

2016-2017

IHE Bachelor Performance Report

University of North Carolina Chapel Hill



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Authorized by the North Carolina Constitution in 1779, the University of North Carolina at Chapel Hill is the nation's oldest state university. By 1885, the Department of Pedagogy was established, leading to the establishment of the School of Education in 1913.

In the fall of 2016, the University enrolled 29,469 students. UNC applicants represented 99 of NC's 100 counties, all 50 states, and 113 countries. NC residents comprise 83% of the UNC undergraduate population. UNC enrolls more than 10,900 graduate and professional students,

including international students attracted to UNC's global ranking as a top public university and top 500 research universities.

UNC School of Education (SOE) is a top-tier, nationally recognized institution, currently ranked by U.S. News & World Report as 31st in the nation. Secondary teacher education and special education ranked in the top 20 in their fields. The SOE's 54 full-time faculty members maintain highly productive research and service agenda. As a research-intensive university, we prepare educators and school leaders for NC.

A unique SOE feature is the shift from a traditional undergraduate teacher preparation model to a focus solely on a 5th year model culminating in a Master's of Arts in Teaching (MAT) degree. The final cohorts of undergraduate teacher candidates will graduate in 2016-2017. The new MAT program is a research-based, clinically intensive model designed to build upon candidates' undergraduate content knowledge through embedded field experiences in diverse settings and experiential learning opportunities.

While shifting toward the MAT program, the innovative UNC-BEST program is rooted in undergraduate programming. An innovative collaboration between the School of Education and College of Arts and Sciences, UNC-BEST recruits math and science majors to become math and science teachers. Since 2009, UNC-BEST has grown steadily, meeting the pressing need for teachers in STEM areas in NC and nationally.

Special Characteristics

With 54 full-time faculty members and an enrollment of approximately 675 students, including graduate students, undergraduates and post-baccalaureate students, our faculty sustains a strong school-based educator preparation programs and highly productive research and service agenda. As a research-intensive university, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for North Carolina.

Highlights of the special characteristics of the graduate programs in education are presented in other sections of this report. For example, the M.Ed. for Experienced Teachers (MEDX), M.Ed. in School Counseling, and Master of Arts in Teaching are presented in the IHE Master's

Performance Report. The Master of School Administration program is shared in more detail in its report.

The Ph.D. program in School Psychology does not fit neatly into one of this report section, yet is important to note as a significant program in the School of Education. It is a reputable, highly competitive program accredited by the American Psychological Association.

Another special characteristic of the UNC SOE is the Undergraduate Minor in Education. The Minor was developed during the 2011-2012 academic year in collaboration with the College of Arts and Sciences. The minor continues to be in high demand among our undergraduate population and, as of Spring 2016, we have an active enrollment in the minor of 99 undergraduates, meeting our five-year enrollment target in the program's fourth year. Candidates in the Undergraduate Minor in Education often pursue Teach for America and other education-related opportunities post-graduation.

Our outreach efforts continue. The Research Triangle Schools Partnership (RTSP) is a collaborative effort bringing together interdisciplinary faculty in the School of Education who are interested in partnerships with local school districts and communities designed to enhance student learning and family support, pre-service teacher education, in-service teacher professional development and doctoral training. Our current efforts are primarily focused on developing a stronger partnership with the Roanoke River Valley Educational Consortium, Durham Public Schools, Orange County Schools, Chatham County Schools, and Chapel Hill-Carrboro City Schools. The SOE is also actively involved with the NC DPI partnership for IHEs, LEA and charter school for Beginning Teacher Support and is an affiliate member of the Central Carolina Regional Education Service Alliance. Our Early Childhood and Special Education programs are distinguished by close ties to the Frank Porter Graham Child Development Institute (FPG).

Program Areas and Levels Offered

BIRTH-KINDERGARTEN (B-K): Birth-Kindergarten, A, M, licensure only, add-on; Preschool (Pre-K), add-on. ELEMENTARY EDUCATION (K-6): Elementary Education, A, M; Mathematics K-5, M, add-on; *Science K-5, M, add-on*; MIDDLE GRADES EDUCATION (6-9): Language Arts, A, M, *licensure only, lateral entry*; Mathematics, A, M, *licensure only, lateral entry*; Science, A, M, *licensure only, lateral entry*; Social Studies, A, M, *licensure only, lateral entry*. SECONDARY EDUCATION (9-12): English, M; Mathematics, A, M; Comprehensive Science, A, M; Comprehensive Social Studies, M; *Classical Latin, M; Earth Science, A; Chemistry, A; Physics, A; Biology, A*. SPECIAL SUBJECT AREAS (K-12): English as a Second Language, M, add-on; Reading, M, add-on; Music, A, M; *Second Language Studies: French, M.; German, M; Japanese, M; Spanish M*. EXCEPTIONAL CHILDREN (K-12): Special Education: General Curriculum, M, add-on and lateral entry; SPECIAL SERVICE PERSONNEL (K-12): Curriculum Instructional Specialist, S, D; Instructional Technology Specialist: Computers, M; School Media Coordinator, M; School Administrator, M, S, D; School Counselor, S; School Psychologist, S, D; School Social Worker, M, S; Speech-Language Pathologist, S.

