

2017-2018

IHE Bachelor Performance Report

Montreat College



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

Montreat College Mission Statement: Montreat College is an independent, Christ-centered liberal arts institution that educates students through intellectual inquiry, spiritual formation and preparation for calling and career, all to impact the world for Jesus Christ. The college was originally associated with the Presbyterian tradition, but is now an independent liberal arts institution with an enrollment of 1008 in 2015-2016. In 1916, Montreat Normal School opened as a college that provided a Christian setting in which to prepare young women to become teachers. It was renamed Montreat College in 1934 and began a four-year program in 1945. The college was restructured in 1959 as a coeducational junior college called Montreat-Anderson College. In 1985, the college again became a baccalaureate institution and

returned its name to Montreat College in 1995. The main campus of Montreat College is in the town of Montreat in the mountains of Western North Carolina, located about fifteen miles east of Asheville, on Interstate 40. The surrounding counties have a minority population ranging from seven to ten percent, while the minority population of the city of Asheville is about twenty-two percent. All teacher education programs are campus based and are housed on the main campus in Montreat, North Carolina. The education office, classrooms, meeting room, and Educational Resource Center (ERC) are located in the Belk Conference Center. Because the program is early in its restart after being suspended since the 2011-2012 school year, full-time faculty is limited to the Director of Teacher Education with adjunct support. Additional hires were made in the 2016-2017 school year. Elementary Education is the only program currently active in the Educator Preparation Program (EPP).

Special Characteristics

The restart of the education program has prompted an updating of the mission and conceptual framework of the Teacher Education Program at Montreat College. The revised mission of the Montreat College Teacher Education Program is to prepare teachers to be leaders and innovators for 21st century learning in the classroom, school, district, and profession at local, regional, national, and global levels. The purpose of 21st century learning is to prepare students with the skills, knowledge, expertise, and support systems they will need to succeed in work, life, and citizenship (Framework for 21st Century Learning, 2016). In responding to the Christian calling to the career/ministry of education (Eph. 4:11), 21st century teacher leaders and innovators must be prepared to teach the necessary skills and literacies using a variety of strategies that engage all students in the learning process, providing equitable access for all students in all settings, in public or private schools, at home in the United States or abroad. In order to properly prepare teacher candidates for such a variety of career and calling opportunities, three hundred hours of field experience are embedded in coursework throughout the teacher preparation program. Candidates are required to document Focused Field Experience hours connected to the content of each methods course, provide service to the profession outside of coursework, and complete 240 hours of co-teaching with their cooperating teacher in Student Teaching I before Student Teaching II.

Program Areas and Levels Offered

The current, active program offered is undergraduate elementary education which prepares candidates for initial elementary (K-6) licensure in the state of North Carolina.

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.

A Memorandum of Understanding was designed to include the SBE priorities of collaboration with K-12 partners and its impact on student learning. It has been discussed with principals and district representatives.

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.*

Content for all state required assessments for initial licensure is aligned with content in the appropriate methods course work, syllabi, and texts. Candidates are required to complete assignments and observations in the K-6 classroom that align with content methods and state

assessment content. Focused Field Experiences embedded into content course work require candidates to observe strategies and assessments being used in the field. Practice tests provided by Pearson are used formatively as pre and post assessments in the appropriate content methods courses. Objectives provided by Pearson for the Foundations of Reading and General Curriculum licensure exams are reviewed in each course, used as learning targets, and are included in syllabi.

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.

Technology-based assessments are embedded throughout the candidate's coursework. Formative and summative assessments are discussed in ED 240 Computers for Education, as well as how technology available in North Carolina schools can be used to enhance both forms of assessment. Additional coursework incorporates the use of technology modeled by each professor to formatively assess candidate learning. Candidate progress through the program will be monitored using the college Learning Management System, allowing candidates access to formative feedback as they work toward program completion. Candidates are also required to embed both technology and assessments into each lesson plan they design for methods course work and for their final performance based assessment for initial licensure, edTPA. Formative and summative assessments are also addressed in the North Carolina Professional Teaching Standards that are assessed using multiple measures by the Teacher Education Program at Gateways two, three, and four.

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

Candidates are required to take ED 260 Integrating Health and the Arts. This course is aligned to the NC-SCOS standards for health and the arts. It is taught with the purpose of integrating those standards within the elementary curriculum to promote the physical, emotional, social, and cognitive development of students. In course assignments and lesson planning, candidates are

required to take a multi-modal approach to learning and to show evidence of that understanding in their planning.

