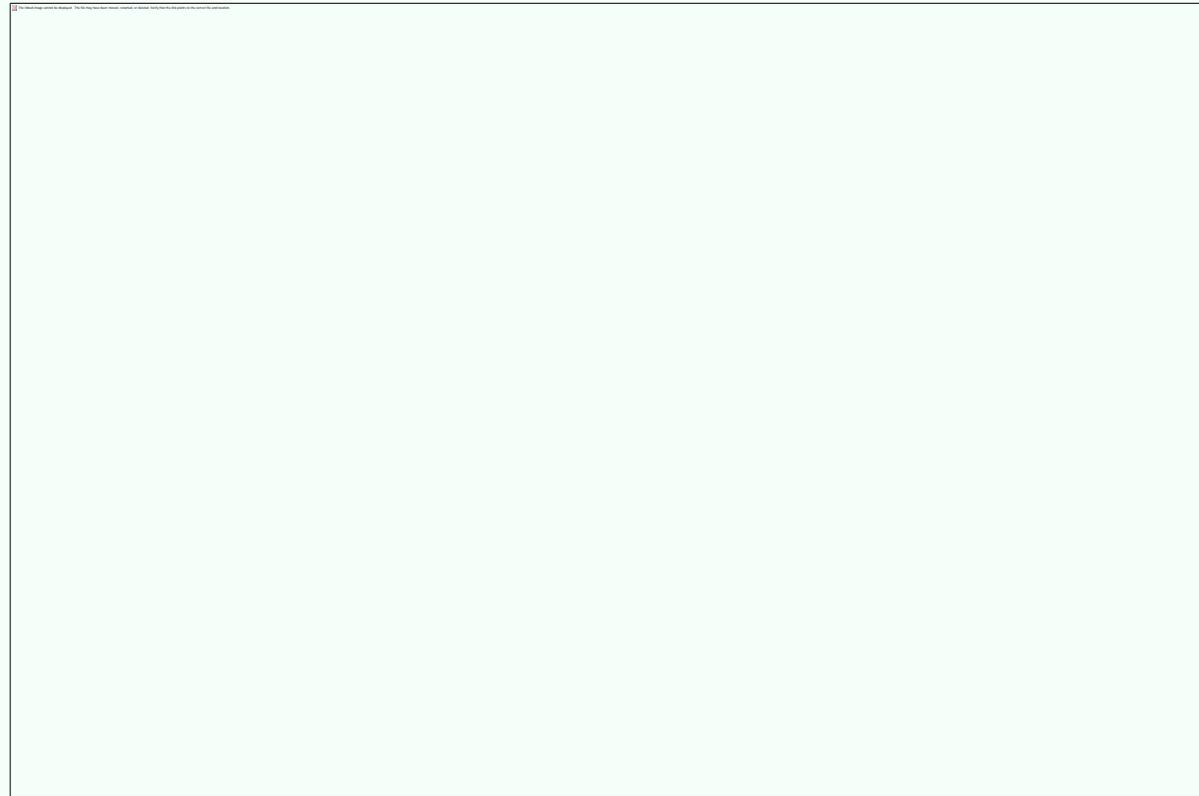


2019-2020

EPP Bachelor Performance Report

Western Carolina University



Overview of 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 (Place an 'X' under each of the options listed below that your IHE provides)

Traditional	Lateral Entry	Residency
X	X	X

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

For the report, briefly describe your current efforts or future plans 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 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 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.

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.

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 & 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 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.

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 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 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, 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. 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 places 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 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

Note: In Spring 2020, the COVID-19 pandemic impacted early field experiences across our programs. While some candidates were able to complete the field experiences as originally planned, others needed to complete alternative assignments due to the transition to virtual learning environments.

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.

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

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

<p>LEAs/Schools with whom the institution Has Formal Collaborative Plans</p>	<p>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 with 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.</p>
<p>Start and End Dates</p>	<p>Ongoing</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>Need for Practica, Internships, and Student Teaching Experiences WCU Responsibilities</p> <ol style="list-style-type: none"> 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

	<p>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.</p>
<p>Number of Participants</p>	<p>N/A (too many to number - K12 students; K12 teachers; WCU faculty and staff; WCU preservice teachers)</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Memorandums of Understanding (MOUs)</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>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.</p>

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cherokee Central, Cherokee County, the Catamount School, and FernLeaf Community Charter School
Start and End Dates	2019-2020 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	43 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, Macon, Swain, Graham, Cherokee County, Cherokee Central, Clay, McDowell, Asheville City

Start and End Dates	August 2019 -March 2020
Priorities Identified in Collaboration with LEAs/Schools	Support and encourage novice teachers as they begin and continue through their first year of teaching. Meet with leaders in partner schools and beginning teacher coordinators throughout the year to identify specific areas of high need and develop training opportunities around these. Professional development priorities for 2019-2020 included classroom management, support for students with special needs, MTSS, and understanding trauma and stress in children.
Number of Participants	August BT Symposium, 38 Participants; November Classroom Management with Amie Dean 103 participants; March MidYear Symposium 49 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 13 & 14, 2020
Priorities Identified in Collaboration with	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.

