

2017-2018

# IHE Bachelor Performance Report

## Campbell University

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## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

#### **Overview of the Institution**

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry. The University is made up of eight schools: The College of Arts and Sciences; The School of Education; The School of Pharmacy and Health Sciences; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; The Divinity School, The Jerry M. Wallace School of

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Osteopathic Medicine and the newest school, The School of Engineering. Seven undergraduate degrees are offered: Bachelor of Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Health Sciences; Bachelor of Business Administration; Bachelor of Social Work; and the Associate in Arts degree.

### **Special Characteristics**

While Campbell University School of Education prepares teachers for a variety of settings in the Public Schools, one unique characteristic of the student population is that many of them will teach in rural settings. The program is geared to prepare students for that setting, as well as the more urban communities. All faculty pride themselves on their student orientation and personalization reflected in the advisement and one-on-one student interaction. The size of the program facilitates this aspect, which is considered a strength of the program. Faculty also model the integration of faith and learning in their classes and in their professional roles. Programs are available for holders of bachelor's degrees who wish to earn initial licensure prior to obtaining the M.Ed. and graduate licensure. The initial phase of these programs is comprised of a graduate level professional sequence and internship. The remaining graduate courses leading to the M.Ed. may be taken while teaching.

### **Program Areas and Levels Offered**

Campbell University offers licensure at the undergraduate level in the following areas: Birth to Kindergarten (B-K); Elementary Education (K-6); Middle Grades Education (6-9) with concentrations in Math, Science, Language Arts, and Social Studies; Special Education,(K-12); Secondary Education (9-12) in the areas of English, Mathematics, Biology, and Comprehensive Social Studies; Special Subjects (K-12) in the areas of Physical Education, Music and Spanish.

Beginning in the Fall of 2018, licensure programs in the areas of Theatre Arts Education (K-12), Studio Art Education (K-12) and Comprehensive Science (9-12) will be offered.

Graduate Level tracks are offered in: Elementary Education (K-6); Middle Grades Education (6-9) with a concentration in Language Arts, Math, or Social Studies; Secondary Education (9-12) in the areas of English, Mathematics, and History; Special Subjects (K-12) in Physical Education; Special Service Personnel (K-12) in the areas of School Counseling and School

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Administration. Add-on licensure in School Administration and Academically or Intellectually Gifted (AIG) are also available.

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

Traditional	RALC	Lateral Entry
X	X	X

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

For the 2017-2018 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

**All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

The School of Education has in place a technology plan documenting the progression of technological skills (integrated digital teaching and learning) for all candidates pursuing a North Carolina Teaching License. With the passage of this legislation directive, the faculty has revised this plan to incorporate additional skills within several classes and strengthened the technology courses required for all education majors. Additional technological equipment has been purchased which provides a simulation of the technology found within many of the classrooms which our teacher candidates are placed for field experiences. All candidates within Campbell University’s Teacher Education program are required to take at a minimum an Instructional Technology course (EDUC 455 Educational Technology Foundations) which provides application of technology in the educational setting both as an instructional tool for students and as a professional tool for educators. Throughout the teacher education program, all faculty utilize technology to teach as well as encouraging our candidates to demonstrate through classroom presentations their understanding and comfort in utilizing technology as a learning tool. In all field experiences, and in particular the capstone field experience of student teaching, the university supervisor and cooperating teacher are asked to observe the student effectively

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teaching through the use of digital tools and the candidate using these tools within the learning process. Finally, the practicum and student teaching portfolios require our students to document through effective lesson planning their ability to infuse technology and digital learning within their lessons for all students. They must address the technology standard within the context of integration among the standard of the content taught. All students must create lesson/unit designs which demonstrate their ability to “plan” integrated lessons with technology. In addition, the portfolio evidences must also show how they “taught” this lesson such that students utilized the technology as a learning tool. The students then assess the lesson/unit and reflect upon the success and possible changes which should be made to make the lesson/unit more effective.

**Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

The elementary and special education licensure programs have been revised and strengthened to support candidates in reading and mathematics, not only for the purposes of future licensure exams but also for the prioritized purpose of preparing our candidates to better prepared to meet the demands of challenging learning conditions faced by many of our public school students. In mathematics, candidates take two courses in mathematics to meet the GCC. However, these courses have been approved to be sequential in nature leading to our candidates having a deeper content knowledge in mathematical concepts and applications. After the completion of these two GCC mathematics courses, our candidates take an additional mathematics course heavily built upon Foundations of Mathematics. In this course, candidates focus on mathematics content which prepares them not only for the task of teaching elementary students mathematics but also prepares our candidates for the Pearson Mathematics Licensure exam. Our candidates take the Mathematics Licensure exam as a requirement for this course. If candidates fail the licensure exam, they are offered another mathematics course which is strategically aligned with the results of their performance on the licensure exam to target weak areas of mathematical understanding.