(NOTE: licensure areas listed above in italics were not submitted for 2017 program approval.)

[NOTE: We collaborate with programs in the School of Information and Library Science, School of Social Work and Department of Allied Health Sciences to qualify and recommend candidates for licensure as School Media Coordinators, School Social workers, and Speech-Language Pathologists. In addition to the professional programs listed above, we also offer Master of Arts and Doctor of Philosophy degrees, designed to prepare people for the professoriate and/or research careers.]

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

Traditional	RALC	Lateral Entry
X		X

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

For the 2015-16 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.

The SOE utilizes cutting edge technologies throughout all of its teaching candidacy programs in meaningful ways to promote student learning. Our programs provide methods courses in a variety of content areas with specific instruction on developing high-quality instructional unit plans that meet the needs of diverse students. The School of Education provides a variety of hardware and software for pre-service teachers to borrow so they can practice implementing instructional technology in their lessons (e.g., smart board, flip cams, geometry sketchpad). The program assesses pre-service teachers on technology integration via the NC Teacher Candidate rubric and via elements of the edTPA portfolio (Task 2). Finally, faculty regularly model best instructional technology related practices in their own teaching and we partner with area schools who integrate technology in innovative and transformative ways as part of our student teaching experience and professional development.

In designing the new MAT program, the Teacher Education Renewal Committee (TERC) recognized this area for improvement and incorporated technology (through alignment with ISTE Standards) in a much more focused and intentional manner than in the previous program. Now, aside from embedded assignments in methodology coursework, candidates will be required to take EDUC 614: Innovative and Engaging Teaching. This course explicitly engages candidates in learning devoted to instructional technology. This course is now an EPP-wide requirement and, as such, candidates are required to receive a grade of C (2.0) or higher.

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.

UNC Elementary Education students have specific coursework designed to prepare them to teach reading and mathematics. The EDUC 413: *Language and Literacy Learning* course covers the theoretical and developmental aspects of language and literacy processes and practices. The course covers reading, writing, speaking, listening and viewing practices, from birth to age 12. The required EDUC 416: *Curriculum Integration: Science, Math and Technology* course focuses on children's development in mathematical and scientific ways of knowing and the use of technology to support this development. Pre-service teachers also have the opportunity to work with experienced teachers in developing children's understanding of reading and mathematics during the EDUC 493 Practicum: *Literacy and the Child* and EDUC 493: *Senior Practicum courses*. Additionally, students receive prior coursework in Mathematics and, beginning 2012-13, have completed edTPA assessments in either elementary mathematics or elementary literacy during their senior year.

UNC has developed a specific course designed to enhance pre-service teachers' knowledge of special education students. EDUC 516: *Introduction to the Education of Exceptional Learners* offers an overview of the special education field and its relevance to the classroom teachers. The course is based on an interdisciplinary perspective toward serving exceptional learners and collaboratively coordinating services. Course content emphasizes inclusive programming and the teacher's role in facilitating students' unique learning needs. Additionally, UNC faculty have been collaborators with the NCSIP grant to incorporate math and reading foundations curriculum into existing literacy and math courses. This training, which will become part of literacy and math courses, provides a systemic approach to teaching reading which will be tested in MTEL. This will enable our pre-service teachers to make decisions about curriculum based on these foundations, not a particular adopted curriculum.

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.

UNC pre-service teachers receive specific instruction in applying formative and summative assessment within the classroom setting. Candidates demonstrate their ability to develop, administer, evaluate formative and summative assessment as part of their edTPA portfolio development. UNC graduates report being well prepared to work with formative and summative assessments in their first year of teaching (see Recent Graduate Surveys, 2014, 2015).

One area where we have recently taken steps to engage candidates in further use of technology is through the embedding of the Home Base data and communications platform. Home Base allows educators to collect data on students' progress, and then analyze data to assist the educator in identifying next steps for instruction. It is also used for enhanced communication with caregivers and other school officials or stakeholders. Home Base is already in use in many of our partnering LEAs, and will be implemented across the state over the next year. NCDPI has provided resources for EPP faculty to learn more about the system so that they might familiarize candidates with its capabilities prior to internship. We feel that this technology collaboration will be beneficial for clinical educators and candidates alike.

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

Although our programs focus on preparing pre-service elementary teachers to deliver high-quality instruction in literacy, mathematics, social studies and science, candidates integrate the arts into their classroom instruction as a means of engaging a broad range of students. Both sections of EDUC 567, *Elementary and Middle School Children's Literature*, integrate arts into the curriculum.

