

2018-2019

EPP 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, high impact practices, 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 430 full-time faculty members and over 6000 undergraduate and 500 graduate students from 49 U.S. states, the

District of Columbia, and 58 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, finance, accounting, education, higher 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 mathematics, science, language arts and/or social studies (one concentration required) (6-9), special education/general curriculum (K-12, dual licensure with a second licensure area), and physical education and health (K-12) 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, comprehensive social studies (history degree), biology and comprehensive science. Through the Elon College partnership, K-12 initial licensure in music education and Spanish through related majors are also offered.

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.

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

Traditional	Lateral Entry	Residency
X		

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

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

All programs have content that prepares candidates to effectively teach students with disabilities. Candidates also have the option of adding special education as a second licensure area as part of their experience.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

All licensure programs have content that prepares candidates to effectively teach students who have English as a second language. A new minor in TESOL has been approved and candidates have the opportunity to add this minor as part of their college experience.

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

All licensure programs have content that prepares candidates to effectively teach students technology skills based on the North Carolina Digital Standards. Additionally, a large majority of candidates are supported to attend a state technology conference and a second technology conference is offered on-site at Elon for no cost for candidates.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Teacher candidates are required to use school-based and personal software to track student achievement via grade books and their own personal records. Their edTPA work requires them to collect and analyze data to improve their teaching related to improving student achievement.

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

Currently, all elementary teacher candidates now take a course *EDU 298: Children's Literature and Arts Integration*. The elementary licensure program was revised this year and teacher candidates enrolled in the revised program will get arts integration in their four methods courses.

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 SOC 243 or permission from instructor. Offered fall, winter and spring.

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. The assessment director is responsible for coordinating a detailed assessment plan and timeline 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 director 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 which is presented at Teacher Education meetings for discussion. Program Coordinators are also required to share and discuss these results with faculty teaching in their areas at their own program meetings as well as larger department meetings in order to make evidence-based 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 teacher candidates follow this fall and spring schedule.

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, which will vary for each teacher candidate based on school site.

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 Connie Book, and Executive Vice President Gerry Francis. Jean Rattigan-Rohr, Professor of Education/Executive Director of Community Partnerships, 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 regularly 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	The focus of 2018-2019 was the Alamance County school bond. The bond was passed in the November 2018 election.
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." They also hold a two-week camp during the summer, "Summer 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 prekindergarten through high school students. A total of 650 students tutored in reading and math. 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	June 2018- May 2019
Number of Participants	Participants included approximately 250 Elon tutors and 650 tutees and their families
Summary of the Outcome of the Activities and/or Programs	Increase in reading motivation, increase in parent participation in ESL classes for adults. Improvement in students reading scores.
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, and Highland 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 2018-May 2019
Number of Participants	Fall 2018: 38 tutors, Spring 2019: 34 tutors
Summary of the Outcome of the Activities and/or Programs	During the 2018-2019 academic year, America Reads tutors worked a total of 3,908 hours (as of April 22, 2019) 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, Burlington Christian Academy, Hawbridge Charter School and The Burlington School: The Collegiate Start Program.

Priorities Identified in Collaboration with LEAs/Schools	Provide high school seniors with a dual-enrolled academic program which allows students to take Elon University courses for both high school and college credit. The Collegiate Start Program is offered to select seniors, in select area secondary schools in Alamance 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 AP-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 area's most high-achieving students. Also included under the Collegiate Start program is "College Writing for Juniors," a two-credit hour, pass/fail course offered to high school juniors in the spring and taught on the Elon University campus.
Start and End Dates	August 2018-May 2019
Number of Participants	51 high school students (fall semester) and 41 high school students (spring semester) enrolled in Collegiate Start and completed coursework for credit in 2018-2019. 15 high school students enrolled in the "College Writing for Juniors" course during spring semester 2019.
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	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: (1) Increasing Aspirations, (2) Providing Pathways, (3) Supporting Transitions to College, and (4) Ensuring College Success.
Start and End Dates	June 2018-May 2019 (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 six cohorts of scholars who have reached the college graduation stage. We have a total of 84 college graduates. Sixteen scholars in our inaugural class, the Alpha Class, have graduated from college, 1 other is on track to graduate. Fourteen scholars in our second cohort, the Beta Class have graduated from college while 1 more is on track to graduate. Eighteen Gamma Class scholars have graduated from college while 2 more are on track to graduate. Thirteen members of the Delta Class have graduated from college while 3 more are on track to graduate. Sixteen Epsilon scholars have graduated from college while 1 more remains in college. Eight Eta scholars have graduated from college while 7 more are on track to graduate in the future. 48 Theta, Iota and Kappa scholars are still in college. We had one cohort of students graduate from high school in May 2019 (N=17) and three cohorts of students who are in still in high school (N=76). One hundred percent of our high school seniors, the Lambda cohort are on their way to a wide variety colleges and universities for fall 2019. To date our scholars were accepted at more than 100 different colleges and universities. 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 2019 our Lambda 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. Six scholars participated in paid internships during the summer of 2018 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 11 Elon University faculty representing six departments
Start and End Dates	August 2017
Number of Participants	19 ABSS educators
Summary of the Outcome of the Activities and/or Programs	114 hours of continuing education professional development were provided. This was the 3 rd year for our workshops. Although attendees always provide very positive feedback, attendance has dropped each year and is now 1/3 of what it was the first time, despite several attempts to address this problem in consultation with ABSS. Unless we gain strong new evidence for how to connect the expertise of Elon faculty in STEM to the needs of local school teachers, we do not anticipate continuing our workshops.

