

2020-2021

EPP Bachelor Performance Report

Western Carolina University



North Carolina 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 12,167 students, 86% of which are undergraduates (Fall 2019) from the United States and from around the globe. Enrollment in the College of Education and Allied Professions for the fall of 2019 was 2,287 and the spring of 2020 was 2,252. As of Fall 2019, the WCU student body is 57% female and 43% male; 21% of students self-identify as part of a non-white racial group. 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 2019, the average undergraduate class size across the university was 25.8 students; the average graduate class size was 15.3.

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 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 6,100. 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 including the Suite 201 Student Success Center (Suite 201) and the McKee Psychological Services Clinic. Suite 201 (named for its location in the Killian building) includes the offices of the associate dean, assessment and instructional technology director, licensure, field experience, recruitment, retention, teacher education admissions, advising, beginning teacher support, and special programs such as WHEE Teach (the Living Learning Community) and the Language Enhancement Afterschool Program (LEAP). 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 and adolescents 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. We offer programs in:

Birth-Kindergarten – A, Add-On, R;

Elementary Education – A, M;

Elementary Special Education General Curriculum, K-6 – A;

Art, K-12– A, MAT;

Music, K-12 – A;

Health & Physical Education – K-12 A;

ESL, K-12– A, Add-On;

Spanish, K-12– A;

English, 9-12– A, M, MAT;

Mathematics, 9-12 – A;

Science, 9-12 – A;

Biology, 9-12 – A, M, MAT, R;

Social Studies, 9-12 – A, M, MAT;

Language Arts Middle Grades – A, M;

Mathematics Middle Grades – A, M;
 Science Middle Grades – A, M;
 Social Studies Middle Grades – A;
 Academically or Intellectually Gifted, K-12 – A, M, Add-On;
 Special Education General Curriculum, K-12 – A, M, MAT, R;
 Special Education Adapted Curriculum, K-12 – A, M, MAT, Add-On, R;
 Severely/Profound Disabled, K-12 – M;
 Superintendent – S, D;
 Principal – M, D, Add-On;
 School Counselor – S;
 School Social Worker – M;
 School Psychologist– S, D;
 Speech Language Pathologist – S

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

Pathways Offered

Traditional	Lateral Entry	Residency
X		X

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

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

All undergraduate teacher education majors take a core course focused on special education. Most majors take SPED 339 Designing Classrooms as Responsive Learning Communities and Birth-Kindergarten majors take BKSE 345 Adaptations and Modifications for Young Children with Disabilities. These courses provide an understanding of creating learning communities responsive to individual and cultural differences and exceptionalities. Along with other courses within the specialty areas, they provide students with basic skills necessary to teach diverse learners and manage diverse classrooms. Through the courses, teacher candidates are expected to understand the similarities

and differences between the cognitive, physical, cultural, social, and emotional needs of typical and exceptional individuals and use that understanding to inform their teaching practices. Teacher candidates identify, analyze, and learn how to apply differentiated instructional strategies. Within their coursework, all general education students engage in activities and assignments that lead them to understand educational rights and legal foundations for education of individuals with disabilities, identify the characteristics and needs of exceptional learners, understand the role of the teacher in the referral and placement processes, examine effective models of service delivery, examine and apply instructional techniques used with exceptional learners, and examine IEPs, Section 504 plans, and Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) plans.

Teacher candidates who complete the Inclusive Education major earn a Bachelor of Science in Education (B.S.Ed) degree and are recommended for North Carolina Professional Educator's licenses in Elementary Education (K-6) and Special Education: General Curriculum (K-6 and K-12). The Inclusive Education degree requires 126 hours including 42 Liberal Studies hours, 27 hours in the Professional Education Sequence, and 57 major hours in special education (24 hours) and elementary education (27 hours). The following SPED courses prepare inclusive education candidates to teach students with disabilities effectively.

SPED 240: The Exceptional Child- Areas and characteristics of exceptionalities; problems in learning and personal-social adjustment of exceptional children; educational alternatives.

SPED 310: Assessment for Instruction- Developing and using assessment programs and evaluation procedures.

