

2015-2016

IHE Bachelor Performance Report

High Point University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

High Point University is a private, four-year institution affiliated with the United Methodist Church. Its mission is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. Its mission *is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities*". The University offers Bachelor's degrees in 47 academic areas, Master's degrees in Business Administration, Education, History, Physician Assistant Studies, Strategic Communication, and Doctor of

Education degree (Ed.D.) in Educational Leadership. In addition, several study abroad programs are available to undergraduate students. In 2015-2016 the undergraduate and graduate student body comprised more than 4,500 individuals from 40 countries and 46 states. The instructional staff consists of 275 full time and 132 part time members. Almost three-quarters (73%) of the full time faculty have earned doctorates or other terminal degrees in their fields of study.

The institution is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The School of Education at High Point University continues to offer four Bachelor of Arts degree options for candidates majoring in teacher education including Elementary Education (K-6), Middle Grades Education (6-9), Special Education (K-12), and Health/Physical Education (K-12). Initial licensure programs are offered in Elementary Education, Middle Grades Education, Special Education (General Curriculum and Adapted Curriculum), Secondary Education (9-12) in English, Mathematics, Biology, Comprehensive Science, Social Studies and K-12 licensure programs in Spanish. A dual degree program between High Point University and Piedmont International University in Elementary Education, Secondary English, and Health/Physical Education also continues to be offered. The add-on license in academically gifted (AIG) is delivered online and through a cohort program established with local public school systems. The School of Education offers two Master of Arts in Teaching (MAT) degrees in Elementary Education and Secondary Mathematics. All of the teacher education programs at High Point University have been approved by the North Carolina Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE) since 1992. The School of Education opted for early adoption of the CAEP accreditation standards and had its onsite visit in March of 2016.

Special Characteristics

The educator preparation programs at High Point University reflect a conceptual framework which emphasize the "teacher as leader for learners in a global world". This underlying framework supports the notion that all teachers who are charged with the responsibility of facilitating the development of the learner must have a strong knowledge base and must be an effective leader and collaborator. One unique characteristic of all the High Point University educator preparation programs is that the clinical field experience strand begins with in an

introductory freshman level practicum. This field experience was designed to assist candidates in validating teaching as a chosen career and also allows entering freshmen who are “undeclared” in their major to explore teaching as a possibility. Four technology courses continue to be offered beginning in the sophomore year to provide exposure to the latest technologies, (including Smart Board training) for instructional integration and effective communication with others. The final technology course taken in the last phase of the teacher education program introduces candidates to how integrate technology into instructional decision making and includes formative and summative assessment procedures. A significant literacy and STEM strand includes additional options for elementary majors to continue into a 5th year BA to M.Ed. program with a strong literacy or STEM concentration. Additional BA to M.Ed. programs are also available in Special Education: Intellectual Disabilities and Educational Leadership. Methods courses are integrated into one cohesive experience that provide technology training, integrated arts, and fieldwork in the public schools. The School of Education also integrates its final two internships to allow candidates the opportunity for a full year internship in the same classroom. Assessments are aligned to these two internships and require candidates to develop a Professional Growth Plan in Internship I which is monitored for progress in Internship II (student teaching). In keeping with institutional goals, the School of Education has incorporated a service learning strand into all licensure programs which allows interested candidates to take up to four courses which are offered during sophomore, junior, and senior year that includes a significant service learning project which is carried out in the public schools. Candidates who complete the service learning strand in education and other requirements of the university’s Service Learning program are eligible to graduate with this distinction. The School of Education offers American Sign Language-I (ASL-I) and American Sign Language-II (ASL-II) through the Department of Specialized Curriculum as well as certification through the Crisis Prevention Institute (CPI) .

At the conclusion of the educator preparation program all completers are eligible and invited to participate in the New Teacher Support Group which is a mentoring initiative provided by the School of Education for first and second year teachers. The program utilizes retired teachers and current faculty from the Triad area who volunteer their time to provide additional support and

guidance to new teachers in the areas of lesson planning, instruction, disciplinary strategies and technology. School visits are also provided for those graduates who request more intense assistance and feedback. In 2015-2016 the School of Education also offered a professional development series of workshops for first and second year teachers on the campus of High Point University. These seminars were very well attended by both graduates of HPU as well as other institutions.

