

2016-2017

IHE Bachelor Performance Report

Elon University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

Elon University is a top-ranked private comprehensive university that is widely recognized as a leader in student engagement and experiential learning. The academic program is distinguished by a strong foundation in the liberal arts and sciences combined with outstanding professional programs. Today, Elon University includes more than 390 full-time faculty members and 5,600 undergraduate and 700 graduate students from 47 U.S. states, the District of Columbia, and 49 other nations. Approximately 30% of all Elon students are from North Carolina.

The university has six academic units: Elon College, the College of Arts and Sciences; the School of Communications; the School of Education; the Martha and Spencer Love School of Business; the School of Health Sciences; and the School of Law, located in Greensboro. Elon offers more than 60 undergraduate majors, Master's programs in business administration, education, interactive media, and physician assistant studies, and doctoral programs in physical therapy and law. Elon, the second oldest four-year co-educational college in North Carolina, was founded in 1889 by the Southern Christian Church. Through changes in the school's charter between 1956 and 2012, Elon transitioned to become a private school, governed by a self-perpetuating board of trustees, which maintains a historic association with the church (today the United Christ of Christ). The school has held its core values constant throughout its history: close working relationships between faculty and students, a culture that supports constant innovation, and a strong sense of community.

The intent of the university's current strategic plan, The Elon Commitment, is simple and powerful: to engage students' minds and inspire them to act as leaders and global citizens. It also states the intent to continue to nurture Elon's strong sense of community and to value its historic roots. The plan is organized around eight themes that include an unprecedented university commitment to diversity and global engagement, supporting a world-class faculty and staff, and attaining the highest levels of achievement across academic programs—that also include both Study USA and Study Abroad opportunities.

Program Areas and Levels Offered

The Educator Preparation Program offers initial licensure programs in early childhood education (B-K), elementary education (K-6), middle grades education (6-9), and special education/general curriculum (K-12, dual licensure) through majors in the Department of Education.

The Educator Preparation Program, in partnership with Elon College, offers initial licensure in secondary (9-12) English, mathematics, history, comprehensive social studies, biology and comprehensive science. Through the Elon College partnership, K-12 initial licensure in music education and Spanish through teacher licensure majors are also offered. A K-12 licensure program in physical education and health is offered in the School of Education.

All initial licensure programs are administered by the Elon's Teacher Education Program (the Unit), and its governing body, the Teacher Education Committee. The large majority of professional education coursework for initial programs are offered face-to-face/on campus. Candidates may take a limited number of Core Curriculum (general studies) courses online during Elon summer sessions or by transfer from other institutions.

Special Characteristics

Liberal Arts Core Curriculum & Elon Experiences: The Core Curriculum includes a strong global focus, and the University sends more students to study abroad than any other master's-level university in the nation. Elon's 4-1-4 academic calendar provides opportunities for creative courses, short internships, practicums and domestic and foreign travel. In 1994 the "Elon Experiences," distinctive co-curricular programs in global travel, service learning, leadership

development, and internships were incorporated into a new four-hour curriculum that allows more time for group projects, independent research and writing. A fifth “Elon Experience,” undergraduate research, was added in 1998. The current mission statement asserts that: “Elon University embraces its founders’ vision of an academic community that transforms mind, body, and spirit and encourages freedom of thought and liberty of conscience. To fulfill this vision, Elon University acts upon these commitments:

- We nurture a rich intellectual community characterized by active student engagement with a faculty dedicated to excellent teaching and scholarly accomplishment.
- We provide a dynamic and challenging undergraduate curriculum grounded in the traditional liberal arts and sciences and complemented by distinctive professional and graduate programs.
- We integrate learning across the disciplines and put knowledge into practice, thus preparing students to be global citizens and informed leaders motivated by concern for the common good.
- We foster respect for human differences, passion for a life of learning, personal integrity, and an ethic of work and service.”

Class Size: Classes at Elon have a 12-1 ratio of students to faculty allowing for an engaged learning environment that promotes feedback and interaction between the professor and students.

Clinical Experiences: Each education class has a practicum or internship attached to it allowing candidates many opportunities to work in a variety of schools and centers.

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

For the 2016-2017 report, briefly describe your current efforts or future 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.

Through our program, we offer the course, *Technology in Teaching and Learning* (CIS 220). This is a 3-semester hour course taken by teacher candidates prior to enrolling in methods courses. In the course, candidates gain familiarity with various technology tools and how they can be used in teaching and learning. Candidates explore the idea of digital information literacy and the value of student-created collaborative content as well as investigating tools for facilitating both. They are also exposed to social, legal, ethical issues related to technology use in school settings. Furthermore, they are introduced to issues related to equitable access to technology and UDL in terms of electronic texts and how to make them accessible to individuals with various disabilities.