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In reading, candidates take a Reading Foundations course which prepares them to teach reading to their students. This course also is directly aligned with the Pearson Reading Foundations exam.

**Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

The School of Education and the Curriculum Learning and Materials Center purchased I-Pads (Fall, 2013) which are used to teach our students about the Reading 3D assessment requirement in the elementary schools of North Carolina. Current students actually work with “dummy” data to determine reading concerns on fictional students and make instructional decisions. Reading foundation components have been interwoven into the reading course to align with the standards and students are assessed heavily on these standards. Additional technology based assessment systems in the area of mathematics is available to the instructor and students within the mathematics pedagogy course. The mathematics course focuses heavily on “conceptual” understanding of mathematics moving from the “procedural” understanding. This has been a tremendous shift for our students as we have noticed their struggle with this shift. In addition to these efforts, the faculty members are revising and increasing their emphasis within their courses on purposes of assessment, analysis of data from assessments, and differentiation appropriate for students based on the analysis of this data from assessments. During the spring of 2018, a new course, EDUC 310 Assessment for the Data Informed Teacher, was added as a requirement for all teacher candidates. This course has a field experience component allowing teacher candidates to examine Professional Learning Communities working with data and how teachers utilize this data to inform instruction. In addition, teacher candidates examine all types of assessments utilized within the public schools as required by the district and the state.

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

The faculty proposed changes in several courses to address arts education. The courses currently focus heavily on lesson/unit design and fit well with this regulation. Revising this course somewhat to focus on integrative approaches to lesson design will enable students to examine

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possible alignment with arts education within their lesson. In addition, students are asked to focus more prominently upon arts integration within their lesson/unit designs created during the field experience sequence (short field, practicum, student teaching). This process is ongoing and with several faculty members attending the professional development provided by the North Carolina Department of Public Instruction there are several considerations given to infusing the arts integration concept into other courses throughout our programs of study.

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

Campbell University's Professional Education program has created and implemented an Assessment Plan in order to streamline assessment, data, and program analysis throughout the year. All program assessments have an identified report-pull window, self-analysis / review window, and data dive window. Within this plan, the Professional Education faculty have also identified the types of meetings to be held for data review as well as when those meetings will be held. Professional Education Meetings are held monthly from August to May and involve only the Professional Education full-time faculty. The Teacher Education Committee Meetings are held quarterly in August, October, January, and March and involve the Professional Education faculty, College of Arts and Sciences faculty for middle, secondary, and K-12 programs, and community stakeholders. The Stakeholder Meetings are held on a tri-annual basis in August, January, and May. The Stakeholder Meetings involve the Professional Education faculty, College of Arts and Sciences faculty for middle, secondary, and K-12 programs, and partner school district administrators (district and building level), clinical teachers, and content area specialists, and teachers who are graduates of our programs. The identified assessments within the Assessment Plan as well as the regularly scheduled meetings create our continuous improvement and self-study system.

There are a variety of assessments included in the Professional Education Assessment Plan. These include course / instructor evaluations, course assessments, program assessments (edTPA), Teacher Candidate Evaluation Rubric, Teacher Candidate Professional Growth Plan, Code of Ethics, Pearson (Reading, Mathematics, Multi-Subject), Praxis (Core, Praxis II Content areas and Pedagogy), Teacher Candidate Summary Rating Form, End of Program Survey, Annual IHE Report Card, Title II Report, CAEP AIMS Report, Annual Reports from Academic

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Departments, Annual Assessment Report, and Academic Program Review. These reports are program created, university created / mandated, state created / mandated, and federally created / mandated. The Assessment Coordinator and Director of Teacher Education oversee the delivery of these assessments through Tk20 and other avenues depending on the formats required.