SPED 312: Teaching Elementary Students with Learning Problems- Methods and materials for evaluating and instructing children with mild to moderate learning problems.

SPED 339: Designing Classrooms as Responsive Learning Teacher Training Communities- Creating learning communities responsive to individual and cultural differences and exceptionalities.

SPED 401: Exceptional Learners in the General Curriculum Inclusion of students with mild disabilities in the general curriculum; the Response to Intervention model.

SPED 407: Behavioral Issues in the General Curriculum- An introduction to behavioral disorders including characteristics, referral, assessment and placement of individuals with behavioral disorders.

SPED 423: Teaching Reading to Individuals with Mild to Moderate Disabilities- Methods and materials for teaching reading to individuals with mild to moderated disabilities.

SPED 430: Classroom Leadership- Becoming a proactive educator and collaborating with other professionals, community, and families

SPED 484: Inclusive Education Internship I- 3-9 hours of field experience. A year-long dual placement in K-6 General Education and Special Education classrooms, spending two full days a week during Intern I.

SPED 490: Inclusive Education Internship II- A full-time teaching experience. A year-long dual placement in K-6 General Education and Special Education classrooms, spending 5 full days a week during Intern II.

SPED 495: Inclusive Education Seminar- Working with parents, teachers, students, and others in a helping consultative relationship; skills for effective participation on interdisciplinary teams. Weekly two hour meetings in support of full-time teaching and related activities.

ENGL 416: Teaching English as a Second Language- Current trends/strategies in teaching English to nonnative speakers. Aspects of American culture that affect language learning. Or ENGL 413: ESL Methods for Content- ESL methodology for content teachers working with English language learners in the K-12 setting.

Inclusive Education majors are well prepared related to IEPs and program teams. After being introduced in an introductory course, SPED 240 The Exceptional Child, this content is covered in deeper ways through many additional courses including ones focused on exceptional learners in the general curriculum, behavioral issues, and assessment. In addition, within their general education course coursework, all candidates engage in activities and assignments that lead them to understand educational rights and legal foundations for education of individuals with disabilities, identify the characteristics and needs of exceptional learners, understand the role of the teacher in the referral and placement processes, examine effective models of service delivery, examine and apply instructional techniques used with exceptional learners, and examine IEPs, Section 504 plans, and Response to Intervention plans.

Teacher candidates who complete the Birth-Kindergarten major earn a Bachelor of Science (B.S.) degree and are recommended for North Carolina Professional Educator's licenses in Birth-Kindergarten. The Birth-Kindergarten Education degree requires 120 hours including 42 Liberal Studies hours, 27 hours in the Professional Education Sequence, and 21 hours in early childhood special education, as part of the 120 hours needed to graduate. The following BKSE and SPED courses prepare birth-kindergarten education candidates to teach students with disabilities effectively.

SPED 240 - The Exceptional Child: Areas and characteristics of exceptionalities; problems in learning and personal-social adjustment of exceptional children; educational alternatives.

BKSE 345 - Adaptations and Modifications for Young Children with Disabilities- Methods and materials for supporting young children with disabilities in their naturally occurring environments.

BKSE 415 - Evaluation & Intervention of Social-Emotional Competencies in Young Children-Causes, prevention, assessment and intervention strategies when working with young children with challenging behaviors.

BKSE 313 - Assessment of the Young Child-Assessment activities including screening, diagnostic assessment, and educational assessment for young children, with emphasis on connecting observation, assessment, planning, and evaluation.

BKSE 350 - Early Childhood Disorders and Interventions- Review of early childhood disorders and specific education interventions for children with special needs.

BKSE 412 - Interagency Planning-Professional roles and functions of early childhood teams, transdisciplinary team process, structures of interagency collaboration, service coordination, and transition.

BKSE 427 - Teaching Reading to Young Children w/Disabilities- Methods and materials for teaching reading to young children with disabilities.

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.

Within SPED 339 Designing Classrooms as Responsive Learning Communities candidates learn about culturally responsive teaching with a focus on English language learners (as well as students of low socioeconomic status and including students with disabilities). Through this course teacher candidates interact with English language learners in field-based settings and strategies for working with ELLs are discussed and used.

