

2018-2019

EPP Bachelor Performance Report

Fayetteville State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Founded in 1867 as the Howard School by seven black men for the purpose of educating black children, Fayetteville State University (FSU) is a public comprehensive regional Historically Black University (HBCU) that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina (NC) and beyond. FSU is a member of the 16-campus University of North Carolina System. The primary mission of FSU is to provide students with the exemplary learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. FSU is North Carolina's oldest teacher preparation institution and second oldest state-supported institution of higher education. During the 2017-2018 academic year, FSU celebrated its Sesquicentennial. Celebrating the Sesquicentennial was

a testament to the tenacity of the spirit of the seven black citizens-David A. Bryant, Nelson Carter, George W. Grange, Sr., Andrew J. Chesnutt, Mathew Leary, Jr., Robert Simmons, and Thomas Lomax - who established the Howard School on November 29, 1867 for the purpose of educating black children. They would indeed be proud today of the diverse student body and world class accomplishments made by Fayetteville State University in various fields from teacher education to cyber-security. The university commemorated this transformative experience by proudly "Celebrating 150 Years of Excellence in Preparing Educators, Leaders, and Engaged Citizens " during the 2017-2018 academic year. FSU has a tradition of excellence in teacher education. FSU provides services and learning opportunities to eleven-counties in the Sandhills Region of North Carolina and strives to fulfill its vision of providing diverse experiences that will prepare learned and responsible global citizens. FSU has a longstanding record of community partnerships and offers an extensive array of outreach programs.

FSU is the largest comprehensive university in North Carolina's Sandhills Region, serving 6,226 students, and is fully accredited by SACS as a Level V doctoral granting institution. The institution is organized into three major academic units (the College of Arts and Sciences [CAS], the College of Business and Economics [CBE], and the College of Education [COE]) managed by Deans. University College is a support unit that is also managed by a dean. Baccalaureate degrees are offered in 36 program areas (BA, BS, BSW, and BSN) including Elementary, Middle Grades (Math, Social Studies, Language Arts and Science), Secondary (Math, Biology & English). Master's degrees (M.A., M.A.T., M.B.A., M.Ed., M.S., M.S.A. and M.S.W.) are offered in over 20 programs including elementary education, mathematics, middle grades education [language arts, mathematics, science, and social studies], psychology, reading education, school administration, and special education. A Master of Arts in Teaching degree is offered in secondary education [math, biology and sociology], special education, and middle grades education [language arts, mathematics, and science]. FSU offers an Ed. D. in Educational Leadership with two tracks: P-12 (leading to Superintendent Licensure) and higher education.

The guiding documents of Fayetteville State University were developed through shared governance and a collaboration that involved participants from the faculty, staff, students,

community, administrators, and Board of Trustees. The 2015-2020 Strategic Plan for the Institution was approved by the FSU Board of Trustees in spring 2015 for fall 2015 implementation. All units developed strategic priorities that are guided by this strategic plan.

On FSU's campus, the COE/Educator Preparation Provider (EPP) prepares highly qualified teachers and other school personnel through the development, administration, supervision, and evaluation of the programs offered. On October 27, 2015, FSU received full and continuous accreditation by NCATE and is one of only seven institutions in North Carolina that is on the July 1, 1954 list of first NCATE Accredited Institutions. The COE celebrated 63 years of accreditation and has a proud history of preparing professionals who are sensitive and responsive to the diverse needs of students, parents, and the community. The COE has successful, established partnerships with 11 school systems/charter schools and seven (7) community colleges in its service area.

Special Characteristics

FSU is North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education. The campus is located on 156 acres with a total of 38 buildings. The new Science and Technology Building was opened in spring 2013. New residence halls were also constructed to accommodate 336 students. In addition, the renovation of the Rudolph Jones Student Center was completed. The close proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows military personnel accessibility to university programs and provides a diverse population of students. FSU has one of the largest percentages (20.4%) of military affiliated students in the UNC system.

