2019-2020
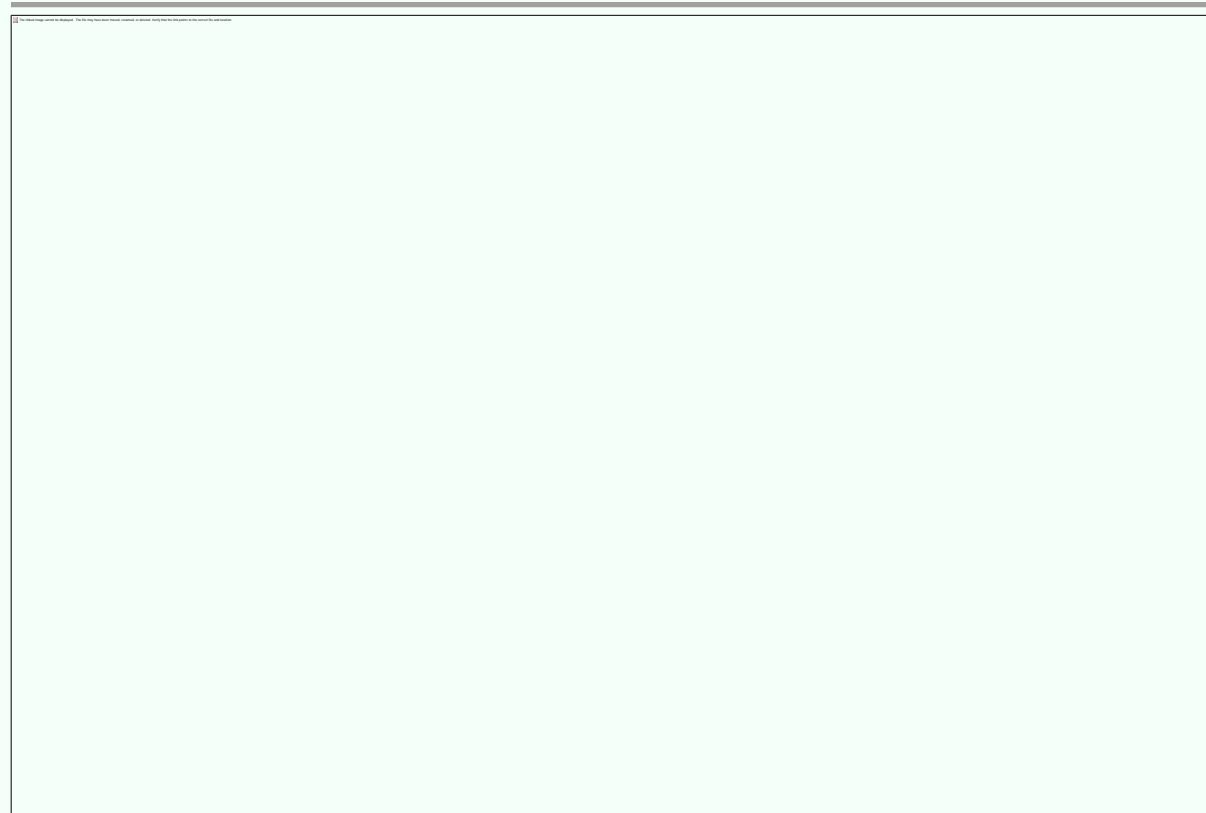
EPP Bachelor Performance Report

UNC-Charlotte

Overview of Institution

The University of North Carolina at Charlotte (UNC Charlotte) is a member of the University of North Carolina multi-campus state university system. In 2019-20, more than 29,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a Carnegie Foundation Doctoral/Research University (DRU) and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is North Carolina's urban research institution, maintaining a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC Charlotte is committed to extending educational opportunities to ensure success for qualified students of diverse backgrounds through programs offered in its seven academic colleges: Arts and Architecture, Business, Computing and Informatics, Education, Engineering, Health and Human Services, Liberal Arts and Sciences, and the Graduate School. UNC Charlotte has also been named as a community engagement campus by the Carnegie Foundation. This label is

reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University has developed strong programs, including Freshman Learning Communities, to respond to this population. A multidisciplinary Honors College and wide range of honors programs are also offered. For example, the campus welcomed its ninth class of Levine Scholars in fall 2018. This is UNC Charlotte's most prestigious merit scholarship program. The campus continues to be one of the fastest growing campuses in the UNC system. In fall 2011 an 11-story academic Center City Building opened. The Center City facility offers programming focused on arts and the creative economy, business and finance, urban and regional development, education collaboration, and health and community engagement**.**

Special Characteristics

The Cato College of Education at UNC Charlotte serves North Carolina's largest metropolitan region of 1.5 million residents well. One of the College's most important functions is to serve as a regional resource for helping address the challenges in urban schools. The University's diverse undergraduate and graduate student body reflects the diversity of the region, and has a strong representation of international students enrolled in University programs. The Cato College of Education has strong partnerships with the surrounding school districts including Charlotte-Mecklenburg Schools, a school district with 170 schools and a highly diverse enrollment of more than 147,000 pupils who are 27% white, 37% African American, 25% Hispanic, 7% Asian, and 3% American Indian or multiracial. In 2017-18, there were more than 15,000 students learning English as a second or additional language, and a little over half the students who qualified for free or reduced lunch.

The College provides a leadership role in preparing teachers, principals, and counselors. It also provides a leadership role in teacher recruitment and retention. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The Cato College of Education enrolls approximately 2,200 students in undergraduate and graduate licensure and non-licensure programs and serves career changers who have chosen an alternative licensure pathway to become teacher educators. The College has for many years hosted a very successful Principal Fellows (now TP3) program, and is home to one of six mathematics and science education centers in the state. Our professional preparation programs are NCATE-accredited and Department of Public Instruction/State Board approved; the M.A. and Ph.D. programs in Counseling are Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited. Our CAEP accreditation visit is scheduled for 2020. The Cato College of Education is committed to accepting and offering classes for all qualified applicants. To enhance enrollment opportunities for principal and counselor preparation, the College has an add-on licensure program for qualified candidates already holding a master's degree.