All of our Inclusive Education majors take a three-credit hour course focused on teaching students who are limited English proficient. ENGL 416: Teaching English as a Second Language- Current trends/strategies in teaching English to nonnative speakers. Aspects of American culture that affect language learning. Or ENGL 413: ESL Methods for Content- ESL methodology for content teachers working with English language learners in the K-12 setting.

In the Birth-Kindergarten program, candidates learn about culturally responsive teaching with a focus on English Language learners (as well as students of low socioeconomic status) in the following courses: BKSE 345, BKSE 313, BK 312, and BK 470.

All English Education majors are required to take ENGL 413: ESL Methods for Content or ENGL 416: Teaching English as a Second Language. A high number of English Education majors opt to complete the Teaching English to Speakers of Other Languages (TESOL) minor as well, furthering their education in working with students of limited English proficiency and providing students an entire semester's practicum working with English Language Learners at local area high schools.

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

Programs across teacher education, including those in partnership with our colleagues in Arts & Sciences and Fine & Performing Arts, 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, geometry construction software and graphing utilities; online digital writing tools, digital data collection tools (e.g. probes), and access to online primary documents.

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.

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.

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.

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

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 student academic performance and to use that data to provide meaningful feedback 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, online learning tools, and program-specific technologies. 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. Examples of this integration of art, music, movement, and theater follow.

EDRD 303 – Children’s Literature: Include arts standards in portfolio. Examine visual art within texts. Include visuals in children’s picture book. Readers Theater.

EDEL 311 – Elementary Curriculum: Include arts into the integrated content unit planning assignment.

EDEL 417 – Social Studies Methods: Integrate art, music, movement, or theater into a social studies lesson plan.

EDEL 415 – Language Arts Methods: Multi-genre project – Include visuals within presentation of multi-genre project; lesson plan with arts/movement integration.

EDEL 416 – Science Methods: Drawing observations in science and nature journals.

EDRD 420 – RDG Methods (K-6): Readers Theatre; acting and puppetry of story retell. Poetry readings. Singing for phonics instruction. Movement and dance for phonics. Drawing and comic book retell. Story basket retell (theater).

EDEL 446 – Digital Literacy Methods: Web 2.0 Assignment (create an artifact with a web 2.0 tool that teaches A/M/PE concept or skill and reflect on how you could use it to teach students given grade,

curricular standard including A/M/PE). Class Activity: GoNoodle. Class Activity: Look at ITES standards AND Arts and HPE standards – how to integrate with NCSCoS classic content standards.

ELMG 484 - Internship I: Require students to integrate each of these areas among their 10 lessons (each at least once and must be tied to standards for A/M/PE).

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 quality assurance, systematic and regular assessment, and continuous improvement.

All WCU programs have established assessment plans that include goals, measurable outcomes, and assessment methods, targets, and implementation plans. These are dynamic documents that are informed by relevant standards and evidence-based practices. Within our education programs, they are accompanied by curriculum maps and created by faculty in consultation with program advisory councils, the College of Education and Allied Professions Director of Assessment, Assessment Committee, and Associate Dean, and the Western Carolina University Director of Assessment.

All programs and faculty are engaged in an annual assessment process and progress towards goals is used to continue, modify, or reinforce aspects of our programs in order to ensure continuous improvement in program quality. To help facilitate this process, the College of Education and Allied Professions facilitates three annual events including a strategic planning day, an assessment day, and a partnership forum. This dedicated time helps faculty, staff, and partners develop shared understanding of our efforts to improve student learning and development and think intentionally about programmatic learning design. We are able to dive deeply into goals, outcomes, and continuous improvement efforts.

While there are program-specific curriculum maps and assessment plans, within our initial-level programs there are common assessments and evidences used to measure our performance and continuous improvement efforts. Our comprehensive professional education assessment system is designed with transition points beginning at admission to teacher education programs, midpoint during the program, the end of the Intern II, and later in NC public school employment. Internal and external stakeholders are actively engaged in selecting, implementing, and reviewing these measures through our CEAP Assessment Committee, WCU Professional Education Council, edTPA Steering Committee, CEAP Diversity Committee, program advisory boards, and numerous taskforces such as ones established for teacher education recruitment, test preparation, and undergraduate professional education sequence core course revisioning, and Comprehensive Education MAT program revisions. In addition to our efforts within programs, our continuous improvement takes place across programs.

