

2018-2019

EPP 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*". Through eight Colleges/Schools (College of Arts and Sciences, Natural Sciences, Engineering, Education, Pharmacy, Health Sciences, Business, Art and Design), the University offers Bachelor's degrees

in 52 academic areas, Master's degrees in Business Administration, Education, History, Physician Assistant Studies, Athletic Training, Strategic Communication, and Doctor of Education degree (Ed.D.) in Educational Leadership, Pharmacy (Pharm D) and Doctor of Physical Therapy (D.P.T.). In addition, several study abroad programs are available to undergraduate students. In 2018-2019 the undergraduate and graduate student body comprised more than 5,000 individuals from 36 countries and 47 states. The instructional staff consists of 350 full time and 120 part time members. Almost three-quarters (72%) 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 Stout School of Education at High Point University offers five Bachelor of Arts degree options for candidates majoring in education including Elementary Education (K-6), Middle Grades Education (6-9), Special Education (K-12), Health/Physical Education (K-12) and Education Studies. Education Studies, is a liberal arts program that can be combined with other majors to allow undergraduates to pursue education related careers. Initial licensure programs are offered in the Stout School of Education 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 in Spanish. The add-on license in academically gifted (AIG) is delivered online and through a cohort program established with local public school systems. The Stout School of Education offers two Master of Arts in Teaching (MAT) degrees in Elementary Education and Secondary Mathematics. All of the educator preparation 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 two-credit 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. 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 educator preparation 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. Two consecutive internships permit candidates to meet the expectation of the 16-week student teaching internship and complete the requirements of the edTPA performance-based portfolio. Significant opportunities for candidates to gain practice in the types of tasks required by the edTPA have been embedded into earlier coursework including adding several assignments that infuse academic language into lesson planning and commentary. In 2018-2019, the Stout School of Education offered its new EDU-Fellows program to 27 incoming academically accelerated freshmen majoring in education or licensure in a Secondary Education area. The EDU-Fellows program offers students selected for participation with scholarship opportunities, common course enrollment, special activities and trips through a cohort arrangement that is thematic across the four years of the program (Building Relationships, Service, Global Awareness and Professionalism). In 2018-2019 EDU-Fellows invited Mr. Freebird McKinney (the N.C. Teacher of the Year), Mr. Mark Jewell (NCAE President), and author Rob Shindler to campus and completed a major service project in the High Point Community while taking the First Year Seminar course: “Why is America

Hungry”. Retention after this first year for EDU-Fellows is 96%. In 2019-2020 the Stout School of Education has invited an additional 23 students to enroll in the EDU-Fellows program.

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.

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, Education Studies and Academically Gifted (K-12) Add-On. Two MAT (Master of Arts in Teaching) degree options leading to licensure in Elementary Education (K-6) and Secondary Mathematics (9-12) are also offered including a new PREPARE Teacher Residency MAT program through a federal TQP grant. B.A. to M.Ed. programs are also offered in Elementary Education with concentrations in Literacy or STEM for advanced undergraduate candidates beginning in their senior year. Additional B.A. to M.Ed. programs in Intellectual Disabilities and Educational Leadership are 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 along with the Ed.D. doctoral degree program in Educational Leadership. Currently three N.C.

School Superintendents are program completers from the School of Education’s doctoral program.

Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	X

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

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

As candidates progress through the programs of study, coursework is intentionally sequenced to include several opportunities for exposure to the developmental characteristics of typical and atypical development, special education service delivery and instructional needs of K-12 students with special challenges. At the conclusion of the program all candidates are required to take a course in how to use data to make instructional improvements which is offered as a co-requisite during the clinical internship experience. Included in this course are assignments and discussions about students in general education classes who are receiving instructional or testing accommodations. With the implementation of the required edTPA portfolio, all candidates must provide substantive commentary of a lesson segment taught during the clinical internship that highlights instruction and analyses of students of varying ability including a special needs student. The EPP also offers a minor in special education which allows students majoring or seeking licensure in other areas to take additional coursework in both the policies and procedures

of special education, functional behavior assessment, and to complete a practicum in a special education classroom as part of the requirements for the minor.

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.

