

2017-2018

IHE Bachelor Performance Report

Mid-Atlantic Christian University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

Mid-Atlantic Christian University (MACU) is a private, coeducational, faith-based institution. Its history is with the Stone-Campbell churches. Its 20-acre riverfront campus is equipped with ten major buildings. It is only a few blocks from downtown, with a state community college, a state university, a public library, and the regional hospital located within a mile and a half of campus. Established in 1948 MACU's mission is to impact the world by transforming ordinary people into extraordinary Christian leaders.

In this, its 69TH year of operation, the university has had only three chief executive officers, three chief academic officers, and four chief student life officers. MACU is a faith-based, Stone-Campbell institution formerly named Roanoke Bible College.

The majority of students are residents of North Carolina (60.9%) and Virginia (24.6%), with 15 other states represented, and many foreign countries. Admission is contingent on meeting criteria (high school rank, GPA, and SAT/ACT scores). MACU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, to award certificates, associate, and baccalaureate degrees.

At MACU, students can earn a bachelor's degree in biblical studies, youth and family studies, Christian arts and science, counseling, business administration, and elementary education. In addition the school has recently been approved for online education.

The four-year degree programs, the B.A. and the B.S., require at a minimum 120 semester hours of credit. The principal difference between the B.A. and the B.S. degrees is that the B.A. requires the study of a foreign language. In keeping with the mission of MACU every four-year degree program in the School of Undergraduate Studies requires a major in Bible and Theology.

For the past several years Mid-Atlantic Christian University has had a shared vision to offer a major in elementary education which would result in students being able to obtain a North Carolina teaching license. Because teaching is a service occupation it is a perfect fit to be offered at a service-oriented university. In preparing our program, rigorous study and “real-world” experiences have been created to ensure that our students are proficient in the North Carolina Professional Teaching Standards of leadership, diversity, content knowledge, facilitation, and reflection as part of the overall mission of the university to impact the world through the development of extraordinary Christian leaders.

In February 2012 the university was approved by the North Carolina State Board of Education to offer an elementary teacher education program. At present we have twenty-two students who

have declared Elementary Education their major. Five students graduated in 2012. Of those five, three have passed required licensure exams in NC and NY. One student did not take the licensure exam before accepting a teaching position abroad. One student elected not to take the exam or to teach at this time. In May 2016, two more graduates of teacher education at MACU passed all of the NC licensure exams. Both have been hired in the districts in which they did their student teaching. We increased our teacher education graduates by three in May 2017. Two of these graduates have passed the PPAT, and all licensure exams. They have both been approved for NC licensure, and have both obtained teaching positions in NC public schools. The third graduate completed her student teaching in Delaware, her home state. She passed the PPAT, which is required in DE. She has taken the Praxis II exams required by DE.

Special Characteristics

Because the program for elementary education is part of the Mid-Atlantic Christian University's Department of Marketplace Ministries, this mission statement also has played a significant role in the design of the major in elementary education.

The mission of the Department of Marketplace Ministry is to provide students with an educational experience that integrates faith, biblical knowledge, and skills training necessary to become leaders and innovators in both faith-based institutions and secular organizations. The goal is to provide education and experiences that will help students develop a heart's desire to serve individuals, families, and communities where they work in a way that will impact the world for Christ.

Looking at both the university and the department missions the desire to train teachers for extraordinary leader service is evident. Therefore, teacher candidates completing the elementary education program at MACU graduate with, not only the knowledge and skills necessary to lead the educational world of the 21st century, but also with a "heart's desire to serve the students, families, and communities" where they teach.

Students who complete the Elementary Education Major and licensure program at MACU are eligible for K-6 licensure through the state of North Carolina. Graduation requirements at MACU also require education majors to complete a second major in Biblical Studies.

As prescribed by the state and national teachers' licensing and accrediting agencies, including the North Carolina Department of Public Instruction and the National Council of Accreditation of Teacher Education (now CAEP) evidences of teacher candidates' knowledge, skills, and dispositions are collected for review. These assessment-of-mastery evidences are embedded in the coursework designed to measure candidates' knowledge, skills and dispositions. Such assessments/evidences are collected in electronic, student portfolios, which include rubric-scored artifacts and any other information that will demonstrate that the students are highly qualified teacher candidates. With recent changes to NC requirements, our students have moved from completion of the Teacher Work Sample, a university-scored performance assessment, to the Praxis Performance Assessment for Teachers (PPAT). The state required score will be our university requirement.

