

2021-2022

EPP Bachelor Performance Report

High Point University



North Carolina 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. 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 ten Colleges/Schools (College of Arts and Sciences, Natural Sciences, Engineering, Education, Pharmacy, Health Sciences, Business, Art and Design, Nursing, Dentistry and Oral Health), 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 2020-2021 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 is 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 fourth 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, 2020, due to COVID-19, the EPP hosted Friday lab days which include field trips to the Stout School of Education for area schools (grades K-8) and an annual community showcase that attracted more than 1,500 children and their

families for a day of STEM and LEGO opportunities. Due to COVID-19, the EPP is hosting STEM Camp at an off-site partner school instead of its annual on-campus event.

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, 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.

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 Teacher Quality Partnership 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.

Pathways Offered

Traditional	Lateral Entry	Residency
X		X

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation 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.

In August of 2021, the Stout School of Education will be opening the state's very first Adapted Curriculum Learning Lab which will provide a space for all teacher and principal candidates to learn about and how to integrate assistive technologies in classrooms.

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 diversity, equity and inclusion 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 the EPP.

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.

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

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.

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 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). Results from a 2019-2020 SWOT analysis were used

by the new dean to launch a school-wide effort to craft a new strategic plan for 2021-2024. The Strategic Plan 2024 includes four new goals centered on academic reputation, relevance, rigor and relationships. These are supported by 16 goals and progress monitored metrics. Progress on the four goals and 16 objectives is reported in each faculty meeting as well as at quarterly Teacher Education Council meetings.

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 that 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 indicates that these policies have been successful in increasing pass rates on required licensure examinations.

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 their 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, PREPARE teacher residents complete their full-time residency in a Title-I school in Guilford County as a part of the US Department of Education Teacher Quality Partnership 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 field placement 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 student 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 video 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.

The spring 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.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

11 % of candidates in the EPP that are first generation college attendees

9 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

All literacy courses are aligned with the National Reading Panel Report (2000) stating that students need explicit instruction in phonological awareness, phonics, fluency, vocabulary and comprehension. Our K-3 literacy course is heavily focused on the instruction and assessment of phonological and phonemic awareness and phonics. Our faculty have and will continue to participate in professional development to keep their science of reading knowledge current.