Program Areas and Levels Offered

Undergraduate majors in the Cato College of Education include Child and Family Development (Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in English language arts, mathematics, science, social studies); Special Education (general or adapted curriculum); and Dual Elementary Education/Special Education. Teaching English as a Second Language (licensure), Reading Education (licensure), Child and Family Development (non-licensure), and Urban Youth and Communities (non-licensure) are also offered as minors for undergraduate candidates. In addition, candidates may prepare for careers in secondary education fields by majoring in programs in the College of Liberal Arts and Sciences and completing the minor in Secondary Education or Foreign Language Education in the Cato College of Education. The secondary education minor is available to majors in English, mathematics, biology, chemistry, earth sciences, physics, history, and geography. The Foreign Language Education minor is available to majors in French, Spanish, German or Japanese. Finally, the Cato College of Education collaborates with the College of Arts and Architecture to prepare teachers in the arts education fields of art, dance, music, and theatre. The Cato College of Education and the College of Health and Human Services engage in a partnership to offer school social work licensure at the bachelor's and master's levels. The Graduate Certificate in Teaching program, designed as a post-baccalaureate route to initial teacher licensure for second career professionals, offers teacher preparation in the following fields: Child and Family Development (B-K licensure), Elementary Education, Middle Grades Education (English language arts, mathematics, science, or social studies), Foreign Language Education in selected language areas, Secondary Education (comprehensive science, comprehensive social studies, English, or mathematics), Special Education (general and adapted curriculum), Art Education, and Teaching English as a Second Language, and CTE areas (marketing, business education, and tech-engineering education). Successful completion of these academic programs results in candidates being recommended for the North Carolina initial teaching license. A number of Graduate Certificate in Teaching (initial licensure programs in the fields noted above) provide candidates with the option of continuing their academic work to complete a Master of Arts in Teaching (M.A.T.) degree. Other graduate programs offered are as follows: M.Ed. in Elementary Education; M.Ed. in Curriculum and Instruction (concentrations in middle grades/secondary/TESL); M.A. in English with an education concentration; M.S. in Mathematics with an education concentration; M.Ed. in Special Education and Child Development (with specializations in adapted curriculum, general curriculum, academically gifted, and child/family studies); M.Ed. in Reading Education; M.Ed. in Learning, Design, and Technology (school specialist, training & development, and online teaching); M.A. in Counseling (school, clinical mental health, and addiction); and M.S.A. in School Administration. Five doctoral programs are offered: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education; Ph.D. in Curriculum and Instruction, and the Ph.D. in Educational Measurement and Evaluation. Add-on licensure programs at the masters-level include: Academically/Intellectually Gifted, School Counseling, Instructional Systems Technology (school specialist), EC Administrator, and School Administration (principalship).

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.

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

All programs at UNC Charlotte prepare educators to effectively teach students with disabilities. All candidates are required to take Foundation courses prior to program admission which provide a broad overview of diverse learners and the needs of students with disabilities. Program coursework in the major focuses on a variety of grade-level specific strategies that are appropriately designed for differing student needs. All instructional design processes taught to candidates incorporate lesson modifications, assessments, and supports for special needs learners. For example, candidates in the undergraduate Birth-Kindergarten program take courses focused on developmentally appropriate practice for Pre-K populations, including SPED 4210 (Developmental Interventions for Young Children with Disabilities: Birth-Kindergarten), and CHFD 3112 (Supporting Diverse Young Learners – Birth through Kindergarten). In the Elementary Education program, candidates learn the Multi-Tiered Student Support (MTSS) system as a framework for assessing student needs and designing appropriate interventions. This framework is implemented across the program of study; in READ 3224 (Early Literacy and Assessment) for undergraduates or ELED 5201 (Teaching Mathematics to Elementary School Learners) at the graduate level, candidates learn strategies related to letter recognition, phonemic awareness, and phonics for MTSS Tier 2 and 3 students. In the senior year, Elementary candidates complete courses taught by Special Education faculty (EDUC 4290 (Modifying Instruction for Diverse Learners) to learn how to write and implement effective IEP plans; a secondary version of this course is also completed by Middle, Secondary, and K-12 candidates. In the Middle, Secondary, and K-12 programs, the introductory course (MDSK 3151 (Instructional Design and Technology Integration) for undergraduates or MDSK 6162 (Planning for K-12 Instruction) for graduate candidates is specifically about planning differentiated instruction for a variety of student learning needs. Subsequent lesson design and methods courses incorporate how to use appropriate, research-based strategies for all learners, meeting students wherever they are in the learning process. Candidates also complete either MDSK 3100 (Inclusive Learners) or MDSK 5204 (Equity and Education) depending on the program. These courses incorporate the IEP process and how to use digital tools to support students in learning experiences that are appropriate for them. The program of study for Special Education candidates is entirely designed on effectively teaching students with disabilities. This 60-hour undergraduate program teaches candidates how to recognize and analyze student learning needs, design appropriate interventions, work with colleagues on designing appropriate student supports, gather assessment data to determine the effectiveness of implemented interventions, write and implement IEP plans, and work collaboratively with parents. All programs include clinical practices that are integrated with coursework; candidates are asked to complete a variety of clinical activities designed to increase their knowledge of and experience with special needs

learners. Common activities include working one-on-one with a special needs learner, facilitating learning activities for small groups of special needs students, and planning, implementing, and assessing learning of special needs students.

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.