Program Areas and Levels Offered

Mid-Atlantic Christian University offers one program area for teacher licensure. That program is Elementary Education, K-6. This is at the A Level. We are waiting for approval of a science education program for secondary comprehensive science licensure.

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

Traditional	RALC	Lateral Entry
X		

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

For the 2017-2018 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Students in MACU's elementary education program are instructed in the use of a variety of digital skills throughout the program. Instructional technology is included in all ED courses. In these courses students learn where to find digital resources to use across the curriculum. Students design lesson plans that integrate a variety of digital resources including but not limited to resources in Smart Board technology, digital storytelling resources, and the use of appropriate educational apps in the classroom. Students are also using technology in all education courses so they will be confident in using a variety of digital resources as they progress through their program. Students are evaluated on their use of technology when they teach demonstration lessons. While doing many of the field experiences the candidates are required to integrate technology in the lessons that they teach with both mentors and MACU professors providing feedback. Student teachers are required to include new technology and new uses of technology in their regular reflections during student teaching. Seniors are now required to pass the Praxis Performance Assessment for Teachers, which includes the use of technology in their teaching and the analysis and reflection that will help them to improve.

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

Teacher candidates are required to take two upper-level courses in teaching reading. During the first course students learn basic terminologies, read literature and research, observe reading classes in public schools, and develop skills in how to create assessments to evaluate student

progress in reading. In the second course students use the assessment tools developed in the first course with at least one student. Candidates assess, evaluate results and develop lesson plans that help the students become better readers. They then tutor the student(s) under the direction of the mentor and the MACU professor. This practical experience is invaluable to these candidates who will soon be in-service teachers. Students are also required to integrate language arts objectives with other content in all lesson plans.

A 2012 graduate of our program, who is teaching in Currituck County, informed us that she had taken the new Foundations of Reading exam along with the other teachers in her district. She was very excited to report that she had the top score, and that she was invited to training to be a Reading Foundations Trainer for DPI.

All teacher candidates are required to take a “Teaching Math” course and a “Teaching Science” course in which they learn to teach from objectives and to use hands-on, discovery methods, which enhance higher order thinking skills. They are required to create and teach lessons under the direction of the professor. During the Partnership field experience semester, candidates create units for all core content. Lesson plans are developed to match the core curriculum and the essential curriculum. Many field experiences give opportunities to teach math using technology and integrating other subjects such as language arts into the lessons being taught.

The practice tests and practice materials for the NC licensure exam are also used as preparation materials for teacher candidates in their junior and senior years.

Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

The ability to use formative assessment for learning in the classroom is stressed throughout the elementary education program and students are provided access to NC FALCON early in the

program (Educational Psychology). Teacher candidates will be required to complete the modules in NC FALCON, and to participate in the use of technology-based assessment systems being used in NC schools to monitor progress and predict student improvement (e.g., mClass, DIBELS, and NC Ready). Students have the opportunity to see these assessments used in the classroom when they are placed with teachers in Practicum I, Practicum II, Partnership, and Student Teaching experiences.

During the work on the PPAT candidates are required to work on formative assessments to guide instruction and to do pre- and post- assessments (summative) to provide data of impact on learning. Each lesson designed throughout the program includes experiences in designing formative and summative assessment both technology-based and non- technology based.

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

MACU teacher candidates are required to take an “Arts in the Classroom” course. This course explores how to use visual arts, music, drama, and dance/movement to teach language arts/reading, math, social studies, and science. The integration of the arts as instructional strategies adds richness to learning. These arts often add the “aha” moments in children’s learning experiences. Candidates are required to create a portfolio of lessons using each of the arts to teach content at grades K-6. These are taught while being monitored by the professor of the course, and feedback by the professor, and eventually fellow students, helps students to think like teachers. Collaboration with arts educators or leaders in neighboring counties adds a level of expertise in specific domains of the arts and provides a wealth of resources and ideas.

