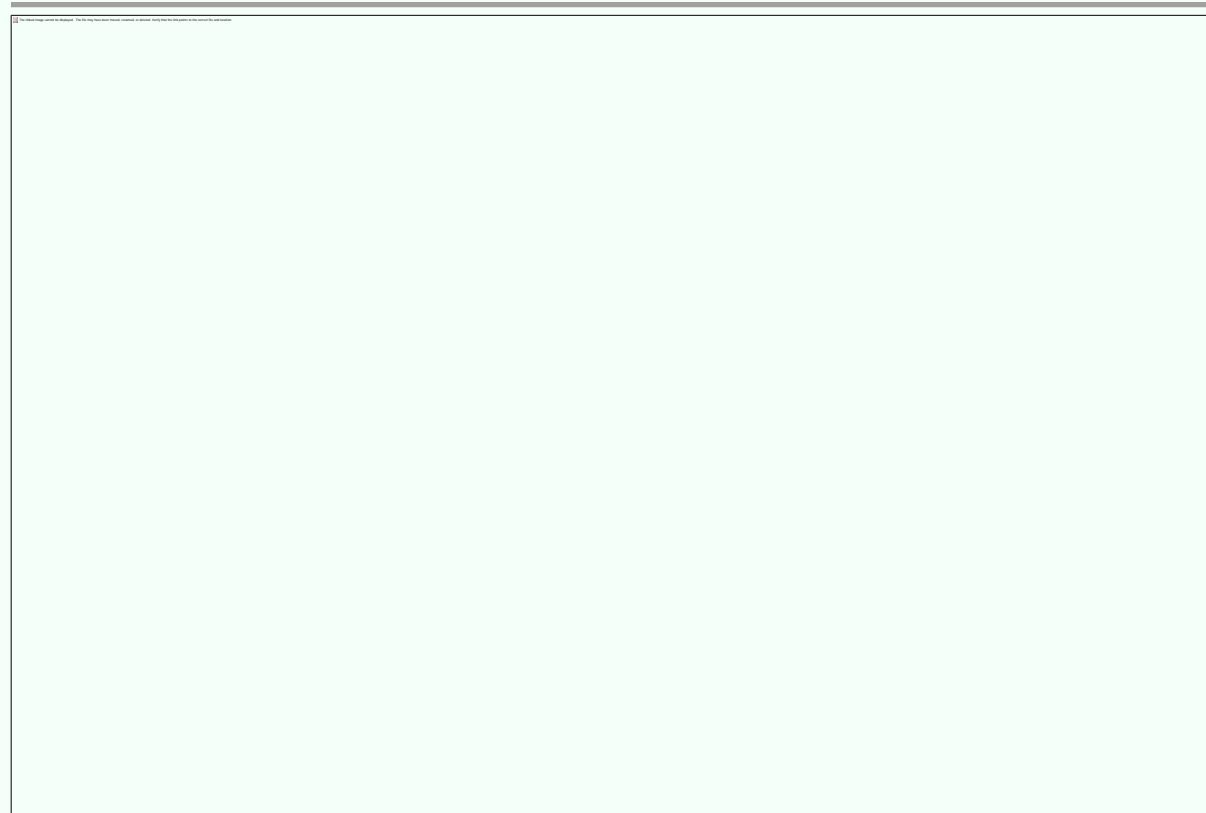


# 2019-2020

## EPP Bachelor Performance Report

### High Point University

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#### Overview of 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. In February 2020, the institutional mission was presented to stakeholders at the university for revision and subsequently approved by the Board of Trustees in March 2020. The new mission, *High Point University's inspiring environment, caring people and engaging education equip graduates for significance and success by cultivating the values, knowledge, mindset and skills necessary to thrive in a competitive and rapidly changing world* captures the priorities and goals of the institution. 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 2019-2020 the undergraduate and graduate student body comprised more than 5,200 individuals from 38 countries and 46 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. Now beginning its third year, the EPP also offers an EDU-Fellows program that provides academically accelerated candidates majoring in education (or pursuing licensure) to progress through their intended program of study as a cohort with scholarship opportunities, service learning experiences, educational trips and cohort activities designed for future educational leaders in and out of the classroom. The EPP has incorporated a significant STEM strand into their advanced BA to M.Ed. Programs as a result of a long-standing partnership with LEGO Education that includes courses in robotics, engineering and STEM-infused practicums with area schools. Prior to the closing of schools in March due to COVID-19 the EPP hosted Friday lab days which included field trips to the Stout School of Education for area schools (grades K-8) and an annual community showcase