All teacher preparation programs at UNC Charlotte effectively prepare educators to teach students of limited English proficiency. All candidates are required to take Foundation courses prior to program admission which serve as introductions to diverse student populations and students with special needs. In most cases, strategies used to address ELL (English Language Learners) learning needs are embedded into program courses within the major that are specifically designed to address teaching of diverse student populations. For example, Birth-Kindergarten candidates complete 3 courses that focus on diverse student population needs (including ELLs) and also complete 2 courses that focus on working with families also (an important piece for all students, but especially ELLs). Elementary Education programs also receive instruction specifically tailored to meeting the needs of ELLs through the MTSS framework described in the previous response. ELL learners are integrated into the MTSS strategies, which are in turn, woven throughout program coursework. In the Middle, Secondary, and K-12 (MDSK) program areas, candidates complete MDSK 3100 (undergrad) or MDSK 5204 (grad cert), both of which are divided into three primary units; one of these intensive, 4-week units is devoted entirely to ELL-specific learning strategies. Special Education undergraduate candidates complete a course titled TESL 4204 (Inclusive Classrooms for Immigrant Students), which includes a clinical targeting ELLs. At the graduate level, SPED candidates complete SPED 5370 (Culturally Responsive Positive Behavior Support), which is designed to support candidates to be responsive to the cultural and linguistic needs of diverse students and includes clinical expectations. For all undergraduate candidates, an additional option is completion of a minor in Teaching English as a Second Language; graduate students may be unilaterally licensed as TESL teachers upon completion of this program of study and licensure requirements. Finally, all programs embed clinical experiences that are aligned with program coursework and require candidates to work with ELLs as is appropriate to the course experience.

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.

Ensuring that all candidates are provided instruction on integrating technology effectively into lesson design is a high priority for the College of Education. To this end, technology assessments embedded throughout programs were reviewed in 2018-19 for alignment to the NC Digital Competencies for Teachers, and candidate technology assignments have been updated to reflect robust changes in our rubrics reflecting this alignment. All our program faculty incorporate the principles of universal design for learning (UDL) as a framework for teaching our candidates how to effectively plan lessons aligned to standards and also design aligned assessments that will accurately provide student data results for the next planning cycle.

For example, Birth-Kindergarten undergraduate candidates take EIST 4100 (Computer Applications in Education) which focuses on selecting and using appropriate digital tools to enhance student learning. Elementary undergraduate candidates complete ELED 3111 (Instructional Design and Assessment in Elementary Education) which specifically addresses ways to use technology to engage learners and reviews how to analyze data provided by digital tools adopted by North Carolina public schools (iReady, Dreambox, iSolution, etc.). In this course, candidates also have to identify and cite elements of UDL in their lesson plans. Elementary candidates are also asked to analyze digital resources for appropriate content and application to student learning needs in ELED 3221 (Teaching Science to Elementary School Learners) or EDUC 5400 (Teaching and Integrating Science). In Middle, Secondary, and K-12 (MDSK) programs, candidates complete their technology integration assignment in MDSK 3151 (Instructional Design and Technology Integration) for undergraduates or MDSK 6162 (Planning for K-12 Instruction) for graduate candidates in which they are assessed on their ability to plan lessons that integrate appropriate digital strategies for the selected learners. In these courses, candidates are also taught the principles of UDL. In Methods courses in both undergraduate and graduate certificate programs, MDSK candidates plan and implement a three-day learning segment integrating digital learning tools/resources that is then implemented in their Methods' clinical experiences for real-world application. In Special Education, undergraduate candidates complete several courses which integrate technology expectations. SPED 4279 (Content-Area Instruction for Students with Special Needs) includes standards for technology use and application within lesson planning and activities. SPED 4280 (Multiple Disabilities) includes information and activities for application regarding the use of assistive technology for students in the adapted curriculum. SPED 4400 (Integrated Instructional Applications in Special Education) includes lesson planning and teaching within a clinical setting that requires the use of UDL. At the graduate level, SPED 5274 (General Curriculum Access and Adaptations) in the adapted curriculum program and SPED 5372 (Planning Mathematics for Students with Exceptional Needs) in the general curriculum program includes instruction and the assessment of NC Digital Competencies. These two courses also include information regarding the use of Universal Design for Learning in the planning process. Additionally, SPED 5380 (Multiple Disabilities and Systematic Instruction) includes information and activities for application regarding the use of assistive technology for students in the adapted curriculum. SPED 5400 (Integrated Instructional Applications) in Special Education includes lesson planning and teaching within a clinical setting that requires the use of UDL.

Finally, clinical activities across the progression of the program require candidates to utilize available digital resources in schools where they are placed. In the student teaching semester, candidates are assessed by both their university supervisors and clinical educators on their ability to effectively utilize technology to address student learning needs in planning, implementation of the plan, and assessment of student learning.

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

Ensuring that all candidates are provided instruction on using technology effectively to collect, manage, and analyze data to improve teaching and learning is a high priority for the Cato

College of Education. Candidates receive instruction throughout their program of study on how to gather and interpret student data for the purposes of designing developmentally appropriate and robust instruction. Utilizing technology effectively for this purpose is one of the identified program goals for this work.

UNC Charlotte candidates all complete edTPA during the student teaching semester, a performance-based assessment designed to ascertain candidate readiness to teach. Task 3 of edTPA analyzes a candidate's ability to collect and analyze student learning data to improve teaching and learning. In keeping with the principles of universal design, faculty have designed formative learning experiences throughout each program of study that help prepare candidates in successfully completing Task 3 of edTPA during the student teaching experience. Effectively utilizing technology to assist in this effort is part of the course curriculum; selected technologies vary according to what is developmentally and instructionally appropriate for the identified learners. Candidates also complete required technology courses and assignments in their programs (see previous response).