Candidates progressing through the programs offered by the EPP are exposed to teaching strategies designed for students of limited English proficiency in various courses designed for each licensure area. In the Elementary Education program, all candidates are required to take two consecutive literacy courses that address LEP students as well as a required course in special education that includes a discussion of LEP. Additionally all candidates take a course during their last year of study in multicultural education which includes a heavy focus on culturally responsive teaching. Within the Special Education major, an additional course in teaching reading to reluctant readers and those with LEP is a requirement. Candidates enrolled in Secondary licensure programs, Middle Grades Education and Spanish K-12 all take a Literacy Across the Curriculum course which addresses LEP and includes a 30-hour practicum in a low performing school with assignments that include working with LEP students.

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.

A separate “assistive” technology course is taken by candidates enrolled in 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 EPP continues its STEM based partnership with LEGO Education which provides undergraduate students with additional opportunities for research and allows inservice teacher and parent training along with field-day events for K-8 students. LEGO Education continues to provide the EPP with two internship opportunities and scholarship awards for undergraduates to consider the BA to M.Ed. program in Elementary STEM.

Most recently, a newly adopted course required in all BA to M.Ed. programs of study “Design Thinking and Creative Thought” is designed to provide in-depth analysis of research in creativity and design thinking as it applies to educational programming. Candidates will investigate, use and apply innovative educational tools, analyze educational curricula, apply and create lessons around design thinking and creative thought. Modules include (1) Defining Creativity and Design Thinking which includes a discussion of the theories underlying creativity, (2) Leading For Creative Change and addresses innovative leadership characteristics and the five mindsets for creative leadership, and (3) Design Thinking and Creative Curriculum in which candidates actually design curriculum and create innovative activities for classrooms, (4) Evaluating for Creativity, and (5) Creating Innovative Schools and Classrooms which includes discussions in the areas of instructional planning, problem-solving and scheduling. Assignments include creating standard aligned activities that demonstrate design thinking and creative thought, choosing curriculum being used in a current school system or school and evaluating the creative nature of the curriculum using a creativity scale for assessing the degree of design thinking, strengths and weaknesses of the program and choosing a Theory regarding Design thinking and Creative thought and preparing an interactive presentation on the theory.

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.

The EPP 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 second half of 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. 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 receive the preparation and feedback to complete Task 3 of the edTPA Performance-Based portfolio requiring them to assess and comment on a small group of varied achieving students in their clinical internship site.

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.

Of the 30 candidates who submitted edTPA portfolios in 2018, the EPP had an overall pass rate of 90%.

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.

Candidates enroll in EDU 4135 as a co-requisite to the Methods of Math during the spring semester of the third year of study. The placement of EDU 4135 is intentional as the faculty teaching both of these courses collaborate with one another and use the Math Methods course as the basis of the instructional units to demonstrate proficiency in arts integration. This allows for practical opportunities for candidates 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 “STEAM” which adds the component of creativity, self-expression and the dimension of the “arts” to content area instruction in math and science. Candidates 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.

In addition to the required CAEP Self-Study report submitted for its spring 2016 on-site accreditation visit, the EPP conducts annual assessment of the unit each May. Ongoing

programmatic areas identified as needing improvement are generated within individual departments within the Stout School of Education and these reports are synthesized and discussed in detail by the full faculty annually during a three-day meeting each May.

Departmental and unit goals for the upcoming year are generated at these meetings and include input from all stakeholders (licensure faculty in the College of Arts and Sciences, the Teacher Education Council, current students and graduates).

At the conclusion of each academic year, 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.

Finally, all undergraduate, graduate, MAT and doctoral programs of study continue to have an assessment plan in place which outlines the required Gateways a candidate must meet in order to progress through the program of study. At each Gateway, relevant assessment data is collected, analyzed and shared with faculty and other stakeholders. It is typically this data which are used to develop new policy, new courses, or to make existing revisions to existing programs for improvement. It is noted that the addition of the required edTPA portfolio has now been included in the final gateway assessment of program completers at the undergraduate level. Additionally, in 2018 the EPP has generated new policies and procedures regarding the passing of tests required for the individual licensure areas.