The windows during which the Tk20 Unit Administrator (UA), Director of Teacher Education (DTE), and / or the Assessment Coordinator (AC) pull the data are most often in December and May for all assessments given within the semester. The Tk20 UA pulls the data / reports and submits to the DTE and AC for review prior to a faculty and / or stakeholder meeting. The Pearson and Praxis testing data are pulled on a monthly basis by the AC and reported to the DTE for analysis prior to a faculty and / or stakeholder meeting. Once the UA, DTE, and AC have pulled and initially reviewed the data, it is shared with the program coordinators for a two to three week review window. Following this review window, the faculty meetings are scheduled for a debrief and data dive. The collaboration, input, and feedback from these meetings prompts any tweaks to program elements that are necessary based on evidence from the assessments and meetings. This cycle continues each year to ensure we have the highest quality program meeting the needs of our teacher candidates and partner schools.

**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 occur in the following courses within the sequence of the program:

Freshman Year	EDUC 221 Introduction to Education	10 Hour Field Experience
Sophomore Year	SPED 331 Adolescents with Disabilities (Secondary/K-12) or SPED 350 Children with Exceptionalities (BK/Elem/ Middle Grades/SPED)	10 Hour Field Experience
Junior Year	EDUC 310 Assessment and the Data Informed Teacher	30 Hour Field Experience in a <b>Low Performing School</b>
Senior Year	Practicum	100 Hours in Field Experience
	Student Teaching	16 weeks in Field Experience

Should a student enroll in more than one of the above listed courses during the same semester, they will complete the combined total hours for the field experience.

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

The full semester is devoted to student teaching (16 weeks).

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

Professional education candidates begin their clinical field experience at the beginning of each school year prior to the arrival of students in the public schools. At this time, the faculty is developing a plan to include the end of the school year. With the end of the semester falling in Mid-May, students have not had experiences at the end of the school year unless they worked in other field experiences earlier than their clinical. We are looking at the possibility of having students to complete internships during the summer session between the junior and senior year.

**Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?**

Beginning in the 2017-2018 academic year all candidates will be required to pass all licensure tests prior to recommendation for licensure by Campbell University.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

**A. Direct and Ongoing Involvement with/and Service to the Public Schools**

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pine Level Elementary
Start and End Dates	March 10, 2018
Priorities Identified in Collaboration with LEAs/Schools	Establish College Going Culture
Number of Participants	5 classes with approximately 15 students per class
Activities and/or Programs Implemented to Address the Priorities	Career Day
Summary of the Outcome of the Activities and/or Programs	Talked with children about the importance of going to school, doing well, graduating and going on to higher education
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett County Schools/ South Harnett Elementary School
Start and End Dates	Spring 2018
Priorities Identified in Collaboration with LEAs/Schools	Collaboration between Campbell University and Local School Districts
Number of Participants	Schoolwide and Countywide