The School of Education continues to offer four minors including Education Studies, Health Education, Special Education and Athletic Coaching.

Program Areas and Levels Offered

Elementary Education (K-6); Middle Grades Education (6-9): Language Arts Mathematics, Science, Social Studies; Secondary Education (9-12): Biology, Comprehensive Science, English, History/Social Studies, Mathematics; Special Subjects (K-12): Health/Physical Education, Spanish; Special Education (K-12): General Curriculum and Adapted Curriculum, and Academically Gifted (K-12) Add-On. The School of Education offers two MAT (Master of Arts in Teaching) degree options leading to licensure in Elementary Education (K-6) and Secondary Mathematics (9-12). B.A. to M.Ed. (originally referred to as 5th Year programs) are also offered in Elementary Education with concentrations in Literacy, STEM or Content for advanced undergraduate candidates beginning in their senior year. Additional B.A. to M.Ed. programs in Intellectual Disabilities and Educational Leadership are now also available.

At the advanced level, the School of Education offers four M.Ed. graduate degree programs in Educational Leadership (the Add-on License in Educational Administration is also available), Elementary Education, Special Education: Intellectual Disabilities and Secondary Mathematics. The Ed.D. degree program in Educational Leadership received permanent authorization to deliver the School Superintendent's license in January 2015.

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

Traditional	RALC	Lateral Entry
X	X	X

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

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

The School of Education has developed a comprehensive technology plan that addresses the SBE priorities noted above. Of primary importance is the role of technology in candidate preparation as it relates to knowledge acquisition and its integration into instructional delivery and assessment. Technology is systematically embedded throughout the program in a series of courses which are aligned to the ISTE Standards for Teachers, the InTASC and N.C. Professional Teaching Standards. Candidates begin the sequence with an introduction to educational technology which builds foundation skills in digital citizenship, the use of Interactive Whiteboard technologies such as ActiveInspire and SMART Notebook and management of information through tools such as Google Drive and Edmodo.

Once admitted, candidates are required to purchase an iPad in lieu of textbooks for their technology courses and clinical internships. Candidates explore tools such as Evernote, Twitter for creating a Personal Learning Network, blogs, wikis, and how to create an interactive webmix of resources with Symbaloo. All assignments are relevant to the content the candidate plans to teach and are aligned to the Common Core and/or Essential Standards.

A shift from knowledge acquisition to application occurs during the final year of study. Candidates use the tools they have learned to teach meaningful lessons from their unit plans. In addition, candidates begin to focus on the use of technology for formative and summative assessment. The Progress Monitoring assignment prepares candidates for completing the *Using Data to Assess Student Learning* during Internship II. MAT candidates enroll in a

separate graduate technology course which provides exposure to the key experiences from all three undergraduate technology courses. All program completers become certified in N.C. Falcon, an online series of modules on formative assessment. The culminating assignment is the creation of a Hallmark Technology Portfolio showcasing key assignments that demonstrate candidate proficiency across all the ISTE Standards. A separate “assistive” technology course was developed by the School of Education in 2015 with the addition of the Adapted Curriculum initial teaching licensure program. Candidates in the STEM Elementary Education program also take a unique technology course, EDU 4511: Technology Integration for Elementary STEM Based Programs.

The School of Education has also successfully initiated technology-based collaborative partnerships with surrounding school districts. In 2015-2016 the School of Education continued to partner with Thomasville City Schools to provide professional development for select classroom teachers in the district. The HPU STEM based partnership with LEGO Education has provided undergraduate students with additional opportunities for undergraduate research. The School of Education now serves as a LEGO Education Service Provider and hosts regular inservice teacher and parent training along with field-day events for K-8 students which has been important to helping undergraduate candidates to see connections between education and business. In 2016 LEGO Education announced that it is providing the School of Education with two internship opportunities and scholarship awards for undergraduates to consider the BA to M.Ed. program in Elementary STEM.