For example, in the Birth-Kindergarten program, undergraduate candidates complete SPED 4112 (Authentic Assessment Approaches to the Assessment of Young Children with Disabilities: Birth-Kindergarten) and SPED 4210 (Developmental Interventions for Young Children with Disabilities: Birth though Kindergarten). Graduate candidates complete CHFD 5250 (Assessment of Young Children). These courses teach candidates research-based assessment methodologies that are appropriate for young children, integrating technology when suitable for the child's developmental level. Candidates complete activities that mirror the kind of data collection and analysis demanded by Task 3 of edTPA. Elementary candidates complete ELED 4121 (Assessment and Instructional Differentiation in Elementary School Classrooms) or READ 5300 (Applied Literacy Practices); in these courses, candidates learn appropriate methodologies for collecting classroom data results and analyzing "next steps" for a variety of diverse learners. Additional instruction on using technology to assess student performance is provided to Elementary candidates to prepare them for using selected North Carolina reading and mathematics diagnostic tools. Candidates have been taught to interpret and use a variety of data assessment reports in their planning and assessment processes, including Read to Achieve, MCLASS, iReady, Dreambox, etc. In Middle, Secondary, and K-12 (MDSK) programs, in Student Teaching + Seminar courses candidates create and implement various types of formative and summative assessments and are taught to develop a classroom assessment system to collect data, provide student feedback, and make future instructional decisions. Candidates are expected to utilize technology systems commonly available in middle/secondary schools, such as Powerschool (with teacher/district permission and oversight), Canvas, or Schoology in communicating assessment results to students and their parents in a timely fashion. Candidates complete an assessment plan, explaining how their selected assessment evaluates academic performance and serves as a vehicle for student feedback. In addition, candidates evaluate the effectiveness of their assessment plan by analyzing the data collected (in preparation for successful completion of edTPA). In the Special Education program, all candidates are required to take SPED 4270/5370 (Classroom Management) which includes a Positive Behavior Integration Support (PBIS) project. This project requires data collection which is displayed graphically through analysis in Excel. Additionally, candidates in the adapted curriculum program take SPED 4271 (Systematic Instruction) or SPED 5380 (Multiple Disabilities and

Systematic Instruction) which includes a data-based decision project that involves data collection and analysis which can be done using technology. SPED 4400/5400 (Integrated Instructional Applications in Special Education) includes formative edTPA "practice tasks" that also require the collection of student performance data which can be used to analyze data and recommend future steps for instruction.

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

Candidates are required to take at least two arts courses, one of which must be an arts activity course. Candidates may take additional coursework toward a concentration in visual and performing arts. During the ELED 4220 course on integrating curriculum, candidates complete an integrated instructional unit that must include art curriculum. Instructional competence is demonstrated and assessed during student teaching and measured on the Student Teaching Assessment Rubric. An arts education specialist that works with both the Cato College of Education and the College of Arts and Architecture coordinates communication and examines arts integration across the curriculum.

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

In the UNC Charlotte Educator Preparation Programs (EPP), improvement is a continuous process, and self-study is the first step. Programs are required to submit annual reports of our established Student Learning Outcomes (SLOs). These SLO reports are then submitted to the university academic assessment office annually to document data-based student outcomes. Part of this process requires programs to report data on key assessments in each program, and then establish areas of growth/improvement for the next academic cycle. In addition, in the Cato College of Education, academic departments meet bi-annually by program to review progress on goals identified on the SLO reports and adjust as needed. In this manner, self-study becomes an ongoing part of our assessment cycle and a concrete way to measure our candidates' progress. Finally, as part of our Strategic Plan, we have created a CAEP Committee to review and monitor progress toward accreditation for the college and university. Through all these measures, we are able to continually self-assess our improvement cycle.

As an example of our continuous improvement process, the Cato College of Education launched a redesign of all our teacher preparation programs in 2018-19, with identified changes going into effect in 2019-2020. Data collected over the past several years indicated a need for this undertaking. In collaboration with our school partners, we have redesigned our teacher preparation programs to better focus on the needs of candidates and the students they will eventually teach. Two of the outcomes of this work include: 1) a Residency model for practicing classroom teachers, to comply with both legislative mandates and redesigned programs; and 2) a Partnership Schools Network for UNC Charlotte, resulting in an increased commitment from both UNC Charlotte and our partner schools to high-quality teacher educator preparation. We are currently scheduled for our CAEP visit in October 2020.

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

UNC Charlotte expects our teacher education candidates to complete pre-student teaching clinicals in at least three diverse settings for the undergraduate population. This diversity is expected to include high/low poverty schools, ethnically and culturally diverse sites, and racially diverse sites. Candidates are provided website access to a list of all schools in North Carolina and their most recent demographic information, including racial/ethnic information, ELL student information, and free/reduced lunch information on student populations. This list allows candidates to research school sites prior to requesting placement so they may be sure to meet the "diverse placement" requirements. The Office of School and Community Partnerships (OSCP) faculty and staff are available to work with students on placement and answer questions about sites for students. In addition, we have revised our student teaching placement procedures to focus on "high-need" or "hard-to-staff" sites, which are typically high-poverty sites. We are working with P-12 partners at these sites to identify teachers who meet state qualifications to serve as a cooperating teacher (clinical educator); however, this is sometimes difficult at these sites, as teacher turnover can be a problem.

Faculty also inform students of the clinical requirements and discuss them in coursework prior to student teaching. In addition, UNC Charlotte does require some clinicals to occur in only high-need schools for some programs. For example, beginning in 2017-18, UNC Charlotte partnered with Charlotte-Mecklenburg Schools (CMS) to place all incoming undergraduate elementary education candidates in identified CMS Cultural Proficiency Schools. These are schools where the faculty have completed special training on engaging with diverse/high-poverty student populations. Diversity of placement for all candidates is verified during intake for student teaching by the OSCP; candidates who do not have diverse clinicals are sent to their advisors/department chairs to complete the additional requirements prior to the student teaching semester, or to change their student teaching placement to a high-need school.

For graduate certificate/post-baccalaureate candidates seeking teacher licensure, "traditional" candidates are required to complete at least one semester of field expeirence in a diverse clinical setting (residency candidates complete all field experiences in their own classrooms). While UNC Charlotte candidates spend time in high-need sites around the Charlotte Metro area and the state of North Carolina, the criteria we have used to determine these sites have not necessarily included sites officially designated as "low-performing." However, based on the high correlation between "low-performing" schools and high-poverty schools, we do believe that a high majority of our candidates have worked with these high-need populations prior to the student teaching semester. We have data to support this as well, showing that all our candidates are completing at least one semester of field placement in a diverse site (which may include the student teaching experience). Our newly formed Partner School Network also includes "high poverty/high need" schools, and it is our intention to leverage these relationships to more formally structure placements in these sites.