(November 2, 2019) that attracted more than 1,500 children and their families for a day of STEM and LEGO opportunities. With COVID-19 the EPP will be hosting STEM Camp-in-a-box this year instead of its annual on-campus event. To date, 159 children in grades K-8 have registered for the camp with virtual activities and lessons that have been designed by graduate students pursuing the M.Ed. And MAT in Elementary Education. Additional BA to M.Ed. programs are also available in Special Education: Intellectual Disabilities and Educational Leadership.

At the undergraduate level, the EPP 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 an understanding of the requirements and the types of tasks required by edTPA are now included in a new course, EDU 4000, offered for the first time in the fall of 2019 that provides orientation to edTPA, a review of the candidate's handbook and practice assignments. EPP candidates enroll in a second course in the spring of their year-long internship experience (EDU 4001) that continues the process of monitoring edTPA completion and submission. Despite COVID-19 and the closing of N.C. schools in March, all candidates but one who were completing their year-long internship successfully submitted their edTPA portfolios.

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 n 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 also available with an internship experience designed to strengthen candidate leadership skills at The Washington Center (TWC) in Washington, D.C. .

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 (the add-on license in Exceptional Children Director is also available) 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 IHE provides)**

<b>Traditional</b>	<b>Lateral Entry</b>	<b>Residency</b>
X	X	X

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

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

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

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. All EPP candidates are required to take EDU 2200: Nature of the Learner and EDU 3100: Students With Disabilities: Characteristics and Service Delivery Models. Additionally, a second classroom management course, EDU 3234: Behavioral Intervention and Supports in the Elementary Setting has been added to the program of study which includes a focus on the strategies general education teachers need to effectively teach students with disabilities who are experiencing primary or secondary behavioral issues as a function of the disability. At the conclusion of the program all candidates are required to take EDU 4166: Using Data to Assess Student Impact in K-12 Classrooms which is specifically designed to emphasize how data should be used to make instructional improvements. This course is 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 popular 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.

**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.**

In 2019-20 the EPP introduced a new core course requirement in all BA to M.Ed. Programs called “Design Thinking and Creative Thought” which 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.

A separate “assistive” technology course: Assistive Technology and Instructional Support (EDU 4545) is taken by candidates enrolled in the Adapted Curriculum initial teaching licensure program. Candidates are introduced to low levels and high levels of assistive technology, augmentative communication devices for individuals with disabilities and how to use assistive technology to enhance instruction, assessment and accommodations. Candidates in the STEM Elementary Education program also take a unique technology course, EDU 4511: Technology Integration for Elementary STEM Based Programs which emphasizes interactive whiteboard

applications for STEM, iPad applications and Web 2.0 technologies. Candidates enrolled in EDU 4511 must complete a STEM-infused curriculum project.

**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. In 2019-20 the MAT PREPARE Teacher Residency program of study was revised to include EDU 5300 which is now the Product of Learning edTPA portfolio.

Of the 53 candidates who submitted edTPA portfolios for the 2019-2020 cohort, 49 passed with an overall pass rate of 92%. The EPP's PREPARE Teacher Residency program had 15 candidates who were able to complete the requirements for edTPA submission before the schools closed on 3/10 and all of these were successful with an overall response rate of 100%.

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

In 2019-2020 Elementary Education K-6 majors continue to be 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 Teaching Math and Methods of Teaching Reading and Writing during the spring semester of the third year of study. The placement of EDU 4135 is intentional as the faculty teaching these courses collaborate with one another and use the methods courses 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, literacy 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, literacy, writing and science through the lens of the arts.

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

In addition to the required annual reporting for CAEP, Title-II and the IHE Performance Report, 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 two-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). It is noted that in 2019-2020 a transition in leadership with a newly appointed interim dean for 2020-2021 necessitated that each department conduct a SWOT Analysis with an overall School of Education SWOT Analysis being initiated by the outgoing dean. Results from these analyses were used to begin strategic planning for future initiatives, goals and objectives.

