

2015-2016

IHE Bachelor Performance Report

Western Carolina University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Western Carolina University, located in Cullowhee on a 600-acre main campus near the Great Smoky and Blue Ridge Mountains 52 miles west of Asheville, has a long history as a teachers' college. Robert Lee Madison, the first president of the university, started the Cullowhee Academy in 1889. In 1891, the Cullowhee Academy became Cullowhee High School through a state charter granted by the General Assembly. Madison's dream, called the "Cullowhee Idea," was to make education widespread and to provide teachers for village and rural children in the region. A state-supported normal department was established, and teacher preparation began in

southwestern North Carolina in 1891. Today, Western Carolina University is a coeducational residential public university of more than 10,300 students (more than 8,800 undergraduate students) from the United States and from Europe, Asia, Africa, and South America. Enrollment in the College of Education and Allied Professions for the spring of 2016 was 1,933 and 2,080 for the fall of 2015. The WCU student body is 56% female and 44 % male, more than 16 percent of students self-identify as part of a racial minority group, and more than 75 % of students are between the ages of 18 and 24. More than 4,500 of WCU's students live on campus in Cullowhee. Western Carolina University is a comprehensive regional university within The University of North Carolina system, offering a broad array of over 115 undergraduate majors and 60 graduate programs with a focus on high-demand degrees including a variety of programs in engineering, science, healthcare, education, humanities, business and the arts. Approximately 57 % of all classes have fewer than 30 students, and the student/faculty ratio is 16 to 1. The University serves the people of North Carolina from its residential main campus at Cullowhee, situated between the Blue Ridge and Great Smoky Mountains, as well as the instructional site at Biltmore Park in Asheville. Western Carolina University is located in Jackson County and is in an unincorporated area. The region in which Western Carolina University is located has been reviewed for status as a National Heritage Area due to the region's unique characteristics and culture. Western has a long and rich tradition of producing excellent professional educators. The institution has over 450 full-time faculty members, 73% of whom hold doctoral or terminal degrees. Six undergraduate colleges include Arts and Sciences, Business, Education and Allied Professions, Engineering and Technology, Fine and Performing Arts, as well as Health and Human Sciences. In addition, Western has the Honors College and the Graduate School.

Special Characteristics

WCU is located in the township of Cullowhee, which has a population of approximately 4,000. Western provides basic services such as water and electricity to the immediate area. Our service orientation became part of WCU's tradition as the community around it grew. The tradition continues today in the "Western Way" where the institution reaches out and supports the region of the very rural westernmost mountain counties. Western is well known for its innovation in technology. For example, Western was the first NC public institution to require all entering

freshmen to have a networkable computer. The College of Education and Allied Professions houses units that provide significant outreach services to the public schools in our rural region. These units include the Office of the Director of the North Carolina Council on Accreditation and School Improvement (for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Teacher Recruitment, Advising, and Career Support (TRACS), and the Psychological Services Clinic. In 2013, TRACS was folded into Suite 201 (for its location in the Killian building) which includes the offices of the associate dean, assessment director, licensure, field experience, recruitment, retention, teacher education admissions, advising, beginning teacher support, and LEAP (Language Experience Afterschool Program). Suite 201 is, quite literally, the support unit for “every step along the way.” In addition, the College frequently collaborates with the North Carolina Center for the Advancement of Teaching located adjacent to the WCU campus, Base Camp Cullowhee (BCC), GEAR UP, as well as the Western Region Education Service Alliance (WRESA). The services of the units as well as those of our faculty and staff are characterized by the attitude that going the extra mile (figuratively and literally) is an integral part of the job. For example, Western has a long-established School-University Teacher Education Partnership (SUTEP) whose focus goes beyond providing support to beginning teacher to professional development for career teachers. There is a strong collaborative relationship between the College of Education and Allied Professions and the Colleges of Arts and Sciences and Fine and Performing Arts aimed at supporting teacher education and the public schools. The university and college are strongly committed to partnering with the public schools in order to educate pre-service teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators. CEAP fulfills its mission by first providing high-quality programs to our students in all of areas of study, with emphasis on professional education and related areas. Second, we prepare graduates who will positively impact the region as educators, administrators, and other professionals in human services, in schools and elsewhere, from birth through higher educational settings. Finally, we actively engage in our region as teacher-scholars through collaboration, consultation, direct services, and scholarly endeavors, in a variety of environments. Our vision is to become the regional source of expertise and current information in professional education and allied professions. In these areas of expertise, our

college should be recognized as the first choice for educational programs, collaboration and consultation, engaged scholarship, and leadership throughout western North Carolina. In addition to service to the region and the state of North Carolina, WCU has worked with the Ministry of Education in Jamaica for more than 40 years to provide courses in Jamaica and on Western's campus so that teachers there can complete BSEd and MAEd degrees. The College of Education and Allied Professions constructed a [strategic plan](#)*, originally approved in April, 2013; revised in April, 2015.