In the past, *Technology in Teaching and Learning* has been required for all teacher licensure candidates except for music education majors who take the course "Music Education Technology". In the revised programs, secondary math candidates will no longer take CIS 220. Instead, they will take a 4-semester hour course, *21st Century Technology in Mathematics*.

Student teachers are provided with staff technology privileges in their field placements during their senior year. They have access to professional email accounts, are part of school staff email lists, and have access to technology resources for instruction resources normally reserved for teachers. Feedback from student teachers, cooperating teachers, and their supervisors was that candidates were too overwhelmed to make use of the resources. This led to providing staff accounts in August to allow candidates to be part of the school community and communicate professionally for the entire senior year field experience.

CIS 220 Course Description: This course is designed for students who are planning to teach at the elementary, middle or secondary level and 6/21/2017introduces the role of technology in teaching and learning in K-12 schools. The course provides opportunities for students to develop basic skills in using technology and in selecting and applying technology appropriately to enhance teacher productivity and student learning. Prerequisite: EDU 211 or SOC 243. Offered fall and spring.

Information regarding technology support during practicum and student teaching is available at: <http://www.elon.edu/e-web/academics/education/students/studentteachertech.xhtml>

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.*

The Elementary Education Program coordinator has worked closely with Literacy faculty to ensure alignment of the Foundations of Reading exam and the course objectives. Senior candidates demonstrated a 95% pass rate on this exam. We are recommending that all candidates take this exam at the conclusion of their Literacy courses.

The Director of Teacher Education worked closely with the Secondary Math Coordinator and math faculty to ensure that two courses (*MTH 208: Numbers and Algebra for K-8 Teachers* and *MTH 209: Geometry and Data for K-8 Teachers*) required by all elementary education majors, special education majors, and middle grades education majors with a math concentration are reviewed. This was to ensure candidates were adequately prepared to pass the general curriculum math subtest. Faculty reviewed the test and ensured that there was strong alignment between the course objectives and the strands covered during the assessments. Thus, there was alignment

between the 2 courses in Literacy and the tests. It was found that the courses were well-designed to prepare students. The course description is below:

EDU 323 Course Description: This course involves the study of the fundamental processes by which a child learns to read both linear and nonlinear communication. Attention is given to readiness factors, vocabulary development, word attack, comprehension skills, assessment, writing and reading, interest in reading, the interrelatedness of all areas of the language arts to the reading process, and the integration of technology into the development of literacy. A variety of methodologies and instructional strategies are presented focusing on providing balanced reading instruction to meet diverse student strengths and needs including language experience, phonics, reading for meaning, literature circles, reading workshop, basal book, electronic book discussions, technology projects and monitoring reading progress. Prerequisites: EDU 211, PSY 321 and admission to the teacher education program or permission of instructor. Corequisite: EDU 311 or 312. Offered fall and spring

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.

All candidates take a course in assessment: *EDU 315 Educational Assessment*. This course prepares them to apply formative and summative assessments.

EDU 315 Course Description:

This course is designed to give students a basic understanding of the purpose, use, and interpretation of educational assessments. Emphasis is placed on classroom assessment – monitoring progress, evaluating student products and performances, and constructing reliable measures of achievements. Consideration is also given to the interpretation and communication of both individual and aggregated assessment results. Prerequisite: EDU 211 or SOC 243, PSY

321. Offered fall and spring. Only Music Education majors have the option of 2-4 semester hours.

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

FNA 369 Fine Arts in the Public Schools is no longer offered by the Fine Arts department at Elon as of the 2015-2016 academic year. Therefore, all elementary candidates now take a course *EDU 298: Children's Literature and Arts Integration*.

EDU 298 Course Description:

This course is a study of children's literature and arts integration as a basis for meaningful learning experiences and for stimulating a love of reading in elementary-grade students. Students will explore a broad range of reading materials in various genres and formats and learn to assess the components of worthy, developmentally appropriate literature. Students will also develop an understanding of the basic concepts of the arts through the study of children's literature. As such, this is considered a content specific course. Over the course of this semester, students will become familiar with popular authors and illustrators, while considering ways to excite children's interest in reading. They will be asked to respond deeply and critically to their own reading experiences, in order to understand how children's literature and arts integration can connect with its audience and illuminate and enhance any course of study. Although this is NOT a methods or a reading course, future teachers will begin to develop the knowledge, skills, and dispositions to use literature and the arts to effectively work with children. **Prerequisites:** EDU 211 or permission from instructor.