LEAs/Schools	
Number of Participants	172 students from 30 schools, representing 14 counties across Western North Carolina
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 Collaborative Plans	Cherokee County, Haywood County, Jackson County, Macon County, Francine Delany Charter School
Start and End Dates	September 1, 2019 - June 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	<p>SUTEP Grants</p> <p>The College of Education and Allied Professions (CEAP) sponsors a small grant program to support initiatives that will enhance our partnerships. An essential component of our CEAP mission is to “actively engage in our region as teacher-scholars through collaboration, consultation, direct services, and scholarly endeavors, in a variety of environments.” We have allocated a portion of the SUTEP budget to specifically support initiatives to advance that mission. 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</p>

	<p>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.</p>
<p>Number of Participants</p>	<p>Approximately 20 teachers and administrators from partner schools and 15 WCU faculty</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>SUTEP Mini Grants: Funding to support collaboration with schools for projects. For the 2019-2020 school year, 12 SUTEP grants were awarded and each involved various school personnel and university faculty.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>The SUTEP grant projects funded in 2019-2020 included <i>Transformative Rural Urban Exchange, Content and Pedagogy for Teaching Globalization in Secondary Social Studies, Reducing Challenging Behaviors through Sensory-based Intervention Activities, Field Science Techniques Expedition, Sharing and Showcasing Successful Post-School Achievements Among College Peers, Identifying Our Assets! – Responding to Racial Diversity, From the Smokies to the Rockies: Mountain People Mountain Lives Goes to Salt Lake City, Enhancement of School Music Program through Assistance from Pre-Service Music Instructors, HPE Pre-Service Teacher and Professional Education through NCAAHPERD-SM Participation, Reading Comprehension Across Content Areas, Enhancing Teacher Education Experiences in Mathematics Education: A Pen Pal Project, and Thrive: An Online Art and Wellness Magazine.</i> See https://www.wcu.edu/learn/departments-schools-colleges/ceap/suite-201/SUTEPGrants.aspx.</p>
<p>LEAs/Schools with whom the</p>	<p>Jackson, Haywood</p>

institution Has Formal Collaborative Plans	
Start and End Dates	High School: October 25, 2019 and Middle School: March 20, 2020
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	31 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. The March event was canceled due to COVID-19.
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. Participants 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.

<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>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 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: • 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.</p>
<p>Number of Participants</p>	<p>Enrollment for the 2019-2020 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 the Priorities</p>	<p>The Catamount School (Lab School)</p>
<p>Summary of the Outcome of the Activities</p>	<p>The Catamount School offers a unique opportunity to provide more in-depth and practice-based preparation experiences to pre-service teachers and school leaders. In 2018-2019, a total of 121 WCU professional education students participated in clinical experiences at TCS including 101 in early field experiences,</p>

and/or Programs	<p>12 in Intern I, 7 in Intern II (full-time student teaching), and 1 in school administration.</p> <p>Changes that have occurred for the 2019-2020 school year include the implementation of Multi-Tiered Systems of Support (MTSS), modified PBL format, modified Health/PE (H/PE) format and intervention formats, and the inclusion of a new school nurse with a more substantial nurse practicum experience. The modified PBL format resulted from professional development with the Buck Institute at the conclusion of last school year. H/PE scheduling was modified to separate the student population into smaller groups to allow for a more focused teaching and learning experience for both TCS students and WCU H/PE undergraduate interns. Additionally, because of the H/PE split, we were able to offer TCS students an additional non-core period to allow them to use for intervention, homework, or for guest speakers and enrichment activities that did not reduce core instruction time. We refer to this time as W.I.N. time which stands for What I Need. The new school nurse has organized and implemented a substantial improvement to both the services that TCS students receive and the experience that undergraduate nursing students receive.</p>
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 22-26, 2020
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	40 elementary and middle grades students; 20 WCU students (MAEd and AIG licensure students, both UG and Grad)
Activities and/or Programs Implemented to Address	Rocket to Creativity: Rocket to Creativity (RTC) will engage children in fun but challenging activities that promote creative thinking and problem solving. https://rockettocreativity.wcu.edu

the Priorities	
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/Scho ols with whom the institution Has Formal Collaborati ve 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 Collaborati on with LEAs/Scho ols	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 Participant s	Estimated 300-350 Statewide
Activities and/or Programs Implement ed 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	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.

and/or Programs	
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II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	37
Female	148
Gender Neutral	0
Gender not Provided	0
Total	185
Race/Ethnicity	Number
Asian	3
African-American	3
Am. Indian/Alaskan Native	2
Hispanic/Latino	8
Native Hawaiian/Pacific Islander	1
White	163
Two or More Races	2
Race/Ethnicity Not Provided	3
Total	185

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	1	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	2	Am Indian/Alaskan Native
	Asian	1	Asian	3	Asian
	Hispanic/Latino	2	Hispanic/Latino	16	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander

	White	83	White	319	White	
	Multi-Racial	2	Multi-Racial	8	Multi-Racial	
	Not Provided	3	Not Provided	1	Not Provided	
	Total	92	Total	353	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	6	White	
	Multi-Racial		Multi-Racial	1	Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	9	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	1	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	
	Asian		Asian		Asian	