* <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/about-the-college/ceap-strategic-plan.asp>

Program Areas and Levels Offered

The professional education unit offers programs at the initial, masters, specialist, and doctoral levels. Pre-Kindergarten (B-K): Birth-Kindergarten – A; Elementary Education (K-6): Elementary Education – A M; Middle Grades Education (6-9): Middle Grade Language Arts – A M; Middle Grade Mathematics – A M; Middle Grade Science – A M; Middle Grade Social Studies – A M; Secondary Education (9-12): English – A M; Mathematics – A; Comprehensive Science – A; Biology – M; Social Sciences – A M; Special Subject Areas (K-12): Reading – A (add-on); Art – A M; Music – A; Health & Physical Education – A; Second Language Studies: Spanish – A; Inclusive Education (leads to Elementary Education and Special Education: General Curriculum (K-6) licensure) – A; Exceptional Children (K-12): General Curriculum: Mild to Moderate Disabilities – A M; Gifted, Creative and Innovative Education – A (add-on), M; Adapted Curriculum: Severe/Profound Disabilities M; Speech-Language Impaired – S; Special Service Personnel (K-12): School Administrator – M S D; School Counselor – S; School Psychologist – S; TESOL – A (add-on).

Notations: A= Initial Level, M= Advanced Level, S= Specialist's Level, D= Doctoral Level.

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 2015-2016 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.

Elementary, Middle Grades, Special Education, and Inclusive Education candidates take a number of courses on digital literacy and assessment. These courses include a focus on knowledge of as well as practice and application of current classroom and instructional technologies. Each of these programs, as well as the secondary disciplines, utilizes instructional technology appropriate to the discipline. For example, SMART technology is demonstrated for teacher candidates and utilized during field experiences where available. This is integrated into the content methods classes and the Internship/Student Teaching Seminar in the professional education sequence required for all teacher education students. The elementary, middle grades, and inclusive education programs require Digital Literacy course that all candidates must take. Candidates gain experience using SMART boards, Promethean Boards, and engage in a robotics curriculum. Teacher candidates are required to use technology to collect, manage and analyze teaching video segments as well as student performance data in order to complete edTPA, the final summative performance assessment required for initial licensure and program completion. Within each candidate’s edTPA, there must be evidence of the use of technology for assessment of instruction and, of course, this assessment is completed via technology during the Internship/Student Teaching experience. Teacher candidates must also identify an area of improvement as part of their professional development with their technology skills in the form of an Individual Growth Plan.

The CEAP has fully transitioned away from the Teacher Work Sample (TWS) and fully implemented edTPA for evidences 3 and 5 (in all initial licensure programs). edTPA consists of three tasks which center on planning, instruction and assessment. As with before, technology as

teaching and learning tools are integral part of the internship experiences. With edTPA, candidates demonstrate mastery of both formative and summative assessments – planning and administering assessments as well as analyzing student-level data and designing or modifying instruction, and reteach or varied techniques. edTPA continues our tradition of videoing lessons. Presently, candidates are doing more than recording and observing lessons. They are engaged in digital analysis of teaching performances over time. edTPA requires great care and skill in the selection of teaching segments to demonstrate mastery of tasks (e.g., instruction and assessment). CEAP candidates engage in use of a number of engaging software and cloud-based tools for audio and video analysis: Voice Thread, Teachscape, Google Glasses, and swivel technology (to better capture audio and visual components of the lesson as well as student interactions).

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.*

Candidates in the Elementary Education, B.S.Ed. take 21 hours devoted solely to the teaching of reading and mathematics in the elementary grades (15 hours in reading, literature, and digital literacy; six hours in the teaching of mathematics). Furthermore, candidates take courses in English and math as part of the 42 hours of liberal studies and many choose a Second Academic Concentration (18 hours) in reading and/or mathematics.

We have transitioned toward preparation of candidates for the Pearson Foundations of Reading and General Curriculum licensure exams. Elementary and inclusive education candidates take EDRD 334 Reading Language Development and Instruction in the fall of the junior year. This course centers on the content of the Foundations of Reading exam and now includes a practice exam. Mastery of this course is considered solid preparation for the exam. Information on the exams has been made widely available to candidates – including information regarding exam fees, testing dates, and content preparation.

WCU CEAP site: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/teacher-education/future-teachers/praxis-ii.asp>

NC Site: <http://www.nc.nesinc.com/>

WCU CEAP's Preparing for Licensure Exams

page: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/teacher-education/Licensure-Exam-Preparation.asp>

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.

As mentioned before, past candidates completed the Teacher Work Sample (TWS), which had a distinct focus on not only assessment, but also evidence of student learning. The college has fully transitioned to edTPA for evidences 3 and 5, which consists of three tasks centered on planning, instruction and assessment. As mentioned earlier, technology as teaching and learning tools are integral part of the internship experiences. With edTPA, candidates demonstrate mastery of both formative and summative assessments – planning and administering assessments as well as analyzing student-level data and designing or modifying instruction, and reteach or varied techniques.

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

The Elementary Education program in CEAP has long promoted interdisciplinary study – “integration among and across the arts and other disciplines” – in the general curriculum courses [Source: [DPI](#)] Even further, every candidate in this program take a 300-level course in each of the following: music, art, and physical education (one hour each). Candidates may further choose a Secondary Academic Concentration (18 hours) in Art or Health Promotion and Wellness.

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

The professional education unit conducts self-study on a regular basis as part of continuing NCATE/CAEP accreditation, revision of programs for approval by the SBE, as well as for ongoing renewal of programs and revision of curriculum. Many stakeholders are involved in this process beyond CEAP faculty and staff including those from our partner colleges, Arts and Sciences and Fine and Performing Arts, undergraduate and graduate students, community and school partners, and program and unit advisory boards.