As incoming freshman or transfer students, candidates complete early courses across programs with the opportunity to interact with a diverse population of peers in CAS, SBE, and COE. Of the 6,226 (5,393 undergraduate) enrollees 32% are males, 68% are females, and 64% are over 24 years of age. Ninety-three percent (93%) are NC residents. Twenty percent (20%) are White; 59% African-American; 3% American Indian; 2% Asian; 7% Hispanics; and 9% other races, two or more races, or race unknown. This diversity provides great interactions and learning as

enrollees become familiar with different cultures, nationalities, and races. Of the 72 faculty, staff, and administrators within the COE, 79% are females while 88% are of color including Africans and other nationalities. The majority of the 6,226 main campus and distance education students enrolled at FSU are first-generation college enrollees.

The COE is led by a Dean who reports to the Provost and Vice Chancellor for Academic Affairs. The Dean is assisted by the Associate Dean, department chairpersons, and program directors in fulfilling the administrative responsibilities of the COE. The Administrative Leadership Team and the Teacher Education Committee (TEC) constitute the EPP's collaborative governance. The TEC has the responsibility to review, approve, recommend, and implement curricular policies and general administrative decisions that involve the preparation of teachers, educational administrators, and supervisory personnel based on programs offered by the unit. The TEC ensures adherence to state, regional, and national standards. The TEC includes representatives from across the university (including CAS and University College); Local Education Agencies (LEAs), community college partners; recent graduates; retired alumni; and graduate and undergraduate candidates. The Dean chairs the TEC and serves as liaison to the University of North Carolina System Office Council of Education Deans, the Sandhills Regional Education Consortium of Superintendents, the Academic Affairs Leadership Team, the Deans' Council, and other groups that warrant COE representation. The Associate Dean serves as the liaison to the Personnel Administrators of North Carolina (PANC) Committee, Sandhills Region and FSU Principals' Advisory Board.

The vision of the COE is predicated upon the belief in preparing knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. The Conceptual Framework (CF) builds on the COE's vision and mission statements with the intent to prepare *Facilitators of Learning*. Candidates complete programs of study and are knowledgeable about their subject matter, experienced in the teaching process, prepared to use their knowledge, skills, and abilities to help students succeed academically, and ready to strengthen family support of education in a technological and global society. The knowledge, skills, and dispositions represent and are organized around the philosophical and theoretical underpinnings of the seven key

themes of the CF: Caring Dispositions and Ethical Responsibility; Communication; Knowledgeable and Reflective Professionals; Research and Leadership; Respect for Diversity and Individual Worth; Technological Competence and Educational Applications; and Working with Families and Communities.

Candidates develop proficiencies as they work with faculty who are experts in their field. A *Strategic Plan* guides the EPP's activities. Goals, strategies, findings, including Student Learning Outcomes (SLOs) are reported annually through an Operational Plan and Assessment Record (OPAR) developed and evaluated in the Accountability Management System (AMS) Platform of Taskstream data system and reviewed by an Academic Affairs OPAR Committee using a predetermined rubric.

The COE collaborates with 11 school systems/charter schools in the design, delivery, and evaluation of its field experiences and clinical practices through the University-School Teacher Education Partnership (USTEP)/Professional Development School (PDS) Coordinator (Coordinator). Educational Partnership Agreements (EPA), designed by the COE and school partners, delineate the roles and responsibilities for candidates, faculty, school partners, and all other parties were revised to include more collaboration regarding the placement process. The EPAs include specific assignments and experiences to help candidates at the initial and advanced levels develop content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in the conceptual framework and aligned with state and national standards. These PDS sites are selected to provide support to schools with a high percentage of low performing P-12 students. Most of the school systems are located in urban settings and the remaining are in rural settings. The average racial makeup of these 11 school systems is 48.25% African American, 10.36% American Indian, 0.88% Asian, 7.63% Hispanic, 30.25% White, 0.15% Hawaiian Pacific, and 2.48% Other.

FSU houses two early college high schools on our campus: Cross Creek Early College High School and Cumberland International Early College High School. The COE provides health and physical education courses for both early college high schools which assist their students in

satisfying their health and physical education requirements. The COE continues its relationship with Cross Creek Early College High School (CCECHS) and the Cumberland International Early College (CIEC). The CCECHS is a New Schools Project High School located in the Butler College of Education Building and the CIEC is located in the Joseph Knuckles Science Building. The CCECHS was selected as a Learning Laboratory Initiative (LLI) site and was a partner in a funded New School Project Research and Engagement Grant with the COE.