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

Elementary Education is still a small program, which makes self-study a very practical and regular practice. Reflection is important for teachers and administrators, therefore, our instructors reflect on the components of each course that are working well, and make plans to improve those

components that appear to be less successful. Our Director of Teacher Education monitors state recommendations and policies and makes changes to our program that keep us in total compliance. The faculty review student success on standardized testing and in practical experiences and make modifications that will impact the students positively. An example of this data-driven management is that we implemented a one-semester-hour seminar for preparation for Praxis I in the 2014-2015 academic year. We saw improvement in the number of students who were able to go on and pass the Praxis I tests, but we also saw the need for more improvement. That led us to implement a Learning Center requirement of 2 hours per week that had to be documented. This change brought about an even higher percentage of students passing the Praxis exams by the end of the course. Another example is that we saw students struggling with the math component of the Praxis I and with the practice questions on the math subtest of the licensure exam. This led us to collaborate with a retired middle school math teacher who has designed a course that is now required for education majors. This course combines skills and knowledge (content) from both the Praxis I math exam and the mathematics subtest of the NC licensure exam. We will continue to make changes using the data from student performance on standardized tests.

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

There are four field experiences in the elementary education program at Mid-Atlantic Christian University. They are Practicum I, Practicum II, Partnership, and Student Teaching. The Office of Teacher Education tracks placements of the teacher candidates to ensure that they are placed in a low-performing school in either Practicum II or Partnership, which are both completed prior to student teaching.

The first field experience occurs during the freshman or sophomore year. This is Practicum I and it requires students to be placed in a local public school where they will document a minimum of 30 hours of observation. We are located in the Elizabeth City-Pasquotank Public Schools district and we have a good working relationship with the leadership at the district level and at several of

the elementary schools. During this field experience, students are required to reflect on contextual factors and share their thoughts about why they think the decisions being made in the classroom are being made. These reflections are submitted to university supervisor every two weeks during the placement.

Practicum II is the second field experience in our program. It is completed during the spring of the junior year, as students are required to be officially accepted into the Teacher Education program in order to complete this field experience. During Practicum II, teacher candidates are required to complete a minimum of 90 hours over the course of the semester. Teacher candidates are able to do as much instruction during this placement as the mentor teacher is comfortable having them do. Mentor teachers are asked to provide a dispositions assessment and they are asked to conduct an informal evaluation of the teacher candidate teaching a lesson to either a small group or the whole class. The university supervisor evaluates a lesson planned and taught by the teacher candidate at the end of the semester. With the implementation of the PPAT, teacher candidates are now required to do a practice PPAT during the Practicum II semester to help them understand the process and to prepare them for the actual PPAT which our candidates take during their fall semester.

Partnership is the third field experience completed by teacher candidates at MACU. This placement takes place in the fall of the senior year. During this placement, teacher candidates are scheduled to work with the mentor teacher in the public school classroom four half-days each week during the semester. Two of their days are mornings and the other two are afternoons. Teacher candidates complete the remainder of the education courses during the hours when they are not scheduled to be at the elementary school. It is during this field experience that teacher candidates are required to complete the PPAT.

The final field experience in our elementary education program is student teaching. Teacher candidates are placed locally, or, if they are approved, they may be placed in their home state or city. Teacher candidates, who are placed locally, are formally evaluated three times by their cooperating teacher and three times by their university supervisor. Teacher candidates who are approved to complete student teaching in a location that is too far for the university supervisor to

visit, are evaluated by an approved administrator in the school or district where they are student teaching. Candidates are also required to collaborate with the school administration and faculty, parents, and community to complete a leadership project while student teaching. The university supervisor attends and evaluates the event that results from the leadership project.

In order to meet the requirement of a full semester in a low-performing school, the Office of Teacher Education will collaborate with the placement officer of the local school district (ECPPS) to ensure a placement in a low-performing school or classroom for a semester prior to student teaching.

How many weeks are required at your institution for clinical student teaching?

In order to meet the requirement of a student teaching experience that occurs at both the beginning and the end of the school year, our seniors will begin their “Partnership” semester in the fall as early in the public school schedule as possible. This experience is a full semester that involves four days each week. The student teaching semester is a 14-week experience that takes candidates to the end of the academic year. These two experiences exceed the 16-week requirement.

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

Teacher candidates at MACU are in a field placement (partnership) in the fall of their senior year, which allows them to experience the beginning of the school year. They do their student teaching in the spring semester of their senior year, which permits them to experience the end of the school year. While the placements are not usually at the same school, they do provide a clear picture of both the beginning and the end of the school year.

Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?

