

2024-2025

EPP Bachelor Performance Report

Elon University



North Carolina 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. 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 495 full-time faculty members and over 6,400 undergraduate and 800 graduate students from 48 U.S. states, the District of Columbia, and 40 other nations. Approximately 26% of all Elon students are from North Carolina.

The university has six academic units: the Dr. Jo Watts Williams School of Education; Elon College, the College of Arts and Sciences (hereafter, "Elon College"); the School of Communications; 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 70 undergraduate majors as well as master's programs in business administration, business analytics, accounting, education, higher education, and physician assistant studies, as well as 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 secular 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 a commitment to relationship-driven learning, the launch of new academic programs, a focus on community belonging and well-being, and lifelong networking.

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 by providing the liberal arts and sciences so important 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 benefits 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 study abroad, 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 student/faculty ratio of 11:1 allowing for an engaged learning environment that promotes feedback and interaction between the professor and students.

Clinical Experiences: Each education pathway includes multiple practicum and internship experiences, which provide candidates with opportunities to work in a variety of schools and centers. All candidates have at least one clinical experience in a school classified as diverse based on a proprietary diversity index.

Program Areas and Levels Offered

The Educator Preparation Program offers initial licensure programs in elementary education (K-5), middle grades education with concentrations in mathematics, science, language arts and/or social studies (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 (BA in History), 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 program is a traditional program, with courses being offered face-to-face on campus. Some courses are also offered virtually during the summer session. Candidates may take a limited number of Elon 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 principles of the EPP.

All licensure programs include coursework and content that prepares candidates to effectively teach using technology as outlined in the International Society for Technology in Education (ISTE) Standards.

Most programs, except music education and secondary mathematics, require candidates to successfully complete EDU 3050 Learning and Teaching with Technologies, which focuses on using digital technologies to enhance teaching and learning. In EDU 3050, 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 3530 Music Education Technology, which introduces students to the role of music technology in the 21st century music classroom. Candidates in secondary mathematics must take MTH 3090 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 their student teaching year, candidates are evaluated on technology integration through the NCEES Evaluation.

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 technology 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 2980: Children's Literature and Arts Integration. Content related to arts integration is also embedded in the four elementary education methods courses that candidates are required to successfully complete. In this course, future teachers will begin to develop the knowledge, skills, and dispositions to use literature and the arts to effectively work with children. The course description for EDU 2980 is provided below.

EDU 2980 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.

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 iterative, 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.

Each semester the Director of Accreditation and Assessment 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 fall, the Director of Accreditation and Assessment 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 a plans for addressing the area of improvement, and metrics for assessment of completion. Further, units are encouraged to raise questions with their external advisory boards regarding this area of improvement. For program-wide areas of improvement, the Teacher Education Committee develops an EPP-wide action plan which mirrors the unit-level process. The Director of Accreditation and Assessment tracks improvement efforts and reports on their impact annually.

The Teacher Education Committee reviews and re-approves the teacher education program's quality assurance system on a periodic basis. The Director of Accreditation and Assessment, in collaboration with program faculty, coordinates the collection and analysis of the data gathered by the program through its tier 1 evidences. To promote transparency and to streamline the collection of assessment evidence, the program adopted Taskstream, a centralized assessment and portfolio management system. Taskstream serves as the repository for candidates' work products and the program's assessment instruments. The Director of Accreditation and Assessment serves as the Taskstream coordinator and is responsible for ensuring flow between among all steps of the assessment process.

Continuous improvement permeates all aspects of the unit's self-study process. The unit's process 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 experience in diverse school settings. The only full-time experience is during student teaching, which includes at least 80 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 and percentages of free and reduced lunch recipients, 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 the student teaching year, the student's final year in the program. Teacher candidates typically continue in this placement into the 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.

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.

8.45 % of candidates in the EPP that are first generation college attendees

14.08 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent of students who are Pell Grant eligible is based on candidate self-reporting at the time of application to the teacher education program. The Office of Financial Planning at Elon University only certifies the percentages for candidates who have completed the program, therefore numbers for the program as a whole must utilize self-report data. Candidates self-reporting at the time of application to the teacher education program also populates the percentage of 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. Candidates are initially introduced to science of reading competencies in EDU 2980: Children's Literature & Arts Integration, which is required for elementary and elementary & special education majors. 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 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.

Pursuant to §115C-269.20 (a) (2), educator preparation programs that provide training for elementary education trainers are required to include adequate coursework in the teaching of mathematics. Below are four questions to capture more information about this component of your program. If your program does not offer an elementary licensure route, simply respond with N/A.

If your traditional educator preparation program offers a route to elementary and/or ECGC licensure, please document how your program is meeting this requirement. Include specific course offerings along with descriptions of any training throughout your program that supports meeting this requirement. If your EPP does not offer a route to elementary licensure, simply respond with N/A.

All Teacher Candidates take at least 16 credit hours in mathematics and mathematics instruction. All Elon students are required to take a math course as a part of the First Year Core. Elementary education students, who complete the least amount of mathematics coursework when compared with Middle Grades and Secondary Mathematics students, complete MTH 2080: Numbers and Algebra for K-8 Teachers and MTH 2090: Geometry and Data for K-8 Teachers, as well as EDU 4200: Methods and Materials for Teaching Mathematics. These courses total 16 credit hours.

Further, Elementary Education Teacher Candidates complete at least one observed practicum experience in mathematics instruction, and at least one formative observation during the student teaching period must be done during a mathematics lesson.

Finally, all Elementary Education students complete the edTPA Elementary Mathematics handbook as a part of their program completion requirements. As a part of the preparation process, students are mentored in the development, implementation, and assessment of their mathematics lesson.

If your residency educator preparation program offers a route to elementary and/or ECGC licensure, please document how your program is meeting this requirement. Include specific course offerings along with descriptions of any training throughout your program that supports meeting this requirement. If your EPP does not offer a route to elementary licensure, simply respond with N/A.

N/A

What resources/supports do you provide your traditional candidates to prepare for the math subtest for licensure? If a candidate does not pass the exam, do you have any remediation structures in place to support them? Are these supports required? Please share any supports you have in place.

For Elementary Education majors, we use a pre/post assessment format in our connected courses to introduce students to the structure of the test questions and to better understand areas of support needed across student cohorts or by individual students. The questions were developed as a team of instructors and modeled after the mathematics subtest items. We monitor cohort strengths and weaknesses as a team of instructors to decide on best

instructional strategies. We also offer study support sessions either 1:1 or in group settings as requested by students, or as seen by cohort needs.

Middle grades and secondary prospective teachers complete graded problem sets particular to their Praxis exam. These students also complete a practice praxis exam which is also graded. Both of these supports take place in MTH 3080: Mathematics and Statistics for Middle Grades and Secondary Teachers. These prospective teachers also take an online practice Praxis exam during the fall semester of their senior year. They then work with their instructor in EDU 4220: Methods of Teaching Middle Grades and Secondary Mathematics to fill in any knowledge gaps as evidenced on that practice exam.

As requested by teacher candidates, instructors are available to review test results and offer study support sessions 1:1. When more support is needed over a sustained time, we also have recommendations for extended tutoring services.

These supports are available on request.

What resources/supports do you provide your residency candidates to prepare for the math subtest for licensure? If a candidate does not pass the exam, do you have any remediation structures in place to support them? Are these supports required? Please share any supports you have in place.

N/A