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

Currently our undergraduate and traditional graduate certificate candidates complete a Yearlong Internship, a two-semester experience. In the first semester, candidates spend the equivalent of 1-2 days per week in their classrooms; in the second semester, they complete full-time student

teaching. This allows candidates to see both the beginning and ending of the school year. Depending on the semester, these candidates are also seeing either the end or beginning of the school year in their early clinical experiences.

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

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

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Schools and districts in the Southwest Educational Alliance
Start and End Dates	1/2/2019 - 1/15/2020
Priorities Identified in Collaboration with LEAs/Schools	Meetings in schools to support teachers Provide guidance on making large-scale assessments accessible for all students Assist in designing students to ensure high-quality large-scale assessment system
Number of Participants	500
Activities and/or Programs Implemented to Address the Priorities	Attend all technical advisory committee meetings (twice a year) Review all technical documents to ensure high-quality assessments
Summary of the Outcome of the Activities and/or Programs	NC is designing the statewide assessment system to include through-course assessments (i.e., tesing multiple times during the year). The Technical advisory committee designed studies to examine the qualilty of redesign. The studies will be implemented in 201-2020.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Rowan Salisbury Schools
Start and End Dates	1/8/2018 - 4/1/2020
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	90 in spring 2019 and 50 in fall 2020

Activities and/or Programs Implemented to Address the Priorities	I provided child-parent relationship training to all of the teachers in one elementary school, and another school served as the control gropu. The purpose of this study was to compare two grouping conditions (time [pre and post] and school [intervention and control]) on the impact of CTRT on teachers' professional quality of life (compassion satisfaction, burnout, and secondary traumatic strees), beliefs about social justice, perceptions about children that are aligned with CTRT (attitudes, knowledge, and skills), attitudes about trauma-informed care, and ability to demonstrate CTRT skills in the classroom. The program consisted of two parts. First, there were weekly trainings. In addition, we work with theachers in their classroom where we modeled and then coached teachers in their use of CTRT skills.
Summary of the Outcome of the Activities and/or Programs	The first year of this 3-year project was a pilot study in spring 2018. It was followed in year 2 by an intervention study in fall 2018 and spring 2019. The third year is a second intervention project in fall 2019 and spring 2020. The project was conducted in academic years, not the calendar year of our annual report. That said, the outcomes have proven interesting and valuable. I have published the outcomes of the pilot study, and I have submitted for publication the results of the 2nd year of the project. In both studies, findings suggest that the CTRT intervention impacted teachers' attitudes as well as their behaviors in the classroom.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Coltrane-Webb Elementary School, Cabarrus Country Schools
Start and End Dates	2/4/2019 - 5/31/2019
Priorities Identified in Collaboration with LEAs/Schools	1. To increase general education teachers' implementation fidelity of culturally responsive social skill instruction 2. To decrease African American students' noncompliance to classroom expectations
Number of Participants	39 teachers for schoolwide PD; 9 teachers for grade-level PD; 3 teachers for coaching support
Activities and/or Programs Implemented to Address the Priorities	Conducted schoolwide and grade-level professional development (PD) sessions to train teachers on culturally responsive social skill instruction Provided supervisory or individualized coaching to support three general education teachers needing additional support to implement culturally responsive social skill instruction with high fidelity

	Collected quantitative data on teachers' implementation fidelity to determine level of support they required Collected quantitative data on students' classroom behavior to determine the effects of teachers' implementation on student behaviors Conducted brief surveys with teachers to gather their perceptions of the professional development and coaching supports
Summary of the Outcome of the Activities and/or Programs	All three teachers improved their implementation fidelity to 100% after receiving coaching support. All three students substantially reduced the percentage of noncompliance to classroom expectations. Teachers indicated the professional development and coaching support was highly effective and beneficial. Students also reported that they enjoyed the social skill lessons their teachers provided and the lessons helped them with their classroom behaviors.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harris Road Middle school Cabarrus County
Start and End Dates	4/1/2019 - 6/7/2019
Priorities Identified in Collaboration with LEAs/Schools	Implementation of evidence-based practice strategies with fidelity by peers when teaching students with moderate and severe intellectual disabilties; increase post-test scores of students with disabilites on comprehension assessments.
Number of Participants	3 peers, 3 students with disabilities, 1 teacher
Activities and/or Programs Implemented to Address the Priorities	Three peers were taught to systematically deliver evidence based practice strategies of constant time delay and systems of least prompts with students with moderate and severe intellectual disabilities. The peers were trained and delivered instruction with fidelity prior to implementation with the students. The peers and students were video taped to measure fidelity. The student outcome scores between the pre and post test assessments in the reading curriculum improved for two of the three students.
Summary of the Outcome of the Activities and/or Programs	The peers performed at 80% or higher for each strategy throughout the program. Two of the three students with disabilities improved on the comprehension post-test.
LEAs/Schools with whom the institution	Highland Creek Elementary

Has Formal Collaborative Plans	
Start and End Dates	8/19/2019 - 6/12/2020
Priorities Identified in Collaboration with LEAs/Schools	School Leadership Team, plan and implement School Improvement Plan
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Plan and implement School Improvement Plan
Summary of the Outcome of the Activities and/or Programs	Plan and implement School Improvement Plan, Math and Science Night
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Sugar Creek Charter School
Start and End Dates	8/9/2019 - 4/8/2020
Priorities Identified in Collaboration with LEAs/Schools	Provide professional development on text talk, morphological analysis, and Words their Way.
Number of Participants	18
Activities and/or Programs Implemented to Address the Priorities	Professional development workshops and individual coaching sessions with each participating teacher.
Summary of the Outcome of the Activities and/or Programs	Paraprofessionals are conducting words their way lessons with students. Students are progressing through the Words their Way stages. Teachers are incorporating Text Talk lessons into their comprehension lessons and will start with morphological lessons in th espring of 2020.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cabarrus County Schools/Cox Mill Elementary
Start and End Dates	1/1/2019 - 12/12/2019