In order to facilitate easy and seamless access to higher education opportunities, the COE has increased the number of signed dual degree agreements with additional community colleges. Revised dual degree agreements with existing community college partners now include areas of elementary education, middle grades education, and health and physical education, in addition to the existing birth through kindergarten agreements.

The COE is supported by the Dean's Advisory Board, established in 2011. Membership includes FSU/COE alumni, business leaders, school superintendents, and faith-based representatives. The Board provides support to the EPP, its program, candidates, and faculty. Board members advise the dean in the overall development of the School, serve as role models for candidates and pre-candidates, assists the dean in fundraising, and promotes a positive image of the COE. A fundraising event is held every other November as a capstone activity to the American Education Week series of activities. Funds raised are used to supplement Praxis CASE scholarships, sponsor Praxis CASE workshops, and offer student teaching scholarships.

The COE has extended its support of military dependent children. The COE has membership with the Military Child Education Coalition (MCEC) and partner with the Coalition to offer PD to faculty, teachers, and in-service teachers to address the needs children of military families bring to the classroom. These strategies are infused into program curriculum.

In April 2017, FSU submitted Educator Preparation Program (EPP) proposals to the NC Department of Public Instruction to be reviewed for alignment with recent NC legislated

requirements for teacher and school executive preparation programs. The EPP was approved in fall 2017 by the State Board of Education.

The College of Education hosted our annual American Education Week (November 13-18, 2017) as a part of Fayetteville State University's Sesquicentennial Celebration. The week was packed with several activities and events for students, faculty, staff, public school teachers and students and community members. During American Education Week we hosted activities involving our FSU Early Childhood Learning Center; renowned national speakers such as Dr. Robert Q. Berry, III (current National Council of Teachers of Mathematics (NCTM) President-Elect); professional development activities for our clinical experience candidates and administrative support staff; panel discussions with distinguished FSU alumni retired and veteran/beginning principals and teachers from this region; the FEC/SNCAE student organization meet-n-greet and annual Talent Showcase; test preparation for major licensure exams and a mini-conference for middle and high school students interested in STEM disciplines and careers.

The Fayetteville State University's College of Education 2018 Excellence in Teaching Conference was held on April 20, 2018. This year's conference promoted teaching as the subtle art of shaping minds (#SHAPINGMINDSFSU2018EITC). The goal for this year's conference was to provide informative sessions that motivated educators to continue to make a profound and positive impact on the lives of children in our communities. We had a record breaking attendance of over 180 attendees. Students, faculty and staff attended informative and innovative sessions such as: Breaking Myths & Shaping Minds: Teaching Exceptional Students; Developing Academic Language across Content Areas; What is Your True Color?; Body Toning Class; Being an Effective Intern; A.L.I.C.E.: Alert, Lockdown, Inform, Counter, Evacuate; Innovative Crafts & Technology Strategies for Teachers; Social Dancing (Line Dancing); Dimensions of Wellness: A Healthy Body Equals A Healthy Mind; Communication Fitness & Its Importance in the Workplace; and Open Educational Resources.

The Department of Education Science, Technology, Engineering, Advocacy and Mathematics (STEAM) Grant also known as Project STEAM was funded in October 2014. Project STEAM is

designed to equip post-secondary and college-level students with diagnosed disabilities (i.e. students identified as disabled Veterans, wounded service members, and those from other under-represented gender and minority groups) with the necessary skills and advocacy strategies required to compete favorably with non-disabled or non-minority workers in STEM related career fields or graduate programs, including those related to defense and homeland security. Project STEAM provides an enhanced learning environment through better trained STEM faculty in areas like differentiated instruction, transition support for students with exceptional learning needs and their families, as well as mentoring and learning community engagement for students who might be considered non-competitive on a customary STEM career path. The Noyce grant partnered with Project STEAM (Science Technology Advocacy and Mathematics) to sponsor a 2017 Pre-College Summer Camp. The 2017 STEAM Summer Program provided STEM related summer enrichment sessions for 63 high school students, including those with exceptional learning needs in the areas of mathematics and science education, computer science, biology, forensic science, self-advocacy, networking, goal-setting, disability and transition issues, and study skills.

