EPP 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 11,600 students (more than 10,000 undergraduate students) from the United States and from around the globe. Enrollment in the College of Education and Allied Professions for the fall of 2018 was 2199 and the spring of 2019 was 2187. As of Fall 2018, the WCU student body is 57% female and 43% male; more than 21% of students self-identify as part of a non-white racial group; and more than 77% of students are between the ages of 18 and 25. Western Carolina University is a comprehensive regional university within The University of North Carolina system, offering a broad array of over 63 undergraduate programs with approximately 115 undergraduate degrees and 33 graduate programs with a focus on high-demand degrees including a variety of programs in engineering, science, healthcare, education, humanities, business and the arts. In Fall 2018, the average undergraduate class size across the university was 25.75 students; the average graduate class size was 14.8.

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 its unique characteristics and culture. Western has a long and rich tradition of producing excellent professional educators. Six undergraduate colleges include Arts and Sciences, Business, Education and Allied Professions, Engineering and Technology, Fine and Performing Arts, and 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 McKee Psychological Services Clinic. In 2013, TRACS was folded into Suite 201 (named 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 special programs such as WHEE Teach (the Living Learning Community). 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 (NCCAT)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 teachers 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 college also supports the University Participant (UP) Program which is a unique program that provides an inclusive, two-year, on-campus living and learning experience for college-aged persons with intellectual disabilities. The goal of the

program is to facilitate the transition from school to adult life for these students in the areas of education, employment, and independent living. Opportunities are available for undergraduate teacher education students, as volunteers and paid student workers, to engage with and provided support to these students

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; most recently revised in April, 2019.

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 – AO; Art – A M; Music – A; Health & Physical Education – A; Second Language Studies: Spanish – A; English as a Second Language – AO; 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 – AO, M; Adapted Curriculum: Severe/Profound Disabilities AO, M; Speech-Language Impaired – M; Special Service Personnel (K-12): School Administrator, Principal – AO, M, D; School Counselor – M; School Psychologist – S; and School Social Worker – M

Notations: A= Initial Level, AO- Add On, M= Advanced Level, S= Specialist's Level, & D= Doctoral Level.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	X

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

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

All of our initial licensure programs include a Special Education course. The SPED 339 Designing Classrooms as Responsive Learning Communities is a required course for all undergraduate teacher education majors. This course provides an understanding of creating learning communities responsive to individual and cultural differences and exceptionalities. This course, along with others within the specialty areas provides students with basic skills

necessary to teach diverse learners and manage diverse classrooms. Further, this course focuses on culturally responsive teaching with a focus on English language learners, students of low socioeconomic status, and including students with disabilities. Through this course, teacher candidates are exposed to English language learners in field-based settings. Strategies for working with these students are discussed and employed. Some programs have specific special education courses within their specialty area.

SPED 639, Teaching Exceptional Learners in Inclusive Classrooms is a required course for all graduate-level teacher education majors (general education and special education candidates) in our initial licensure programs. This course provides an understanding of creating learning communities responsive to individual and cultural differences and exceptionalities.   This course, along with others within the specialty areas provides students with basic skills necessary to teach diverse learners. This course focuses on culturally responsive teaching with a focus on English language learners, students of low socioeconomic status, and including students with disabilities. In this course the teacher candidates are taught about the Individualized Education Plan and their role on the IEP team. Strategies for working with all students are differentiating using Universal Design for Learning.   All teacher candidates need to design and submit a matrix for differentiated instruction that will meet the needs of all students in a classroom. The students submit 5 essential questions, a unit plan, three differentiated lesson plans including a diverse class of students and formative as well as summative assessments to collect progress on the learners' skills.

