

2016-2017

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 2016-2017 the undergraduate and graduate student body comprised more than 4,500 individuals from 41 countries and 46 states. The instructional staff consists of 320 full time and 120 part time members. Almost three-quarters (74%) 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 Council for the Accreditation of Educator Preparation (CAEP). The School of Education had its last accreditation visit by CAEP in March 2016 and met all standards, with the next accreditation visit being scheduled for spring 2023.

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. In the spring of 2016, School of Education faculty approved increasing this introductory field experience from one to two credits to allow candidates more time for on-campus seminars and clinical fieldwork. Two technology courses are offered beginning in the junior year to provide exposure to the latest technologies 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. Effective fall 2017 these two consecutive internships have been revised to permit candidates to meet the expectation of the 16-week student teaching internship and complete the requirements of the edTPA performance-based portfolio. 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. The School of Education continues to offer 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 2016-2017 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 in technology, classroom management and strategies for student engagement. For the first time, these three sessions were also offered through WebEx and graduates who were now residing out of state or in more distant areas of North Carolina were able to participate. As a result, attendance at these seminars increased significantly.

The School of Education continues to offer four minors including Education Studies, Health Education, Special Education and Athletic Coaching. In the spring of 2016, the School of Education added a new liberal arts major in Education Studies that is designed to attract students in other disciplines to double major.

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 how technology is used by teachers and 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. Effective fall, 2017 this course will also include new components on videotaping in classrooms to prepare candidates for the required Instruction artifacts of the edTPA portfolio.

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. In the final student teaching internship experience, candidates will have the opportunities to learn about how to integrate technology into meaningful lessons and assess student progress through assignments that are also designed to prepare them for the Assessment component of edTPA. MAT candidates enroll in a separate graduate technology course which provides exposure to the key experiences from all three undergraduate technology courses. 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 2016-2017 the School of Education concluded its 3-year partnership with Thomasville City Schools which provided professional development in technology and STEM 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 in-service teacher and parent training along with field-day events for K-8 students. In the spring of 2017 the School of Education received a grant and held its first High Point Robotics challenge for competing teams of High Point Middle School students at four schools.

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 analysis 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 the spring of 2017, the Department of Elementary and Middle Grades Education approved the addition of an additional math course in education to be offered prior to the integrated math and science methodology course. The chair of the department has worked in collaboration with the Department of Mathematics to sequence general education mathematics courses and those taken by candidates in the School of Education.

Scores earned by our 2016-2017 graduating seniors on the Pearson Multi-Subjects Mathematics and Reading Foundations test exceeded the state average in North Carolina and suggest these strategies are having a positive 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 continues to require 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 as a co-requisite to the 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.

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. Now that this course has increased in credit hours, effective fall 2017 candidates will spend 15 hours in a clinical field experience at the level/grade they intend to teach observing and learning about the life of the teacher and participate in weekly on-campus seminars to reflect on these clinical experiences. 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 will enroll in the newly revised consecutive student teaching internship (Introduction to Student Teaching in the fall and Student Teaching Continuation in the spring) to complete a full year of experience in the same classroom. In the fall, candidates will be required to begin the internship during the first week of the semester year to afford them with the opportunity to experience the very start of school in K-12 settings. Candidates in the High Point University School of Education complete 100% of all clinical field experiences in Guilford County Schools (GCS) prior to student teaching and approximately 60% of candidates continue their student teaching internship in GCS. Guilford County Schools is the 3rd largest school district in N.C. with 126 public schools serving 72,081 students. Guilford County Schools includes the cities of Greensboro and High Point with 56.58% of GCS' more than 73,000 students receiving free and reduced-price lunch. Based on the 2016-2017 DPI Low Performing School listing, Guilford County Schools is considered in this category. Minority enrollment is 63% of the student body which is more than the North Carolina state average of 49%. The 2015-16 student demographic data includes the following information: Languages/Dialects-99, Special Education-10,733 (includes pre-K), Advanced Learners-14,860, 2015-16 Student Ethnic Composition includes American Indian 0.45%, Asian 5.9%, Black 40.9%, Hispanic 14.3%, Multi-Racial 3.9%, Pacific Islander 0.16%, and White 34.4%. The student poverty rate for Guilford County Schools is recorded as 67% for 2015-2016.

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

16 consecutive weeks, effective July 2017.