Priorities Identified in Collaboration with LEAs/Schools	Work with Science Club
Number of Participants	1 administrator, 4 teachers, unknown number of students
Activities and/or Programs Implemented to Address the Priorities	Took science methods students to Cox Mill to do the Science Club.
Summary of the Outcome of the Activities and/or Programs	Included in planning by the Science Club teachers. Working with Principal to start planning with the different grade level teams
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Lincoln Heights Academy/Charlotte Mecklenburg Academy
Start and End Dates	2/11/2019 - 12/1/2019
Priorities Identified in Collaboration with LEAs/Schools	The school administrators successfully applied for Title 1 funds to build a Makerspace in their school and reached out to the UNC Charlotte Writing Project to train teachers on how to integrate Makerspace activities into their teaching. The priorities were to: 1) engage teachers in the practice/habit of making; 2) identify ways in which making materials might be related to content; 3) develop lessons and activities that combine content and making. Upon completion of this professional development, the UNC Charlotte Teaching Fellows served as mentors/buddies to students with special needs as they participated in Makerspace activities.
Number of Participants	12 teachers 30 students
Activities and/or Programs Implemented to Address the Priorities	Monthly staff developement; weekly lesson and unit planning; daily support from university pre-service teacher candidates.
Summary of the Outcome of the Activities and/or Programs	Teachers reported feeling much more comfortable implementing makerspace activities with the help of Writing Project Teacher Consultants who were trained in this area. LHA students became much more comfortable making and writing with the support of undergraduate buddies.
LEAs/Schools with whom the institution	Gaston County Schools - AIG Department/ Crameton Middle School

Has Formal Collaborative Plans	
Start and End Dates	1/17/2019 - 11/13/2019 1/17/2019 - 11/13/2019
Priorities Identified in Collaboration with LEAs/Schools	Support Cramerton Middle School with their initiative to implement enrichment clusters with 800+ students and all faculty members

	Recruit Gaston County teachers to participate in a UNCC Graduate School funded cohort to train and certify teachers in AIG Obtain support for a federal research study grant
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Help recruit and train external volunteer facilitators for the enrichment clusters Train middle school subject area and encore teachers on the Schoolwide Enrichment Model (SEM) Provide informational resources for the AIG Curriculum Specialist at the school on enrichment clusters and SEM
Summary of the Outcome of the Activities and/or Programs	Jan - Dec 2019 - Ongoing communication via email, phone, or face-to-face meetings Jan 17, 2019 – Full day PD for Cramerton Middle School faculty – I conducted four 1-hour professional development sessions for each grade level and encore teachers May 17, 2019 - Received support letter for the Javits Grant May 2019 - Submitted Javits Grant proposal Aug 2019 - Recruited 7 Gaston County teachers to participate in the cohort Oct 8, 2019 - Coordinated a meeting between Dr. Mindy Adnot, me, and John Stone to help recruit facilitators for their clusters. I also created and sent out a flyer to recruit within the Cato COED and through the Honors College. Oct 7, 2019 – I trained Emily Griffin, our COED honors student, on how to facilitate an enrichment cluster in Gaston County. Nov 13, 2019 – I arranged a visit to Cramerton MS with an honors student and doctoral student to observe the enrichment clusters as a way to train them for future volunteer work at the school. I provided them with training materials as well.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	China Grove Middle School
Start and End Dates	1/1/2018 - 1/31/2021
Priorities Identified in Collaboration with LEAs/Schools	This is a renewal school and the project supported some of the student-focused changes the teachers implemented.
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Classroom observations, co-curricular development of materials, assessments of reading skills and content learning.
Summary of the Outcome of the Activities and/or Programs	Grant funded research project

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Charlotte Mecklenburg Academy
Start and End Dates	1/1/2011 - 5/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Observation and support in classrooms for children with emotional disturbance.
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Observation and support in classrooms for children with emotional disturbance.
Summary of the Outcome of the Activities and/or Programs	Multiple participants observed and supported students with emotional disturbance for a minimum of 10 hours.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	CMS: Windsor Park Elementary, Oakhurst STEAM Academy, MerryOaks Academy
Start and End Dates	5/1/2019 - 8/2/2019

Priorities Identified in Collaboration with LEAs/Schools	Provide professional development in Sound Partners to support instruction of children with reading difficulties during te summer
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	1. Provided professional development to 16 teachers across three schools in late Spring 2019 (6 hours PD). Provided follow up coaching as needed in summer 2019. 2. Provided professional development to 160+ teachers and instructional assistance in CMS district in summer 2019 (4 hour PD)
Summary of the Outcome of the Activities and/or Programs	About 200 total teachers received PD in Sound Partners. Sixteen teachers provided 1:2 instruction to about 60 students as part of the Summer Reading Camp. 160+ additional tutors/teachers provided Sound Partners instruction in groups of 1:3 as part of CMS Read to Achieve camp, to more than 1500 students.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Wake County Public Schools
Start and End Dates	8/1/2019
Priorities Identified in Collaboration with LEAs/Schools	The focus of the work this year is two-fold. First, I continue to work with the district's core ESL team and, the 180 ESL teachers via the district's professional development series. Topics focused on adolescent development, brain research, and working with secondary ELs. The second portion of the work this year was with content teachers and some administrators (content and gen ed) to focus on active student engagement.
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Three half-day presentations and debriefs.
Summary of the Outcome of the Activities and/or Programs	Participants analyzed anchor texts for specific lessons, created language scaffolds for increased participation, and discussed adolescent development that is specific to secondary learners.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Kannapolis City Schools
Start and End Dates	7/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Increase teachers capacity to include text equity within instruction.
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Two day summer institute, quarterly lesson planning meetings and presentation, purchase of books to use in classrooms, discussions of lesson implementation.
Summary of the Outcome of the Activities and/or Programs	Teachers are aware of the books they are using in class in terms of text quity, as well as an anti-racism perspective to the lessons they lead in their classrooms.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Turning Point Academy Turning Point Academy
Start and End Dates	