Program Areas and Levels Offered

The College of Education is organized into three departments: Educational Leadership; Elementary Education; and Middle Grades, Secondary, and Specialized Subjects. These departments offer initial, including Licensure Only, and advanced programs. Support service units include the Curriculum Learning Resource Laboratory, Office of School Services, Office of Teacher Education, Early Childhood Learning Center, Office of Research Initiatives, and the COE Academic and Recruitment Center (COEARC). Programs offered by the COE are:

Bachelor of Science Degree	Master’s Degree	Doctoral Degree
Birth–Kindergarten *	Master of Arts in Teaching - Middle Grades, Secondary Education, Special Education)	Educational Leadership
Elementary Education *	Master of Education – Reading, Elementary Education, Special	

	Education, Middle Grades, Secondary Education	
Middle Grades (Language Arts, Science, Social Studies, Mathematics) *	Master of School Administration	
Secondary Education (English, Biology, Mathematics) *		
Specialized Subjects (Art, Music, Health/Physical Education) *		

* Also Includes Licensure Only

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.

FSU’s COE monitors to ensure the early field experience and clinical experience placements of candidates in school setting that are inclusive of children with exceptionalities. All licensure programs require a special education course (SPED 320) or a course in the licensure area to specifically address the prevalence, methodologies and assessment of exceptional children. Also

available to demonstrate and promote discussion about best practices for working with exceptional children are ATLAS videos that can be incorporated into any class via the learning management system used in all classes. Whether through hands-on or observational experiences, candidates are expected to complete assignments to demonstrate competencies learned.

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 Department of English offers a certificate in Teaching English as a Second Language. The elementary education majors can choose this certificate as the concentration option in their programs. The courses in reading that all majors take have a unit of study on the English Language Learner. The unit helps candidates understand the challenges of learning a second language through simulations and exposes the candidates to resources available to them.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

All teacher education majors are required to take EDUC 210 Computers in Education where they learn strategies of making information available to students through multiple media and to create/modify instructional practices to address a variety of learning styles. Candidates are exposed to means for recording and assessing themselves in preparation for early field and clinical experiences as well as the ethics involved in doing recordings, videotaping, etc. This year our faculty was introduced to Mursion and we hope to integrate that technology into our preparation program to help candidates become more aware of communication strategies that are successful with children.

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.

During clinical experiences the candidates are exposed to the products such as Home Base and Power School to collect data, share data with parents, analyze data to improve their teaching and increase student achievement. The candidates are required to complete portfolios that include collecting and analyzing data from students during the clinical experience. The candidates must state what they plan to do next based on the assessment data provided by the students.

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

Elementary education (K-6) candidates are provided instruction to integrate arts education into curriculum development through their methods course *ELEM 402: Social Studies and the Arts; Music, Dance and Visual Art in the Elementary School*.

Candidates preparing to teach in birth-kindergarten environments are provided instruction to integrate the arts into curriculum development through methods courses, *EDUC- 309 Infant and Toddler Curriculum Development and Field Study* and *EDUC 314 - Preschool/Kindergarten Curriculum Development and Field Study*. Candidates develop lessons which incorporate music, puppetry, drama, and movement into their curriculum design and lesson plans.

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

The EPP conducts self-study of the unit by following the procedural guidelines and standards of the Council for the Accreditation of Educator Preparation and the North Carolina Department of Public Instruction program approval process. Data related to the standards are collected annually and submitted in an Institutional Report to CAEP every seven years. Also during the seven-year cycle, the EPP submits examples of candidate performance on key evidence assignments for which descriptions and rubrics have been approved by NDCPI. NCDPI approved each licensure

program in 2014. A visiting team from NCATE/CAEP, which includes representatives from NCDPI, reviews the NCDPI program approval report and interviews faculty, public school personnel and candidates to triangulate the data submitted. The site visit team makes a report to the CAEP Commission which recommends accreditation and, if needed, areas for improvement. The results of the April 2015 visit revealed all standards were met with one area for improvement. A subsequent annual report to CAEP addresses the EPP's progress toward ensuring that all candidates have early clinical experiences in which pedagogical skills are assessed.

On an annual basis the EPP and each department submit an Operational Plan and Assessment Report (OPAR) to the Provost and Vice Chancellor for Academic Affairs. The OPAR includes the mission of the unit or department, the vision and goals for the department or unit, the learning outcomes, key personnel, key services, assessment plan, assessment findings, strategies for improving the findings, and a status report on implementation of the strategies. The Provost and Assistant Vice Chancellor meet with representatives of the unit and departments to discuss the results and how they are being used to enhance the programs offered. The annual evaluation data are embedded in the seven year self-study reports.

