

2020-2021

EPP Bachelor Performance Report

Livingstone College



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

Livingstone College is a private, coeducational, liberal arts college with a strong commitment to quality instruction. It was founded by the African Methodist Episcopal Zion (AMEZ) Church in 1879. The institution attracts students from many states within the United States, Canada, the Caribbean and Africa. The College has a solid liberal arts curriculum that teaches students how to think critically and reflectively, analyze, interpret and impart an understanding of history and culture. The College is an institution where academic pursuit and community service are integral components of the higher education process. Consequently, the curriculum, which includes an appropriate knowledge base for professional and career oriented programs, is also infused with opportunities to provide service to the institution, the community, and throughout the nation and global society; as well as opportunities for interdisciplinary learning. Livingstone College is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and thirty-nine years the College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to seek rewarding careers, and to build meaningful lives for themselves and others. The College has an exchange agreement with Invertis University in Bareilly, India to exchange students and faculty for the opportunity of International study. The Teacher Education Unit has a clearly defined mission appropriate to collegiate education as well as its own specific educational role. The mission of the Teacher Education Program is to prepare highly skilled and competent teachers for the local communities, the state of North Carolina, and the nation. The goal is to provide an instructional learning environment in professional and specialty area courses and field experiences that prepare

candidates with a strong foundation in theory, practice, clinical application, knowledge, and technology skills for the 21st century.

Special Characteristics

Livingstone College's Teacher Preparation Program is committed to the success of the candidate as a servant-leader and professional educator with skills, abilities, and dispositions to teach 21st century students. The program encourages strong academic performance and leadership that emphasizes community service, decision-making, and critical thinking. The institution pursues program diversity, innovative courses of study, enhancement of academic options, global education, and honors programs for students, while advocating effective teaching strategies and the use of best practices. Dedicated faculty provide small classes and low student/faculty ratios in all professional level classes and collaborate with students to achieve scholarly learning experiences and creative endeavors. Practical application of classroom theory is required through internships, field experiences, cooperative education, community service, and experimental learning throughout the sequence of courses. Diversity is achieved through opportunities for students to develop a full appreciation of the African American heritage while increasing their awareness and appreciation of all other cultures. The College is dedicated to preparing students to assume positions of leadership in their chosen professions. The Teacher Education Unit collaborates with local school practitioners through program development, curriculum changes, resource, and service on committees and boards. The Unit continues to offer gratis consultation to local teachers and schools in developing instructional strategies, systematically exploring strategies to improve teacher preparation and teachers, parents, and school-community relations. Students use their knowledge and skills working in classrooms and conducting tutorial programs in reading and mathematics. Education majors work with summer Bridge and the STEM NSF grant program. To ensure that technological competencies are addressed, professional development sessions and course alignment have taken place within the program and with Liberal Arts faculty as well. Technological competencies are infused into courses through PowerPoint or Excel lesson presentations, projects, Blackboard assignments and training in Smart classrooms that have been installed across the campus. Teacher Education faculty participated in and provided teaching strategies for assessment, reading, and technology workshops on campus. Teacher Education faculty also provided leadership in developing the institutions SAC-Quality Enhancement Plan which resulted in a four grade level lift in reading scores for the student participants.

Program Areas and Levels Offered

Livingstone College is approved to offer undergraduate programs in Early Childhood (B-K), Elementary Education (K-6), Middle Grades Social Studies (6-8), Secondary Mathematics, and English (9-12), and Music (K-12). Livingstone College offers "Evening and Weekend College" for working adults who aspire to complete a teacher preparation program in an accelerated format. The program is designed to complement the busy schedules of non-traditional adult learners.

Pathways Offered

Traditional	Lateral Entry	Residency
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X	X	X
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Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation 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.

B-K teacher candidates develop and demonstrate their knowledge and skills to effectively teach students with disabilities through our core education courses: ECE 336 Foundations of EC/ECE Curriculum; ECE 433 Language, ECE Literature, and Cultural Diversity; ECE 335 Directing Behavior/Managing Environments for Young Children; ECE 330 Development & Educational Assessment of Young Children; ECE 420 Parent & Professional Collaboration; ECE 437 Children Play and Develop Cognition. Our middle and secondary teacher candidates are taught to effectively develop lesson plans and teach students with disabilities through these core courses: EDU 338 Introduction to Diverse and Exceptional Learners; EDU 333 Foundations of Child Development; ECE 320 Phonological Awareness; EDU 335 Children’s Literature and Cultural Diversity; EDU 336 Professional Classroom Management and Meeting Student Needs; and EDU 331 Foundations of Teaching Reading. In addition to these core educational courses, teacher candidates complete a minimum of 10 hours in each 300-level course observing, journaling, and completing assessments based on their field observations.