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 prekindergarten through high school students. A total of 650 students tutored in reading and math. 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	June 2018- May 2019
Number of Participants	Participants included approximately 250 Elon tutors and 650 tutees and their families
Summary of the Outcome of the Activities and/or Programs	Increase in reading motivation, increase in parent participation in ESL classes for adults. Improvement in students reading scores.
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, and Highland 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	The Alamance-Burlington School System Honors Institute at Elon is a collaborative institute that serves high school juniors and seniors who are interested in civic engagement. The institute is hosted on Elon's campus and done in collaboration with the school system. Various community members and Elon and ABSS faculty and staff are involved in the institute.
Start and End Dates	June 2018
Number of Participants	June 2018: 33 students
Summary of the Outcome of the Activities and/or Programs	During the 2018 summer of the 2018-2019 academic year, the Honors Institute served over 35 local high school students, focusing on civic engagement in the community using a design thinking format.
Summary of the Outcome of the Activities and/or Programs	Increase in civic engagement and rigorous thinking skills
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alamance-Burlington School System

Priorities Identified in Collaboration with LEAs/Schools	Providing opportunities for gifted adolescents in the community from all the high schools.
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II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	5
Female	68
Race/Ethnicity	Number
Hispanic / Latino	5
Asian	3
African-American	3
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	59
Multi-Racial	3
Student does not wish to provide	0

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

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	4
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic/Latino		Hispanic/Latino	6
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	9	White	105
	Multi-Racial		Multi-Racial	3
	Not Provided		Not Provided	
	Total	10	Total	121
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						

LC Completed program and applied for license						
Prekindergarten						
Elementary	22	12				
MG	5	1				
Secondary	3	5				
Special Subjects						
EC	10	6				
VocEd						
Special Services						
Total	40	24	0	0	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Elon	47	47	30
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Alamance-Burlington Schools	230
Guilford County Schools	122
Wake County Schools	116
Charlotte-Mecklenburg Schools	67
Durham Public Schools	42
Winston Salem / Forsyth County Schools	39
Orange County Schools	29
Randolph County School System	27
Rockingham County Schools	25
Chapel Hill-Carrboro City Schools	24

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

Measure	Baccalaureate
MEAN SAT Total	1,257.71
MEAN SAT-Math	566.00
MEAN SAT-Verbal	*
MEAN ACT Composite	27.67
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	499.50
MEAN CORE-Reading	182.80

MEAN CORE-Writing	171.20
MEAN CORE-Math	*
MEAN GPA	3.55
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	46	26	25	96	25	96	25	100
M.G. Language Arts	1							
M.G. Math	2							
M.G. Science	2	1	1	*	1	*	1	*
M.G. Social Studies	3	1	1	*	1	*	1	*
Math (grades 9-12)	3							
Science (grades 9-12)	2	1	1	*	1	*	1	*
Biology	1	1	1	*	1	*	1	*
Social Studies (grades 9-12)	4							
Spanish	1							
Health and Physical Ed	1							
Music	4	1	1	*	1	*	1	*
Spec Ed: General Curriculum	22	13	12	83	12	92	12	100
Institution Summary	69	31	30	93	30	93	30	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.								
**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

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

	Full Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	18	10	20		1	
U Licensure Only						

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

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

1:4

K. Teacher Effectiveness

Institution: Elon University							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing

Inst. Level:		N/A	53.7%	42.6%		54	34
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	43.4%	54.7%		53	35
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			67.9%	32.1%		53	35
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	53.7%	44.4%		54	34
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	62.3%	35.8%		53	35
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	17.8%	64.4%	17.8%	45	43		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		