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

In response to the new licensure requirements for all undergraduate elementary and special education program completers, faculty in these two departments and the Department of Mathematics completed an analyses of each new test being required by Pearson and aligned the

content for the Reading Foundations and General Curriculum Test for NC to current education and supporting courses required at High Point University for both licenses (elementary and special education).

The College of Arts and Sciences Department of Mathematics representative to the School of Education's Teacher Education Council has been in consultation with the faculty in the Departments of Elementary and Specialized Instruction to revise an existing math supporting course requirement (MTH 2010: Mathematical Ideas) which will be aligned to the specific math content on the new Multi-subjects: Mathematics test. The School of Education's Mathematics and Science STEM faculty have built a "math skills lab" into EDU 3231 (Integrated Science/Math Methods) in an attempt to support candidates in successfully passing the Math subtest of the General Curriculum exam. As part of this "math lab" all candidates must take a pre-test upon entrance into EDU 3231 and any areas of deficiency are identified. Required participation in the math lab is expected throughout the course and all candidates must meet 80% proficiency on math skills prior to exiting the course.

In May of 2014, the Department of Mathematics Teacher Education Council Representative took the General Curriculum: Mathematics Subtest. Our literacy coordinator took the Foundations of Reading in June 2014 and these faculty now offer preparation sessions for candidates in elementary and special education (including those currently employed) every fall and spring semester.

Scores earned by our 2015-2016 graduating seniors on the Pearson Multi-subjects Mathematics and Reading Foundations test were above the average for all institutions in North Carolina and suggest these strategies are having an impact on the overall preparation of our candidates in the areas of reading and mathematics instruction.

Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

The School of Education requires all candidates to enroll in EDU 4166: Using Data to Assess Student Impact in K-12 Classrooms which serves as a co-requisite laboratory experience during the student teaching internship. All candidates enrolled in the internship are required to take this course which allows them to use “real” data from their own classrooms to track and predict student improvement in grades K-12. Formative and summative assessment practices are aligned to the Common Core and State Essential Standards. The course includes how data is used in formative assessment, making midcourse corrections, developing and using rubrics, providing effective feedback, using data notebooks. Within this course candidates complete the required Electronic Evidence Data Analysis Project which requires demonstration of knowledge regarding formative and summative assessment procedures. MAT candidates take EDU 5166: Using Data to Make Instructional Improvement which is the parallel course at the graduate level and requires similar assignments and data analyses.

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

Elementary education K-6 majors are required to take EDU 4135: Integrated Arts in the Elementary School which includes opportunities for students to demonstrate proficiency in integrating the arts into lesson planning units for elementary K-6 students. Drama, Dance, Music, and Art are addressed in an integrated manner along with exposure to the learning theories of Multiple Intelligences, Differentiated Instruction and Learning Styles. Presentation of instructional units that integrate the arts is required as well as evidence that students understand how the arts can be incorporated into classrooms with special needs individuals.

Students enroll in EDU 4135 during the same semester that they did Methods of Integrating Math and Science. The placement of EDU 4135 is intentional as the faculty teaching both of these courses collaborate with one another and use the Math and Science Methods block as the basis of the instructional units that students create to demonstrate proficiency in arts integration. This allows for practical opportunities for students to see connections between content (math and science) and the integration of the arts (art, music, dance and drama) into this curriculum. It also creates an opportunity for faculty to address the 21st century rationale of “STEAM” which adds

the component of creativity, self-expression and the dimension of the “arts” to content area instruction in math and science. Students enrolled in the class are exposed to hands-on activities and problem solving that encourages their own creativity as they look at math and science through the lens of the arts.