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

The unit continues its work on the development and implementation of an effective assessment system. An assessment coordinator has been hired and a detailed assessment plan and timeline

has been implemented to ensure regular and systematic collection and analysis of candidate data for continuous improvement of our programs. The plan identifies the key assessments/evidences collected across all initial and advanced programs as well as the location of the instruments and those responsible for implementation, collection, analysis and dissemination. This plan is readily available to all faculty.

The assessment coordinator analyzes the data collected at select time points and shares both aggregated and dis-aggregated data with the Director of Teacher Education (the Dean) and the Program Coordinators for each of the initial and advanced programs at the monthly Teacher Education meeting for discussion. Program Coordinators are also required to share and discuss these results with faculty teaching in their areas at their own monthly program meetings as well as larger department meetings in order to make data-driven decisions.

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

All candidates have at least two field experiences in diverse school settings. The only full time experience is during student teaching, which includes at least 30 hours in the fall and is full time in the spring semester. The large majority of our candidates student teach in the spring.

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

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

The fall component of student teaching will allow for experiences during the beginning of school.

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

We follow state policy regarding licensure testing.

**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	Since the spring of 2014 a Community Education Initiative has brought together community leaders including President Leo Lambert and Executive Vice President Gerry Francis. Jean Rattigan-Rohr, Professor of Education, and Ann Bullock, Dean of the School of Education, serve on this committee as well.
Priorities Identified in Collaboration with LEAs/Schools	Find ways for key leaders to support public education in Alamance County
Activities and/or Programs Implemented to Address the Priorities	This group meets monthly, sometimes more frequently, to discuss ways that businesses, educational institutions, organizations, and individuals can join together to improve education in Alamance County.
Start and End Dates	January 2014 - present
Number of Participants	There are 4 participants from Elon University
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	A formal partnership has been established between Elon University School of Education. Elon's Center for Access and Success, the Oak Foundation, students and faculty from Elon University, as well as, local K-12 students and their parents

Priorities Identified in Collaboration with LEAs/Schools	Address needs of struggling readers emphasize the importance of community and the role the University can play in bridging the gap between institutions of higher learning and local communities; examine the role Schools of Education must play in shaping teacher candidates' views of children who struggle with reading and of the parents of such students; teach candidates the skills required to interact effectively with families, particularly culturally different families. . In addition to reading instruction, the Village Project also exposes its youngest tutees (3 and 4 year olds) to early childhood literacy, numeracy and effective play. K- 12th grade tutees involved in reading are also participants in music and science activities, known locally as "Music in the Village" and "Science in the Village." As mentioned earlier, one of the unique features of the Village project is its family involvement requirement
Activities and/or Programs Implemented to Address the Priorities	Teacher candidates, university professors, librarians. In service teachers, other students and professors from the School of Health Sciences and the College of Arts and Sciences along with other Village volunteers tutored a record number of elementary and middle school students. A total of 400 students tutored in reading and math. The professor secured transportation from the university, and tutors were transported to the five school sites mentioned here. At least one parent, guardian, or family member was required to attend the tutoring sessions, which were held weekly. Teacher candidates and faculty along with others, taught the parents/guardians/family members how to work with their children at home to improve reading skills.
Start and End Dates	October – Dec 2016/March – May 2017
Number of Participants	Participants included approximately 200 Elon tutors and 400 tutees and their families
Summary of the Outcome of the Activities and/or Programs	For Education and COR 110 students objectives were met as determined by course evaluation, as well as a family evaluation.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	A formal partnership has been established with the Alamance Burlington School System to implement the America Reads program in the following schools: Altamahaw-Ossipee Elementary, Elon Elementary, Grove Park Elementary, Highland Elementary, Newlin Elementary
Priorities Identified in Collaboration with LEAs/Schools	The America Reads tutoring program is a federal initiative committed to improving the literacy and mathematical skills of youth in Alamance County by cultivating within young students a love for learning and by providing local