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 several professional education courses which are completed by all teacher candidates in the College of Education (COE). Those enrolled in EDUC 211, which is a university core course as well as the gateway course for admission to teacher education, are required to complete 15 hours of field experience. Pre-candidates are required to observe and reflect on experiences in schools and classrooms. After reviewing ATLAS (Accomplished Teaching, Learning and Schools) the decision was made to pilot ATLAS during spring 2017 in one section of EDUC 211. ATLAS is a unique, searchable online library of authentic videos, referred to as cases, showing National Board-Certified Teachers at work in the classroom. Each case is accompanied by the teacher's written reflection about the

lesson as well as the context for learning. The implementation decision was based on two factors. The first consisted of the fact that ATLAS cases show a plethora of pedagogical skills used by teachers in all grades K-12. In addition, it is also aligned to professional teaching standards and indexed by teachers to serve as a window displaying accomplished teaching. The use of ATLAS allows the instructor of record to closely monitor the teaching styles and classroom demographics observed by the pre-candidates, immediately critique and answer questions pre-candidates may have about the various teaching and learning styles, and focus the pre-candidates observations and reflections on pedagogy used by accomplished teachers in the field. During the first semester of the junior year, candidates complete 10 hours of field experience in EDUC 330 and 10 hours in EDUC 331. Candidates are expected to participate in a variety of school related activities: school board meetings, PTA meetings, after school functions, and observe in classrooms where they complete a case study on an individual. During the second semester of the junior year, candidates complete READ 320 (10 hours), SPED 320 (20 hours), and other methods courses required by the major. The field experiences focus on candidates' collaboration with clinical educators (P-12) to gain experience working with diverse populations, becoming sensitized to the needs of these populations, and planning lessons for diverse students. The first semester of the senior year requires candidates to enroll in the remaining methods courses. These methods courses target teaching techniques as well as strategies for teaching in specific disciplines. Students are expected to design unit plans, plan and teach lessons, assess student learning, build subsequent lessons based on assessment data, and incorporate technology in teaching and recordkeeping. The clock hours vary for these experiences by major. All students are required to participate in field and clinical experiences in our partner school districts. Several partner schools are low-performing, and the EPP seeks to provide every student with a placement within a low-performing school for at least one semester. In addition, most clinical educators (P-12) teach classes that have students with multiple levels and needs. Classroom settings provide the candidates with the opportunity to work with students from various backgrounds, differing on academic and performing skill levels. During the final semester of the senior year, the clinical experience is completed for 16 weeks.

For Elementary Education Candidates, most of the early field experiences take place in Cumberland, Harnett and Hoke County Schools. The following courses are taken over two semesters; thus giving the candidates more than a full-semester of experience in low-performing schools.

The courses requiring field placements are: EDUC 211 (Laboratory Experiences in Area Schools (15 hours); EDUC 330 Educational Psychology & Human Development (10 hours); EDUC 331 Instructional Design and Assessment (10 hours); SPED 320 Education of the Exceptional Child (20

hours); ELEM 320 (10 hours) Teaching Healthful Living (K-6); and ELEM 451 Classroom Management (10 hours). The following low- performing schools are frequently used for early field placement sites; however, the schools are subject to change on a yearly basis according to the DPI ABC Report Card: Lucile Souders ,T.C. Berrien ,W. T. Brown, Cliffdale, Lillian Black, Mary McArthur, Ferguson Easley, Overhills, Hawk Eye, and Sandy Grove.

In the event that a low- performing school cannot accept any more candidates, then candidates are placed in a low-performing classroom. This placement is determined by the Local Education Agencies (LEA) Human Resources Officers and principals in collaboration with the College of Education’s PDS Coordinator).