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

The School of Education conducted a required CAEP Self-Study during 2014-2015 and submitted its final report for accreditation in July 2015. Using CAEP Standards 1-5, the School of Education collected samples of evidence for the last three years including proprietary and EPP created assessments to verify that candidates met all INTASC Standards as well as programmatic requirements outlined by CAEP in Standards 2-5. Assessments were also related to the performance of program completers as they entered the classroom. Ongoing areas identified as needing improvement, particularly in the area of candidate content knowledge became the focus of the School of Education’s CAEP Selected Improvement Plan. The plan provided input from all stakeholders (faculty in the School of Education, the College of Arts and Sciences, the Teacher Education Council, current students and graduates. Five goals were identified by the School of Education which focused on improvements in the content knowledge of candidates and data has been collected since 2011-2012 to support progress made for the objectives outlined under each of the five goals. The Selected Improvement Plan led to policy changes in the School of Education including raising the required GPA for admission into the program from 2.50 to 2.75 in 2012, to 3.0 in 2014. The School of Education’s Selected Improvement Plan received the highest rating on the rubric used by the CAEP review team during the March 2016 onsite accreditation visit. The School of Education has also used candidates in its doctoral program to assist in the assessment of the predictive validity of the criteria used to determine candidate success and program quality. Additionally the School of Education uses the TRIPOD survey of P-12 students to evaluate student teaching and graduates in their first and second year of teaching. Patterns in these assessment findings are used by the School of Education and its Teacher Education Council to make program improvements. At the conclusion of each academic year, the School of Education has a two-day faculty retreat which includes reviewing available

data from the current school year as well as progress toward goals. The Dean of the School of Education creates an End-of-Year Report which is also forwarded to the university Provost. Data from the previous year (and summer) is regularly shared in August with members of the Teacher Education Council. New goals and curriculum initiatives are developed with input and support of the Teacher Education Council members.

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

With input from formal LEA partners, the School of Education has designed its clinical field experience strand to provide each candidate progressive growth in content, pedagogical knowledge and professional dispositions. Clinical experiences are significant in breadth, diversity and duration to assure positive candidate outcomes. One of the unique features of the clinical field experience strand is that candidates begin their preparation in the freshman year. In the freshman year all candidates enroll in EDU 1200: Introduction to Teaching which is designed to expose candidates in education with seminars and practical experiences designed to increase their knowledge about careers in teaching. They spend 10 hours in a clinical field experience at the level/grade they intend to teach observing and learning about the life of the teacher. In sophomore year all candidates enroll in a 15-hour clinical fieldwork designed to assist them to better understand the developmental characteristics of P-12 learners. Atypical development and the impact on classroom teaching (both delayed and accelerated) is explored. Placement is at a diverse setting in a priority school district. In junior year candidates begin methodology and literacy courses therefore candidates are expected to begin teaching lessons in reading, literacy, math, science and infused with technology. All schools selected for two consecutive semesters of 30-hour clinical experiences are rated as low performing. In the final year of study candidates enroll in two consecutive internships (Internship I and Internship II) that integrate a full year of experience in the same classroom. In the fall, candidates are required to complete 80 hours of practicum experience, generate a curriculum unit and teach two lessons from this unit. At the conclusion of Internship I candidates generate a Professional Growth Plan which follows them into their full-time clinical student teaching experience (Internship II). Assessments completed in

Internship I and II are connected and therefore the School of Education track's candidate progress in those areas emphasized by the N.C. Professional Teaching Standards for one full year.

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

14 consecutive weeks.

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

Two internships (Internship I and II) are sequenced in fall and spring to allow candidates to participate in a full year of integrated field experience in the same classroom.

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

Yes.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools: Oak Hill Elementary School
Priorities Identified in Collaboration with LEAs/Schools	Teach NC essential standards in healthful living to Kindergarten through 1st grade
Activities and/or Programs Implemented to Address the Priorities	In partnership with Food Corp. a Vegetable Gardening Service Learning Project was initiated in PEC 2130: Healthy Living for the Elementary Child. Education majors taught a unit each week on making healthy food choices, learned about gardening and the growth cycles of plans in this experiential learning project.
Start and End Dates	Fall 2015-Spring 2016