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.

Foundations of Reading and Licensure require the knowledge and skills to teach reading. Preparation of candidates to teach reading skills is ensured by providing instruction through curriculum content. Birth – Kindergarten majors are required to complete Phonological Awareness and Foundations of Teaching Reading, in addition to the Methods and Children’s Literature courses. Elementary Education major’s curriculum includes the following courses, Foundations of Teaching Reading, Reading in the Content Area, Reading Diagnosis and Practicum. The application of skills and a knowledge base are demonstrated and applied in the methods and student teaching semesters. The clinical teacher provides an in-depth and guided application for candidates. Mathematics instruction begins with successful completion of College Algebra I and II; then Methods of Teaching Mathematics and Sciences in the Elementary School or Mathematical Methods for grades 9-12. Students spend one semester in the classroom during Methods semester observing, collaborating, and being trained by the teacher in all subject areas, then one full semester as a Student Teacher, being supervised by the classroom teacher. Candidates are evaluated on their abilities to plan, implement and assess the subject areas to be taught.

Transition to the Pearson series of tests has been challenging for the students and the department, causing some students to change their major. Students who are taking the tests are debriefed, giving us critical

information that we need to refine and better design our curriculum and tutorials. As we assessed our program this year, we used the results in ways that we expect will change outcomes in the future. For example, we will require all majors to complete a phonological awareness class, to help with their reading as well as their ability to teach reading. Previously this was only required of Birth-Kindergarten majors. We will infuse vocabulary development in all courses, increase writing to prompts, and the use of close reading for starters; and over the summer we are working on a comprehensive strategy to help our students pass the Foundations of Reading and General Curriculum Licensure exams. Our strategy for accomplishing this task is based on the reinstatement of three Praxis Prep courses that we formerly offered. Based on that data, a clear pattern of failure could be traced back to the elimination of these courses, so we have successfully had the following three courses implemented and mandatory for all teacher candidates as of Fall 2018: EDU 111 Early Involvement in Education - Mathematics; EDU 112 Early Involvement in Education – Reading; and EDU 113 Early Involvement in Education – Writing.

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 the EPP.

As part of the General Education Curriculum Student Learning Outcomes, all Livingstone students are required to “demonstrate computer literacy” by successfully completing CIS 130: Computers in Society, or testing out of the class. Additionally, Teacher Education majors must also successfully complete EDU 337: Utilizing Technology to Improve Learning (K-12), or ECE 439: EC/ECE Methods and Materials (B-K). These courses ensure that skills needed to teach students in the P-12 setting are appropriate for the grade level, and are mastered prior to students beginning their student teaching semesters. In addition, the curriculum for Teacher Education requires learning activities to utilize technology, especially the iPad, SmartBoard, and social media for educational purposes throughout the preparation of candidates. Finally, the capstone project, an e-Portfolio that documents Methods and Student Teaching experiences, includes lessons, assessments, and projects that showcase teaching strategies, including integration of technology in the classroom. The Faculty Technology Committee provides tutoring for all faculties who need assistance in staying abreast of the updates in technology, and the Institution provides training in PLATO, Blackboard, and Smartboard platforms. In addition, faculty and staff in the teacher education department are afforded the opportunity to participate in all professional staff development through our clinical partnership agreement with our local LEA. Finally, as of fall 2018, all faculty are required to demonstrate knowledge of technology.

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

Faculty and staff participate in ongoing professional development at the college level and within the clinical partnership with our LEA. All professional development activities rendered are accessible to our faculty, staff, and teacher candidates.

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

Candidates develop and demonstrate their knowledge and skills to effectively integrate all content areas throughout the curriculum, as indicated in the NC Standard Course of Study. Specific emphases for

integration of art have the foundations in EDU 420: Integrating Art, Music and Physical Education in the Elementary Curriculum, as well as EDU 425: Teaching Language Arts and Social Studies in the Elementary School, and EDU 421 Teaching Mathematics and Science in the Elementary School. These courses emphasize creative activities for students and provide opportunities to enhance the development of students' abilities to use multimedia and sensory medium in all educational experiences. In addition, candidates are required to demonstrate strategies that encourage the use of critical thinking and implementation of art throughout the curriculum. Further reinforcement is included in Methods block semester and Student Teaching semester.