Priorities Identified in Collaboration with LEAs/Schools	Provide student/family support through self-advocacy Serve as a liaison between the school and Board of Education Support programmatic initiatives Oversee curriculum projects Professional Development (advanced degree attainment) Instructional support Volunteerism Post-School (career and college) advising
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	Facilitation of the Leaders in the Making Initiative Oversight of Curriculum Innovation in Alternative Education grant Senior Exit Project instructional preparation Service on the CMS Community Equity Committee (administration) UNC Charlotte Campus Tour (exposure to post school college/career options)
Summary of the Outcome of the Activities and/or Programs	Recognized by the Mayors Office for "Best Collaboration" for the Leaders in the Making Program Increased student achievement (graduation) through instructional support provided for the Senior Exit Project Increased curriculum engagement Heightened awareness of career and college options
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Veritas Community School
Start and End Dates	8/20/2018 - 5/26/2019
Priorities Identified in Collaboration with LEAs/Schools	Develop teachers' skills in forming relationships with their students.
Number of Participants	13
Activities and/or Programs Implemented to Address the Priorities	We met with teachers 22 times during the 2018-2019 school year after school for PD. We also observed teahcers once a week for those 22 weeks and debriefed with each teacher regarding their growth in their skills.

Summary of the Outcome of the Activities and/or Programs	Teachers improved in their ability to develop relationship building skills. Teachers reported a decrease in problem behaviors due to skills they implemented from out training.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Shady Brook Elementary School, Kannapolis, NC
Start and End Dates	8/21/2017
Priorities Identified in Collaboration with LEAs/Schools	Better engage students through the use of technology in reading instruction. Stronger comprehension and academic outcomes for students.
Number of Participants	3
Activities and/or Programs Implemented to Address the Priorities	Classroom observations, teacher interviews, attending data meetings, other data collection.
Summary of the Outcome of the Activities and/or Programs	We conducted additional observations during Spring 2019. We have shared results of data analysis on technology use during reading instruction in August 2019.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	CMS
Start and End Dates	2/11/2019 - 6/6/2022
Priorities Identified in Collaboration with LEAs/Schools	Math Training in Foundations of Math
Number of Participants	Still in the works
Activities and/or Programs Implemented to Address the Priorities	Trained teachers in CMS on Foundations of Math - NC State Improvement Project grant program in both the spring and fall. Continued math work by applying for an receiving IRB in UNCC and CMS to work with the MTSS and Math directors to train and study MTSS math modules developed by the district personnel.

Summary of the Outcome of the Activities and/or Programs	We are just beginning the work
LEAs/Schools with whom the institution Has Formal Collaborative Plans	The Fletcher School and CMS
Start and End Dates	8/16/2019 - 5/31/2021
Priorities Identified in Collaboration with LEAs/Schools	The primary purpose of this initiative is to develop and evaluate the effect of a professional development training curriculum to improve the outcomes of readers with learning disabilities in the general education public education classrooms. This work is collaborative between The Fletcher School and a CMS team.
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	To date: 1. Selected a target CMS school interested in this collaborative work (Montclaire Elementary) 2. Begun observations of sites to understand the instructional context within both The Fletcher School and the target CMS classrooms Future steps: 1. Focus groups to begin identifying core components of effective work at both sites 2. Assessment of data, resources, systems, and practices 3. Development of project components, professional development curriculum and plan 4. Intervention and PD 5. Scale up

Summary of the Outcome of the Activities and/or Programs	To date: 1. Selected a target CMS school interested in this collaborative work (Montclaire Elementary) 2. Begun observations of sites to understand the instructional context within both The Fletcher School and the target CMS classrooms Preliminary outcomes suggest ways that The Fletcher School context (classes of 6 students) could serve as a model for intervention work within CMS. Steering Committee goal: consider feasibility and scalability of The Fletcher School model.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Governor's Village Upper & Lower Schools, Hidden Valley Elementary, David Cox Road Elementary (CMS)
Start and End Dates	1/1/2019 - 12/31/2019
Priorities Identified in Collaboration with LEAs/Schools	Supporting the needs of struggling readers.
Number of Participants	60
Activities and/or Programs Implemented to Address the Priorities	Tutoring and academic support
Summary of the Outcome of the Activities and/or Programs	Survey data provides evidence for that the program is well received by teachers and school partners and that America Reads tutors provide meaningful support for struggling students.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	151
Female	633

Gender Neutral	0
Gender not Provided	0
Total	**784**
Race/Ethnicity	**Number**
Asian	12
African-American	140
Am. Indian/Alaskan Native	3
Hispanic/Latino	59
Native Hawaiian/Pacific Islander	1
White	503
Two or More Races	26
Race/Ethnicity Not Provided	40
Total	**784**

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	6	Black, Not Hispanic Origin	45	Black, Not Hispanic Origin		
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native		
	Asian	2	Asian	5	Asian		
	Hispanic/Latino	10	Hispanic/Latino	45	Hispanic/Latino		
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		
	White	62	White	397	White		
	Multi-Racial	3	Multi-Racial	34	Multi-Racial		
	Not Provided		Not Provided	12	Not Provided		
	Total	**84**	**Total**	**539**	**Total**	**0**	
Licensure-Only	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3	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	1	White	4	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1	Not Provided	
	Total	**2**	**Total**	**8**	**Total**	**0**
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		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	3	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	1	Not Provided		Not Provided	
	Total	**1**	**Total**	**3**	**Total**	**0**
			Part-Time			
	Male		**Female**		**Gender Neutral**	
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino	1	Hispanic/Latino	3	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	3	White	20	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	**5**	**Total**	**25**	**Total**	**0**
Licensure-Only	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	76	Black, Not Hispanic Origin	

	Race		Race		Race	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	2	Am Indian/Alaskan Native	
	Asian		Asian	9	Asian	
	Hispanic/Latino	3	Hispanic/Latino	31	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	54	White	204	White	
	Multi-Racial	4	Multi-Racial	8	Multi-Racial	
	Not Provided	2	Not Provided	18	Not Provided	
	Total	**72**	**Total**	**348**	**Total**	**0**
Residency	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	28	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	4	Asian	
	Hispanic/Latino	1	Hispanic/Latino	4	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	21	White	46	White	
	Multi-Racial	1	Multi-Racial	5	Multi-Racial	
	Not Provided	1	Not Provided	3	Not Provided	
	Total	**30**	**Total**	**90**	**Total**	**0**