WCU's CEAP made numerous changes to its assessment system after the 2007 NCATE visit as a result of national, state, and university requirements. The 2015 visit yielded an achieved status of Target for standard 2, assessment system and unit evaluation. In 2012, the college redefined its conceptual framework (CF) with input from faculty, staff, and stakeholders. The CF is a foundation to guide our work and assessments. In spring 2013, CEAP also finalized its strategic plan based on the WCU 2020 Plan, completed in 2012. The strategic plan for the college was updated again in 2015. Even further, 18 programs underwent revision for the spring 2016 blueprint approval process in order to include content updates as well as the edTPA.

CEAP has a comprehensive professional education assessment system that reflects a continuous improvement process. The system is designed with transition points beginning at admission to teacher education programs, midpoint during the program, the end of the Intern II or student teaching experience, and later in NC public school employment. During the 2015-2016 academic year, a newly formed Teacher and Professional Education System Task Force took time to review our processes for collecting and analyzing candidate performance assessments, documenting and reporting on field and clinical experiences, managing the teacher and professional education admission and continuation process, and collecting data regarding candidate performance, and surveys of stakeholders. This process resulted in the adoption of TK20, an electronic comprehensive system for teacher education admission, field experiences, licensure, and reporting. The new system is being implemented over the summer so that the system will be utilized starting fall 2016. Many stakeholders were involved in the review and adoption process, including faculty, students, and external stakeholders.

During the final semester, program evaluations are administered to candidates who complete teacher and professional education programs. Data are compiled and reported to the college Assessment Committee, the Professional Education Council (PEC) and the Leadership Council. Program coordinators are also included and results are reviewed by program faculty. Changes made to the assessment system based on the survey results are reviewed by the college Assessment Committee. The committee then approves the assessment system change or makes other recommendations to the program for consideration. The results are also shared with the Leadership Council and PEC for final approval. In addition, the college administers alumni surveys to all college program completers on a five-year cycle. Data are compiled and reviewed by program coordinators, the college Assessment Committee, PEC, and Leadership Council. Finally, the college implemented edTPA, a nationally-normed, valid and reliable teacher performance software for all initial licensure teacher education candidates. This performance-based assessment allows CEAP to compare our teacher candidate performance with other state institutions as well as nationally. Implementation across all initial licensure programs was completed in fall of 2015.

To ensure consistency, fairness and effectiveness of college operations, the college administers surveys to candidates to assess advising and satisfaction and to college committees to assess college effectiveness. Advising surveys are administered each fall to all undergraduate and graduate college enrollees for the purpose of reviewing student service processes across all majors. To ensure consistency across the unit, data differences are reviewed across ethnicity, distance versus on-campus course experiences, and by gender. Survey results are distributed to the college Assessment Committee, PEC, and Leadership Council for the purpose of making recommendations to improve the student advising process. In addition, student satisfaction surveys are administered every three years to all college undergraduate and graduate candidates for the purpose of monitoring college business processes, customer satisfaction, and retention. Program coordinators receive feedback from the surveys, as well as the college Assessment Committee, PEC, and Leadership Council. In addition, to ensure consistency and fairness, performance data from TaskStream is reviewed by gender, race, major, and instructional location.

College committees are surveyed on a 2-3 year cycle in spring to determine operational effectiveness. Findings are shared with the Assessment Committee, PEC, Leadership Council, and the chairs of the surveyed committees. If committees are found to be ineffective and no longer relevant to the purpose of the college, they may be eliminated. Committee resources are examined to make sure they are adequate to fulfill the mission and committee organizational structure is examined to best address the mission. In spring 2013 and 2014, the college administered a climate survey to all faculty and staff within the college to determine satisfaction with college reorganization and determine areas for improvement. As a result, funding was rerouted to better serve departments, the School of Teaching and Learning changed the administrative structure, and the TRACS office was moved into a common suite of support offices to better serve candidates (e.g., Suite 201).

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

All teacher education candidates are required to take each of the following courses during their matriculation at WCU:

EDCI 201 Teacher Leadership in a Diverse Society

Licensure candidates spend a minimum of 14 hours spread over several visits in a P-12 classroom. The primary purpose of this experience is for focused observations, reflection on the observations and thoughtful consideration of the teaching profession in the 21st century.

Candidates may be more involved in classroom activities at the discretion of the teacher.

PSY 323 Psychology Applied to Learning and Teaching

In a minimum of 16 hours spread over four weeks, candidates observe and interview faculty on the influences of socio-economic status on learning and teaching. (Candidates concurrently enrolled in SPED 339 may combine observations for a total of 24 hours.)

SPED 339 Designing Classrooms as Responsive Learning Communities

In a minimum of 16 hours spread over four weeks, candidates observe, interview the host teacher, complete a case study of a student with learning differences and create a plan of action for the student to show how a student with his/her needs could be supported in a regular

classroom. (Candidates concurrently enrolled in PSY 323 may combine observations for a total of 24 hours.)

Teacher education candidates are required to take one or more of the following courses in the Elementary and Middle Grades programs:

EDEL 415 Language Arts Methods, K-6

Candidates work with their host teacher to develop and teach two research-based writing lessons that utilize a writing workshop format. Lessons may be taught to a small group or whole class.

EDEL 416/516 Science Methods, K-6

Candidates observe and collaborate with the host teacher for a minimum of two visits in order to plan, teach, and reflect on one hands-on, minds-on science lesson.

EDEL 417 Social Studies Methods, K-6

Candidates observe, teach and assist with social action projects in the classroom for six to 10 hours spread across several visits.

EDEL 419 Mathematics Methods, 3-6

Candidates observe, interview a student, teach one lesson and conduct a follow-up interview with the same student in a minimum of three visits totaling four to six hours.