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

Livingstone College endeavors to maintain a culture of assessment and self-study is an essential part of that endeavor. Each Unit on campus (Academics, Business and Finance, Athletics, Student Affairs, Safety and Security, Human Resources) is required to set goals and reflect back on how well those goals were achieved. Each Unit and its components (including Teacher Education), completes a Formative Semi-Annual Assessment, an Annual Assessment, an annual Close the Loop Report; and for the Academic Affairs Unit, an Annual Degree Assessment. These self-study assessments are designed to force a reflective look at the unit, and the individual components of the unit, from differing perspectives to provide a comprehensive picture of how well the unit is performing in relation to the stated mission, goals, and objectives. During 2018, we began a Use of Results to Improve Programs report, and the department is working on this during the summer to devise ways to better help students prepare to pass the licensure exams. Each year the Teacher Education Department reviews syllabi for content and clarity to ensure the course outcomes not only align with the program mission and goals, but also that assessments are aligned, relevant, and demonstrate the performance students need to be successful in the classroom. Textbook adoptions are studied every three years to ensure content is aligned with the core knowledge and skills to meet the professional standards of the degree. The Teacher Education Council reviews handbooks and manuals to ensure they reflect the Institution mission and Strategic Plan; are up to date, and accurately portray the mission of the Teacher Education program. The Field Placement Handbook, The Cooperating Teacher Handbook, and The Student Teacher Handbook are in process of review and updating. Teacher Education faculty use the results of self-study assessment to change curricula, update syllabi, make book adoptions, and design study strategies for the Praxis and Pearson assessments.

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

Field experiences are required in each Teacher Education course; additionally, students have required "theory into practice" assignments, or reflections that must be completed. Initially students begin with 10 required observation hours for each 200 level class; Students observe the class, the pupils, and the role of the teacher. These observations are completed in various schools to ensure the pre-candidates observe the diverse populations and socio-economic groups in the schools within the Rowan Salisbury School District. Students in 300 level courses begin to participate, under the guidance of the cooperating teacher; for example, reading a story, or working with one student or a small group. Students are also required to interview school personnel within the building, to get a first-hand perspective of the job responsibilities and compare how they relate to what had been discussed in class. In the Methods classes, candidates are more actively involved with students, but still under supervision. Finally, in Student Teaching – working and planning with the Cooperating Teacher, the candidate eventually assumes full teaching responsibility

for the class. Students rotate through various schools in the school system, including low performing schools.

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

The experiences are expanded over two semester - (1) Methods Semester (beginning) and (2) Student Teaching (Ending) equal 32 weeks.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

Data not provided

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

Data not provided.**SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Rowan-Salisbury School system
Start and End Dates	Academic Year 2020-2021
Priorities identified in Collaboration with LEAs/Schools	Observation of clinical teachers, school, and grounds
Number of Participants	1

Activities and/or Programs Implemented to Address Priorities	Directed observation, guided participation, and full-time actual classroom teaching.
Summary of the Outcome of the Activities and/or Programs	Students learn to create an effective classroom management plan, create a positive, productive classroom environment, engage in self-evaluation and professional goal setting, establish professional relationships with fellow teachers, students, administrators, and parents, and fulfill professional roles and responsibilities.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	The National Endowment for the Arts (NEA) Big Read in Rowan County
Start and End Dates	Academic Year 2020-2021
Priorities identified in Collaboration with LEAs/Schools	The NEA Big Read in Rowan County will focus on Adrian Matejka's, "The Big Smoke." The selected text is an exquisite collection of poetry that depicts the heavyweight champion Jack Johnson as a social phenomenon through a literary lens. The Big Read included book talks, film viewings and panel discussions led by Livingstone faculty members.
Number of Participants	2
Activities and/or Programs Implemented to Address Priorities	The Big Read included book talks, film viewings and panel discussions led by Livingstone faculty members
Summary of the Outcome of the Activities and/or Programs	Livingstone College was awarded a \$15,000 grant to host the NEA Big Read in Rowan County. It is presented in partnership with the Rowan Public Library and Families and Communities Together (F.A.C.T.) with support from the NEA. The college was one of 84 nonprofit organizations selected to receive the grant to support a