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

Program Area	Bacccalaureate Degree		Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten		15	1	1		
Elementary	11	133	8	12		2
Middle Grades	1	16	7	15		13
Secondary	1	29	3	21		4

Special Subjects	1	19	4	24		4
Exceptional Children		37	8	20		2
Vocational Ed						
Special Services						
Total	**14**	**249**	**31**	**93**	**0**	**25**
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	UNC-Charlotte	401	88	76
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
Charlotte-Mecklenburg Schools	1979
Cabarrus County Schools	781
Union County Public Schools	526
Gaston County Schools	384
Rowan-Salisbury Schools	268
Iredell-Statesville Schools	199
Lincoln County Schools	195
Wake County Schools	179
Kannapolis City Schools	175
Cleveland County Schools	172

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

Measure	Baccalaureate
MEAN SAT Total	1,207.50

MEAN SAT-Math	*
MEAN SAT-Verbal	571.67
MEAN ACT Composite	26.14
MEAN ACT-Math	26.00
MEAN ACT-English	25.07
MEAN CORE-Combined	497.18
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	170.22
MEAN GPA	3.48
* 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	12	83.33	12	83.33	12	91.67	12	91.67
2016	Elementary (grades K-6)	128	83.59	128	87.5	130	88.46	130	89.23
2016	English	18	100	18	100	18	100	18	100
2016	ESL	6	100	6	100	6	100	6	100
2016	French	2	*	2	*	2	*	2	*
2016	M.G. Language Arts	9	100	9	100	9	100	10	100
2016	M.G. Math	21	90.48	21	90.48	21	95.24	21	95.24
2016	M.G. Science	10	100	10	100	10	100	10	100
2016	M.G. Social Studies	12	100	12	100	12	100	12	100

Year	Subject							
2016	Math (grades 9-12)	9	77.78	9	77.78	9	88.89	9	88.89
2016	Music	3	*	3	*	3	*	3	*
2016	Science (grades 9-12)	5	100	6	100	6	100	6	100
2016	Social Studies (grades 9-12)	17	100	17	100	17	100	17	100
2016	Spanish	2	*	2	*	2	*	2	*
2016	Spec Ed: Adapted Curriculum	17	100	17	100	17	100	17	100
2016	Spec Ed: General Curriculum	19	73.68	25	76	26	80.77	26	80.77
2016	**Institution Summary**	**284**	**88.73**	**291**	**90.38**	**294**	**92.18**	**294**	**92.52**
2017	Art	8	87.5	8	100	8	100		
2017	Elementary (grades K-6)	146	65.07	148	77.7	149	85.23		
2017	English	9	100	9	100	9	100		
2017	ESL	6	100	6	100	6	100		
2017	French	2	*	2	*	2	*		
2017	M.G. Language Arts	12	50	12	66.67	12	66.67		
2017	M.G. Math	19	94.74	19	94.74	19	100		
2017	M.G. Science	10	90	10	90	10	90		
2017	M.G. Social Studies	13	84.62	14	85.71	14	85.71		
2017	Math (grades 9-12)	11	63.64	11	81.82	11	81.82		
2017	Music	1	*	1	*	1	*		

Year	Subject							
2017	Physics	1	*	1	*	1	*		
2017	Science (grades 9-12)	9	88.89	10	100	10	100		
2017	Social Studies (grades 9-12)	33	87.88	33	90.91	34	94.12		
2017	Spanish	5	80	5	80	5	80		
2017	Spec Ed: Adapted Curriculum	14	100	14	100	14	100		
2017	Spec Ed: General Curriculum	29	62.07	31	87.1	32	90.63		
2017	**Institution Summary**	**311**	**75.24**	**316**	**85.44**	**319**	**89.97**		
2018	Art	10	80	10	80				
2018	Elementary (grades K-6)	132	67.42	134	73.13				
2018	English	15	100	15	100				
2018	ESL	7	100	7	100				
2018	German	1	*	1	*				
2018	M.G. Language Arts	10	60	10	70				
2018	M.G. Math	11	90.91	11	100				
2018	M.G. Science	4	*	4	*				
2018	M.G. Social Studies	7	100	7	100				
2018	Math (grades 9-12)	8	75	8	75				
2018	Music	1	*	1	*				
2018	Science (grades 9-12)	8	100	9	100				

2018	Social Studies (grades 9-12)	16	93.75	16	93.75			
2018	Spanish	2	*	2	*			
2018	Spec Ed: Adapted Curriculum	25	100	25	100			
2018	Spec Ed: General Curriculum	12	58.33	15	66.67			
2018	**Institution Summary**	**266**	**78.57**	**272**	**82.72**			
2019	Art	8	75					
2019	Earth Science	1	*					
2019	Elementary (grades K-6)	128	78.13					
2019	English	7	100					
2019	ESL	2	*					
2019	French	1	*					
2019	M.G. Language Arts	14	78.57					
2019	M.G. Math	14	100					
2019	M.G. Science	9	100					
2019	M.G. Social Studies	17	94.12					
2019	Math (grades 9-12)	5	80					
2019	Music	8	37.5					
2019	Science (grades 9-12)	2	*					
2019	Social Studies	6	100					

	(grades 9-12)									
2019	Spanish	4	*							
2019	Spec Ed: Adapted Curriculum	20	100							
2019	Spec Ed: General Curriculum	12	75							
2019	**Institution Summary**	**249**	**83.53**							

* 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	1	13	25	57	15	136
U Licensure Only	1	0	2	6	0	3
	Part Time					
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate Degree	0	0	0	1	0	1
U Licensure Only	78	18	16	13	3	2
Residency	0	0	8	4	0	0

Comment or Explanation:

I. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
85	26	40

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

1:10

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 20100-2011, at the end of the their third year beginning teacheres must be rated 'proficient' on standards 1-5 on the most recent Teacher Summary Ratin 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 2018-2019school 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.