Special Education teacher candidates take many additional courses to prepare them to effectively teach students with disabilities. For example, the SPED 345 Adaptations and Modifications for Young Children with Disabilities provides an emphasis on methods and materials for supporting young children with disabilities in their naturally occurring environments. The course prepares teacher candidates with appropriate methods for teaching students with disabilities. Also, it exposes teacher candidates to the individualized education program process. During the student teaching/internship experience teacher candidates are involved in the IEP process within their host schools.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

As described above, in SPED 339 and SPED 639 there is a focus on culturally responsive teaching which includes attention to English language learners. Through this course, teacher candidates are exposed to English language learners in field-based settings. Strategies for working with these students are discussed and employed.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

Programs across teacher education including those in partnership with our colleagues in Arts and Sciences, integrate educational technology into methods and content courses as appropriate to their fields and subject areas. Some common digital tools include those in the Blackboard CMS that encourage online discussion and access to course materials such as additional readings, course logistical information (e.g. assignment descriptions), and assessments (e.g. rubrics, gradebook). Courses also incorporate discipline specific educational technology such as digital manipulatives in Math methods, online digital writing tools in Reading and Language Arts methods, digital data collection tools (e.g. probes) in Science methods, and access to online primary documents in Social Studies methods.

In addition, a required course in digital literacy for elementary, middle grades, and inclusive education at the undergraduate level incorporates a wide variety of technology tools, skills, and models (e.g. TPACK) based on current research and practice in the K12 classroom. Some of these tools include the use of interactive white boards, iPad apps and web 2.0 tools across the curriculum, digital storytelling, Chromebooks and the use of the Google Suite of tools, and a focus on technology standards including the NC Digital Learning Competencies for teachers and the Information Technology Essential Standards for students.

All students have also been required to reflect upon areas of interest and growth in educational technology for their Professional Development Plan (PDP), complete professional development they identify, and reflect on how to continue their development in their career.

All our teacher education programs use the Tk20 system to collect artifacts and data on our candidates throughout their program. This includes applications to teacher education, applications for field experiences, course assignments identified as key program assessments, and portfolios such as edTPA. This data from Tk20 is extracted and converted to standard reports via Access and/or Excel that are distributed annually to all teacher education programs. Data on test scores (e.g., from ETS and Pearson) are loaded into our university Banner system and are extracted to standard reports on pass rates; these are also distributed annually to all teacher education programs. Data from these sources is incorporated to our program's assessment plans and annual assessment reporting to our university.

Opportunities for professional development for teacher candidates are offered by the college with an on-campus Tech Expo and an annual Fostering Creativity in the Digital Age conference both sponsored by the School of Teaching and Learning.

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

All of our programs prepare teacher candidates to effectively engage in the cyclical processes that connect planning, instruction, and assessment. Course content and related assignments lead teacher candidates to collect data related to academic performance and to use that data to provide meaningful feedback to students and plan further instruction. Teacher candidates use a range of technology in this work such as video recording and analysis, creation of data tables and charts, online learning management systems such as Blackboard and Canvas, and online learning tools. The edTPA portfolio, a nationally available performance based assessment, provides an opportunity for teacher candidates to demonstrate their ability to implement planning, instruction, and assessment in effective ways.

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. 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 accreditation, as well as for ongoing renewal of programs and revision of curriculum. All programs were revised and proposed for approval by the SBE in the spring of 2017. Many stakeholders were 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 and 2015, the CEAP finalized and later updated its strategic plan based on the WCU 2020 Plan. Even further, 18 programs underwent revision for the spring 2016 blueprint approval process in order to include content updates as well as the edTPA, and all programs leading to both initial and advance licensure were revised and updated for submission to the NCDPI online program approval system in 2017.

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 was implemented over the summer of 2016 and all stakeholders (e.g., candidates, program faculty, student support staff, supervisors, and classroom mentors) have engaged in the use of TK20 for everything from field experience placements to assessment of those experiences, as well as key program assessments and licensure portfolios. Many stakeholders were involved in the review and adoption process, including faculty, students, and external stakeholders. With TK20 being merged into the new Watermark system (2018), the college is currently reviewing and considering potential updates to this system in the future.

During the final semester for undergraduate teacher education majors, 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 satisfaction and to college committees to assess college operational 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 their 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 participate in field experiences as part of 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.)

Field Experience in a low-performing school:

Because of the generally low number of low-performing schools in Western North Carolina, it is not practicable for all candidates to meet this requirement. The College of Education and Allied Professions (CEAP) at Western Carolina University has developed a comprehensive definition of a diverse setting for field experiences and all candidates for initial licensure are required to participate in field experiences within diverse settings. The CEAP at Western Carolina University subscribes to a definition of diversity inclusive of the following attributes: age, disability, ethnicity, family structure, gender, geographic region, giftedness, language, race, religion, sexual orientation, socioeconomic status, and school performance. WCU candidates should experience a range of school settings and interact with a variety of students. Candidates who have not been placed in a diverse setting prior to the year-long Internship experience will be placed in a diverse setting for Internship (as allowable). If a diverse placement in a public-school setting cannot be arranged, candidates will be allowed to complete an experience of at least 15

hours (one hour per week across a full semester) with an after-school or community program that provides academic services in a structured environment for diverse students. Diverse experiences are approved by the Office of Field Experiences. The following factors are used to determine the diversity of a school setting.

