2020-2021

EPP Bachelor Performance Report

Elon University

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. Elon's rigorous curriculum is grounded in the arts and sciences and complemented by nationally accredited professional and graduate programs. Today, Elon University includes more than 430 full-time faculty members and over 6,000 undergraduate and 800 graduate students from 48 U.S. states, the District of Columbia, and 47 other nations. Approximately 24% 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 major. 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 Church 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 new strategic plan, Boldly Elon, is simple yet powerful: to advance Elon's model of student and learning centered higher education. The central commitment which undergirds the plan is to transform students' lives "through engaged and experiential learning guided by faculty and staff who are passionate about teaching, scholarship, and lifelong mentoring relationships." The plan is organized around four 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 include both Study USA and Study Abroad opportunities.

Special Characteristics

Core Curriculum & Elon Experiences. The Elon Core Curriculum is the set of courses and experiences that are shared by every undergraduate. The curriculum complements students' majors providing the liberal arts and sciences so improtant to Elon's mission and so vital for globally engaged citizenship in a democratic society. The core curriculum provides students an opportunity to explore ideas and expand their worldview. In the process, students will gain lifelong beneifts of complexity of thought, personal fulfillment, economic opportunity, and global awareness.

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:

- o We nurture a rich intellectual community characterized by active student engagement with a faculty dedicated to excellent teaching and scholarly accomplishment.

- o We provide a dynamic and challenging undergraduate curriculum grounded in the traditional liberal arts and sciences and complemented by distinctive professional and graduate programs.

o 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.

o 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 student/faculty ratio of 13:1 allowing for an engaged learning environment that promotes feedback and interaction between the professor and students.

Clinical Experiences: Each education course includes a practicum or internship experience, which provides candidates with opportunities to work in a variety of schools and centers.

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 and Wellness.

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 are also offered.

All initial licensure programs are administered by 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.

Pathways Offered

Traditional	Lateral Entry	Residency
X		

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.

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 include coursework and content that prepares candidates to effectively design, implement, teach, and assess students with limited English proficiency. Candidates also have the option of adding the Teaching English to Speakers of Other Languages (TESOL) minor to their primary program. The TESOL minor is a cross-disciplinary program designed to provide introductory preparation for teaching English to speakers of other languages in U.S. based K-12 programs. The TESOL curriculum consists of a five-course sequence that includes three foundational courses in English and education, as well as a required teaching internship.

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.

All licensure programs include coursework and content that prepares candidates to effectively teach technology skills as outlined in the North Carolina Digitial Learning Competencies for Classroom

Teachers. The School of Education sponsors candidates' attendance at the North Carolina Technology in Education Society Conference each year. Candidates are also encouraged to attend an annual technology conference, which is held on Elon's campus at no cost to students.

Most programs, except music education, secondary mathematics, and early childhood education, require candidates successfully complete EDU 305: Learning and Teaching with Technologies, which focuses on using digital technologies to enhance teaching and learning. In EDU 305, teacher candidates develop knowledge, skills, and dispositions related to the use of digital technologies by both K-12 students and teachers in curriculum, instruction, and assessment. Coursework requires candidates to analyze and design uses of technologies in relation to both content and pedagogy.

Candidates in music education must take MUS 354 Music Education Technology, which introduces students to the role of music technology in the 20st century music classroom. Candidates in secondary mathematics must take MTH 309 21st Century Technology in Mathematics, which introduces students to the use of technology in mathematics instruction by examining discipline-specific software as essential tools for 21st century teachers.

During senior methods and full-time student teaching, candidates are provided with staff technology privileges in their field placements. Candidates gain access to professional email accounts and technology resources for instruction that are normally reserved for in-service teachers.

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.

Teacher candidates are required to use school-based and personal software to track student achievement via grade books and their own personal records. The edTPA, which is taken during students' final semester, requires candidates to collect and analyze data to improve teaching and learning. All licensure programs include an assessment course that includes content on technnology tools that can be used to support the collection and analysis of both formative and summative assessment data to enhance student achievement.