We have an ongoing partnership with the Ackland Art Museum for art experiences related to the coursework. These experiences—embedded in the courses and classes—are often held in the Ackland Art Museum. Finally, we are in the process of redesigning parts of our initial licensure curriculum to be purposefully arts specific in terms of integrating arts across the curriculum. The

new curriculum that launched in Summer 2017 will include experiential education opportunities for all MAT students (elementary, middle and high school).

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

All programs in the UNC School of Education are accredited by SACS and those programs preparing candidates for P-12 learning environments are also accredited by NCATE (CAEP). The SOE is preparing for a CAEP accreditation visit in February 2018.

The launch of the newly revised MAT program is the result of years of program assessment, reflection by faculty and graduates, and research on best practices in teacher preparation in research-intensive institutions. This type of self-study and self-analysis is common throughout the SOE, particularly in those programs maintain that national accreditation (CAEP, CACREP, APA/NASP).

Annual program review meetings are held (fall for some programs; spring for others) in alignment with SACS annual reporting and program needs. Data collected during the program and at program completion are examined, including edTPA data, observational data, and exit survey responses. Program faculty also examine post-completion data—teacher evaluations, EVAAS, and Recent Graduate Survey data—for trends and alignment with program data. Based on these collaborative sessions, program faculty determine refinements and new directions for courses and programs.

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

UNC-CH has a one-year MAT program with a 16-week internship over two semesters. Internship placements in partner schools are co-selected based on principal recommendations, clinical teacher partnerships, school diversity, and faculty input. In the UNC MAT Program, teacher candidates become educators who collaborate with students and colleagues in schools and communities to build learning communities where knowledge and skills, respect, hope, and

justice can be claimed by students and by the adults who teach and care for them.

To meet this new requirement, UNC-CH has identified its current field placement in the EDUC 615: Schools and Community Collaboration course as evidence of alignment with the new law. During the fall semester of the MAT program, teacher candidates complete a semester-long field experience in a partner school selected for its socio-economic, ethnic, and linguistic diversity, rural location, strong school leadership, and commitment to school improvement. The school has been rated a "C" in 2014 and 2015 and has not met its growth expectations annually.

UNC-CH believes in making commitments to school partners for the long term and for supporting school improvement. So as to meet the intent of the legislation while also meeting the mission of the School of Education, we will engage our partners and faculty to explore how the MAT will continue to provide valuable learning opportunities for teacher candidates to allow them to experience low performing school environment, as required by the legislation, and schools experiencing school improvement and schools of excellence.

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

16+ weeks in MAT program

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

Teacher candidates in the UNC MAT program are required to spend 10 full days in their internship (student teaching) placement site at the beginning of the fall semester. The dates are approximately August 25 through September 10, but will vary annually.

At the end of the school calendar, teacher candidates in the UNC MAT program currently

complete a May-mester course during which they continue to work in their internship placement and complete the teacher leadership project.

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	Orange County: New Hope Elementary CHCCS: Carrboro Elementary, Estes Hills Elementary, Glenwood Elementary, Holmes Daycare, Morris Grove Elementary, Seawell Elementary, Culbreth Middle School
Priorities Identified in Collaboration with LEAs/Schools	(1) Preparing 21st century professionals through engagement with identified low-performing students. (2) Closing the Achievement Gap by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).
Activities and/or Programs Implemented to Address the Priorities	Using federal work-study funds, the America Reads and Counts program at the University of North Carolina at Chapel Hill places college student tutors in a community center, local middle and elementary schools to provide classroom support and individual attention to struggling and at risk students. The tutors provide consistent service to the sites by working with their learners at least twice a week in 40-minute sessions for 23 weeks during the academic year. Through continued training, tutor supervision, evaluation and teacher collaboration, our America Reads and Counts program strives to: <ol style="list-style-type: none"> 1. Increase the mathematics understanding of local pre-k through 8th grade students. 2. Increase the reading levels of local children from pre-k to fifth grade. 3. Increase university students' involvement in the community. 4. Strengthen the partnership between the university and the community.
Start and End Dates	2016-17 academic year (program began in 1998)
Number of Participants	37 tutors, 138 children
Summary of the Outcome of the Activities and/or Programs	Placed 37 tutors with 138 children for 4,278 hours of tutoring and training