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 EPP 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. Candidates 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. Schools selected for two consecutive semesters of 30-hour clinical experiences are rated as under-performing. In the final year of study candidates enroll in two consecutive internships (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 are 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. EPP candidates complete the vast majority of all clinical field experiences in Guilford County Schools (GCS) prior to the start of their clinical internship and approximately 60% of candidates continue in GCS for their final student teaching experience. Additionally, in 2018 the EPP was awarded a US Department of Education TQP grant to create a teacher residency program in partnership with A&T State University to recruit and retain diverse teachers to serve a minimum of three years teaching in a low-performing school in Guilford County. Guilford County Schools is the 3rd largest school district in N.C. with 137 public schools serving 80,247 students. Guilford County, NC public schools have a diversity score of 0.51, which is higher than the North Carolina average of 0.46. 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. Minority enrollment is 64% of the student body.

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

The EPP continues to integrate a year-long student teaching internship through the delivery of Introduction to Student Teaching in the fall and 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) were revised to meet the requirements of the 16-week student teaching internship. In the fall students candidates 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 continue in Introduction to Student Teaching for two hours each week until the midpoint of the semester when all candidates complete an additional full week of student teaching. During this full week students 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 complete the remaining hours of the fall semester and, with satisfactory performance, they are permitted to enroll in the spring Student Teaching Continuation course for an additional 8 credit hours. This internship experience includes the additional continuous 14 weeks of full time placement in the same classroom as the Introduction to Student Teaching.

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	Davidson County Schools
Start and End Dates	Fall 2018-July 2019
Priorities Identified in Collaboration with LEAs/Schools	Assist LEA to prepare Academically/Intellectually Gifted for Differentiation
Number of Participants	Fifteen in Cohort
Activities and/or Programs Implemented to Address the Priorities	Completed the AIG four courses add-on license through the cohort delivery model at a reduced tuition rate and on-site in the LEA.

Summary of the Outcome of the Activities and/or Programs	Candidates in the first cohort will complete the add-on license in July 2019. For the first time, Davidson County Schools will host an AIG Summer Enrichment STEM Camp for middle school students during the week of July 8th. The camp activities will be designed by the members of the AIG Cohort for 2018-2019 and the capstone project and fourth course will include the practicum summer camp experience. An information session was held on May 23rd 2019 and a third cohort will begin in fall 2019.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Davidson County Schools, Thomasville City Schools, Lexington City Schools, Winston-Salem/Forsyth County Schools
Start and End Dates	Fall 2018-Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Support beginning teachers and to increase retention of IHE graduates.
Number of Participants	Twenty-four graduates on 3/20; Twenty-five graduates on 3/28
Activities and/or Programs Implemented to Address the Priorities	The New Teacher Support Program provides professional development and networking opportunities for recent program completers who are beginning teachers in surrounding school districts (see above). Two Professional Development seminars were conducted in Spring 2019 including "Just Breathe: Introduction to Mindfulness for Educators" on 3/20/19 and "Adaptations and Accommodations for the Classroom Teacher" on 3/28/19. The sessions were open to all first and second year teachers, not only those graduating from HPU.
Summary of the Outcome of the Activities and/or Programs	Feedback very positive from LEA principals and GCS Superintendent. Data was used as part of TQP grant application with A&T and Guilford County Schools in June 2018 and TQP grant proposal was funded by the US Department of Education in October 2018. The New Teacher Support Program will be used as part of the TQP grant funded activities for all participants in the new teacher PREPARE Residency Program.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools Preschools
Start and End Dates	Fall 2017-present
Priorities Identified in Collaboration with LEAs/Schools	To improve the social/emotional development in pre-school aged children within Guilford County.
Number of Participants	300 children enrolled in NC PreK classes in Guilford County. Program Evaluators from the IHE in the Department of Specialized Curriculum, faculty and staff at the Duke Center for Child and Family Policy