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 and MAT level. In 2018 the EPP generated new policies and procedures regarding the passing of tests required for the individual licensure areas and pass rate data obtained in 2019-2020 indicates that these policies have been successful in increasing pass rates on required licensure examinations. Obviously with the COVID-19 Relief Bill and the modifications in testing for the 2019-2020 EPP candidates being admitted to the School of Education and those program completers being recommended for licensure there are other factors which will impact the EPP's pass rates for this cohort.

**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 2019-2020 24 PREPARE teacher residents completed their full-time residency in a Title-I school in Guilford County a part of the US Department of Education TQP grant which was awarded to High Point University, N.C. A&T State University and Guilford county Schools in the fall of 2018. The PREPARE Residency program is designed to recruit and retain diverse teachers to serve a minimum of three years teaching in a low-performing school in Guilford County.

### **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 EDU 4134/44/54/64/74: Introduction to Student Teaching in the fall and EDU 4230/40/50/60/70: 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. Students seeking Secondary licensure or Spanish K-12 complete their second full-time week of student teaching during the university's fall break and those in Elementary Education or Special Education are permitted to use the week of final exams for internship completion. During this second 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 academic and disposition 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. Completion of the edTPA performance-based portfolio occurs during EDU 4230/40/50/60/70: Student Teaching Continuation. The EPP has also generated policies regarding the completion of required teaching examinations and progress in meeting these goals is also monitored by EPP faculty during the year-long internship experience.



## 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
Start and End Dates	Summer 2019 and continuing
Priorities Identified in Collaboration with LEAs/Schools	Assist Guilford County Schools to recruit and retain high quality diverse teachers in highly impacted schools in the Piedmont Triad of North Carolina. The PREPARE Teacher Residency program requires program completers to make a three year commitment to teach in GCS.
Number of Participants	In 2019-2020 the PREPARE Teacher Residency program included 24 participants who were completing the MAT program in Elementary Education (22) or the Secondary Mathematics program at N.C. A&T State University (2). Ethnicity data indicates of the 24 participants, 58% were African American, 38% Caucasian and 4% Other.
Activities and/or Programs Implemented to Address the Priorities	During the 2019-2020 year teacher residents completed coursework requirements leading to licensure in either Elementary Education (K-6) or Secondary Mathematics (9-12). Additionally all 24 participants completed four STEM Saturday professional development workshops in the areas of Children's Gardening, Aeronautics, Engineering in Elementary and Strategies for Virtual Teaching (STEM Camp in a Box due to COVID-19). Other professional development opportunities included three additional seminars hosted by Guilford County Schools in Social/Emotional Development and MTSS/Exceptional Children. Each PREPARE resident completes a year-long residency with a mentor teacher in a Title-I school selected by the LEA.
Summary of the Outcome of the Activities and/or Programs	Candidates in the first cohort will complete their program of study in June 2020. Four of the 24 residents were named Rookie Teachers of the Year at their respective schools. Due to COVID-19 not all program participants in Cohort I completed edTPA or testing requirements. However, of those who did complete edTPA, 100% have passed, 80% of test takers have successfully passed required teacher examinations and all 24 currently have a GPA of 3.0 or higher. All program

	<p>completers will be recommended for licensure by the EPPs (HPU and A&amp;T) and will be ready for hire by GCS in August. Three of the teacher assistants participating in the program have already been hired by GCS.</p>
LEAs/Schools with whom the institution Has Formal Collaborative Plans	<p>Guilford County Schools, Davison County Schools, Thomasville City Schools, Lexington City Schools, Winston-Salem/Forsyth County Schools</p>
Start and End Dates	<p>Fall 2019-Spring 2020</p>
Priorities Identified in Collaboration with LEAs/Schools	<p>Support beginning teachers and to increase retention of IHE graduates.</p>
Number of Participants	<p>The Fall 2019 session provided by a current GCS elementary principal had 19 graduates for the topic "The ABCs of Parent Communication: A Key to Student Learning. The session in the spring was delivered in February and included 16 graduates in attendance for "The Impact of Relationships on the Educational Environment". The spring session was delivered by a former high school principal and secondary mathematics teacher.</p>
Activities and/or Programs Implemented to Address the Priorities	<p>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 Fall 2019 and Spring 2020. The sessions were open to all first and second year teachers, not only those graduating from HPU.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Feedback very positive from LEA principals and GCS Superintendent. As noted previously the data was used as part of the federal TQP grant application with A&amp;T and Guilford County Schools in June 2018 and the PREPARE grant proposal was funded by the US Department of Education in October 2018. The New Teacher Support Program will be used in the summer of 2020 and during the upcoming year as PREPARE residents in Cohort-I complete the program and are subsequently hired by Guilford County Schools.</p>
LEAs/Schools with whom the institution Has Formal Collaborative Plans	<p>NC Pre-K in Greensboro and High Point area</p>
Start and End Dates	<p>Fall 2017-present sustainability grant.</p>