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools--the Hub Farm serves all DPS schools (Durham Public Schools Hub Farm/MEDX Partnership)
Priorities Identified in Collaboration with LEAs/Schools	Preparing 21st century professionals
Activities and/or Programs Implemented to Address the Priorities	MEDX students participate in a residency week at the DPS Hub Farm every summer to support Hub Farm infrastructure development which includes such things as experiential curriculum development for DPS teacher use as well as farm maintenance/development so as to support K-12 student activities at the farm. MEDX students engage in experiential learning at the DPS Hub Farm in support of their development of 21st century teaching skills.
Start and End Dates	June 2016
Number of Participants	22
Summary of the Outcome of the Activities and/or Programs	MEDX teacher learning and engagement with experiential education leading to changes in their own P-12 teaching contexts so as to be more responsive to student needs, more able to support multiple approaches to learning, and more confident in their ability to provide opportunities for student leadership and collaboration in learning.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake, Durham, Chapel Hill-Carrboro, Burlington-Alamance, Forsyth, Orange, Granville, Haliwa-Saponi, Prince William, Lee, Saluda, Person (Reconnect and Recharge)
Priorities Identified in Collaboration with LEAs/Schools	Preparing 21st Century professionals by providing support, networking, and problem solving among new teachers, counselors and administrators (i.e., program graduates) as a professional development and continuing education opportunity.

Activities and/or Programs Implemented to Address the Priorities	<i>Reconnect and Recharge</i> , in its seventh year, is a collaborative project focused on teacher support of newly inducted teachers from our P-12 teacher education programs. Graduates from our various teacher education programs, from the P-12 teaching areas, met to explore the kinds of successes and challenges they face as teachers in the classroom. Together they problem-solved issues of concern in the workplace, and discussed how to keep teacher education curricula in tune with the needs of teachers in today's classrooms. Participants met four (4) times during the school year for approximately four hours per session. For the 3rd year, alumni from our Masters in Counseling program and our Masters for School Administration program joined the R&R sessions. Participants are from different school districts across North Carolina, representing both rural and urban school settings. During each session, participants were organized in small focus groups, which included a facilitator, where they discussed dilemmas of practice in their school and classroom. In the morning, participants were grouped according to their role (e.g. teacher, counselor or administrator) and level they were currently teaching/working in (elementary, high school, etc.). Within these groups, participants problem-solved issues of concern in their work, and also discussed how to keep teacher education curricula and experiences in tune with their needs. Responses were recorded and transcribed, and field notes were taken. We were particularly interested in determining the specific issues today's school personnel face. In addition, we were interested in examining the impact this project may have on the participants' own practice. Finally, we have used and continue to use data from R & R to inform changes in our teacher preparation programs because the data from these graduates enables us to see what they have 'taken up' and what needs we have not met, despite our best efforts.
Start and End Dates	October 2016, November 2016, February 2017, March 2017, and April 2017
Number of Participants	20 (including teachers(15), administrators (2) and counselors (3))
Summary of the Outcome of the Activities and/or Programs	Findings consistently show that participants identified a number of critical dilemmas. Categories of dilemmas included: student-related, curriculum related, collaboration with colleagues, parent-teacher related, leadership issues, and internal conflicts. Overall, participants felt the <i>Reconnect and Recharge</i> seminars greatly helped them in terms of support and problem-solving. Participants looked to and trusted their colleagues for help, were thankful of the various strategies and ideas received for their dilemmas, and were affirmed in knowing they were not alone when it came to issues in the classroom. Participants also felt appreciated that their dilemmas were heard and valued.

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	2	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	5
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	46
	Other	1	Other	3

	Total	14	Total	65
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	13	.	.	.
Elementary	25	.	.	.
MG	4	.	.	.
Secondary	.	13	.	.
Special Subjects	.	2	.	.
EC	.	.	.	.
VocEd	.	.	.	.
Special Services	.	.	.	.
Total	42	15	0	0

Licensure Completers as of June 23, 2017.

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

2015-2016		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCCH	81	89	57
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
Wake County Schools	625
Durham Public Schools	301
Chapel Hill-Carrboro City Schools	253
Charlotte-Mecklenburg Schools	242
Guilford County Schools	179
Winston Salem/Forsyth County Schools	158
Orange County Schools	122

Chatham County Schools	102
Alamance-Burlington Schools	89
Johnston County Schools	72

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

Measure	Baccalaureate
MEAN SAT Total	1283.59
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	27.64
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	*
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.18
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Biology	14	100
Chemistry	1	*
Elementary (grades K-6)	28	100
English	1	*
M.G. Language Arts	11	100
M.G. Math	3	*
M.G. Science	3	*
Math	4	*
Music	1	*
Science	2	*
Social Studies	3	*
Institution Summary	71	99

* 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)	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:		

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	3	46	4	3	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	1
U Licensure Only	0	0	0	0	0	0
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
51	1	21

J. Teacher Effectiveness

Teacher Effectiveness
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/>

Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	05	1	62.4	35.6	.5	194
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	2.1	49.2	45.6	3.1	193
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	61.1	35.2	1	193
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	1.5	58.2	40.2	0	194
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	1.6	60.6	35.8	2.1	193
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:	12.2	63.5	24.4	156		
State Level:	20	64.5	15.6	5021		