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

All candidates majoring in elementary education are required to take EDU 298: Children's Literature and Arts Integration. Content related to arts integration is also embedded in the four elementary education methods coures that candidates are required to successfully complete. The course description for EDU 298 is provided below.

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 engages in an ongoing, integrated, research-based process of planning and assessment. The unit's self-study process is an interative, faculty-driven process that includes the following steps: (1) the development and identification of student learning outcomes that are aligned with the North Carolina Professional Teaching Standards and the InTASC Standards, (2)the integration of outcomes in the program's curriculum (as illustrated in program curriculum maps), (3) the development and selection of measures to assess candidates' learning and development, (4) the articulation of targets that allow programs and the unit to determine the extent to which outcomes have been achieved, and (5) the collection, analysis, and use of assessment data to improve teaching and learning.

The Teacher Education Committee approves the unit's assessment plan each fall. The unit's assessment plan is tiered. Tier I consists of valid and reliable assessment instruments that are administered to all teacher education candidates regardless of program. Tier II includes formative and/or program specific instruments. The Director of Accrediation, in collaboration with program faculty, coordinates the collection and analysis of this data. To promote transparency and to streamline the collection of assessment evidence, the unit adopted Taskstream, a centralized assessment and portfolio management system. Taskstream serves as the repository for candidates' work products and the unit's assessment instruments. The Director of Accreditation serves as the Taskstream coordinators and is responsible for ensuring linkages among all steps of the assessment process.

Each semester the Director of Accrediation analyzes the data collected and shares both aggregated (i.e., unit-wide) and disaggregated (i.e., by program) results with the Dean and Director of Teacher Education, the Chair of the Department of Education and Wellness, program coordinators, and the Teacher Education Committee, which consists of program faculty, students, and community partners.

Each spring the Director of Accreditation hosts a data retreat, which includes all program faculty and staff. After the retreat, program coordinators work with their faculty to complete an inquiry and action plan template that requires the identification of areas of improvement, the development of an inquiry question, and an action plan for use of results. For unit-wide areas of improvement, the Teacher Education Committee develops an EPP-wide action plan. The Director of Accreditation tracks improvement efforts and reports on their impact annually.

Continuous improvement permeates all aspects of the unit's self-study process. The unit's process is still maturing, but it demonstrates an integrated and intentional continuous improvement process that focuses not on quick fixes but rather on systematic, data-informed decision-making.

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 one 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. Transitioning from the methods course directly into full-time student teaching reduces the time teacher candidates spend acclimating to the class and allows them to collect and analyze student performance data, enabling them to maximize student learning during full-time student teaching. Opportunities for joint mentoring of students in the field by school-based and university-based clinical educators, as well as joint participation in orientations and trainings, ensure all stakeholders involved are clear on expectations, policies, and procedures, creating maximum benefit for P-12 students and teacher candidates.

The full-time student teaching experience occurs in three phases under the careful guidance of the school-based and university-based clinical educators. Teacher candidates gradually assume responsibility for teaching one class or subject early in the semester. As teacher candidates gain experience, they transition to the second phase where additional responsibility is assumed, until candidates are responsible for teaching all subjects/classes and managing all aspects of the classroom for six full weeks. In the final phase, student teachers gradually return responsibility back to the school-based clinical educator. During senior methods and full-time student teaching, candidates are provided

with staff technology privileges in their field placements. Candidates gain access to professional email accounts and technology resources for instruction that are normally reserved for in-service teachers.

All clinical placements, starting with the first professional education course and culminating in the final student teaching year, are coordinated by the Office of Education Outreach. To ensure teacher candidates receive sufficient depth, breadth, and diversity in their placements, including traditional, Title I, and diverse schools, each candidate has at least one placement in a moderately or highly diverse school, identified with a Diversity Ranking Rubric system using the indicators Title 1 status, percentage of free and reduced lunch recipients, English Language learners, students with special needs who receive services and the diversity of the student body. This practice is in line with NC Statute 115C-269.25 that requires candidates to have at least one diverse placement.