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

The School of Education already integrates a year-long student teaching internship through the delivery of Internship I (revised to be titled: Introduction to Student Teaching) in the fall and Internship II (revised to be titled: Student Teaching Continuation) in the spring. Both courses occur in the same classroom, thus

allowing candidates sustained opportunities to work with the same cooperating teacher for two consecutive semesters. The two courses (10 credit hours) have been revised to meet the requirements of the 16-week student teaching internship. In the fall students candidates will complete one full time week of student teaching at the start of classes in August to afford them with the opportunity to observe the start of the academic year. Students will continue in Introduction to Student Teaching for two hours each week until the midpoint of the semester when all candidates will complete an additional full week of student teaching. During this full week students will begin work on required edTPA assignments such as developing a required lesson plan that they will teach and videotape for one of the required portfolio artifacts. Students will complete the remaining hours of the fall semester and, with satisfactory performance, they will be permitted to enroll in the spring Student Teaching Continuation course for an additional 8 credit hours. This internship experience will include the additional continuous 14 weeks of full time placement in the same classroom as the Introduction to Student Teaching.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	November 2016--present
Priorities Identified in Collaboration with LEAs/Schools	Improved Achievement, Equity and Excellence, Talent Development and Organizational Effectiveness
Number of Participants	Approximately 100 stakeholders from the communities of Greensboro and High Point, university deans of teacher education, and public school leaders and teachers from GCS were assigned to five subcommittees including Talent Development which included 20 members from GCS.

Activities and/or Programs Implemented to Address the Priorities	The Dean participated on the Superintendent's Transition Team (Talent Development subcommittee) to assist the GCS superintendent in working to develop a new district strategic plan. The Talent Development Team met monthly to evaluate current data on recruitment and retention of quality teachers from GCS and generated recommendations to the superintendent on strategies to increase the pipeline of teacher candidates from traditional and regular paths of teacher preparation as well as strategies for retaining high quality teachers at low performing schools. These recommendations were embedded in a larger comprehensive set of recommendations for a new GCS Strategic Plan which was submitted to the School Board in March of 2017.
Summary of the Outcome of the Activities and/or Programs	Presented to the GCS School Board on April 3, 2017. Follow-up and implementation to continue into the 2017-2018 AY.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Andrews High School, Haynes-Inman Education Center, Jamestown Middle School, Johnson Street Global Studies, Montlieu Academy of Technology, Oak Hill Elementary School, Ragsdale High School, Shadybrook Elementary School, Southwest Guilford High School and Wheatmore High School (Randolph County)
Start and End Dates	Fall 2016
Priorities Identified in Collaboration with LEAs/Schools	To provide each child with a wholistic education including health and wellness.
Number of Participants	70 participating students in grades K-12, Health/Physical education majors in the School of Education, Health/Physical Education faculty, Special Education faculty and volunteers.
Activities and/or Programs Implemented to Address the Priorities	TOPSoccer is a community-based soccer program that is designed to meet the needs of children with physical and/or intellectual disabilities. The program is intended to improve the overall fitness, self-esteem and social skills of children ages 4-18 years old. For the second year, the School of Education's Health/Physical Education faculty and students hosted the soccer skills camp. The program is designed to offer special needs students the opportunity to participate in mainstream athletics with the goals to allow participants to experience fuller and well-rounded lives. The program also provided parents of special needs students the opportunity to network with one another while observing the sports and other activities with one another.
Summary of the Outcome of the Activities and/or Programs	Extremely positive feedback from parents, student participants and education majors who participated in the program. Faculty in Health/Physical Education were invited to address the state-wide TOPSoccer organization to discuss potential ways in which to expand the program for 2017-2018.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools: Kirkman Park Elementary School, Ferndale Middle School, Johnson Street Global Studies (6-8), Jamestown Middle School, Davidson County Schools: Churchland Elementary School
Start and End Dates	2016-2017

Priorities Identified in Collaboration with LEAs/Schools	STEM Education
Number of Participants	335 students in grades K-5, teachers at Kirkman Park, STEM Education elementary education majors and STEM Education HPU faculty
Activities and/or Programs Implemented to Address the Priorities	Parent night Once each semester (300-500 parents and students K-5), High Point Robotics Challenge with three GCS middle schools (Ferndale Middle School, Johnson Street Global Studies, Jamestown Middle School) and one private middle school, Teacher training for math (4 sessions) 2 each semester
Summary of the Outcome of the Activities and/or Programs	Continuing Partnership with LEGO Education and School of Education STEM Initiative. Faculty recognized for work in this area, received grant funding for HP Challenge: Robotics
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham : Global Scholars Academy
Start and End Dates	2016-2017
Priorities Identified in Collaboration with LEAs/Schools	STEM Education
Number of Participants	250 parents for Parent Night, 12 teachers and HPU faculty/students
Activities and/or Programs Implemented to Address the Priorities	Ongoing teacher professional development with LEGO materials, parent training, curriculum alignment assistance
Summary of the Outcome of the Activities and/or Programs	Contuining parntership for 2017-2018
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County School: Oak Hill Elementary
Start and End Dates	This partnership was from January 2017 to end of March 2017, Oak Hill has expressed interest in continuing this partnership next year if possible
Priorities Identified in Collaboration with LEAs/Schools	Teach NC essential standards in healthful living to Kindergarten and first grade students twice for eight weeks during an elective block
Number of Participants	The participants included the instructor and students of the class PEC 2130, Kindergarten and first grade students at Oak Hill elementary