- School enrollment based on the following student populations: English Learners (EL), race/ethnicity, student socioeconomic status (SES, based on free and reduced lunch program enrollment), and students with disabilities
- Geographic location of the school (i.e., rural, urban, or suburban)
- Type of class (e.g., EC, AIG, etc.)
- Type of school (e.g., public, charter, early college, or child care center)
- School performance (as determined by the state)

In order to ensure that candidates experience a range of school settings and interact with a variety of students, the following attributes must be met in one or more placements over the course of the teacher education program.

Required: Placement in a diverse setting with student populations of color greater than or equal to 20%.

In addition, the following attributes must also be met upon completion of internship:
Either 5% or more of the student population identified as ELs OR 60% or more of the student population identified as low SES

One of the following: Low-performing school OR Urban or suburban school setting OR Alternative Class Type (e.g., early college, charter, AIG, child care center.)

For a comprehensive narrative and graphics, including example scenarios, please visit http://www.wcu.edu/learn/departments-schools-colleges/ceap/suite-201/office-of-field-experiences-ofe/. Click on "Current Students" and then "Diverse Settings for Field Experiences."

In the Elementary Education programs, teacher education candidates are required to take each of the following courses with field experiences:

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 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.

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 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.

ELMG 390 - "Block" Practicum

Block students will spend at least 6.5 hours/week in the placement for 10 weeks (80 hours minimum). 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.

In the Middle Grades Education program, teacher education candidates are required to take each of the following courses with field experiences:

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.

EDMG 412 - "Block" Practicum Seminar/EDMG 411 Differentiated Instruction in Middle Grades Education

Block students will spend at least 6.5 hours/week in the placement for 10 weeks (70 hours minimum). 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 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.

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 | MOUs have been established with the following School Districts within our immediate region: Asheville City Schools, Buncombe, Graham, Jackson, Haywood, Swain, Cherokee, Cherokee Central Schools, Macon, Clay, Graham, Henderson, Jackson, McDowell, Mitchell, Polk, Rutherford, Transylvania, & Yancey. We also have MOUs will several Charter Schools: Evergreen, Francine Delany, Kituwah Academy, Mountain Discovery, Shining Rock, & Summit. Additional School Districts across the state also have MOU agreements. In the past year MOUs were established with Brevard Academy, Charlotte-Mecklenburg, and Davidson, Durham, and Lee County Schools. |

Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Need for Practica, Internships, and Student Teaching Experiences WCU Responsibilities 1. Ensure that CEAP supports the ability of initial and advanced candidates to be successful in all field experiences, practica, and clinical internships as defined in the North Carolina Senate Bill 599. 2. Establish standards for minimum and maximum contact hours as part of regulated, integrated field experiences, practica, and clinical internships 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) clinical educators for internships; c) site supervisors (licensed principal) for MSA/PMC internships; site supervisors for school counselor practica/internships, school psychology practica/internships, and site supervisors for superintendent licensure candidates. 5. Partner with school personnel to plan initial and advanced field experiences, practica, and clinical internships. 6. Collaborate with school personnel to evaluate CEAP initial and advanced candidates placed in partnership schools. 7. Provide professional development and other 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. 9. Designate WCU/CEAP contact person to serve as liaison between WCU/CEAP and the district. Partner School System Responsibilities 1. Appoint a designee as the primary liaison to WCU and CEAP under this MOU who will ensure participation by teachers, administrators, and other school support personnel as appropriate in partnership-related professional development activities, planning meetings, and advisory committees to promote collaboration that will further partnership goals and objectives. 2. Establish partnership schools with WCU to serve as sites for field experiences, practica, clinical internships, and laboratories of practice, for initial and advanced students in teacher, administrator and other student support personnel preparation programs as space is available. 3. Work with university personnel to designate high quality teachers and school leaders to serve as: a) hosts for field experiences; b) clinical educators for internship; c) site supervisors (licensed principals) for MSA and Post-Master's Certificate internships; site supervisors for school counselor practica/internships, and school psychology practica/internships, and site supervisors for superintendent licensure candidates. 4. Partner with university faculty to plan field experiences, practica, and clinical internships. 5. Collaborate with university faculty to evaluate CEAP initial and advanced candidates placed in their schools. 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. 7. 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. 8. Approve and/or decline a candidate that may not be a good fit for their school system.