Proposed changes to the assessment system 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 input before final decisions are approved by the CEAP Dean.

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

All initial licensure residential teacher education candidates are required to participate in field experiences as part of each of the following courses:

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.)

During the 20-21 academic year, early field experiences were conducted virtually due to the COVID-19 pandemic. Instructors collaborated with the Office of Field Experiences to create alternate assignments that utilized regional clinical educators videoing and live streaming classes, Atlas videos, YouTube/Teacher Tube videos to simulate experiences candidates might have observed in an actual classroom. Instructors allocated “hours” per assignment, and students were required to complete the same number of hours required based on the course.

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. Our definition of diversity is 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 internship experience will be placed in a diverse setting for internship whenever possible.

Diversity Requirement for Initial Licensure Residential Undergraduate & Graduate Programs: Every student must have diverse placements that meet diversity requirements 1 and 2

Requirement 1: Low performing school (use schools who score D or F on state report card per requirements in SB 599, § 115C-269.25)

Requirement 2: at least 1 of the following 5 characteristics:

5% English language learners (use percent of test takers who are labeled Limited English Proficient in each school from accountability reporting)

60% low SES (use % low income students from the Title I report)

20% or more students of color (use DPI Statistical profile->Pupil information report)

Urban or suburban setting (use EDDIE classification)

Alternative class type (school is early college or charter OR classroom is AIG or other alternative; use EDDIE classification types)

This can be met by two placements with one meeting requirement 1 and one meeting requirement 2 OR by a single placement that meets both requirements. A placement can qualify on the school data or individual classroom data.

If students are not able to meet Requirement 1 by their Internship placement, they may be exempt from this requirement if they have met one additional characteristic from the Requirement 2 section. If the student does not meet these requirements by their Intern I experience, they will be required to complete an experience of at least 10 hours across a full semester with a school, after-school, or community program that provides academic services in a structured environment and meets diversity requirements not previously met. An after-school or community program would be considered an “alternative class type.”

Diversity Requirement for Initial Licensure Distance Undergraduate and Graduate Programs: If the student is currently employed in a school setting and this school does not meet both requirement 1 and 2, they will be required to complete an experience of at least 10 hours across a full semester with a school, after-school, or community program that provides academic services in a structured environment and meets the diversity requirements. An after-school or community program would be considered an “alternative class type.” Students who are in a distance program and not employed in a school setting will self-report diversity data for any non-public school sites. OFE will, to the extent practicable, arrange for a placement to meet the diversity requirements.

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 lessons, 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.

During the 20-21 academic year, candidates enrolled in ELMG 390 completed virtual field experiences. In the Fall semester, instructors collaborated with the Office of Field Experiences to create alternate assignments that utilized regional clinical educators videoing and live streaming classes, Atlas videos, YouTube/Teacher Tube videos to simulate experiences students might have observed in an actual classroom. During the Spring semester, candidates were hosted virtually by teachers in Wake County, NC. Candidates were able to join live classes, watch recorded videos, conduct interviews with the host teachers, and work with small groups of students. This designed was enjoyed by other instructors and candidates and will be continued in the future in ELED 417.

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.

During the 20-21 academic year, candidates enrolled in EDMG 412 (only offered in the Spring) completed virtual field experiences. Instructors collaborated with the Office of Field Experiences to create alternate assignments that utilized regional clinical educators videoing and live streaming classes, Atlas videos, YouTube/Teacher Tube videos to simulate experiences students might have observed in an actual classroom.

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

Our EPP has one undergraduate initial licensure distance program, Birth-Kindergarten. These 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

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 and teacher candidates 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 for end-of-year testing and the closing of school.