Activities and/or Programs Implemented to Address the Priorities	Judge Local School and Districtwide Science Fair
Summary of the Outcome of the Activities and/or Programs	Six junior and senior Biology majors judged the Science Fair from 8:15-1:00
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Schools
Start and End Dates	February 14, 2018
Priorities Identified in Collaboration with LEAs/Schools	Collaboration between Campbell University and Local School Districts
Number of Participants	Approximately 25 students
Activities and/or Programs Implemented to Address the Priorities	Chaperoned Field Trip
Summary of the Outcome of the Activities and/or Programs	Students learned about the local book store and how items are received and processed for distribution. They were made aware of what the book store offers and were encouraged to read by receiving one book for each student to take home.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Local School Districts
Start and End Dates	Academic Year 2017-2018
Priorities Identified in Collaboration with LEAs/Schools	Collaboration between Campbell University and Local School Districts
Number of Participants	Classrooms in various districts
Activities and/or Programs Implemented to Address the Priorities	Proctor for Student Examinations
Summary of the Outcome of the Activities and/or Programs	Students learned about the local book store and how items are received and processed for distribution. They were made aware of what the book store offers and were encouraged to read by receiving one book for each student to take home.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Local School Districts
Start and End Dates	Academic Year 2017-2018
Priorities Identified in Collaboration with LEAs/Schools	Collaboration between Campbell University and Local School Districts
Number of Participants	Classrooms in various districts
Activities and/or Programs Implemented to Address the Priorities	School Volunteers for Various School/District needs
Summary of the Outcome of the Activities and/or Programs	These activities included working with Book Fairs, classroom speakers, guest lecturers, and other volunteer opportunities.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston, Harnett, Lee, Duplin, Onslow, Wake Schools
Priorities Identified in Collaboration with LEAs/Schools	Provide support to programs designed for first generation students and non-traditional college students.
Activities and/or Programs Implemented to Address the Priorities	AVID Groups from each of these districts visited campus during the year. Teacher education candidates conducted tours of the campus and ate lunch with the students. Faculty members conducted Q and A sessions and also ate lunch with the students and their teachers. Assist with the AVID program which encourages middle/high school students to prepare themselves for college. Many of the AVID students are first generation college students. An important part of the program is for the students to visit colleges to gain firsthand experience.
Start and End Dates	Academic Year 2017-2018
Number of Participants	Approximately 350
Summary of the Outcome of the Activities and/or Programs	The AVID students learned about campus life and talked with college students. Students reflected on themselves being “present” in a college setting in their future. The faculty sponsors and students enjoyed the day.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guest Lecturer
Priorities Identified in Collaboration with LEAs/Schools	Support the academic enrichment of students.
Activities and/or Programs Implemented to Address the Priorities	History Professor, Dr. Jim Martin, presented a lecture entitled, “The Rise of Adolf Hitler” within a European History Class.
Start and End Dates	Spring Semester 2018
Number of Participants	All students enrolled in European History at Harnett Central High School
Summary of the Outcome of the Activities and/or Programs	This is an annual event and the faculty member is highly encouraged by the engagement of the students during this lecture. This is the 23rd year that Dr. Martin has been invited to do this lecture.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Regional Counties
Priorities Identified in Collaboration with LEAs/Schools	Support academic competitions and provide support for students to engage in these competitions
Activities and/or Programs Implemented to Address the Priorities	(Science Olympiad Regional Competition) Science competitions were held on campus for middle and high school teams. Campbell faculty and students conducted and judged the events throughout the day.
Start and End Dates	1-Mar-18
Number of Participants	43 Teams from Regional Counties
Summary of the Outcome of the Activities and/or Programs	This is the sixth year that Campbell University has sponsored this event at the request of the organizers due to the facilities and assistance from students and faculty at Campbell University.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett County Schools
Priorities Identified in Collaboration with LEAs/Schools	Support academic competitions and provide support for students to engage in these competitions
Activities and/or Programs Implemented to Address the Priorities	Campbell to host FIRST Robotics Lego League event for Harnett Schools Tuesday September 3, 2017 Campbell's School of Engineering will host a FIRST Robotics Lego League kick-off event in Turner Auditorium on Tuesday. The Lego League is the elementary and middle school version of FIRST Robotics
Start and End Dates	3-Sep-17
Number of Participants	Harnett County Schools
Summary of the Outcome of the Activities and/or Programs	This will become a continual event.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina Schools
Priorities Identified in Collaboration with LEAs/Schools	Support academic competitions and provide support for students to engage in these competitions
Activities and/or Programs Implemented to Address the Priorities	High-school students from across North Carolina will have the opportunity to showcase their hard work after an intense six weeks of designing and building an original robot in the FIRST® Robotics Competition, to be held April 7-8, 2018 in Campbell's Pope Convocation Center.
Start and End Dates	April 7-8, 2018
Number of Participants	32 State Teams
Summary of the Outcome of the Activities and/or Programs	Thirty-two teams of students and engineering and technical mentors will demonstrate their skill for science, mathematics and technology on the Gore Arena floor. They will compete for honors and recognition that reward design excellence, competitive play, and sportsmanship and high-impact partnerships between schools, businesses, and communities. This will mark the third consecutive year Campbell has hosted this event, which draws more than 800 students from high schools across the state.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charleston, South Carolina (Neighborhood Promise Schools)
Priorities Identified in Collaboration with LEAs/Schools	Provide resources to low wealth schools which are part of the Charleston Promise Neighborhood initiative at Campbell University School of Education.
Activities and/or Programs Implemented to Address the Priorities	Collect resources through "supply drive" at Campbell University to provide resources to our partner schools in Charleston, South Carolina.
Start and End Dates	Spring Semester, 2018
Number of Participants	55 students from Campbell University plus two schools in Charleston
Summary of the Outcome of the Activities and/or Programs	Resources were distributed to partner schools during the School of Education's annual trip to Charleston Promise Neighborhood Schools.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various Music Schools across the Nation
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	In-service training for Music Educators
Start and End Dates	Academic Year 2017-2018
Number of Participants	Various Music Schools across the Nation
Summary of the Outcome of the Activities and/or Programs	Resources were distributed to partner schools during the School of Education's annual trip to Charleston Promise Neighborhood Schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County, Hoke County, Harnett County, Triangle Area Counties
Priorities Identified in Collaboration with LEAs/Schools	Provide support for area Band Camps
Activities and/or Programs Implemented to Address the Priorities	Band Program hosted band camps for bands across the region.
Start and End Dates	Academic Year 2017-2018
Number of Participants	Fuquay Varina Band Camp; Sanderson Band Camp; Harnett Central High Band Camp; Triangle Band Brass Band Concert
Summary of the Outcome of the Activities and/or Programs	The area band programs continue to seek support and assistance from the Campbell University
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett County Schools
Priorities Identified in Collaboration with LEAs/Schools	Encourage faculty and students to explore diversity of the student population through participation in special events.
Activities and/or Programs Implemented to Address the Priorities	Harnett County Special Olympics
Start and End Dates	April, 2018
Number of Participants	18 student educators and advisor and special Olympians
Summary of the Outcome of the Activities and/or Programs	Each year, the special education student candidates and their advisor volunteer to participate and assist at this annual event held on campus at Campbell University.
LEAs/Schools with whom Institution has formal Collaborative Plans	Harnett County Schools, Lee County Schools
Priorities identified in Collaboration with LEAs/Schools	Work with school law concerns for Beginning Teachers (BTs)
Activities and/or Programs implemented to address the priorities	Professional Development workshop covering topics pertaining to legal issues and teaching, particularly focusing on the early teacher career.

