentor teacher to establish/build relationships with the mentor teacher and elementary students.

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

It will not be difficult to ensure students have experiences at the beginning of the school year—Undergraduate students will be able to complete these experiences through their fall methods coursework. The end-of-the-school-year experiences will be a bit more challenging, since Duke students graduate in May and the public schools continue into June.

Currently, the MAT Program's interns teach at the beginning of the school year through the end of the third, 9-week period. As Duke University's spring semester ends in early May, we cannot require MAT students to teach during the fourth quarter; however, the students continue to serve in the schools part-time as they complete their Post-secondary Access Project (an M-level evidence included in their accreditation portfolio) due in early June. Many MAT students choose to substitute for pay through the end of the school 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 | Durham Public Schools |
| Start and End Dates | Ongoing |

| | |
|---|---|
| Priorities Identified in Collaboration with LEAs/Schools | <p>Partners for Success (PFS) was created in the Fall of 1998 in response to the need for an organized tutoring program that would support Durham Public School students within the Duke Durham Neighborhood Partnership. The current goals of PFS are to:</p> <ol style="list-style-type: none"> 1. Connect DPS with a constant source of supervised and trained volunteer tutors. 2. Provide opportunities for Duke undergraduates to participate in and observe school and community-based learning environments. 3. Encourage Duke undergraduates to engage prek-12th grade students academically through the cultivation of positive relationships. 4. Facilitate Duke undergraduates' development through critical reflection that connects field experiences with education coursework |
| Number of Participants | In 2018-2019 approximately 282 Duke undergraduates served as volunteer tutors providing approximately 4,580 hours of service. The program involved 16 community sites and approximately 53 host teachers and staff. |
| Activities and/or Programs Implemented to Address the Priorities | Since the inception of Partners for Success (PFS) in the Fall of 1998, over 2,500 Duke students have provided academic tutoring to students at 16 Neighborhood Partnership schools and community programs. PFS is dedicated to providing high quality tutoring that will have a positive impact on students' academic development. PFS meets this goal by providing on-going tutor training, Internet accessible learning activities and tutorial materials, and interactive reflection activities. PFS is continually modified and improved with the help of principals, teachers, and tutor reflection, as well as student data, in hope that it will serve as a model for other Neighborhood Partnership tutoring programs. |
| Summary of the Outcome of the Activities and/or Programs | <p>In 2018-2019,</p> <p>86% of community partners agreed that PFS volunteers were dependable</p> <p>93% of community partners agreed that volunteers cultivated positive relationships and actively participated in activities with students</p> <p>78% of Duke students agreed that the service-learning experience was an integrated and relevant part of their coursework</p> <p>86% of Duke Students felt they had a positive impact on the academic skills of students</p> <p>54% of Duke students are interested in continuing as volunteers beyond their course commitment</p> |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Durham Public Schools |
| Start and End Dates | Ongoing |
| Priorities Identified in Collaboration with LEAs/Schools | Duke TeachHouse is a living and learning community for graduates of the Duke University teacher preparation programs: Elementary, Secondary, and Master of Arts in Teaching Programs. The intensive experience focuses on equipping early career educators with the confidence, competence, knowledge and networks necessary to develop leadership, creative problem solving, and innovation skills. |
| Number of Participants | 9 |

| | |
|---|--|
| <p>Activities and/or Programs Implemented to Address the Priorities</p> | <p>Duke TeachHouse Fellows are early career teachers in the local public schools. Beginning in the launch year (2015), at least one resident fellowship award supports a pipeline candidate (student teacher). This structure provides a multi-tiered peer mentoring model (student teachers, first year teachers, second year teachers, and experienced mentor fellows) that supports and enhances a robust living and learning community for TeachHouse Fellows. In addition, the Duke TeachHouse experience includes 1) Supporting Duke TeachHouse Fellows on their path of personal growth and development and transformative impact. 2) Cultivating an environment for creative problem-solving and innovation. 3) Putting bold ideas into action in K-12 public classrooms while creating impactful lives. 4) Connecting and collaborating with educational leaders, entrepreneurs, and policy-makers within the local community and across the state, nation, and globe. In 2018-19 TeachHouse community dinner guests included Durham Mayor Steve Schewel, School Superintendent Pascal Mubenga, Durham County Commissioner Chair Wendy Jacobs, and DAE President Bryan Proffitt. In spring 2019 Fellows connected with experienced teacher leaders and administrators from school districts in Connecticut and traveled to Ottawa, Canada to observe and dialogue with Canadian educators, school administrators, and former and current superintendents concerning the district's research and practices around creativity in K-12 classrooms.</p> |
|---|--|