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

17 % of candidates in the EPP that are first generation college attendees

34 % of candidates in the EPP that are Pell Grant eligible

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

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

Currently, initial licensure programs in Birth-Kindergarten, Elementary Education, Inclusive Education, and Special Education are undergoing a self-study of their literacy instruction based on the UNC System's "Literacy Framework." This framework outlines eight key areas identified as essential components of reading instruction: concepts of print; oral and written language; phonological & phonemic awareness; phonics, orthography, and automatic word recognition; fluency; vocabulary; reading comprehension; and writing. As we examine strengths and areas of need, the self-study will help faculty determine how to further strengthen literacy instruction. Programs currently implement several aspects of the Comprehensive UNC System Literacy Framework into courses. For example, Inclusive Education majors complete a literacy course (SPED 423) that embeds the content of NC DPI's Reading Research to Classroom Practice (RRtCP) professional development course and provides each teacher candidate the opportunity to complete the DPI program. This is taught by an RRtCP certified instructor. The instructor of SPED 562, a similar Graduate initial certification/M.A.T. Special Education General Curriculum course, is working toward RRtCP certified instructor status at this time. Elementary Education has a sequence of four literacy courses that include a high level of candidate practice and assessment of areas such as phonological and phonemic awareness, decoding, and fluency. Candidates have multiple opportunities to work with K-6 students on their reading instruction, including a case study with a striving reader that asks candidates to assess and then design instruction using evidence-based interventions. The diverse range of courses allow for candidates to better understand the many elements of literacy instruction. The Birth-Kindergarten (BK) program has a strong focus on language and literacy development and integrates evidence-based reading practices into its course work. The BK program is particularly focused on ensuring that the practices they teach their candidates are developmentally appropriate.

In WCU's MSA program, we prepare our aspiring leaders to focus on student achievement including literacy throughout courses such as Instructional Leadership, School Culture, Curriculum Leadership, Assessment for the Advancement of Student Learning, and Internships I and II. We believe principals must set high standards with a focus on learning and teaching, curriculum, assessment, and instructional time (McRel, 2013), as well as demonstrate the knowledge and skills necessary to lead learning systems, instructional practices, assessment systems, and learning supports (NPBEA, 2018). All MSAs take a required course, EDL 603: Instructional Leadership in which they demonstrate Instructional Leadership by collecting and analyzing student assessment data and teacher instruction, based on 21st century instructional strategies, Student learning outcomes include: 1) understand and act on the understanding of the positive role that a collaborative work environment can play in the school's culture. (NC Standard 3a); 2) work with others to incorporate principles of continuous improvement into the School Improvement Plan (NC Standard 1c); 3) lead the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students. (NC Standard 2a); 4) ensure that the school is a professional learning community. (NC Standard 4a); and 5) evaluate teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement. (NC Standard 4c).

The EdD program includes a capstone project (dissertation in practice or disquisition) and some candidates have addressed literacy achievement in this work. These candidates have identified literacy achievement as a problem in their school or district and have led teams that implement evidence-based improvement processes that addresses the problems. They are guided by published scholarship findings

from researchers/scholars across the country and engage regional researchers/scholars who specialize in reading on their disquisition committees. In addition, faculty within the EdD program are developing a new course that focuses on curriculum leadership, specifically the need for culturally relevant pedagogy and practice and universal design for learning.

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

A. Direct and Ongoing Involvement with/and Services to Public Schools

<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>MOUs have been established with the following school districts within our immediate region: Asheville City Schools, Buncombe, Cherokee Central, Cherokee County, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, & Yancey. We have MOUs with several charter schools including ArtSpace, Evergreen, Francine Delany, Invest Collegiate Imagine, New Kituwah Academy, Mountain Discovery, Shining Rock, & Summit. Outside of our WNC region, we have MOUs with additional LEAs across the state including Ashe, Cabarrus, Caldwell, Charlotte-Mecklenburg, Cleveland, Cumberland, Davidson, Durham, Gaston, Hoke, Lee, Montgomery, Moore, Nash-Rocky Mount, Surry, Wake, Watuga, Wilkes, and Winston-Salem Forsyth systems.</p>
<p>Start and End Dates</p>	<p>Ongoing</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>Need for early field experiences, practica, and internship.</p> <p style="text-align: center;">WCU</p> <p>Responsibilities</p> <p style="text-align: center;">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.</p>

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.