	community reading program between September 2020 and June 2021.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Elizabeth Duncan Koontz Elementary Accelerate Rowan Lab School
Start and End Dates	Academic Year 2020-2021
Priorities identified in Collaboration with LEAs/Schools	The establishment of the Lab School provides the opportunity to develop and maintain university partnerships with Koontz Elementary, become a center for educational research, improve student outcomes, and provide high quality teacher training. The apprenticeship program is for senior education majors to intern a full school year.
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	Activities include observing mentor teacher, assist with small group and individual instruction, generate lesson plans.
Summary of the Outcome of the Activities and/or Programs	The students will 10-month, 30 hours a week, with a \$20,000 stipend for the current year. This scholarship requires a 2-year commitment to Rowan-Salisbury Schools and recipients must meet all qualification/terms.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	North Forsyth High School, Winston-Salem, NC
Start and End Dates	Academic Year 2020-2021
Priorities identified in Collaboration with LEAs/Schools	During this collaboration, students were asked to complete job shadowing assignments for course EDU 220- School and Community Relations in which students generated three reflection papers that observed the responsibilities of the teacher, interview the teacher, and observe the school

	environment. The details of reflection determined the dynamics of school and community relations.
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	Activities include observing teacher, interviewing the teacher, assist instruction if asked, observing the school environment.
Summary of the Outcome of the Activities and/or Programs	Student was able to determine the extent of involving the school had with the community. Also students were able to determine the involvement between parent(s) and teacher, as well as view the daily task of an educator.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Child Development Center, High Point, NC
Start and End Dates	Academic Year 2020-2021
Priorities identified in Collaboration with LEAs/Schools	During this collaboration, students were asked to complete job shadowing assignments for course EDU 220- School and Community Relations in which students generated three reflection papers that observed the responsibilities of the teacher, interview the teacher, and observe the school environment. The details of reflection determined the dynamics of school and community relations.
Number of Participants	1
Activities and/or Programs Implemented to Address Priorities	Activities include observing teacher, interviewing the teacher, assist instruction if asked, observing the school environment.
Summary of the Outcome of the Activities and/or Programs	Student was able to determine the extent of involving the school had with the community. Also students were able to determine the involvement between parent(s) and teacher, as well as view the daily task of an educator.

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I. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	
Female	
Gender Neutral	
Gender Not Provided	
Total	
Race/Ethnicity	Number
African-American	
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	
White	
Two or More Races	
Race Not Provided	
Total	

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

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0

	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	1	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0

	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

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

Program Area	Bachelor Degree		Licensure Only		Residency	
PC - Completed program but has not applied for or is not able for a license.	PC	LC	PC	LC	PC	LC
LC-completed program and applied for license.						

Prekindergarten	0	2	0	0	0	0
Elementary	0	0	0	0	0	0
Middle Grades	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
Special Subjects	0	0	0	0	0	0
Exceptional Children	0	0	0	0	0	0
Vocational Ed	0	0	0	0	0	1
Special Services	0	0	0	0	0	0
Total	0	2	0	0	0	1
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	N/A	N/A	N/A	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	*	*	*	*	*
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	40
Rowan-Salisbury Schools	28
Guilford County Schools	11
Winston Salem / Forsyth County Schools	9

F. Quality of student teachers admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT Math	N/A
MEAN SAT Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT Math	N/A
MEAN ACT English	N/A
MEAN CORE Combined	N/A
MEAN CORE Reading	N/A
MEAN CORE Writing	N/A
MEAN CORE Math	N/A
MEAN GPA	*
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

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

Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of

teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate						
2017	Elementary (grades K-6)	2	*	2	*	2	*	2	*
2017	Institution Summary	2	*	2	*	2	*	2	*

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
11	1	0

I. Field Supervisors to Students Ratio (including both internship and residencies).

1:10

J. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. 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 2020-21, 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</p>

for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model> .

- Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year.
- Blank cells represent no data available.
- If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.

Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Standard Three: Teachers Know the Content They Teach

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Standard Four: Teachers Facilitate Learning for Their Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Standard Five: Teachers Reflect on Their Practice

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Growth: Teachers Contribute to the Success of Students

	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A