No. In order to be recommended for licensure, MACU teacher candidates who are seeking NC licensure are required to pass the NC Foundations of Reading exam. They are also required to take the General Curriculum: Mathematics, and the General Curriculum: Multi-Subjects exams. According to licensure policy changes on April 7, 2016, teachers are considered “highly qualified” if they pass the NC Foundations of Reading and at least attempt the other NC-required exams during their first year of teaching. They have two years to pass the General Curriculum exams. We have also added the PPAT to assess pedagogy and practical performance.

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	In addition to ongoing collaboration with Elizabeth City Pasquotank Public Schools to provide skilled candidates for a variety of needs, MACU is collaborating with faculty at Elizabeth City State University, and the Elizabeth City Pasquotank Public Schools to provide professional development for teachers in STEM.
Start and End Dates	Ongoing/renewed 2018
Priorities Identified in Collaboration with LEAs/Schools	Provide Professional Development as needed, Collaborate to provide skilled tutors when needed, Provide testing proctors when available, Collaborate to provide outstanding candidates for placements,
Number of Participants	24 Professional Development Participants for Fall 2017 (Math workshop)
Activities and/or Programs Implemented to Address the Priorities	George Cox, Director of Albemarle Instruction, Inquiry, and Integration Math and Science (AI3MS) Partnership, will provide a two-week professional development workshop for teachers this summer. The Director of Teacher Education at MACU will participate by providing mathematics methods instruction. Follow up sessions will be coordinated throughout the year.
Summary of the Outcome of the Activities and/or Programs	Elementary mathematics teachers from 8 school districts in northeastern NC were gathered at Elizabeth City State University to participate in professional development in the areas of elementary or middle grades math or science. The Director of teacher Education at MACU, Dr. Cheryl Luton, provided two hours of elementary mathematics activities for 24 participants over the one-week training. Activities were related to the objectives of the training. Feedback from participants has been positive.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Note: As MACU's program is still relatively new, we are reaching out to other school districts to collaborate and place student interns. Through these relationships, we are working to provide more collaboration to assist districts. We have added Dare County to our LEAs as we have worked with Kitty Hawk Elementary School.
Start and End Dates	Began January 1, 2018
Priorities Identified in Collaboration with	We have been asked to provide teacher candidates to train at Kitty Hawk Elementary. No other priorities have been identified.

LEAs/Schools	
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Successful Student Teaching experience
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Participation in Groundhog Job Shadow Day in February to provide education regarding college and career choices.
Start and End Dates	February 2018 (ongoing collaboration)
Priorities Identified in Collaboration with LEAs/Schools	Career counseling/education
Number of Participants	80 middle school students
Activities and/or Programs Implemented to Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Two groups of approximately 40 middle school students attend a session on the MACU campus that introduces them to educational opportunities in their community. Participation in the sessions was excellent and we will participate again.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	2
Female	4
Race/Ethnicity	Number
Asian/Pacific Islander	1
African American	
Hispanic	
American Indian/Alaskan	
White	5
Other	

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

Full-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0

	Asian / Pacific Islander	1	Asian / Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other	0	Other	1
	Total	2	Total	3

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	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	2			
MG				
Secondary				
Special Subjects				
EC				
VocEd				
Special Services				
Total	2	0	0	0

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

2016-2017		Student Teachers	Percent Licensed	Percent Employed
Bachelor	MACU	3	67	67
Bachelor	State	3083	83	65

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2017-2018.

LEA	Number of Teachers
Winston Salem/Forsyth County Schools	
Caldwell County Schools	
Charlotte-Mecklenburg Schools	
Wake County Schools	
Catawba County Schools	
Wilkes County Schools	
Burke County Schools	
Gaston County Schools	
Guilford County Schools	
Watauga County Schools	

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

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	N/A
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	N/A
MEAN CORE-Combined	N/A
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.40
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2016-2017 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary (grades K-6)	2	*
Institution Summary	2	*
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

H. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	2	5
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Total	2	5
Comment or Explanation:		

I. 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	2	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation:						

J. 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
1	0	5

K. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) 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. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2017-2018 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A

State Level:	0.0%	3.6%	67.8%	27.5%	1.0%	5,791
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.1%	3.5%	59.8%	35.4%	1.3%	5,791
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.0%	3.9%	71.9%	23.6%	0.6%	5,791
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.1%	4.7%	66.8%	27.8%	0.6%	5,791
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.0%	3.3%	70.6%	24.8%	1.3%	5,791
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	N/A	N/A	N/A	N/A		
State Level:	19.6%	64.7%	15.7%	4,570		