	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	12	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	2	Total	15	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	2	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	51	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1	Not Provided	
	Total	1	Total	60	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	15	White	
	Multi-Racial		Multi-Racial	1	Multi-Racial	
	Not Provided		Not Provided	2	Not Provided	
	Total	1	Total	27	Total	0

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

Program Area	Baccalaureate Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten	8	8	2	6		
Elementary	22	38				
Middle Grades	2	2				
Secondary	10	10				
Special Subjects	24	15				
Exceptional Children	8	6				
Vocational Ed						
Special Services						
Total	74	79	2	6	0	0
Comment or Explanation						

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

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Western Carolina University	140	86	72
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Buncombe County Schools	377
Haywood County Schools	263
Macon County Schools	213
Henderson County Schools	191
Jackson County Public Schools	178

Charlotte-Mecklenburg Schools	134
Cherokee County Schools	131
Wake County Schools	115
Gaston County Schools	110
Winston Salem / Forsyth County Schools	102

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

Measure	Baccalaureate
MEAN SAT Total	1,220.63
MEAN SAT-Math	N/A
MEAN SAT-Verbal	585.00
MEAN ACT Composite	26.03
MEAN ACT-Math	25.17
MEAN ACT-English	24.63
MEAN CORE-Combined	493.96
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	173.43
MEAN GPA	3.47
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

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

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Art	2	*	2	*	2	*	2	*
2016	Elementary (grades K-6)	65	81.54	65	90.77	65	95.38	65	96.92
2016	English	3	*	3	*	3	*	3	*

2016	Health and Physical Ed	18	94.44	18	94.44	18	94.44	18	94.44
2016	M.G. Language Arts	3	*	3	*	3	*	3	*
2016	M.G. Math	4	*	4	*	4	*	4	*
2016	M.G. Science	5	60	5	60	5	60	5	60
2016	M.G. Social Studies	6	83.33	6	100	6	100	6	100
2016	Math (grades 9-12)	2	*	2	*	2	*	2	*
2016	Music	8	100	8	100	8	100	8	100
2016	Science (grades 9-12)	2	*	2	*	2	*	2	*
2016	Social Studies (grades 9-12)	3	*	3	*	4	*	4	*
2016	Spanish	1	*	1	*	1	*	1	*
2016	Spec Ed: Adapted Curriculum	2	*	2	*	2	*	2	*
2016	Spec Ed: General Curriculum	20	80	22	86.36	22	95.45	22	100
2016	Institution Summary	124	87.1	126	92.06	127	95.28	127	96.06
2017	Art	5	100	5	100	5	100		
2017	Elementary (grades K-6)	53	83.02	54	88.89	56	85.71		
2017	English	7	100	7	100	7	100		
2017	Health and Physical Ed	8	100	9	100	9	100		

2017	M.G. Math	2	*	2	*	2	*		
2017	Math (grades 9-12)	3	*	3	*	3	*		
2017	Music	5	100	5	100	5	100		
2017	Science (grades 9-12)	2	*	2	*	2	*		
2017	Social Studies (grades 9-12)	3	*	3	*	3	*		
2017	Spec Ed: General Curriculum	12	83.33	12	83.33	13	92.31		
2017	Institution Summary	89	89.89	91	93.41	93	93.55		
2018	Art	4	*	4	*				
2018	Elementary (grades K-6)	41	68.29	42	80.95				
2018	English	3	*	3	*				
2018	Health and Physical Ed	12	100	12	100				
2018	M.G. Language Arts	4	*	4	*				
2018	M.G. Math	8	100	8	100				
2018	M.G. Science	2	*	2	*				
2018	M.G. Social Studies	2	*	2	*				
2018	Math (grades 9-12)	3	*	3	*				
2018	Music	5	80	5	100				

2018	Science (grades 9-12)	3	*	3	*				
2018	Social Studies (grades 9-12)	3	*	3	*				
2018	Spec Ed: General Curriculum	7	100	8	87.5				
2018	Institution Summary	90	82.22	91	90.11				
2019	Art	2	*						
2019	Elementary (grades K-6)	38	71.05						
2019	English	1	*						
2019	Health and Physical Ed	8	100						
2019	M.G. Language Arts	2	*						
2019	M.G. Math	1	*						
2019	M.G. Science	2	*						
2019	M.G. Social Studies	4	*						
2019	Music	3	*						
2019	Social Studies (grades 9-12)	1	*						
2019	Spanish	1	*						
2019	Spec Ed: General Curriculum	8	75						
2019	Institution Summary	65	78.46						

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

'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.

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	23	45	33	18	8
U Licensure Only	2	1	1	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	1	0	0	0	0
U Licensure Only	3	0	1	0	0	0
Residency	0	0	0	0	0	0
Comment or Explanation:						
No residency completers this year.						

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
43	29	41

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

49:310

K. Teacher Effectiveness.

Teacher Effectiveness

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of 'developing' to 'distinguished'. Effective 2010-2011, at the end of their third year beginning teachers must be rated 'proficient' on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>

Due to Covid-19 data for this section was unable to be collected.