EDEL 446 Digital Literacy Methods, K-6

Candidates will select a student or group of students and co-create a digital story using appropriate software covered in the course and are also encouraged to integrate what they are learning in the class (e.g. Web 2.0 tools, SMART Board) into their 10 lessons where appropriate.

EDMG 415 Language Arts Methods, 6-9

In several visits totaling five to 10 hours, candidates develop and teach to an individual or a small group a three-part lesson plan using writer's workshop process or other writing instruction.

EDMG 416 Science Methods, 6-9

Candidates observe and collaborate with the host teacher for a minimum of two visits in order to plan, teach, and reflect on one hands-on, minds-on science lesson.

EDMG 417 Social Studies Methods, 6-9

Candidates observe, teach and assist with social action projects in the classroom for six to 10

hours spread across several visits.

EDMG 419 Math Methods, 6-9

Candidates observe, interview a student, teach one lesson and conduct a follow-up interview with the same student in a minimum of three visits totaling four to 6 hours.

EDMG 466 Digital Literacy Methods, K-6

Candidates will select a student or group of students and co-create a digital story using appropriate software covered in the course and are also encouraged to integrate what they are learning in the class (e.g. Web 2.0 tools, SMART Board) into their 10 lessons where appropriate.

EDRD 335 Content Reading for Intermediate Grade Learners, 3-8

Candidates observe and work with struggling readers and/or guided reading groups. They will investigate the reading tasks that students are required to do throughout the school day across all subject areas.

EDRD 420 Reading Methods, K-6

Candidates work with their host teacher to develop and teach research-based reading lessons geared to meet specific learning needs. Lessons should be taught weekly to the same guided reading group.

EDRD 440 Reading Diagnosis and Instruction for Grades K-6

Candidates work with their host teacher to identify a struggling reader and will plan and implement focused, evidence-based, explicit instruction tailored to meet the student's assessed reading needs.

EDEL 415 Language Arts Methods, K-6

Candidates work with their host teacher to develop and teach two research-based writing lessons that utilize a writing workshop format. Lessons may be taught to a small group or whole class.

EDEL 416/516 Science Methods, K-6

Candidates observe and collaborate with the host teacher for a minimum of two visits in order to plan, teach, and reflect on one hands-on, minds-on science lesson.

EDEL 417 Social Studies Methods, K-6

Candidates observe, teach and assist with social action projects in the classroom for six to 10 hours spread across several visits.

EDEL 419 Mathematics Methods, 3-6

Candidates observe, interview a student, teach one lesson and conduct a follow-up interview with the same student in a minimum of three visits totaling four to six hours.

EDMG 415 Language Arts Methods, 6-9

In several visits totaling five to 10 hours, candidates develop and teach to an individual or a small group a three-part lesson plan using writer's workshop process or other writing instruction.

EDMG 416 Science Methods, 6-9

Candidates observe and collaborate with the host teacher for a minimum of two visits in order to plan, teach, and reflect on one hands-on, minds-on science lesson.

EDMG 417 Social Studies Methods, 6-9

Candidates observe, teach and assist with social action projects in the classroom for six to 10 hours spread across several visits.

EDMG 419 Math Methods, 6-9

Candidates observe, interview a student, teach one lesson and conduct a follow-up interview with the same student in a minimum of three visits totaling four to 6 hours.

EDRD 335 Content Reading for Intermediate Grade Learners, 3-8

During several visits totaling at least 15 hours, licensure candidates observe, work with an individual or a small group on guided reading and comprehension, complete an informal reading inventory, do text level analysis and develop a unit plan that integrates reading/literacy instructional strategies within content-area texts.

ELMG 390 and EDMG 411 - "Block" Practicum

Block students will spend at least 6.5 hours/week in the placement for 10 weeks. They will complete, at a minimum, the following assignments: one observation of the host teacher; five journals reacting to their experiences and/or seminar readings; plan and teach four lesson, reflecting upon each and gathering student work for assessment analysis work in the seminar.

The level of participation of the students is at the discretion of the host teacher, though they are encouraged to become involved in class activities as much as possible.

Additional courses with early field experiences prior to internship are listed below by program.

Birth-Kindergarten candidates take the following early field experiences courses (hours listed are

total hours per semester):

BK 250 - 4-8 hours

BK 260 - 6 hours

BK 315 - 6 hours

BK 361 - 10 hours

BK 363 - 12 hours

BK 462 - 5 hours

BK 470 - 4 hours

SPED 240 - 10 hours

BKSE 345 - 18-20 hours

BKSE 350 - At least 5 hours

BKSE 415 - 15-20 hours

BK 312 - 10 hours

BK 316 - 15 hours

BK 473 - 15 hours

BKSE 313 - 8-10 hours

BKSE 412 - 3 hours

BKSE 427 - 2 hours

Health and Physical Education candidates take the following early field experiences courses

(hours listed are total hours per semester):

HPE 311 - 12 hours

HPE 345 - 2-3 hours

HPE 360 - 1 hour

HPE 346 - 3 hours

HPE 325 - 1 hour

HPE 424 - 8-9 hours

Inclusive Education candidates take the following early field experiences courses (hours listed

are total hours per semester):

SPED 310 - 4 hours

SPED 312 - 10 hours

EDRD 334 - 15 hours

SPED 407 - 2 hours

SPED 311 - 20 hours

Secondary subject areas with a designated field experience in courses include (hours listed are total hours per semester):

ART 465 - 18 hours

ART 463 - 18 hours

MUS 323 - 15 hours

MUS 311 - 3 hours

MUS 312 - 3 hours

MUS 327 - 2 hours

EDSE 322 - 15 hours

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

15 weeks

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

Internship is a year-long requirement, where teacher candidates will enroll their last two semesters in Internship I (first semester of senior year) and Internship II (second semester of senior year). Interns will be able to see the opening of a school year regardless of the semester they begin Internship. They will not be able to literally see the “close” of the school year because of the university academic calendar. However, they will be able to see and participate in the preparation end-of-year testing and closing school.