	schools and afterschool programs with trained tutors to support their education efforts.
Activities and/or Programs Implemented to Address the Priorities	America Reads tutors work at elementary schools and afterschool programs to support the efforts of classroom teachers and educators in providing individual and small group support focusing on literacy and mathematics.
Start and End Dates	September 2016-May 2017
Number of Participants	Fall 2016: 33 tutors/tutees, Spring 2017: 42 tutors/tutees
Summary of the Outcome of the Activities and/or Programs	During the 2016-2017 academic year, America Reads tutors 3,998.50 hours (as of April 14, 2017) working directly with students in elementary schools and afterschool programs to provide support in the areas of on literacy and mathematics.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Secondary schools in the Alamance-Burlington Schools, Guilford County Schools, Burlington Christian Academy, and The Elon School: The Collegiate Start Program.
Priorities Identified in Collaboration with LEAs/Schools	Provide high school seniors with a dual-enrolled academic program which allows seniors to take Elon college courses for both high school and college credit. The Collegiate Start Program is offered to select seniors, in select area secondary schools in Alamance and Guilford County, who meet a set of admissions requirements as required by the Elon Office of Admission and the School of Education.
Activities and/or Programs Implemented to Address the Priorities	Students may enroll in two college courses for credit during both the fall and spring semester of their senior year in high school. Over 40 pre-selected courses are made available in subjects such as foreign language, history, religious studies, English, mathematics, philosophy, and political science. Students are admitted to the University under Special Student status and are afforded the same educational opportunities as traditionally admitted undergraduate students. This dual-enrollment program offers participants an opportunity to earn high school credits with honors-level weight. The program was established in 2004 and has assisted the community and participating schools/school districts in providing rigorous coursework to some of the areas most high-achieving students.
Start and End Dates	August 2016-May 2017
Number of Participants	82 high school students enrolled in Collegiate Start and completed coursework for credit in 2016-2017.

Summary of the Outcome of the Activities and/or Programs	The Director of Collegiate Start @Elon serves as the coordinator/ liaison for the program, overseeing the collaboration between the student/parent, Elon faculty/staff and school/district; serving as the student's academic advisor at Elon; and communicating student's academic progress to school partners to ensure college-credit is accurate and made readily available for high school transcript reporting. Students participating in the program benefit academically by engaging in rigorous academic study within a globally diverse learning community with Elon faculty, staff and students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Grove Park Elementary School
Priorities Identified in Collaboration with LEAs/Schools	Increase the academic and social success of Black Males and other Males from low SES backgrounds
Activities and/or Programs Implemented to Address the Priorities	Consistent mentoring Sessions on issues such as leadership, identity, academics, socialization, community engagement, etc
Start and End Dates	Fall 2016 to Spring 2017
Number of Participants	20
Summary of the Outcome of the Activities and/or Programs	Increase in self-awareness, academic and social efficacy
	Academic presentations
	School awareness
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Outreach to all high schools in the Alamance-Burlington School System: The Elon Academy
Priorities Identified in Collaboration with LEAs/Schools	The mission of the Elon Academy is to inspire academically oriented students who are often underrepresented on college and university campuses to pursue higher education, build leadership skills, and develop an active sense of social responsibility. The Elon Academy is founded on the belief that, with the proper support, there is a four-year college or university at which every talented young person can be successful regardless of financial status.

Activities and/or Programs Implemented to Address the Priorities	The Elon Academy is designed as a three-phase program including Elon Academy College Access Program (a three-year program for high school students), the Elon Academy Transitions to College Program (a summer program between high school and college), and the Elon Academy College Success Program (a support program during college). The goals of the Elon Academy include: Increasing Aspirations, Providing Pathways, Supporting Transitions to College, and Ensuring College Success
Start and End Dates	June 2016-May 2017 (The Elon Academy has programming year-round).
Number of Participants	Fifty-eight Elon University faculty/staff and students; 10 public school educators; 160 high school/college students from the Alamance-Burlington school system; 300 4 th & 5 th grade students from the Alamance- Burlington school system; 270 middle school students from the Alamance-Burlington school system.
Summary of the Outcome of the Activities and/or Programs	Currently, we have four cohorts of scholars who have reached the college graduation stage. Fourteen scholars in our inaugural class, the Alpha Class, have graduated from college, 2 others are on track to graduate. Eleven scholars in our second cohort, the Beta Class have graduated from college while 3 more are on track to graduate. Seventeen Gamma Class scholars have graduated from college while 2 more are on track to graduate. Fourteen members of the Delta Class have graduated from college while 2 more are on track to graduate. We have three cohorts of students who are in college and three cohorts of students who are in high school. The Epsilon scholars completed their junior year of college while Eta scholars completed their sophomore year of college. One hundred percent of our 1 st year college Theta class will continue into their sophomore year in the fall of 2017. One hundred percent of our high school seniors, the Iota cohort are on their way to a wide variety colleges and universities for fall 2017. To date our scholars have been accepted at more than 90 different colleges and universities. Twenty-three Kappa Class scholars will be entering their senior year in high school next fall and 23 Lambda Class scholars will be rising juniors. A group of 24 Mu Class scholars, rising 10th graders, will join the Academy in summer 2017. We continued and strengthened the <i>Elon Academy Ambassadors Program</i> and the <i>College Access Team (CAT) Mentoring Program</i> . The <i>Ambassadors Program</i> provides our high school scholars with an opportunity to go into several elementary and middle schools to provide motivation and inspiration to do well in school and think about attending college in the future. The <i>CAT Mentor Program</i> brought twelve Elon University students on to our staff to mentor high school scholars between Saturday Programs to ensure that all were on track academically, socially, and financially on their journey to college. In addition, Elon University students were hired as Academic Coaches on an as-needed basis. During the summer of 2016 our Iota Class scholars will complete the <i>Elon Academy Transitions to College Program</i> . Through the Transitions Program, scholars will participate in a three-day retreat, a scholar/family workshop, and a graduation celebration. Many of our college scholars are serving as peer leaders during this summer bridge program. Ten