Number of Participants	The participants included the instructor and students of the class PEC 2130, kindergarten and first grade students.
Summary of the Outcome of the Activities and/or Programs	PEC 2130 partnership with Oak Hill was recognized with the Excellence in Youth Development Service Learning showcase award for 2015-2016.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools: Johnson Street Global Studies K-8 and Triangle Lake Montessori School PreK-5
Priorities Identified in Collaboration with LEAs/Schools	Guilford County Schools, Davidson County Schools
Activities and/or Programs Implemented to Address the Priorities	New Teacher Support Group
Start and End Dates	Continuing, Started in 2013 and has been expanded to include more services for graduates each year.
Number of Participants	45 Program Completers and 61 additional participants in Professional Development Series hosted by the School of Education for first and second year teachers in GCS and DCS.
Summary of the Outcome of the Activities and/or Programs	The New Teacher Support Program provides on-site visits to classrooms, e-mail/social networking interactions for new teachers and Saturday/Late Afternoon Professional Development Series for new teachers. Two Professional Development seminars were conducted in Spring 2016 including "Removing the Mask: What Works with Classroom Management" on 2/25/16 and "Reflection, Readiness and Relationships: Making the First 10-Days Count!" on 4/7/16. Each seminar was attended by 30 new teachers from GCS and DCS. The sessions were open to all first and second year teachers, not only those graduating from HPU.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools: Montlieu Academy of Technology Title I
Priorities Identified in Collaboration with LEAs/Schools	To address reading and literacy at Title I School in GCS and to increase the positive sense of identity of struggling readers and writers in a highly challenged and high poverty school.
Activities and/or Programs Implemented to Address the Priorities	After School Creative Writing Club offered opportunities for elementary children to develop their identities as members of the community of High Point through photography and writing". Pre-service teachers implemented writing lessons that incorporated themes of identity by having children explore who they are and where they are from. The children were given disposable cameras to take home, so they could build a bridge between their home and school lives. The school of education received a grant that paid for the developing and publishing fees. High Point University will publish the children's writing and developing an expressive arts exhibit that was open to families at Montlieu Academy of Technology and the community.
Start and End Dates	Fall 2015-Spring 2016

Number of Participants	Students enrolled in EDU 3130: Reading Process and Practice, EDU 4132: Foundations of Writing and EDU 3100: Collaboration in General Education, three professors (two in the SOE and one in the Department of Psychology, approximately 70 children in Guilford county Schools in grades 3-5 enrolled in the program
Summary of the Outcome of the Activities and/or Programs	Faculty published research in the Journal of Language and Literacy Education (JoLLE). The findings of the research included the identification of three themes: 1) identity building, 2) importance of incorporating photography, and 3) the significant social aspect of the program. The implications of these themes and how they can be used to inform future efforts to engage children in creative arts programs were emphasized by the researchers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools: Kirkman Park Elementary
Priorities Identified in Collaboration with LEAs/Schools	STEM, Teacher training, literacy
Activities and/or Programs Implemented to Address the Priorities	STEM Day Math Night Teacher manipulative training LEGO Story Starter, Build to Express Training and Robotics EV3 training.
Start and End Dates	This is a continuing partnership which began in the spring of 2012 and has continued through the current 2015-2016 academic year
Number of Participants	Principal all students in grades K-5, HPU STEM Grad assistant School of Education enrolled in EDU 3231, EDU 3232 Two School of Education STEM professors
Summary of the Outcome of the Activities and/or Programs	Teachers have created after school LEGO Robotics team. Teachers are beginning utilizing manipulatives in math and do hands-on science at least once a week.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools: Irving Park Elementary
Priorities Identified in Collaboration with LEAs/Schools	STEM, Math and Literacy, Robotics
Activities and/or Programs Implemented to Address the Priorities	Parent night and Professional Development for Teachers, K-5
Start and End Dates	This is a new partnership. This school will be part of the MoreToMath product testing site program in the fall of 2016 and into 2017.