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

Yes

**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	Asheville City Schools, Buncombe, Jackson, Haywood, Swain, Cherokee, Cherokee Central Schools, Macon, Clay , Graham, Henderson, Jackson, McDowell, Mitchell, Polk, Rutherford, Transylvania, & Yancey. Beginning 2015-2016, we also have MOUs with several Charter Schools: Evergreen, Mountain Discovery, & Summit.
Priorities Identified in Collaboration with LEAs/Schools	<p>A. Western Carolina University Responsibilities</p> <ol style="list-style-type: none"> 1. Ensure that CEAP supports the ability of initial and advanced candidates to be successful in practica, internships, and student teaching experiences as defined in the North Carolina General Statute SC-308. 2. Establish standards for minimum and maximum contact hours as part of regulated, integrated field components, including field experiences, practica, internships, and student teaching, for teachers, prospective administrators, and other school support personnel within partnership sites. 3. Sponsor and participate in partnership-related professional development activities, planning meetings, and advisory committees with representatives from partnership districts that will further partnership goals and objectives. 4. Work with partnership personnel to designate high quality teachers, school leaders, and other school support personnel to serve as: a) hosts for field experiences; b) cooperating teachers for practica, internship, and student teaching; c) site supervisors (licensed principal) for MSA/PMC internships; and d) site supervisors for school counselor practica/internships, school psychology practica/internships, and e) site supervisors for superintendent licensure candidates. 5. Partner with school personnel to plan initial and advanced field experiences, practica, internships, and student teaching. 6. Collaborate with school personnel to evaluate CEAP initial and advanced candidates placed in partnership schools. 7. Provide professional development opportunities that support the instructional, curricular, and/or administrative needs of the school and/or district and that promote the effective integration of instructional technologies. 8. Develop and implement collaborative, systematic research studies based on school improvement needs or current issues faced by partners for interested school sites. <p>Designate contact persons to serve as liaisons between WCU/CEAP and the district.</p> <p>B. School System Responsibilities</p> <ol style="list-style-type: none"> 1. Ensure participation by teachers, administrators, and other school support personnel in partnership-related professional development activities, planning meetings, and advisory committees to promote collaboration that will further partnership goals and objectives.

	<p>2. Establish partnership schools with WCU to serve as sites for field experiences, practica, internships, laboratories of practice, and student teaching for initial and advanced students in teacher, administrator and other student support personnel preparation programs.</p> <p>3. Work with university personnel to designate high quality teachers and school leaders to serve as: a) hosts for field experiences; b) cooperating teachers for practica, internship, and student teaching; c) site supervisors (licensed principals) for MSA and Post-Master's Certificate internships; d) site supervisors for school counselor practica/internships, and school psychology practica/internships, and site supervisors for superintendent licensure candidates.</p> <p>4. Partner with university faculty to plan field experiences, practica, internships, and student teaching.</p> <p>5. Collaborate with university faculty to evaluate CEAP initial and advanced candidates placed in their schools.</p> <p>6. Involve university faculty in district-level professional development activities, committee planning and events connected to the work of the partnership and the improvement of educational practice.</p> <p>7. Designate a contact person to serve as a liaison between the district and WCU/CEAP and a liaison at each partnership school to serve as a connection between the school and the university.</p> <p>8. Encourage school site participation in the development and implementation of collaborative, systematic research studies based on school improvement needs or current issues faced by partner schools.</p>
Activities and/or Programs Implemented to Address the Priorities	Memorandums of Understanding (MOUs)
Start and End Dates	Ongoing
Number of Participants	N/A (too many to number - K12 students; K12 teachers; WCU faculty and staff; WCU preservice teachers)
Summary of the Outcome of the Activities and/or Programs	There are a wide variety of outcomes from the most common (i.e., early clinical experiences, formal block placements and internships/practicums at both the undergraduate and graduate level) to much more intricate and extensive work such as grants (i.e., everything from small SUTEP grants which are described below; to more formal such as NCDPI ASQI and NC Quest, among others; and ongoing research and smaller partnership projects.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jackson, McDowell, and Yancey. Also, through NCInspire, we serve beginning teachers in Haywood, Newton Conover City Schools, Caldwell, and Buncombe.
Priorities Identified in Collaboration with LEAs/Schools	The NC NTSP provides support for beginning teachers during their first three years of teaching. The key features of the program include: Instructional Skills Institute, Professional Development, and Coaching.