Number of Participants	N/A (too many to number - K12 students; K12 teachers; WCU faculty and staff; WCU preservice teachers)
Activities and/or Programs Implemented to Address the Priorities	**Memorandums of Understanding (MOUs)**
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	Asheville City, Cherokee Central, Cherokee County, McDowell County, and the Catamount School
Start and End Dates	2018-2019 school year
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.
Number of Participants	57 beginning teachers
Activities and/or Programs Implemented to Address the Priorities	**North Carolina New Teacher Support:** Professional development workshops and individual coaching.
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.
Start and End Dates	August 2018 -March 2019

Priorities Identified in Collaboration with LEAs/Schools	Meet with leaders in partner schools and beginning teacher coordinators throughout the year to identify areas of biggest need and develop training opportunities around these. Professional development priorities for 2018-2019 included classroom management and discipline, literacy, assessment/data analysis, inclusion, instructional technology, understanding trauma and stress in children.
Number of Participants	August BT Symposium, 27 Participants; November Classroom Management with Amie Dean 88 participants; March MidYear Symposium 30 Participants
Activities and/or Programs Implemented to Address the Priorities	**Beginning Teacher Symposium:** 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, one day in the fall, and one day in the spring.
Summary of the Outcome of the Activities and/or Programs	Evaluations are completed at each of the trainings. These indicate that most sessions are viewed as being positive and important topics to the beginning teachers. Beginning Teach Coordinators report following-up within their school systems to support the implementation of information provided.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	All School Districts in the Western North Carolina Region
Start and End Dates	February 20 & 21, 2019
Priorities Identified in Collaboration with LEAs/Schools	This is a regional science fair in which elementary, middle, and high schools send representatives from their schools to compete in a variety of categories.
Number of Participants	140+ projects from schools across Western North Carolina; Over 600 students participate in the event.
Activities and/or Programs Implemented to Address the Priorities	**WNC Region 8 Science Fair**
Summary of the Outcome of the Activities and/or Programs	While there are elementary, 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	Cherokee County, Haywood County, Jackson County, Macon County, Francine Delany Charter School

Collaborative Plans	
Start and End Dates	September 1, 2018 - June 30, 2019
Priorities Identified in Collaboration with LEAs/Schools	SUTEP Grants 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. 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: 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 • 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 • 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 • 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.
Number of Participants	Approximately 25 teachers and administrators from partner schools and 20 WCU faculty
Activities and/or Programs Implemented to Address the Priorities	**SUTEP Mini Grants:** Funding to support collaboration with schools for projects. For the 2018-2019 school year, 12 SUTEP grants were awarded and each involved various school personnel and university faculty.
Summary of the Outcome of the Activities and/or Programs	The SUTEP grant projects funded in 2018-2019 supported K-12 extracurricular robotics programs; early literacy instruction; writing in elementary classrooms; classroom management; teaching civil and human rights in secondary social studies; interdisciplinary teaching; inclusion; K-12 music instruction in a small rural school; a mathematics education pen-pal projects; and expansion of the Transformative Rural Urban Exchange program. A SUTEP Grant sharing day was help in April 2019 and submits a full report of the impact of their projects.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jackson, McDowell, Haywood, Madison, Graham, Henderson, Rutherford
Start and End Dates	High School: October 24, 2018 and Middle School: March 20, 2019
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. We provide an overview of teacher education, professional development sessions related to teaching topics, and information about 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.
Number of Participants	103 middle school students and 130 high school students
Activities and/or Programs Implemented to Address the Priorities	**Teachers of Tomorrow:** Both events were organized to provide a variety engaging sessions for the students to attend in the morning with the option for having lunch on campus before returning to their schools.
Summary of the Outcome of the Activities and/or Programs	Students participating in these sessions gain knowledge about teacher education and about completing an undergraduate degree at WCU. Particpants were asked to complete an evaluation at the end of the events and the results indicated that this was a positive event for them.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jackson County
Start and End Dates	**The Catamount School (Lab School)** opened August 2017 and will run for a period of at least five years, per legislation.