	<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. 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> <p>8. Approve and/or decline a candidate that may not be a good fit for their school system.</p>
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 Priorities	Memorandums of Understanding (MOUs)
Summary of the Outcome of the Activities and/or Programs	Our teacher candidates have field experiences and internships throughout their programs. In addition, our partnerships include collaborative projects, grants, and research that enrich our teacher and professional preparation programs as well as P12 student and teacher experiences and outcomes.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cherokee Central, Cherokee County, the Catamount School
Start and End Dates	2020-2021 school year

Priorities identified in Collaboration with LEAs/Schools	The North Carolina New Teacher Support program provides support for beginning teachers during their first three years of teaching. The key features of the program include the Instructional Skills Institute, professional development, and one-on-one coaching.
Number of Participants	38
Activities and/or Programs Implemented to Address Priorities	North Carolina New Teacher Support: Professional development workshops and individual coaching.
Summary of the Outcome of the Activities and/or Programs	Outcomes include beginning teachers who are well-trained, supported, and coached through their first three years of teaching. In 2020-2021, the program is connected to high teacher retention rates, improved teacher self efficacy, and support for high quality instruction in a virtual or hybrid setting during the pandemic.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Jackson, Macon, Swain, Graham, Cherokee County, Cherokee Central, Clay, Asheville City, Polk, McDowell, IC Imagine Charter School
Start and End Dates	August 2020 -March 2021
Priorities identified in Collaboration with LEAs/Schools	Support and encourage novice teachers as they begin and continue through their first year of teaching. Professional development priorities this past year have included classroom management, support for students with special needs, understanding trauma and stress in children, and teaching during the pandemic.
Number of Participants	52
Activities and/or Programs Implemented to Address Priorities	Beginning Teacher Symposium: Three days of professional development for beginning teachers in the Western North Carolina region. One day 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	Fifty-two new teachers from eleven Western North Carolina school systems participated in professional development during the 2020-2021 academic year. Evaluations indicate that sessions are viewed as positive and focused on essential topics. Beginning teacher coordinators report following up within their school systems to support the implementation of session content.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	All school systems in the Western North Carolina Region
Start and End Dates	February 2021
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	
Activities and/or Programs Implemented to Address Priorities	WNC Region 8 Science Fair
Summary of the Outcome of the Activities and/or Programs	The WNC Region 8 Science Fair took place virtually this year due to the pandemic. 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 EPP has Formal Collaborative Plans	Jackson, Buncombe, Swain, Macon, Haywood

Start and End Dates	September 1, 2020 - June 30, 2021
Priorities identified in Collaboration with LEAs/Schools	<p style="text-align: right;">SUTEP</p> <p>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. 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 • 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

	<p>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.</p>
<p>Number of Participants</p>	<p>Five school systems along with WCU candidates, faculty, and staff</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>SUTEP Grants: Funding to support collaboration with schools for projects.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>For the 2020-2021 school year, seven SUTEP grants were awarded.</p> <ol style="list-style-type: none"> 1. <i>Sharing Experiences and Successes of Inclusive Post-Secondary Education (IPSE) Students with NC School Districts</i> by Alexandra Raxter, WCU, with Kelly Kelley, WCU 2. <i>Health & Physical Education (HPE) Pre-Service Teacher and Professional Education through North Carolina Alliance for Athletics, Health, Physical, Recreation, Dance and Sport Management (NCAAHPERD-SM)</i> by Amy Stringer, WCU with Sarah Lowell, WCU, Nicole Kayshing, WCU, Dan Grube, WCU, Bob Beaudet, WCU, Tom Watterson, WCU 3. <i>Transformative Rural Urban Exchange (TRUE)</i> by Carrie Rogers, WCU with Pam Buskey, WCU, Adrienne Stuckey, WCU, Kellee Watkins, NC A&T SU, Nakeshia Williams, NC A&T SU