Activities and/or Programs Implemented to Address the Priorities	North Carolina New Teacher Support: Professional development workshops and individual coaching.
Start and End Dates	2015-2016
Number of Participants	67 (beginning teachers)
Summary of the Outcome of the Activities and/or Programs	Beginning teachers who are well trained, supported, and coached through their first three years of teaching. Ultimately, the biggest outcome is retention in teaching.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jackson, Haywood, Macon, Swain, Madison, Graham, Mitchell, and Clay.
Priorities Identified in Collaboration with LEAs/Schools	Meet with beginning teacher coordinators twice per year to identify areas of biggest need. Professional development priorities for 2015-2016 include classroom management and discipline, literacy, assessment/data analysis, inclusion, technology integration.
Activities and/or Programs Implemented to Address the Priorities	Beginning Teacher Support: Four days of professional development for beginning teachers in the Western North Carolina region. Two days in a summer symposium prior to the start of the school year and one day each in the fall and spring. Professional development includes working with students with disabilities/inclusion, literacy and reading, classroom management and discipline, technology, assessment, and many other topics.
Start and End Dates	2015-2016 (August Symposium, 2 days; fall, 1 day; spring, 1 day)
Number of Participants	89 (beginning teachers)
Summary of the Outcome of the Activities and/or Programs	Suite 201 of the College of Education and Allied Professions of WCU provides support for beginning teachers during their first year of teaching. The key features of the program include: beginning teacher symposium (two full days of training in the summer, prior to the start of school) and two professional development days during the year. The outcome is training and support during the first year, as required in NC. The ultimate outcome is retention in teaching.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The entire Western North Carolina region.
Priorities Identified in Collaboration with LEAs/Schools	This is a regional science fair in which middle and high schools send representatives (top three) from their school to compete in a variety of categories: Biological Science, Chemistry, Earth and Environmental, Engineering, Physics and Math, and Technology. Also, each year there are focused presentations and in 2016 WCU was thrilled to have Pisgah Astronomical Research Institute (PARI) presenting "Science in the Stars." They shared an interactive program on telescopes and the electromagnetic spectrum using earth and spaced-based optical and radio telescopes and highlighted some of the many secrets of the universe these instruments have revealed.
Activities and/or Programs Implemented to Address the Priorities	WNC Region 8 Science Fair
Start and End Dates	February 16-17, 2016
Number of Participants	Each year, more than 300 students compete and approximately 50 teachers, all from around 16 counties in WNC

Summary of the Outcome of the Activities and/or Programs	While there are middle and high school winners in each category, the ultimate outcome is experience for students in presenting a project to judges, in a competitive and high-stakes environment. Students also get experience interacting with peers from the region and a visit to a university campus.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Buncombe, Burke, Children and Youth Exposed to Violence Project, Haywood County Psychological Services, Henderson, Southwestern Community College, Swain, Violence-Sexual Assault Alliance, Inc., and Yancey
Priorities Identified in Collaboration with LEAs/Schools	<p>The College of Education and Allied Professions (CEAP) sponsors a small grant program to support initiatives that will enhance our partnerships. An essential component of our CEAP mission is to “actively engage in our region as teacher-scholars through collaboration, consultation, direct services, and scholarly endeavors, in a variety of environments.” We have allocated a portion of the SUTEP budget to specifically support initiatives to advance that mission.</p> <p>Purpose: CEAP will use a portion of funds allocated for partnership support to encourage faculty, staff, pre-service teachers, and public school partners to strengthen collaboration toward shared goals. These funds will be considered investments in projects that bring value-added benefits to CEAP and our public school partners. Participants who receive support will be able to use funds to advance at least one of three related goals:</p> <ol style="list-style-type: none"> 1. The enhancement of pre-service teacher education. Funding in this category will support teams of WCU faculty, staff, and students in their programs. Categories of funding might include <ul style="list-style-type: none"> • travel for faculty and students to attend/present at professional conferences; • membership fees for students in professional organizations (with a focus on teacher education); and/or • resources and materials necessary to complete a project. 2. Collaboration in P-12 partnership activities. Funding in this category will support teams of WCU faculty, staff, and public school partners. Categories of funding might include <ul style="list-style-type: none"> • support for grant development; • pilot projects of collaborative design; and/or • Co-teaching partnerships in which public school teachers or administrators team with university faculty to teach courses on the WCU campus or in a P-12 school setting. 3. Faculty-to-faculty collaborative activities. Funding in this category will support teams of faculty members (within and/or across colleges). Categories of funding might include <ul style="list-style-type: none"> • co-teaching or co-design of a university course; • collaborative work on a project that will involve or impact teacher education candidates; • resources and materials necessary to complete projects or research; • support for grant development; and/or • pilot projects of collaborative design.
Activities and/or Programs Implemented to Address the Priorities	SUTEP Mini Grants: Funding to support collaboration with schools for projects. Thirteen separate grants funded on topics ranging from wildlife education, science Olympiad, principal PLCs, classroom literature projects, Growing Minds implementation, drug and substance abuse education, and externships.
Start and End Dates	September 18, 2015 - June 30, 2016
Number of Participants	36 (partner school teachers, WCU faculty, and other external partners). Also, numerous preservice teacher candidates, graduate students, and hundreds of K-12 students.