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

The majority of candidates fulfill their methods course requirements in a placement in the fall semester of their final year. Teacher candidates typically continue in this placement into the winter and spring to complete their student teaching year. Transitioning from the methods course directly into full-time student teaching reduces the time teacher candidates spend acclimating to the class and allows them to collect and analyze student performance data, enabling them to maximize student learning during full-time student teaching. Opportunities for joint mentoring of students in the field by school-based and university-based clinical educators, as well as joint participation in orientations and trainings, ensure all stakeholders involved are clear on expectations, policies, and procedures, creating maximum benefit for P-12 students and teacher candidates.

The fall component of student teaching allows for experiences during the beginning of school, which will vary for each teacher candidate based on school site. The spring component of student teaching, during which candidates are in their placements full-time, allow for experiences at the end of the school year. Elon's 4-1-4 academic calendar results in a spring semester that ends later than most other institutions; thus, candidates often gain experience throughout the month of May.

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

8.28   % of candidates in the EPP that are first generation college attendees

4.83   % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

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.

The science of reading is incorporated into Elon's Teacher Education Program for the early childhood, elementary and special education programs with a comprehensive focus on the five pillars of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension, threaded throughout. In EDU 3540 Language and Literacy Development: Birth – 2nd Grade, teacher candidates in early childhood, elementary and special education programs learn about oral language development, phonological awareness, phonics, alphabet knowledge, fluency with letter name and sound, and their roles in literacy acquisition. In EDU 4230 Methods and Materials for Teaching English Language Arts, teacher candidates in elementary and special education/elementary education programs learn about vocabulary development, word identification, comprehension strategies, fluency, and writing in elementary school. In EDU 4440 Literacy Special Education Methods, special education teacher candidates learn how to apply methods for explicit, systematic and intensive instruction to help children with learning difficulties acquire foundational skills in reading. Candidates learn to use curriculum-based measurement as a basis for planning and modifying instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension based on data collection for monitoring progress in reading. All methods of assessment and instruction taught in Elon's literacy courses are derived from empirical research.

I.   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	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 and Director of Teacher Education, serve on this committee as well.
Start and End Dates	January 2014 - present
Priorities identified in Collaboration with LEAs/Schools	Find ways for key leaders to support public education in Alamance County
Number of Participants	There are four participants from Elon University
Activities and/or Programs Implemented to Address Priorities	This group meets regularly to discuss ways that businesses, educational institutions, organizations, and individuals can join together to improve education in Alamance County.
Summary of the Outcome of the Activities and/or Programs	For the 2020-21 year, the group did not meet because of COVID-19.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	A formal partnership has been established between 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.
Start and End Dates	June 2020-May 2021
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.
Number of Participants	400 Elon tutors and 950 tutees
Activities and/or Programs Implemented to Address Priorities	University students, faculty, librarians, in-service teachers, along with other Village volunteers tutored a record number of prekindergarten through grade 5 students. A total of 950 students were virtually tutored in reading and math during the school year 2020-21. We tutored virtually this year because of the COVID-19 pandemic.
Summary of the Outcome of the Activities and/or Programs	Improvement in students' reading and math scores.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	A formal partnership has been established with the Alamance Burlington School System (ABSS) to implement the America Reads program in the following schools: Altamahaw-Ossipee Elementary, Elon Elementary, Grove Park Elementary, Highland Elementary, and Newlin Elementary in a traditional year. However, America Reads was not able to work with these schools in person this year due to Covid-19. Instead, the program placed students at the Boys and Girls Club of Alamance County and worked with youth at several schools remotely through the university's Village Project.
Start and End Dates	September 2020-May 2021
Priorities identified in Collaboration with LEAs/Schools	America Reads is funded through Federal Work Study and trains Elon students to be tutors in elementary schools and afterschool programs. Each tutor is expected to provide support for