Priorities Identified in Collaboration with LEAs/Schools	A North Carolina General Statute was passed in 2016 requiring the University of North Carolina System to establish laboratory schools affiliated with university colleges of education in partnership with local school systems. The expectation for these lab schools was that they would provide classroom environments modeled after best practices and focused on researching and implementing enhanced education practices. The focus was on both improving student outcomes as well as providing high quality teacher and principal training. Western Carolina University was one of two universities to develop the first lab schools in the state opening for the 2017-2018 school year. WCU worked in partnership with the Jackson County Schools to establish The Catamount School (TCS). TCS is a middle school located on the Smoky Mountain High School campus, and is built around a commitment to a small community of teachers and leaners with an enrollment of up to 75 students. The Catamount School is designed to serve the whole child with a focus on resiliency and project-based learning. By legislation, NC laboratory schools serve students who may not be reaching their full academic potential in the traditional classroom. The Catamount School offers a unique opportunity to provide more in-depth and practice-based preparation experiences to pre-service teachers and school leaders. A model has been developed that consists of a combination of classes, observations, teaching, and internships provided to candidates each semester. Some examples of this include: • WCU faculty teach undergraduate middle grades coursework with accompanying clinical experience on site, individually or in a co-teaching context with the TCS content teacher. • Opportunities for WCU candidates to complete early field experiences and teaching internships at TCS supervised by TCS teachers serving as their cooperating teachers. • School Counseling graduate assistants provide counseling opportunities to TCS students. • School and Clinical Psychology graduate students have opportunities to assist with MTSS interventions, data collection, and psychological assessments. • Speech Language Pathology and Masters in School Administration students have supported students and teachers.
Number of Participants	Enrollment for the 2018-2019 school year was 56; Numerous staff and faculty at WCU have participated in providing support to the school and numerous WCU students have had opportunities to participate in learning activities at the school.
Activities and/or Programs Implemented to Address the Priorities	**The Catamount School (Lab School)**

Summary of the Outcome of the Activities and/or Programs	The Catamount School offers a unique opportunity to provide more in-depth and practice-based preparation experiences to pre-service teachers and school leaders. A model has been developed that consists of a combination of classes, observations, teaching, and internships provided to candidates each semester. Some examples of this include: • WCU faculty teach undergraduate middle grades coursework with accompanying clinical experience on site, individually or in a co-teaching context with the TCS content teacher. • Opportunities for WCU candidates to complete early field experiences and teaching internships at TCS supervised by TCS teachers serving as their cooperating teachers. • School Counseling graduate assistants provide counseling opportunities to TCS students. • School and Clinical Psychology graduate students have opportunities to assist with MTSS interventions, data collection, and psychological assessments. • Speech Language Pathology and Masters in School Administration students have supported students and teachers. In 2017-2018, TCS students met growth targets for economically disadvantaged students and in math. Overall growth in math was 67%, in reading with 71.4%, and in science was 91.7%. More than half (58%) of eighth graders took Math I and 71% of the Math I students earned high school credit. All of the eighth graders learned both eight grade science and ninth grade Earth and Environmental Science. High school course credit for Earth and Environmental Science was earned by 92% of the eighth graders. While it is too early to identify best laboratory school practices, based on interviews with COE faculty and laboratory school personnel, it is possible to highlight several practices or tenets that the laboratory schools strongly support and that may lead to desired academic and social-emotional outcomes. These practices or tenets include prioritizing relationships with students, focusing on the needs of the whole child, and embedding university resources and supports in the laboratory school.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Children come from Haywood, Jackson, and Macon counties. Teachers come from across North Carolina.
Start and End Dates	June 24-28, 2019
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 such as Crime Scene Investigation, Archaeology, and Fact or Fiction. Children work in small groups with a ratio 1:4, providing a personalized creative experience for each child.
Number of Participants	60 (50 2nd – 9th grade students; 10 teachers)
Activities and/or Programs Implemented to Address the Priorities	**Rocket to Creativy: Rocket to Creativity (RTC)** will engage children in fun but challenging activities that promote creative thinking and problem solving.