<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>The Duke Center for Child and Family Policy led an IES funded grant that trained teachers and teacher assistants in 64 NC Pre-K classrooms in Guilford County on both Incredible Years Dinosaur School and Incredible Years Classroom Management Program over a two-year period. Pre-school children enrolled in these classrooms were assessed at the beginning of preschool, end of preschool, and at one year follow-up at the end of Kindergarten on social-emotional and academic skills to determine impact of the IY programs. Faculty from the Department of Specialized Curriculum served as evaluators and conducted child assessments at each of the three assessment periods. Jointly, faculty from the Department of Specialized Curriculum and faculty from the Duke Center for Child and Family Policy co-created a sustainability program that will provide continued teacher training and support for all 64 NC Pre-K classrooms in Guilford County. The “Incredible Years (IY) Sustainability Program” provides teachers and teacher assistants with two additional years of training and support in the implementation of the IY programs, specifically supporting the social-emotional development of preschoolers in Guilford County.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>The original IES grant was completed in spring 2019 and additional funding has been requested for 2019-2021 to fund a sustainability program to continue teacher support in the program.</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>Guilford County Schools, Lexington City Schools, Randolph County Schools, Davidson County Schools, Rockingham County Schools</p>
<p>Start and End Dates</p>	<p>2018-2019</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>STEM, Math and Literacy, Robotics, grades 3-8</p>
<p>Number of Participants</p>	<p>7 Friday Lab days in 2018-2019 (4 in fall and 3 in the spring). One Saturday STEM Showcase events was held--November 2018 and the second STEM Showcase on a Friday in April, 2019. The November event was held at the High Point Mall Community Center and open to the public and the April event was held at the Stout School of Education.</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Teacher Academy training with WeDo 2.0 Robotics four times each academic year, Friday Lab Day sign up for students in LEAs to visit HPU and participate in LEGO/STEM activities that are developed and supervised by undergraduate and graduate STEM students enrolled in the School of Education. Summer STEM Enrichment Camp scheduled for June 2018 with 126 students in grades 3-8 attending,STEM Summer Enrichment Camp is scheduled for June 17th-27th, 2019 with 92 students in grades 3-8 enrolled. Each day of the two week camp introduces a special STEM theme with day one being all about rockets. Undergraduate and Graduate students enrolled in the STEM program develop and supervise all lessons presented during the enrichment camp. STEM research is conducted by graduate students in partnership with LEGO Education to field test new educational products with students in grades K-8.</p>

Summary of the Outcome of the Activities and/or Programs	TQP Grant which was funded by the US Department of Education in fall 2018 includes a STEM-focused program of study for four cohorts of teacher residents who will agree to teach in Guilford County Schools upon program completion. STEM materials, participation in STEM Summer Camp and four annual STEM Saturdays have been funded for participants based on evidence provided by the EPP in the grant proposal highlighting LEGO and STEM events/feedback and outcomes for prior program completers.
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II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	3
Female	45
Race/Ethnicity	Number
Hispanic / Latino	0
Asian	0
African-American	1
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	46
Multi-Racial	0
Student does not wish to provide	1

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

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	7	White	95
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1
	Total	7	Total	103
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	

	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

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

Program Area	Baccalaureate	Undergraduate	Residency
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	Degree		Licensure Only			
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary	4	23				
MG						
Secondary	2	1				
Special Subjects		1				
EC	1	8				
VocEd						
Special Services						
Total	7	33	0	0	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Highpoint	44	80	50
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Guilford County Schools	183
Davidson County Schools	158
Winston Salem / Forsyth County Schools	127
Randolph County School System	103
Asheboro City Schools	29
Lexington City Schools	22
Charlotte-Mecklenburg Schools	21
Wake County Schools	20
Thomasville City Schools	16
Alamance-Burlington Schools	15

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

Measure	Baccalaureate
MEAN SAT Total	1,218.44
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	26.15
MEAN ACT-Math	25.43

MEAN ACT-English	25.43
MEAN CORE-Combined	501.72
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	160.29
MEAN GPA	3.50
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	27	12	11	100	11	100	11	100
M.G. Science	1							
M.G. Social Studies	1							
English	3	2	2	*	2	*	2	*
Social Studies (grades 9-12)	1							
Spanish	1							
Health and Physical Ed	4							
Spec Ed: General Curriculum	10	4	4	*	4	*	4	*
Institution Summary	47	18	17	94	17	94	17	94

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.
 **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

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	39	1	0	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	0	0	0	0	0	0

degree						
U Licensure Only	0	0	0	0	0	0
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency	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
19	0	13

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

1:6

K. Teacher Effectiveness

Institution: High Point University							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) 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. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			71.4%	26.5%	N/A	49	49
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	63.3%	30.6%	N/A	49	49
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	2.0%	N/A	77.6%	12.2%	N/A	49	49
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	65.3%	26.5%	N/A	49	49
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	75.5%	16.3%	N/A	49	49
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	75.0%	15.0%	40	58		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		