	students in the subject areas of reading and mathematics. Tutors work directly with kindergarten through fifth grade students to improve their reading and math proficiency skills through one-on-one work with individual students, group work, and/or class activities.
Number of Participants	14 total America Reads Tutors
Activities and/or Programs Implemented to Address 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.
Summary of the Outcome of the Activities and/or Programs	During the 2020-2021 academic year, America Reads tutors worked 1,182.50 hours directly with students in elementary schools and afterschool programs to provide support in the areas of literacy and mathematics.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Secondary schools in the Alamance-Burlington School System and the Chapel Hill Carrboro City School System, The Burlington School, The Hawbridge School and Uwarrie Charter School: The Collegiate Start Program.
Start and End Dates	August 2020-May 2021
Priorities identified in Collaboration with LEAs/Schools	Provide high school students 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 students, in area secondary schools in Alamance County, Guilford County, Randolph County and Chapel Hill/Carrboro, who meet a set of admissions requirements as required by the Elon Office of Admission and the School of Education.

Number of Participants	69 high school students (fall semester) and 24 high school students (spring semester) enrolled in Collegiate Start and completed coursework for credit in 2020-2021. Eight high school students enrolled in the "College Writing for Juniors" course during spring semester 2021.
Activities and/or Programs Implemented to Address Priorities	Students may enroll in up to 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.
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 EPP has Formal Collaborative Plans	Outreach to all high schools in the Alamance-Burlington School System: The Elon Academy
Start and End Dates	June 2020-May 2020 (The Elon Academy has programming year-round).
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.
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.
Activities and/or Programs Implemented to Address 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.
Summary of the Outcome of the Activities and/or Programs	Currently, we have eight cohorts of scholars who have reached the college graduation stage. We

	have a total of 99 college graduates. Seventeen scholars in our inaugural class, the Alpha Class, graduated from college. Thirteen scholars in our second cohort, the Beta Class graduated from college while 2 more are on track to graduate. Twenty Gamma Class scholars graduated from college. Fifteen members of the Delta Class graduated from college. Sixteen Epsilon scholars graduated from college. Nine Eta scholars graduated from college while 9 more are on track to graduate in the future. 9 Theta scholars graduated from college and 8 more remain enrolled. Sixty-five Iota, Kappa, Lambda and Mu scholars are still in college. We will have one cohort of students graduate from high school in May 2021 (N=23) and three cohorts of students who are in still in high school (N=69). To date our scholars were accepted at more than 100 different colleges and universities. We continued and strengthened the Elon Academy Ambassadors Program and the College Access Team (CAT) Mentoring Program. The Ambassadors Program 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 CAT Mentor Program 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 2021 our Nu Class scholars will complete the Elon Academy Transitions to College Program. 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.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Alamance-Burlington School System Honors Institute at Elon
Start and End Dates	June 2020
Priorities identified in Collaboration with LEAs/Schools	Increase in civic engagement and rigorous thinking skills
Number of Participants	0
Activities and/or Programs Implemented to Address 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.
Summary of the Outcome of the Activities and/or Programs	For the 2020-2021 year, the institute did not meet because of COVID-19.

II.   CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	3
Female	63
Gender Neutral	
Gender Not Provided	
Total	**66**
Race/Ethnicity	**Number**
African-American	2
Am. Indian/ Alaskan Native	
Asian	2

Hispanic/Latino	2
Native Hawaiian/ Pacific Islander	
White	58
Two or More Races	2
Race Not Provided	
Total	**66**