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

Elementary methods candidates are sent out three weeks prior to clinical experience. The first week occurs early in the fall semester so that candidates can familiarize themselves with their clinical educator (P-12) and his or her classroom procedures. We encourage candidates to volunteer to be in their respective schools when public school session ends, but that is beyond the semester system at the university. The secondary and middle grades programs depend heavily on the course scheduling of the College of Arts and Sciences. We cannot foretell if methods courses will be the only courses a candidate has to take in the fall semester. In fall of 2017, secondary and middle grades candidates completed clinical practice/student teaching over two semesters to ensure candidates experience both the beginning and end of the school year. During the methods courses, candidates completed 40 hours in a classroom with a clinical educator. Time in the classroom was completed during three increments over the given semester (initial, middle, and end), so that candidates experience the beginning of the academic year and subsequent aspects of a nine-weeks marking period within the partner school calendar. The initial week-long clinical experience is followed by a 15-week clinical experience in a partner school with a Clinical Educator (P-12) to complete the clinical experience.

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	Cumberland County Schools: TC Berrien Elementary
Start and End Dates	3/2/2018
Priorities Identified in Collaboration with LEAs/Schools	Reading/Literacy; Increasing Achievement of All Students
Number of Participants	FSU Students: 12; FSU Faculty: 16; Public School Teachers: 6; Public School Students: 93; Principals and Administrators: 3
Activities and/or Programs Implemented to Address the Priorities	LEA/SOE Collaboration; Read Across America initiative; Books such as, Dr. Seuss's "One Fish, Two Fish, Red Fish, Blue Fish"
Summary of the Outcome of the Activities and/or Programs	Reach Across America initiative was successful at TC Berrien Elementary on March 2. Faculty and students from FSU read to elementary school students. Students seemed to enjoy the experience.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston Salem/Forsyth County Schools: Smith Farm Elementary
Start and End Dates	January 1, 2018 - April 25, 2018
Priorities Identified in Collaboration with LEAs/Schools	Lunch buddy
Number of Participants	Public School Students: 100
Activities and/or Programs Implemented to Address the Priorities	The FSU Faculty member serves as a lunch buddy.
Summary of the Outcome of the Activities and/or Programs	Student efficacy is increased.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Schools: Wiley International Magnet Elementary
Start and End Dates	September 2017 - December 2017
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Wiley Pals, Mentoring Program
Number of Participants	Public School Students: 1
Activities and/or Programs Implemented to Address the Priorities	Provide weekly mentoring and academic support for a student to ensure a strong start to the school year.
Summary of the Outcome of the Activities and/or Programs	Student achievement increased. Student self-esteem boosted.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett County Schools: Triton High
Start and End Dates	4/13/2018
Priorities Identified in Collaboration with LEAs/Schools	Increasing Achievement of All Students
Number of Participants	Public School Teachers: 30; Principals and Administrators: 15

Activities and/or Programs Implemented to Address the Priorities	Attended the Harnett Off-Broadway to watch Harnett County elementary, middle, and high school students perform Full STEAM Ahead - Science, Technology, Engineering, Arts, and Math.
Summary of the Outcome of the Activities and/or Programs	Strengthened the partnership between IHE/LEA
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Schools: Sunnyside Elementary and J.W. Coon Elementary
Start and End Dates	January 30, 2018 and February 1, 2018, respectively
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students; Reading/Literacy
Number of Participants	FSU Faculty: 5; Public School Teachers: 2; Principals and Administrators: 4
Activities and/or Programs Implemented to Address the Priorities	The research team met with the administrators and instructional coach to discuss study implementation.
Summary of the Outcome of the Activities and/or Programs	The LEA understands the implementation steps and process of the study.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Schools: W.H. Owen Elementary
Start and End Dates	2/1/2018
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Increasing Achievement of All Students
Number of Participants	FSU Faculty: 3; Public School Teachers: 19; Public School Students: 269; Principals and Administrators: 2
Activities and/or Programs Implemented to Address the Priorities	Judged the science fair.
Summary of the Outcome of the Activities and/or Programs	Filled out a template scoring each presentation.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Schools: T.C. Berrien Elementary
Start and End Dates	October 5, 2017 and March 8, 2018
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students; Other (Engagement in Science Activities, Lesson Plan by students): Method Students' Presentations of Science Experiments
Number of Participants	FSU Students: 14; FSU Faculty: 1; Public School Teachers: 6; Public School Students: 120; Principals and Administrators: 1; Other: 1
Activities and/or Programs Implemented to Address the Priorities	Methods candidates developed science lesson plans as a component of their methods class. FSU Faculty facilitated a visit to a local elementary school and coordinated the science circus presentations as part of the method students' exposure to science stations and presenting to 2nd, 3rd, and 4th grade students. Prior to the visit, students were required to visit with teachers according to the date organized to develop a Context for Learning on the students they will be serving.