	<p>4. <i>UP Gives Back</i> by Kelly Kelley, WCU with University Participant (UP) students and graduates, UP supports and various community partners and agencies</p> <p>5. <i>Fostering Student Engagement through Reading and Writing Workshops and Debate in a Hybrid - Face to Face/Remote Learning Environment</i> by Kelly Tracy, WCU with Kristin Menickelli, WCU, Abby Kostak, Jackson County Schools, Josh Pierce, Jackson County Schools, Jennifer Patten, Jackson County Schools</p> <p>6. <i>Upending Toxic Masculinity: Engaging Male Readers with Adolescent Literature in the High School English Language Arts Classroom</i> by Michael Boatright, WCU, Jenny Zimmerman, North Buncombe High School, Morgan Denton, North Buncombe High School</p> <p>7. <i>Identifying Our Assets! – Responding to Racial Diversity in Western North Carolina Schools</i> by Melisa Faetz, WCU, John DeVille, Franklin High School, Tyler Faetz, Franklin High School, Ben Cutler, Swain County High School, Jill Barker, Haywood County Schools, Rus Binkley, Community</p>
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Jackson County
Start and End Dates	The Catamount School (TCS 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

	<p>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).</p>
<p>Number of Participants</p>	<p>Enrollment for the 2020-2021 school year was 60; 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.</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>The Catamount School (Lab School)</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>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 learners 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:</p> <ul style="list-style-type: none"> • 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.
LEAs/Schools with whom the EPP 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.
Number of Participants	Estimated 300-350 Statewide
Activities and/or Programs Implemented to Address 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	The gatherings 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/ We have held a "Summer Math Camp for Teachers"

	at NCCAT most summers 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.
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II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	79
Female	328
Gender Neutral	
Gender Not Provided	
Total	407
Race/Ethnicity	Number
African-American	24
Am. Indian/ Alaskan Native	3
Asian	2
Hispanic/Latino	20
Native Hawaiian/ Pacific Islander	
White	335
Two or More Races	15
Race Not Provided	8
Total	407

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

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	2	Am. Indian/Alaskan Native	0
	Asian	0	Asian	5	Asian	0
	Hispanic/Latino	5	Hispanic/Latino	21	Hispanic/Latino	0

	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	1	Native Hawaiian/Pacific Islander	0
	White	97	White	403	White	0
	Two or More Races	4	Two or More Races	14	Two or More Races	0
	Not Provided	1	Not Provided	4	Not Provided	0
	Total	114	Total	458	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	9	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	1	Not Provided	0
	Total	0	Total	13	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	4	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	4	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	3	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0

	Hispanic/Latino	0	Hispanic/Latino	4	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	3	White	48	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	1	Not Provided	2	Not Provided	0
	Total	4	Total	63	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	34	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	3	Not Provided	0
	Total	0	Total	50	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	16	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	2	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	4	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	4	White	46	White	0
	Two or More Races	0	Two or More Races	3	Two or More Races	0
	Not Provided	0	Not Provided	3	Not Provided	0
	Total	4	Total	74	Total	0

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

Program Area	Bachelor Degree	Licensure Only	Residency
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PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC	PC	LC
Prekindergarten	9	8	4	11	0	1
Elementary	51	22	0	0	0	0
Middle Grades	3	6	0	0	0	0
Secondary	19	5	0	0	0	0
Special Subjects	21	10	0	0	0	0
Exceptional Children	16	5	0	0	0	2
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	119	56	4	11	0	3
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	8	8	100.00	*	*
	State	825	686	83.15	689	83.52
Traditional	Institution	139	121	87.05	82	58.99
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.

- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
Buncombe County Schools	385
Haywood County Schools	263
Macon County Schools	212
Henderson County Schools	199
Jackson County Public Schools	170
Charlotte-Mecklenburg Schools	147
Cherokee County Schools	134
Gaston County Schools	127
Wake County Schools	127
Winston Salem / Forsyth County Schools	109

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

Measure	Baccalaureate
MEAN SAT Total	1,102.09
MEAN SAT Math	543.77
MEAN SAT Verbal	558.33
MEAN ACT Composite	21.54
MEAN ACT Math	20.95
MEAN ACT English	21.11
MEAN CORE Combined	N/A
MEAN CORE Reading	*
MEAN CORE Writing	*
MEAN CORE Math	170.38
MEAN GPA	3.48

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

Comment(s):