Priorities Identified in Collaboration with LEAs/Schools	To sustain the implementation of the Incredible Years Dinosaur School and Incredible Years Classroom Management Program through continued teacher support and training.
Number of Participants	34 Pre-K teachers and their 34 teacher assistants, 34 Pre-K directors, indirect services to approximately 600 children enrolled in NC PreK classes in Guilford County. Program Evaluators from the EPP and staff at the Duke Endowment.
Activities and/or Programs Implemented to Address the Priorities	The Duke Endowment has funded a continued sustainability grant that provides continued support and training for Pre-K teachers and teacher assistants in 34 NC Pre-K classrooms from 17 centers in Guilford County. Support includes continued observations of how well the Incredible Years Dinosaur School and Incredible Years Classroom Management Program is being implemented, observations of overall classroom climate, fidelity assessment, coaching of teachers, and training of Pre-K directors. 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.
Summary of the Outcome of the Activities and/or Programs	The original IES grant was completed in spring 2019 and additional funding was awarded to the EPP by Duke Endowment to fund a sustainability program to continue teacher and director support in the program through 2021.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Guilford County Schools, Lexington City Schools, Randolph County Schools, Davidson County Schools, Rockingham County Schools
Start and End Dates	2019-2020
Priorities Identified in Collaboration with LEAs/Schools	STEM, Math and Literacy, Robotics, grades 3-8
Number of Participants	4 Friday Lab days in fall 2019 (3 in the spring were cancelled due to COVID-19). One Saturday Community STEM Showcase events was held on November 2, 2019 at the High Point Mall Community Center and open to the public. Approximately 50 students in grades 3-8 and their teachers for the Friday LEGO Lab days and 1500 attended the Community Showcase on 11/2/19.
Activities and/or Programs	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

Implemented to Address the Priorities	that are developed and supervised by undergraduate and graduate STEM students enrolled in the Stout School of Education. Due to COVID-19 the annual Summer STEM Enrichment Camp scheduled for the last two weeks in June 2019 will be offered virtually through a STEM Camp-in-a-Box format. One hundred fifty-nine children in grades K-6 have been registered for the virtual STEM Camp experience. Materials included include experiments in polymers, walking water and chemical reactions. A virtual rocket launch is also scheduled.
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. PREPARE Teacher residents in Cohort-I will be engaged in the STEM Camp-in-a-Box experience and delivering all lessons and activities virtually. Each resident from GCS will receive a STEM box of materials to bring back to his/her classroom.

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	3
Female	43
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>46</b>
Race/Ethnicity	Number
Asian	1
African-American	1
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaiian/Pacific Islander	0
White	44
Two or More Races	0
Race/Ethnicity Not Provided	0
<b>Total</b>	<b>46</b>

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

<b>Full-Time</b>					
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>
<b>Undergraduate</b>	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3	Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian	1	Asian	1	Asian
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	8	White	100	White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided		Not Provided	1	Not Provided
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>106</b>	<b>Total</b>
					<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White		White		White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided		Not Provided		Not Provided
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>
					<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino

	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	White		White	
	Multi-Racial	Multi-Racial		Multi-Racial	
	Not Provided	Not Provided		Not Provided	
	<b>Total</b>	<b>0 Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>					
	<b>Male</b>	<b>Female</b>		<b>Gender Neutral</b>	
<b>Undergraduate</b>	Black, Not Hispanic Origin	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian	Asian		Asian	
	Hispanic/Latino	Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	White		White	
	Multi-Racial	Multi-Racial		Multi-Racial	
	Not Provided	Not Provided		Not Provided	
	<b>Total</b>	<b>0 Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian	Asian		Asian	
	Hispanic/Latino	Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	White		White	
	Multi-Racial	Multi-Racial		Multi-Racial	
	Not Provided	Not Provided		Not Provided	
	<b>Total</b>	<b>0 Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin	Black, Not Hispanic Origin		Black, Not Hispanic Origin	