| | |
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| Summary of the Outcome of the Activities and/or Programs | <p>Duke TeachHouse has established and sustained vibrant partnerships with local, state, national, and international organizations and non-profits to support fellows' personal and professional growth and development. These include ongoing partnerships with Duke institutes and centers such as the Duke Social Science Research Institute and national partners such as the National Humanities Center located in the Research Triangle Park and The Teacher Leader Fellowship Program at Central Connecticut State University. New partnerships initiated in 2018-19 included We Are, a local non-profit focused on antiracist education. We Are founder Dr. Ronda Bullock designed and implemented a yearlong PD program around school equity and activism. As part of their training, Fellows identified equity issues in their home schools and drafted policy memos addressing these issues. In addition, Duke TeachHouse Fellows joined Duke student teachers and Education faculty along with student teachers and Education faculty from North Carolina Central University (NCCU) for a collaborative yearlong initiative focused around issues of language and culture. The culminating event was held at NCCU and included the Let's Talk Racism Conference in spring 2019. A new international partnership was established in 2018 with Teach for Nepal. In July 2019 Fellows travel to Nepal to co-teach with Nepali teachers and facilitate dialogue and small group sessions focused on inquiry-based, student-centered pedagogies. In fall 2018, Duke TeachHouse launched the TeachHouse Innovation Lab. Funded by the Kenan Charitable Trust and SunTrust, the lab supports innovative project-based, problem-posing, community-engaged learning in K-12 classrooms. Two fellows successfully launched a joint innovation project at Northern High School in spring 2019. And, as a cohort, all 2018-19 resident and non-resident fellows engaged in leadership roles in their respective schools. Fellows' professional engagement involved conferences and presentations at the school, district, state, and national levels. Furthermore, fellows were selected for numerous summer fellowships that included the National Endowment for the Humanities Summer Institute, Gilder Lehrman Institute for American History, National World War II Museum Summer Teacher Institute, and George Washington Teacher Institute.</p> |
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II. CHARACTERISTICS OF STUDENTS

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

| Gender | Number |
|------------------------------------|--------|
| Male | 0 |
| Female | 5 |
| Race/Ethnicity | Number |
| Hispanic / Latino | 1 |
| Asian | 1 |
| African-American | 1 |
| 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 | 1 |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 1 |
| | Hispanic/Latino | | Hispanic/Latino | 3 |
| | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | |
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | |
| | White | 1 | White | 6 |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |
| | Total | 1 | Total | 11 |
| 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 | 1 |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |
| | Total | - | Total | 1 |
| 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 | 1 | 4 | | | | |
| MG | | | | | | |
| Secondary | | 3 | | | | |
| Special Subjects | | | | | | |
| EC | | | | | | |
| VocEd | | | | | | |
| Special Services | | | | | | |
| Total | 1 | 7 | 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 | Duke | 23 | 78 | 43 |
| 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 |
|--|--------------------|
| Durham Public Schools | 83 |
| Wake County Schools | 25 |
| Charlotte-Mecklenburg Schools | 18 |
| Chapel Hill-Carrboro City Schools | 14 |
| Winston Salem / Forsyth County Schools | 11 |
| Guilford County Schools | 11 |
| Orange County Schools | 7 |
| Rockingham County Schools | 7 |
| Davidson County Schools | 5 |
| Raleigh Charter High School | 5 |

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

| Measure | Baccalaureate |
|----------------------------------|---------------|
| MEAN SAT Total | 1,393.33 |
| MEAN SAT-Math | N/A |
| MEAN SAT-Verbal | N/A |
| MEAN ACT Composite | 31.63 |
| MEAN ACT-Math | N/A |
| MEAN ACT-English | N/A |
| MEAN CORE-Combined | N/A |
| MEAN CORE-Reading | N/A |
| MEAN CORE-Writing | N/A |
| MEAN CORE-Math | N/A |
| MEAN GPA | 3.61 |
| Comment or Explanation: | |
| * Less than five scores reported | |

G. Scores of student teachers on professional and content area examinations.

| Specialty Area/Professional Knowledge | 2015-2016 Graduate Cohort Licensure Pass Rate after Three Years | | | | | | | |
|---------------------------------------|---|-------------------------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|
| | Total Completers | 2015-16 Completers Employed 2016-17 | 16-17 Takers | 16-17 Percent Passing | 17-18 Takers | 17-18 Percent Passing | 18-19 Takers | 18-19 Percent Passing |
| Elementary (grades K-6) | 2 | 2 | 2 | * | 2 | * | 2 | * |
| English | 5 | 3 | 3 | * | 3 | * | 3 | * |
| Math (grades 9-12) | 1 | | | | | | | |
| Science (grades 9-12) | 4 | 1 | 1 | * | 1 | * | 1 | * |

| | | | | | | | | |
|---|----|----|----|-----|----|-----|----|-----|
| Social Studies (grades 9-12) | 6 | 5 | 5 | 100 | 5 | 100 | 5 | 100 |
| Institution Summary | 18 | 11 | 11 | 100 | 11 | 100 | 11 | 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 | 1 | 1 | 2 | 2 | | |
| U Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | 2 | | | | | |
| 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 |
|--|--|---|
| 6 | 15 | 8 |

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

| |
|-----|
| 5:8 |
|-----|

K. Teacher Effectiveness

| | | | | | | | |
|--|------------------|------------|------------|--------------|---------------|-------------|---------|
| Institution: Duke 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 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: | | | 31.6% | 63.2% | N/A | 19 | 24 |
| 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: | | | 52.6% | 47.4% | | 19 | 24 |
| 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: | | | 63.2% | 31.6% | N/A | 19 | 24 |
| 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: | | | 47.4% | 52.6% | | 19 | 24 |
| 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: | | | 47.4% | 47.4% | N/A | 19 | 24 |
| 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 | 68.2% | 22.7% | 22 | 21 | | |
| State Level: | 22.0% | 64.7% | 13.0% | 6,228 | 3,076 | | |