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

Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Art	5	100	5	100	5	100	5	100
2017	Elementary (grades K-6)	54	83.33	55	89.09	57	92.98	57	98.25
2017	English	7	100	7	100	7	100	7	100
2017	Health and Physical Ed	9	100	10	100	10	100	10	100
2017	M.G. Math	2	*	2	*	2	*	2	*
2017	Math (grades 9-12)	3	*	3	*	3	*	3	*
2017	Music	5	100	5	100	5	100	5	100
2017	Science (grades 9-12)	2	*	2	*	2	*	2	*
2017	Social Studies (grades 9-12)	3	*	3	*	3	*	3	*
2017	Spec Ed: General Curriculum	14	71.43	14	78.57	15	93.33	15	100
2017	Institution Summary	104	87.5	106	91.51	109	95.41	109	99.08

2018	Art	4	*	4	*	4	*		
2018	Elementary (grades K-6)	41	68.29	42	85.71	42	90.48		
2018	English	5	100	5	100	5	100		
2018	Health and Physical Ed	13	100	13	100	13	100		
2018	M.G. Language Arts	4	*	4	*	4	*		
2018	M.G. Math	8	100	8	100	8	100		
2018	M.G. Science	2	*	2	*	2	*		
2018	M.G. Social Studies	2	*	2	*	2	*		
2018	Math (grades 9- 12)	3	*	3	*	3	*		
2018	Music	5	80	5	100	5	100		
2018	Science (grades 9- 12)	4	*	4	*	4	*		
2018	Social Studies (grades 9- 12)	3	*	3	*	3	*		
2018	Spec Ed: General Curriculum	7	100	8	87.5	9	100		
2018	Institution Summary	101	84.16	103	92.23	104	95.19		
2019	Art	2	*	2	*				
2019	Elementary (grades K-6)	42	71.43	46	84.78				
2019	English	4	*	4	*				
2019	Health and Physical Ed	8	100	8	100				
2019	M.G. Language Arts	2	*	2	*				
2019	M.G. Math	1	*	1	*				
2019	M.G. Science	2	*	2	*				

2019	M.G. Social Studies	4	*	4	*				
2019	Math (grades 9-12)	1	*	1	*				
2019	Music	3	*	3	*				
2019	Social Studies (grades 9-12)	3	*	3	*				
2019	Spanish	1	*	1	*				
2019	Spec Ed: General Curriculum	8	75	8	87.5				
2019	Institution Summary	81	80.25	85	88.24				
2020	Elementary (grades K-6)	38	84.21						
2020	English	3	*						
2020	Health and Physical Ed	10	90						
2020	M.G. Language Arts	1	*						
2020	Math (grades 9-12)	2	*						
2020	Music	4	*						
2020	Science (grades 9-12)	1	*						
2020	Social Studies (grades 9-12)	5	100						
2020	Spec Ed: General Curriculum	9	100						
2020	Institution Summary	73	86.3						

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
40	24	29

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

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J. Teacher Effectiveness.

Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a ‘beginning teacher’ as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of ‘Developing’ to ‘Distinguished’. Effective 2020-21, at the end of their third year beginning teachers must be rated ‘Proficient’ on Standards 1-5 on the most recent ‘Teacher Summary Rating Form’ in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model .</p>							
<ul style="list-style-type: none"> - Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year. - Blank cells represent no data available. - If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A. 							
<i>Standard One: Teachers Demonstrate Leadership</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	4.26%	76.60%	18.09%	1.06%	94	9

State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
<i>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	5.38%	63.44%	31.18%	0.00%	93	10
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
<i>Standard Three: Teachers Know the Content They Teach</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	1.08%	6.45%	80.65%	11.83%	0.00%	93	10
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
<i>Standard Four: Teachers Facilitate Learning for Their Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	8.51%	76.60%	13.83%	1.06%	94	9
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<i>Standard Five: Teachers Reflect on Their Practice</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	6.45%	75.27%	18.28%	0.00%	93	10
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<i>Student Growth: Teachers Contribute to the Success of Students</i>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	11.36%	88.64%	0.00%	44	58
State Level:	13.49%	81.42%	5.09%	1,238	1,169

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