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	Smoky Mountain Math Teachers' Circle: Cherokee, Clay, Graham, Haywood, Jackson, Macon, and Swain; Blue Ridge Math Teachers' Circle: Buncombe, Henderson Other MTCs in the North Carolina Network of Math Teachers' Circles include: Central MTC, High Country MTC, Triangle MTC, Charlotte MTC, Sandhills MTC, Wilmington MTC, and East Carolina MTC
Start and End Dates	2015-Present
Priorities Identified in Collaboration with LEAs/Schools	MTCs allow 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. In addition to support for local Math Teachers' Circles, WCU faculty coordinate activities across the statewide network: https://sites.google.com/site/ncnmtc/
Number of Participants	Estimated 300-350 Statewide
Activities and/or Programs Implemented to Address the Priorities	**Math Teachers' Circles (supported by The NC GlaxoSmithKline Foundation and the American Institute of Mathematics)**
Summary of the Outcome of the Activities and/or Programs	We have held a "Summer Math Camp for Teachers" at NCCAT each summer since 2015. Teachers from the counties above in addition to others around NC participate in this intensive workshop experience. Individual MTCs hold from 3-5 meetings during each academic year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	No formal plans - open to the public
Start and End Dates	Summer 2019
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.

Number of Participants	More than 1,000 students in grades 2-11 are on campus for these summer enrichment actvities
Activities and/or Programs Implemented to Address the Priorities	2019 WCU Summer Camp Experiences: *While there are teacher and professional education faculty/staff involved in various summer experiences, the Rocket to Creativity Camp is house within CEAP, with approximately 75 student participants. This camp is described in its own category above. ROBOTICS WITH LEGOS SUMMER DAY CAMP June 10-14, 2019; June 17-21, 2019; June 24-28, 2019 / Cullowhee, NC Students will explore the technology behind robotic technology while building and programming with LEGO building sets. They will be challenged with LEGO LME V3 (these are the newest kits from LEGO) robotic programming, will build their own robotic creations, and will have the opportunity to challenge their knowledge with mini competitions and challenges throughout the week. TALES FROM THE DEAD: AN INTRODUCTION TO FORENSIC ANTHROPOLOGY FOR HIGH SCHOOL STUDENTS June 17-21, 2019 / Cullowhee, NC 9 am to 5 pm Ages 15-18 This camp is designed to introduce high school level students to the field of forensic anthropology. The camp will include both instructional and laboratory components and is designed to be hands-on, as students will be working with real human skeletal remains. Throughout the course, students will learn basic methods of laboratory analysis of human remains, including the estimation of the biological profile (sex, age, ancestry, and stature), human identification, pathology, taphonomy, and trauma as well as strategies for the search and recovery of skeletal remains. Students will apply their knowledge to selected case studies, which they will present at the completion of the course. NATURE EXPLORATION CAMP Rising 6th-9th graders June 24 - 28, 2019 Each day, students will explore our natural world through field trips and activities in and throughout nearby Western North Carolina. Participants will have the opportunity to visit parks such as the Highlands Biological Station, Great Smoky Mountains National Park, and Nantahala National Forest. Students will participate in various activities each day, including hiking, botanizing, bird watching, river snorkeling, collecting salamanders and insects, etc. SUMMER READING ADVENTURES July 8-12, 2019 / Cullowhee, NC Rising 1st and 2nd graders will enjoy reading aloud, shared writing experiences, small reading groups as well as learning strategies they can apply during the school year. SCIENCE LABORATORY CAMP Rising 6th-9th graders July 8-12, 2019 Students in this camp will explore laboratory science through activities and experiments in biology, chemistry, geosciences and more, on WCU's Cullowhee campus. Your child will have an opportunity to work in a real lab environment setting. During this week long experience, students will have the opportunity to participate in activities that will include chemical reactions, DNA extraction, water quality testing, geographic information systems, etc. WCU ART TASTIC July 15-19, 2019 / Cullowhee, NC