Summary of the Outcome of the Activities and/or Programs	Each grant has specific outcomes. In 2015-2016, these include a wide variety of projects, experiences, and goals. A few examples include preservice teachers and graduate students experience making formal presentations at conferences; K12 student projects (from materials to planning to presentation/final product); MSA students experience in PLCs, including materials; classroom materials to support a variety of projects including classroom teachers, faculty, and preservice teachers; professional development and service to community (from whole school library development at an alternative school to drug prevention and awareness); support for the development of STEM programs; the development and implementation of a science inquiry conference for K12 students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jackson, Graham, Burke, Cherokee, Clay, Haywood, Jackson, Buncombe, Rutherford, Swain, and McDowell
Priorities Identified in Collaboration with LEAs/Schools	There are two major priorities for the Teachers of Tomorrow initiative. First, we want to provide an opportunity for interested middle and high school students to come and learn more about the teaching profession as we provide an overview of teacher education as well as professional development sessions related to teaching topics as well as university admissions and financial aid. Second, the goal is to simply get kids to our campus. This experience is a powerful recruitment tool as many have never visited campus and will get a tour, etc., on this day.
Activities and/or Programs Implemented to Address the Priorities	Teachers of Tomorrow: One day each fall and spring for middle (65) and high school (76) students interested in teaching to visit campus for professional development workshops as well as sessions on financial aid and admissions, as well as a campus tour.
Start and End Dates	High School: October 23, 2015; Middle School: March 18, 2016
Number of Participants	161 (141 students; 20 teacher sponsors)
Summary of the Outcome of the Activities and/or Programs	Knowledge of preservice teacher preparation; Recruitment to WCU
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jackson
Priorities Identified in Collaboration with LEAs/Schools	The major priorities of LEAP include social interaction for ELs after school and time to interact with language in academically-based, yet social and enjoyable activities.
Activities and/or Programs Implemented to Address the Priorities	Language Enhancement Afterschool Program (LEAP): An afterschool program that is funded by the ASQI Grants out of DPI. This program serves English Learners from Cullowhee Valley School Monday through Thursday, from 2:45-5:30 pm. The program focuses on social interactions and enhanced language activities.
Start and End Dates	August, 2015 - May, 2016
Number of Participants	123 (52 students; 11 tutors; approximately 60 volunteers)
Summary of the Outcome of the Activities and/or Programs	Increase in ACCESS scores; Increase in time (from Monday thru Wednesday to Monday thru Thursday in fall 2015); Increase in attendance (from approximately 15 to 50 in three months this year); Increase in programs offered (added clubs); Increase in academic focus of literacy-based centers (worked with two curriculum consultants to design curriculum for centers); Increase in access to funding (applied for additional grant funds).

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Estes Elementary in Buncombe County and Clearmont Elementary in Yancey County
Priorities Identified in Collaboration with LEAs/Schools	WCU preservice teachers in science methods course gain experience facilitating science inquiry projects and a Kids Inquiry Conference (KIC) with support from inservice teachers and WCU faculty. Elementary students engage in scientific inquiry, critical thinking, and public speaking in ways that parallel the work of actual scientists. Elementary students experience a college campus and begin entertaining thoughts about going to college themselves. WCU science and education faculty collaborate to include a Chemistry Magic Show in the KIC.
Activities and/or Programs Implemented to Address the Priorities	Kids' Inquiry Conference
Start and End Dates	September 2015-December 2015
Number of Participants	69 (40 K-12 students; 25 preservice teachers; 2 K-12 teachers; 2 WCU faculty)
Summary of the Outcome of the Activities and/or Programs	All elementary students in the partner classes planned, completed, and presented science inquiry projects under the guidance of their teachers and WCU preservice teachers. The WCU preservice teachers were able to see and help with inquiry-based science education in elementary classrooms. Elementary students spent a day at WCU in which they presented their projects at our Kids' Inquiry Conference, interacted with a chemistry faculty member through a chemistry magic show, and ate lunch on campus. For some students this was their first time on a college campus and they were very excited about college possibilities in their future.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jackson County (Cullowhee Valley School)
Priorities Identified in Collaboration with LEAs/Schools	Growing Minds @ WCU integrates local food and Farm to School experiences into undergraduate and graduate courses, programs, and co-curricular experiences for education and nutrition/dietetics students. In addition to direct work with elementary students, university students meet and volunteer with local farmers, learn about locally grown food, and get their hands dirty helping out.
Activities and/or Programs Implemented to Address the Priorities	Growing Minds at WCU: Growing Minds @ WCU is a multifaceted interdisciplinary partnership between Appalachian Sustainable Agriculture Project, Western Carolina University, Lenoir-Rhyne University, and Jackson County Public Schools. Funding has been provided by grants from the Blue Cross Blue Shield Foundation of North Carolina and the W.K. Kellogg Foundation.
Start and End Dates	2015-2016 (Program begin in 2009 and is ongoing.)
Number of Participants	268 (200 K-5 students; 8 elementary teachers; 60 WCU students)
Summary of the Outcome of the Activities and/or Programs	This year we led 48 cooking lessons, 6 cafeteria taste tests, and approximately 20 garden lessons at Cullowhee Valley School. We also assisted the teachers with garden maintenance.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cherokee Co. and Thomasville have cohorts of teachers working with us. Other teachers come from all over NC. Children come from the Western Region.