	scholars participated in paid internships during the summer of 2016 at LabCorp to help their families afford their college education.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ABSS STEM educators
Priorities Identified in Collaboration with LEAs/Schools	Support ABSS teachers in STEM instruction, Expand STEM-based service learning for Elon University students, faculty, and staff
Activities and/or Programs Implemented to Address the Priorities	Training programs for ABSS teachers led by 13 Elon University faculty representing six departments
Start and End Dates	August 2016
Number of Participants	62 ABSS educators
Summary of the Outcome of the Activities and/or Programs	We received universally very positive feedback from all parties, and useful lessons were collected for when this or a similar program runs in the future. 345 hours of continuing education professional development were provided.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ABSS Social Workers
Priorities Identified in Collaboration with LEAs/Schools	<ul style="list-style-type: none"> • Exploring mindfulness as self-care. • Using mindfulness as a tool in working with students and teachers. • Examine research articles on mindfulness in the public schools. • Explore designated mindfulness schools in the US.
Activities and/or Programs Implemented to Address the Priorities	4- part professional development series that provided experiential training in the use of mindfulness.
Start and End Dates	August 2016 - April 2017
Number of Participants	25-30
Summary of the Outcome of the Activities and/or Programs	<ul style="list-style-type: none"> • Participants reported an increased use of mindfulness strategies personally and professionally. • At least three mindfulness initiatives/programs in ABSS next year. • Priorities listed above were met.

II. CHARACTERISTICS OF STUDENTS

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

Full-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	71
	Other	0	Other	3
	Total	6	Total	78
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Program Completers and License 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	2	2	.	.
Elementary	14	18	.	.
MG	0	2	.	.
Secondary	5	10	.	.
Special Subjects	2	1	.	.
EC	4	12	.	.
VocEd
Special Services
Total	27	45	0	0

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

2015-2016		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Elon	73	85	45
Bachelor	State	3,276	84	63

D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2016-2017.

LEA	Number of Teachers
Alamance-Burlington Schools	229
Guilford County Schools	128
Wake County Schools	112
Charlotte-Mecklenburg Schools	76
Winston Salem/Forsyth County Schools	46
Durham Public Schools	41
Orange County Schools	32
Rockingham County Schools	30
Randolph County School System	28
Chapel Hill-Carrboro City Schools	24

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

Measure	Baccalaureate
MEAN SAT Total	1263.46
MEAN SAT-Math	*
MEAN SAT-Verbal	558.33
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	502.89
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.52
Comment or Explanation:	
* Less than five scores reported	

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

	2015-2016 Student Teacher Licensure Pass Rate
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Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Biology	1	*
Elementary (grades K-6)	43	91
Health and Physical Ed	1	*
M.G. Language Arts	1	*
M.G. Math	2	*
M.G. Science	2	*
M.G. Social Studies	3	*
Math	3	*
Music	1	*
Social Studies	2	*
Spanish	1	*
Spec Ed: General Curriculum	20	100
Institution Summary	80	91
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

G. 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)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Total	0	0
Comment or Explanation:		

H. Time from admission into professional teacher education program until program completion

Full Time

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	4	15	25		27
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
15	3	10

J. 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 2016-2017 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:	0	2.6	66.7	30.8	0	78
State Level:	.1	2.9	67	28.4	1.6	6973
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	3.8	53.8	42.3	0	78
State Level:	.1	2.9	59.5	35.7	1.8	6915

Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	2.6	74.4	23.1	0	78
State Level:	0	3.6	71.5	23.7	1.3	6915
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	5.1	62.8	32.1	0	78
State Level:	.1	4.1	66.2	28.7	1.0	6973
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	5.1	59	35.9	0	78
State Level:	0	2.8	69.3	26.2	1.7	6915
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:	14.3	69.8	15.9	63		
State Level:	20	64.5	15.6	5021		