	This week long, Visual Arts Day Camp for students in grades 6-10 is primarily exploratory- utilizing the studio facilities at WCU so that students may gain awareness of art forms not currently available to them in their middle school curricula. Tentatively slated projects will include ceramics, sculpture, architectural drawing, figurative drawing and crafts. STEP BACK IN TIME CAMP July 30-August 2, 2019 / Cullowhee, NC Step Back in Time camp participants will meet at the WCU Picnic Pavilion in the morning. Afternoon activities will take place at different spots around campus and in the community (field trips!).
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. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	50
Female	146
Race/Ethnicity	Number
Hispanic / Latino	9
Asian	1
African-American	4

American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	174
Multi-Racial	6
Student does not wish to provide	2

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

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5
	Hispanic/Latino	3	Hispanic/Latino	14
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	75	White	293
	Multi-Racial	3	Multi-Racial	6
	Not Provided	2	Not Provided	2
	Total	83	Total	323
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	15
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	-	Total	19

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	14
	Multi-Racial		Multi-Racial	1

	Not Provided		Not Provided		
	Total	5	Total		18
Licensure-Only	Asian		Asian		
	Black, Not Hispanic Origin		Black, Not Hispanic Origin		13
	Hispanic/Latino		Hispanic/Latino		3
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		
	White	4	White		58
	Multi-Racial		Multi-Racial		2
	Not Provided		Not Provided		1
	Total	4	Total		77
Residency	Asian		Asian		
	Black, Not Hispanic Origin		Black, Not Hispanic Origin		
	Hispanic/Latino		Hispanic/Latino		
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		
	White		White		
	Multi-Racial		Multi-Racial		
	Not Provided		Not Provided		
	Total	-	Total		-

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	**PC**	**LC**	**PC**	**LC**	**PC**	**LC**
Prekindergarten	10	1	11			
Elementary	78					
MG	10					
Secondary	11	1				
Special Subjects	25					
EC	17		1			
VocEd						
Special Services						
Total	151	2	12	0	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	WCU	173	88	66

| Bachelor | State | 3,186 | 85 | 67 |

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Buncombe County Schools	362
Haywood County Schools	254
Macon County Schools	204
Henderson County Schools	186
Jackson County Public Schools	173
Cherokee County Schools	139
Charlotte-Mecklenburg Schools	130
Gaston County Schools	108
Wake County Schools	102
Winston Salem / Forsyth County Schools	100

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

Measure	Baccalaureate
MEAN SAT Total	1,181.69
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	26.05
MEAN ACT-Math	25.00
MEAN ACT-English	24.44
MEAN CORE-Combined	494.28
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	165.33
MEAN GPA	3.48
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	33	28	28	100	28	100	28	100
M.G. Language Arts	4	2	2	*	2	*	2	*
M.G. Math	5	4	4	*	4	*	4	*
M.G. Science	4	4	4	*	4	*	4	*

M.G. Social Studies	6	4	4	*	4	*	4	*
English	5	4	4	*	4	*	4	*
Math (grades 9-12)	3	1	1	*	1	*	1	*
Science (grades 9-12)	2							
Social Studies (grades 9-12)	3	2	2	*	2	*	2	*
Health and Physical Ed	13	10	10	100	10	100	10	100
Art	2							
Music	7	6	6	100	6	100	6	100
Spec Ed: Adapted Curriculum	2	2	2	*	2	*	2	*
Spec Ed: General Curriculum	10	9	9	100	9	100	9	100
Institution Summary	86	66	66	100	66	100	66	100

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.
**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

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	10	22	37	31	13	3
U Licensure Only		1	1	5		1
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree		1	1			1
U Licensure Only			1			3
Residency						
	1 semester	**2 semesters**	**3 semesters**	**4 semesters**	**5 semesters**	**6 semesters**
Residency						
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
41	26	41

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:5.2

K. Teacher Effectiveness

Institution: Western Carolina University

Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) 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 New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include "does not meet expected growth", "meets expected growth", and "exceeds expected growth." Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.   *Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.   *Blank cells represent no data available   *Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		3.3%	57.5%	35.1%	4.0%	299	93
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		2.3%	55.0%	38.3%	4.4%	298	94
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877

Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		3.7%	67.4%	26.2%	2.7%	298	94
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877

Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		2.7%	60.9%	34.4%	2.0%	299	93
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		3.0%	65.8%	26.8%	4.4%	298	94
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	19.1%	65.4%	15.4%	188	204		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		