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	0	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	0	
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	
	Asian	0	Asian	4	Asian	0	
	Hispanic/Latino	0	Hispanic/Latino	3	Hispanic/Latino	0	
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	
	White	5	White	126	White	0	
	Two or More Races	0	Two or More Races	0	Two or More Races	0	
	Not Provided	0	Not Provided	4	Not Provided	0	
	Total	**5**	**Total**	**140**	**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**
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. **LC-completed program and applied for license.**	**PC**	**LC**	**PC**	**LC**	**PC**	**LC**
Prekindergarten	1	3	0	0	0	0
Elementary	15	29	0	0	0	0
Middle Grades	1	2	0	0	0	0
Secondary	4	5	0	0	0	0
Special Subjects	0	1	0	0	0	0
Exceptional Children	3	10	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	**24**	**50**	**0**	**0**	**0**	**0**
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	49	42	85.71	20	40.82
	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
Alamance-Burlington Schools	216
Guilford County Schools	122
Wake County Schools	107
Charlotte-Mecklenburg Schools	73
Durham Public Schools	39
Winston Salem / Forsyth County Schools	37

Chapel Hill-Carrboro City Schools	37
Orange County Schools	35
Rockingham County Schools	28
Randolph County School System	24

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

Measure	Baccalaureate
MEAN SAT Total	1,269.38
MEAN SAT Math	634.17
MEAN SAT Verbal	649.23
MEAN ACT Composite	27.56
MEAN ACT Math	25.78
MEAN ACT English	29.14
MEAN CORE Combined	N/A
MEAN CORE Reading	*
MEAN CORE Writing	*
MEAN CORE Math	*
MEAN GPA	3.63
* 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	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Elementary (grades K-6)	18	100	18	100	18	100	18	100

2017	English	1	*	1	*	1	*	1	*
2017	M.G. Math	1	*	1	*	1	*	1	*
2017	Math (grades 9-12)	2	*	2	*	2	*	2	*
2017	Social Studies (grades 9-12)	3	*	3	*	3	*	3	*
2017	Spec Ed: General Curriculum	7	100	7	100	7	100	7	100
2017	Institution Summary	32	100	32	100	32	100	32	100
2018	Elementary (grades K-6)	11	100	11	100	11	100		
2018	Math (grades 9-12)	1	*	1	*	1	*		
2018	Music	1	*	1	*	1	*		
2018	Social Studies (grades 9-12)	1	*	1	*	1	*		
2018	Spec Ed: General Curriculum	6	100	6	100	6	100		
2018	Institution Summary	20	100	20	100	20	100		
2019	Biology	1	*	1	*				
2019	Elementary (grades K-6)	11	90.91	11	90.91				
2019	English	2	*	2	*				
2019	M.G. Math	1	*	1	*				
2019	M.G. Social Studies	2	*	2	*				
2019	Math (grades 9-12)	1	*	1	*				
2019	Social Studies	1	*	1	*				

	(grades 9-12)								
2019	Spec Ed: General Curriculum	2	*	3	*				
2019	Institution Summary	21	95.24	22	95.45				
2020	Elementary (grades K-6)	10	100						
2020	M.G. Math	3	*						
2020	M.G. Science	1	*						
2020	M.G. Social Studies	2	*						
2020	Math (grades 9-12)	3	*						
2020	Social Studies (grades 9-12)	1	*						
2020	Spec Ed: General Curriculum	3	*						
2020	Institution Summary	23	100						

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
16	6	3

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

11:60

J. Teacher Effectiveness.

Teacher Effectiveness
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 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 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:	0.00%	0.00%	83.33%	16.67%	0.00%	18	1
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	83.33%	16.67%	0.00%	18	1
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197

Standard Three: Teachers Know the Content They Teach

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	16.67%	61.11%	22.22%	0.00%	18	1
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197

Standard Four: Teachers Facilitate Learning for Their Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	5.56%	72.22%	22.22%	0.00%	18	1
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89

Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	83.33%	16.67%	0.00%	18	1
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

Student Growth: Teachers Contribute to the Success of Students					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	14.29%	71.43%	14.29%	7	12
State Level:	13.49%	81.42%	5.09%	1,238	1,169

* '**Unavailable**' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.