Number of Participants	Principal Cynthia McKee, the staff, Dr. Disseler and Kristie Brown of LEGO Education. The team from Denmark will visit during the implementation of the testing.
Summary of the Outcome of the Activities and/or Programs	No visible outcomes as of yet. School is ordering materials and putting the STEM, Literacy and Robotics program into place for 2016-2017.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Davidson County: Reeds Elementary School
Priorities Identified in Collaboration with LEAs/Schools	STEM, Literacy, math and science
Activities and/or Programs Implemented to Address the Priorities	Teacher training with WeDo 2.0 Robotics, Story Starter add -on, and MoreToMath extensions, Parent night, Product of Learning research by 3 grad students. More To Math study concluded April 2016. Data analyzing process for publication is underway.
Start and End Dates	This partnership began in 2011 Fall. It is a continuing partnership that has grown immensely over the years. It is continuing into 2016-2017 with testing of new product in September and a visit by the team from Billund along with HPU Stem team.
Number of Participants	Principal, Lego President, School of Education STEM graduate students, School of Education STEM Professor.
Summary of the Outcome of the Activities and/or Programs	The overall scores increased an average of 7 points following the MoreToMath usage on the same problems from a paper and pencil assessment. The Literacy scores improved for those using Story Starter an average of 3 points. School continues to write grants and gain more LEGO programs to be used throughout the school. The school is being considered and set up to become at LEGO Smart school.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Thomasville City Schools: 1) Thomasville Primary and Liberty Drive Intermediate School
Priorities Identified in Collaboration with LEAs/Schools	STEM content knowledge in math and science

<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Course work for teachers in the grant, SPACE Academy August 1-9 216, Teacher on-site training and STEM club. Teacher Academy trainings for all participants for a minimum of 2 LEGO STEM areas.</p> <p>Grade 2 participated in a pilot of WeDo 2.0 and one of the grad students completed a study as a result.</p>
<p>Start and End Dates</p>	<p>Jan 2016 was the first on-site meeting. We are working to develop a plan for 2017 to move forward</p>
<p>Number of Participants</p>	<p>This is a grant based partnership on year 3. This began in 2013 and will complete the start of 2017 unless renewal occurs.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Teachers report an increased math and science skill base. Attitudes are better from teachers.</p>

II. CHARACTERISTICS OF STUDENTS

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

Full-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	118
	Other	0	Other	2
	Total	12	Total	127
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other	0	Other	
	Total	1	Total	

B. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten				
Elementary	13	12		
MG		1		
Secondary	2	2		
Special Subjects	4	1		
EC	2	8		
VocEd				
Special Services				
Total	21	24	0	0

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

2014-2015		Student Teachers	Percent Licensed	Percent Employed
Bachelor	High Point	69	86	36
Bachelor	State	3918	85	59

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

LEA	Number of Teachers
Guilford County Schools	210
Davidson County Schools	179
Winston Salem/Forsyth County Schools	130
Randolph County School System	109
Thomasville City Schools	30
Asheboro City Schools	29
Charlotte-Mecklenburg Schools	21
Lexington City Schools	20
Wake County Schools	20
Alamance-Burlington Schools	17

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

Measure	Baccalaureate
MEAN SAT Total	1,201.09
MEAN SAT-Math	566.67
MEAN SAT-Verbal	*
MEAN ACT Composite	26.32
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	534.88
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	494.88
MEAN CORE-Reading	178.29
MEAN CORE-Writing	170
MEAN CORE-Math	*
MEAN GPA	3.43
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2014-2015 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	2	*
Elementary (grades K-6)	37	84
English	1	*
Health and Physical Ed	3	*
M.G. Science	2	*
M.G. Social Studies	1	*
Social Studies	2	*
Spanish	2	*
Spec Ed: General Curriculum	10	100
Institution Summary	60	85
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation:		

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	0	37	5	3	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	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
16	1	14

J. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2015-2016 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	4.2%	81.3%	14.6%	0.0%	48
State Level:	0.0%	4.6%	72.1%	22.4%	0.9%	4838
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	6.3%	66.7%	27.1%	0.0%	48
State Level:	0.0%	4.4%	65.2%	29.2%	1.2%	4813
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	12.5%	75.0%	12.5%	0.0%	48
State Level:	0.0%	5.4%	74.4%	19.4%	0.8%	4760
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	14.6%	70.8%	14.6%	0.0%	48
State Level:	0.0%	6.2%	70.5%	22.6%	0.7%	5069
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	10.4%	70.8%	18.8%	0.0%	48
State Level:	0.0%	4.1%	73.7%	21.0%	1.3%	5033
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	15.8%	71.1%	13.2%	38		
State Level:	20.6%	63.2%	16.2%	3788		