Start and End Dates	Aug-17
Number of Participants	80 to 100 BTs at each LEA
Summary of the Outcome of the Activities and / or programs	The BTs and teachers new to the LEA receive a handout that covers many areas where school law related problems can occur. The workshop includes a questions and answer session along with coverage of scenario situations (such as field trip or other school event related liability as it relates to standard of care).

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	6
Female	80
Race/Ethnicity	Number
Asian/Pacific Islander	0
African American	6
Hispanic	1
American Indian/Alaskan	0
White	69
Other	4

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

Full-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	65
	Other	0	Other	4
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>75</b>

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

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

Prekindergarten				
Elementary	9	10		
MG	1	1		
Secondary		1		
Special Subjects	4	3		
EC	1	1		
VocEd				
Special Services				
Total	15	16	0	0

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

2016-2017		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Campbell	38	92	71
Bachelor	State	3083	83	65

**E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2016-2017.**

LEA	Number of Teachers
Harnett County Schools	245
Wake County Schools	194
Johnston County Schools	174
Cumberland County Schools	100
Sampson County Schools	80
Lee County Schools	54
Wayne County Public Schools	30
Onslow County Schools	28
Moore County Schools	25
Duplin County Schools	24

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

Measure	Baccalaureate
MEAN SAT Total	1,163.53
MEAN SAT-Math	571.67
MEAN SAT-Verbal	*
MEAN ACT Composite	26.26
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-Combined	N/A
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	N/A

MEAN CORE-Combined	496.12
MEAN CORE-Reading	179.22
MEAN CORE-Writing	168.00
MEAN CORE-Math	168.29
MEAN GPA	3.46
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2016-2017 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art		
Biology		
Business and Info Tech Ed		
Chemistry		
Elementary (grades K-6)		
English		
Family and Consumer Sciences		
French		
Health Specialist		
History		
M.G. Language Arts		
M.G. Math		
M.G. Science		
M.G. Social Studies		
Math		
Music		
Physical Education		
Social Studies		
Spec Ed: Adapted Curriculum		
Spec Ed: General Curriculum		
Technology Education		
Institution Summary		
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**H. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.**

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		3
Elementary (K-6)	17	23
Middle Grades (6-9)	1	2
Secondary (9-12)	1	12
Special Subject Areas (K-12)	7	5
Exceptional Children (K-12)	2	7

<b>Total</b>	28	52
<b>Comment or Explanation:</b>		

**I. Time from admission into professional teacher education program until program completion**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	28	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
<b>Comment or Explanation:</b>						

**J. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
9	0	10

**K. Teacher Effectiveness**

<b>Teacher Effectiveness</b>
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <a href="http://www.ncpublicschools.org/effectiveness-model/ncees/">http://www.ncpublicschools.org/effectiveness-model/ncees/</a>. Institutions with fewer than five beginning teachers evaluated during the 2016-2017 school year are reported as N/A. Additional information about Educator Effectiveness is available at: <a href="http://www.ncpublicschools.org/effectiveness-model/ncees/">http://www.ncpublicschools.org/effectiveness-model/ncees/</a></p>

Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:						
State Level:						
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:						
State Level:						
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:						
State Level:						
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:						
State Level:						
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:						
State Level:						
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:						
State Level:						