	Am Indian/Alaskan Native	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian	Asian		Asian	
	Hispanic/Latino	Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	White		White	
	Multi-Racial	Multi-Racial		Multi-Racial	
	Not Provided	Not Provided		Not Provided	
	<b>Total</b>	<b>0 Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

Program Area	Baccalaureate Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>						
<b>LC Completed program and applied for license</b>						
Prekindergarten						
Elementary	7	17				
Middle Grades						
Secondary		1				
Special Subjects	1	2				
Exceptional Children	2	11				
Vocational Ed						
Special Services						
<b>Total</b>	<b>10</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Comment or Explanation						

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

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	High Point University	40	93	73

Bachelor	State	3617	83	70
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**E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.**

LEA	Number of Teachers
Guilford County Schools	193
Davidson County Schools	153
Winston Salem / Forsyth County Schools	143
Randolph County School System	104
Asheboro City Schools	30
Charlotte-Mecklenburg Schools	28
Wake County Schools	26
Lexington City Schools	25
Alamance-Burlington Schools	20
Thomasville City Schools	17

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

Measure	Baccalaureate
MEAN SAT Total	1,220.69
MEAN SAT-Math	*
MEAN SAT-Verbal	580.00
MEAN ACT Composite	26.79
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN CORE-Combined	493.78
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	166.60
MEAN GPA	3.45



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

**Comment or Explanation:**

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

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Elementary (grades K-6)	14	100	14	100	14	100	14	100
2016	English	2	*	2	*	2	*	2	*
2016	Health and Physical Ed	1	*	1	*	1	*	1	*
2016	Spec Ed: General Curriculum	4	*	4	*	4	*	4	*
<b>2016</b>	<b>Institution Summary</b>	<b>21</b>	<b>95.24</b>	<b>21</b>	<b>95.24</b>	<b>21</b>	<b>95.24</b>	<b>21</b>	<b>95.24</b>
2017	Elementary (grades K-6)	21	80.95	21	90.48	21	90.48		
2017	M.G. Language Arts	1	*	1	*	1	*		
2017	M.G. Math	1	*	1	*	1	*		
2017	M.G. Social Studies	1	*	1	*	1	*		
2017	Social Studies (grades 9-12)	1	*	1	*	1	*		
2017	Spanish	1	*	1	*	1	*		
2017	Spec Ed: General Curriculum	2	*	2	*	2	*		

<b>2017</b>	<b>Institution Summary</b>	<b>27</b>	<b>77.78</b>	<b>27</b>	<b>88.89</b>	<b>27</b>	<b>88.89</b>		
2018	Elementary (grades K-6)	12	66.67	12	83.33				
2018	Health and Physical Ed	1	*	1	*				
2018	Math (grades 9-12)	3	*	3	*				
2018	Social Studies (grades 9-12)	1	*	1	*				
2018	Spec Ed: Adapted Curriculum	5	100	5	100				
2018	Spec Ed: General Curriculum	2	*	2	*				
<b>2018</b>	<b>Institution Summary</b>	<b>24</b>	<b>75</b>	<b>24</b>	<b>83.33</b>				
2019	Elementary (grades K-6)	18	100						
2019	Math (grades 9-12)	1	*						
2019	Spanish	1	*						
2019	Spec Ed: Adapted Curriculum	3	*						
2019	Spec Ed: General Curriculum	4	*						
<b>2019</b>	<b>Institution Summary</b>	<b>27</b>	<b>100</b>						

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

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

**H. Time from admission into professional teacher education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate Degree	5	36	0	0	0	0
U Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	0	0	0
<b>Comment or Explanation:</b>						

**I. Teacher Education Faculty.**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
19	6	13

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

1:6

**K. Teacher Effectiveness.**

<b>Teacher Effectiveness</b>
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year of teaching and holds a Standard Professional 1 license. The evaluation standards

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

<https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>

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