Priorities Identified in Collaboration with LEAs/Schools	Children who are rising 2nd graders through rising 9th graders may choose from a variety of projects that range from creating historical documentaries to creating costumes for science fiction films. There are interest groups at each grade level, including Crime Scene Investigation, The Inventors Club, Spy and Espionage, and Clown Around with Animation. Children will be working in small groups with a ratio 1:4, providing a personalized creative experience for each child.
Activities and/or Programs Implemented to Address the Priorities	Rocket to Creativity Camp: Rocket to Creativity (RTC) will engage children in fun but challenging activities that promote creative thinking and problem solving.
Start and End Dates	June 20-24, 2016
Number of Participants	80-120 (60-80 K-8 students; 20-30 teachers)
Summary of the Outcome of the Activities and/or Programs	Children are engaged in problem and project based learning and learn strategies for creative and critical thinking. Teachers implement PBL in their own schools. Examples of projects during the week of RTC - Creation of historical reenactments, Inventions such as a working hover craft. Example of PBL teachers who have participated completed in their own classroom: students researched and wrote a proposal for an experiment to be sent to the International Space Station.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cherokee, Clay, Graham, Haywood, Jackson, Macon, and Swain
Priorities Identified in Collaboration with LEAs/Schools	The circles regularly bring together mathematicians and mathematics teachers to work collaboratively on problems specially selected to intrigue participants and enhance their problem-solving skills and mathematical content knowledge. The gatherings aim to help teachers find more ways to incorporate problem solving, a key part of student learning and engagement in mathematics, into their classrooms through enriching their own experience of mathematics.
Activities and/or Programs Implemented to Address the Priorities	Math Circles (sponsored by the American Institute of Mathematics, part of AIM's network of Math Teachers' Circles
Start and End Dates	2014-2016
Number of Participants	80-90 (approximately 80 middle and high school teachers; approximately 10 faculty and staff)
Summary of the Outcome of the Activities and/or Programs	Five individuals (3 Middle School, grades 6-8 teachers; 2 WCU math faculty) attended a national workshop, "How to Run a Math Circle?" A math and literacy-focused conference was held at the NCCAT in connection with the WNC P-16 Education Consortium, a group of pre-kindergarten through higher education educators.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	No formal plans - open to the public
Priorities Identified in Collaboration with LEAs/Schools	These programs were designed to provide opportunity and experiences for kids in grades three through eleven on a university campus during the summer, while providing academic, cultural, and physical enrichment and social engagement.
Activities and/or Programs Implemented to Address the Priorities	WCU Summer Camp Experiences: Summer Symposium for the Marching Arts; Triple Arts - Musical Theater Intensive; Summer Reading Adventures; Summer Science Camps, Engineering for Kids: Engineering Olympiad, Step Back in time Summer Day Camps, Projects with Legos and Robotics

Start and End Dates	June - August, 2016
Number of Participants	More than 1,000 students in grades 3-11 are on campus for these summer enrichment activities.
Summary of the Outcome of the Activities and/or Programs	Various (products such as art creations, robotics demos, objects from 3D printers, skills presentations or performances, etc.

II. CHARACTERISTICS OF STUDENTS

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

Full-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	82	White, Not Hispanic Origin	332
	Other	4	Other	17
	Total	89	Total	358
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	0	Total	10
Part-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	25
	Other	0	Other	0
	Total	4	Total	25
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	15
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	75
	Other	2	Other	4
	Total	17	Total	94

B. Program 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	4	9	6	7
Elementary	45	35		
MG	5	9		1
Secondary	7	10		
Special Subjects	21	22		1
EC	13	5	5	22
VocEd				
Special Services				
Total	95	90	11	31

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

2014-2015		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Western Carolina	198	87	62
Bachelor	State	3918	85	59

D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2015-2016.

LEA	Number of Teachers
Buncombe County Schools	372
Haywood County Schools	269
Macon County Schools	199
Henderson County Schools	196
Jackson County Public Schools	156
Cherokee County Schools	142
Charlotte-Mecklenburg Schools	118
Gaston County Schools	101
Swain County Schools	100
Winston Salem/Forsyth County Schools	94

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

Measure	Baccalaureate
MEAN SAT Total	1,176.33
MEAN SAT-Math	*
MEAN SAT-Verbal	582
MEAN ACT Composite	25.52
MEAN ACT-Math	*
MEAN ACT-English	24.6
MEAN PPST-Combined	530.78
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	*
MEAN CORE-Combined	496.51
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	164
MEAN GPA	3.43
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2014-2015 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	3	*
ESL	1	*
Elementary (grades K-6)	56	70
English	9	89
Health and Physical Ed	9	78
M.G. Language Arts	5	80
M.G. Math	8	100
M.G. Science	5	100
M.G. Social Studies	3	*
Math	6	83
Music	8	63
Science	6	100
Social Studies	2	*
Spanish	1	*
Spec Ed: Adapted Curriculum	5	100
Spec Ed: General Curriculum	10	100
Spec Ed: Severely / Profoundly Disabled	1	*
Institution Summary	138	80

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.



G. Initially Licensed Teachers: Refers to individuals from your IHE employed by public schools. (Lateral Entry teachers are included)

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	8	24
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Total		
Comment or Explanation: Numbers are based on employed lateral entry teachers		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	37	57	52	14	4	1
U Licensure Only	1	5	1	1	1	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	1	1	1	0
U Licensure Only	20	3	5	1	2	1
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
52	0	27

J. Teacher Effectiveness

Teacher Effectiveness						
<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 met 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 http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2015-2016 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.3%	72.9%	23.4%	0.3%	299
State Level:	0.0%	4.6%	72.1%	22.4%	0.9%	4838
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	6.1%	62.5%	30.1%	1.4%	296
State Level:	0.0%	4.4%	65.2%	29.2%	1.2%	4813
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	7.4%	70.9%	20.6%	1.0%	296
State Level:	0.0%	5.4%	74.4%	19.4%	0.8%	4760
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	7.4%	69.2%	22.7%	0.7%	299
State Level:	0.0%	6.2%	70.5%	22.6%	0.7%	5069
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	4.7%	69.9%	22.3%	3.0%	296
State Level:	0.0%	4.1%	73.7%	21.0%	1.3%	5033
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:	22.3%	64.8%	13.0%	193		
State Level:	20.6%	63.2%	16.2%	3788		