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

Because the elementary education program is only in the third year of its restart, there has been little data to collect and evaluate. However, moving forward, data (e.g. scores and evaluations) to be collected and examined on an annual basis include the following: Praxis CORE / ACT / SAT; GPA; Foundations of Reading and General Curriculum; edTPA; interviews; exit portfolio based on NC Professional Teaching Standards (NCPTS) assessments used in the North Carolina Teacher Evaluation Process; cooperating teacher surveys evaluating the program, teacher candidate and college supervisor; teacher candidate surveys evaluating the program, cooperating teacher, and college supervisor. The EPP will use the information and data collected to engage in a continuous improvement cycle. All results and data will be reviewed during the annual Assessment Day following the completion of the spring semester and be analyzed to note program strengths and growth areas. Plans to address and monitor growth areas will be developed for implementation beginning the following school year. The Teacher Education Committee will then review the data and plans for final approval and continue to monitor the continuous improvement cycle.

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

Each 200-300 level course requires 6 hours of Focused Field Experiences and Professional Service. Twenty percent (20%) of those hours are to be completed and documented in a low performing school and classrooms with students with identified challenges (exceptionalities, low SES, ELL, etc.). This criteria is easily met since the local schools in Buncombe County are designated as Title I schools. In addition, students participate in a service learning experience at

Mountain Mission School in Grundy, VA. Mountain Mission School is an international day school program for students with financial and safety needs from around the world.

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

16 weeks

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

Teacher candidates participate in a professional year which begins in the fall semester of the candidate's final year. In partnership with school personnel and principals, candidates are assigned a cooperating teacher for the year and begin working with them at the beginning of the school year. They are in the school and classroom from morning student arrival until noon Monday through Friday through Thanksgiving Break. They continue their internship (student teaching) when school resumes in January until the end of the college semester, including through the finals schedule (16 weeks). Candidates are encouraged to shadow a teacher in their home community if the beginning and ending of the K-12 school year do not coincide with the beginning and ending of the college academic calendar.

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

Yes.

**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	Buncombe County School District (BCSD)
Start and End Dates	June 2017-June 2019
Priorities Identified in Collaboration with LEAs/Schools	Teacher preparation
Number of Participants	2 LEAs, classroom teachers, 6 IHE students
Activities and/or Programs Implemented to Address the Priorities	Focused Field Experiences
Summary of the Outcome of the Activities and/or Programs	IHE students made connections from theory to practice
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McDowell County Schools (MCS)
Start and End Dates	June 2017-June 2019
Priorities Identified in Collaboration with LEAs/Schools	Teacher preparation / Co-teaching
Number of Participants	3 LEA administrators, classroom teachers, 612 IHE students, 1 Teacher Candidate
Activities and/or Programs Implemented to Address the Priorities	Classroom visits, Professional Year-including co-teaching
Summary of the Outcome of the Activities and/or Programs	IHE students made greater connections from theory to practice, co-teaching led to greater student engagement and learning

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	0
Female	4
Race/Ethnicity	Number
Asian/Pacific Islander	
African American	
Hispanic	
American Indian/Alaskan	1
White	3
Other	

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

Full-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1
	Asian / Pacific Islander		Asian / Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	0
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	0
	Total		Total	5

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		1		
MG				
Secondary				
Special Subjects				
EC				
VocEd				
Special Services				
Total	0	1	0	0

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

2016-2017		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Montreat	na	na	na
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
Charlotte-Mecklenburg Schools	67
Buncombe County Schools	38
Henderson County Schools	20
McDowell County Schools	12
Haywood County Schools	10

Cabarrus County Schools	5
Gaston County Schools	5

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	*
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	3.83
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
Art		
Biology		
Business and Info Tech Ed		
Chemistry		
Elementary (grades K-6)		
English		
Family and Consumer Sciences		
French		
Health Specialist		
History		
M.G. Language Arts		
M.G. Math		
M.G. Science		
M.G. Social Studies		
Math		
Music		
Physical Education		
Social Studies		
Spec Ed: Adapted Curriculum		
Spec Ed: General Curriculum		

Technology Education		
Institution Summary		
* 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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
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	0	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	1	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	1	2

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 meet 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		