Activities and/or Programs Implemented to Address the Priorities	In order to address the broader goal of healthy living and incorporating healthy living within lessons teacher education candidates enrolled in PEC 2130 (Healthy Living for the Elementary Child), partnered with Oak Hill elementary The students were put into groups and created and taught lessons based on the NC essential standards on healthful living to the Kindergarten and first grade classes at Oak Hill elementary
Summary of the Outcome of the Activities and/or Programs	Outcomes of this project included the elementary students in the classes received health education beyond their classroom teachers. Students in PEC 2130 learned how to plan and teach appropriate health lesson and the importance of integrating healthful living objectives in to lessons.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Davidson County Schools
Start and End Dates	Continuing, Started in 2013 and has been expanded to include more services for graduates each year. In 2016-2017 expanded to include graduates teaching out of state by developing strategies for online support and professional development.
Priorities Identified in Collaboration with LEAs/Schools	To offer continued support to IHE program completers during the first two years of teaching.
Number of Participants	All Program Completers from 2015-2016 and 2014-2015
Activities and/or Programs Implemented to Address the Priorities	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 fall 2016 including "Strategies for Student Engagement" and spring "Technology Strategies for All Classrooms" Each seminar was attended by new teachers from GCS and DCS. The sessions were open to all first and second year teachers from the IHE as well as those who registered to attend from out of state (sessions were conducted on WebEx.
Summary of the Outcome of the Activities and/or Programs	Attendance in seminars increased significantly in 2016-2017. Plans are to include graduates from HPU Teacher Education to assist with the implementation of the program in 2017-2018.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	Continuing Partnership, 2016-2017
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.

Number of Participants	Education majors enrolled in EDU 3130: Reading Process and Practice, EDU 4132: Foundations of Writing and EDU 3100: Collaboration in General Education which is an approved HPU Service Learning course. Approximately 75 children in Guilford County Schools in grades 3-5 were enrolled in the program for 2016-2017.
Activities and/or Programs Implemented to Address the Priorities	After School Creative Writing Club offered by pre-service teachers who 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.
Summary of the Outcome of the Activities and/or Programs	Faculty published research. Presentation at IRA. The writing themes and how they can be used to inform future efforts to engage children in creative arts programs are continuing to be studied.

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	3
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	117
	Other	0	Other	1
	Total	11	Total	124
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		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Program Completers and License 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	22	12	.	.
MG	2	.	.	.
Secondary	3	2	.	.
Special Subjects	2	1	.	.
EC	6	3	.	.
VocEd	.	.	.	.
Special Services	.	.	.	.
Total	35	18	0	0

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

2015-2016		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Highpoint	47	74	40
Bachelor	State	3,276	84	63

D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2016-2017.

LEA	Number of Teachers
Guilford County Schools	200
Davidson County Schools	172
Winston Salem/Forsyth County Schools	125
Randolph County School System	113
Asheboro City Schools	29
Thomasville City Schools	24
Charlotte-Mecklenburg Schools	23
Wake County Schools	23
Lexington City Schools	22
Alamance-Burlington Schools	14

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

Measure	Baccalaureate
MEAN SAT Total	1211.28
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	26
MEAN ACT-Math	25.17

MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	496.12
MEAN CORE-Reading	181
MEAN CORE-Writing	170.33
MEAN CORE-Math	*
MEAN GPA	3.44
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary (grades K-6)	20	80
English	3	*
Health and Physical Ed	2	*
M.G. Social Studies	1	*
Spanish	1	*
Spec Ed: General Curriculum	10	100
Institution Summary	37	89
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

G. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals from your IHE employed by public schools on lateral entry or provisional licenses.

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	31	19	2	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	10

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 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 http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2016-2017 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	3.1	73.4	23.4	0	64
State Level:	.1	2.9	67	28.4	1.6	6973

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	3.1	60.9	35.9	0	64
State Level:	.1	2.9	59.5	35.7	1.8	6915
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	1.6	76.6	21.9	0	64
State Level:	0	3.6	71.5	23.7	1.3	6915
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	1.6	75	23.4	0	64
State Level:	.1	4.1	66.2	28.7	1.0	6973
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	1.6	71.9	26.6	0	64
State Level:	0	2.8	69.3	26.2	1.7	6915
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:	11.8	62.7	25.5	51		
State Level:	20	64.5	15.6	5021		