Summary of the Outcome of the Activities and/or Programs	Elementary students were exposed to various science lessons. Partnerships with schools and science teachers were strengthened. Method students had first-hand short-term interaction with students and presenting in real classroom appropriate lessons. Method students had opportunities to see differentiation and assessment during instructional time.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Schools: Westarea Elementary
Start and End Dates	4/13/2018
Priorities Identified in Collaboration with LEAs/Schools	Increasing Achievement of All Students: Career Day for Students
Number of Participants	Public School Students: 80
Activities and/or Programs Implemented to Address the Priorities	Speak with students about attending college
Summary of the Outcome of the Activities and/or Programs	Students were exposed to different career pathways.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Schools: Cliffdale Elementary
Start and End Dates	September 1, 2017 - December 1, 2018
Priorities Identified in Collaboration with LEAs/Schools	Reading/Literacy
Number of Participants	Principals and Administrators: 2
Activities and/or Programs Implemented to Address the Priorities	Reading and assisting with K-3 students, weekly on Mondays from 8:30 a.m. - 10:00 a.m.
Summary of the Outcome of the Activities and/or Programs	Provided positive influence for at-risk students
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Public Library
Start and End Dates	10/7/2017
Priorities Identified in Collaboration with LEAs/Schools	Reading/Literacy
Number of Participants	FSU Students: 9; FSU Faculty: 2; Public School Teachers: 1; Public School Students: 20; Other: 15
Activities and/or Programs Implemented to Address the Priorities	Attended a collaborative event "Reading Round About"
Summary of the Outcome of the Activities and/or Programs	Increased literacy skills

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	15
Female	42
Race/Ethnicity	Number
Hispanic / Latino	4
Asian	0
African-American	28
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	23
Multi-Racial	0
Student does not wish to provide	2

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	8	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	6	White
	Multi-Racial		Multi-Racial
	Not Provided		Not Provided
	Total	14	Total
Licensure-Only	Asian		Asian
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin
	Hispanic/Latino	1	Hispanic/Latino
	Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	1	White
	Multi-Racial		Multi-Racial
	Not Provided		Not Provided
	Total	7	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	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
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	1	2				
Elementary	6	5	1	2		
MG		2				
Secondary		1	2			

Special Subjects	5	1	1	2		
EC			2			
VocEd						
Special Services						
Total	12	11	6	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	FSU	44	80	68
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
Cumberland County Schools	981
Public Schools of Robeson County	121
Hoke County Schools	111
Harnett County Schools	109
Wake County Schools	93
Sampson County Schools	85
Charlotte-Mecklenburg Schools	74
Bladen County Schools	40
Lee County Schools	34
Durham Public Schools	29

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	24.83
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	494.54
MEAN CORE-Reading	179.00
MEAN CORE-Writing	162.09
MEAN CORE-Math	155.41
MEAN GPA	3.48
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)	19	14	8	25	12	33	13	69
M.G. Language Arts	2	1	1	*	1	*	1	*
M.G. Math	3	2	2	*	2	*	2	*
M.G. Science	1							
M.G. Social Studies	3	2			2	*	2	*
English	3	1	1	*	1	*	1	*
Math (grades 9-12)	3	2	2	*	2	*	2	*
Biology	2	2	2	*	2	*	2	*
Social Studies (grades 9-12)	1	1						
Reading	1							
Art	1	1	1	*	1	*	1	*
Spec Ed: General Curriculum	3	1						
Institution Summary	42	27	17	41	23	52	24	71

* 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	14	2	3		1	
U Licensure Only	3	2	2		1	
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree				1		
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						

Comment or Explanation: No students accepted as Residency License candidates.

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
24	6	5

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

1:2.35

K. Teacher Effectiveness

Institution: Fayetteville State 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. *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.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	66.3%	30.4%		92	32
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	64.1%	34.8%		92	32

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	80.4%	17.4%		92	32
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	71.7%	27.2%		92	32
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	78.3%	20.7%		92	32
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:	28.0%	63.4%	8.5%	82	42		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		