

2016-2017

IHE Bachelor Performance Report

North Carolina A&T State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

North Carolina Agricultural and Technical State University's (North Carolina A&T) 2016-2017 total enrollment was 11,177. This included 9,668 undergraduate students of which 81% are people of color. North Carolina A&T is a public, doctoral research, 1890 land-grant institution committed to exemplary teaching and learning, scholarly and creative research, and effective engagement and public service. Our unique legacy and educational philosophy provides students with a broad range of experiences that foster transformation and leadership for a dynamic and global society. North Carolina A&T is accredited by the Commission on Colleges of the

Southern Association of Colleges and Schools to award baccalaureate, master's, and doctorate degrees through its nine academic units: College of Arts, Humanities, and Social Sciences, College of Engineering, College of Agriculture and Environmental Sciences, College of Business and Economics, College of Education, College of Health and Human Sciences, College of Science and Technology, The Joint School of Nanoscience and Nanoengineering, and the Graduate College. The synthesis of teaching and research is fundamental to North Carolina A&T. The Division of Research and Economic Development (DORED) oversees a variety of basic and applied research programs that are effectively integrated with undergraduate and graduate education. Capacity for maintenance of this research is supported through eight interdisciplinary centers and institutes as well as specialized research laboratories and external partnerships. North Carolina A&T is ranked third in the UNC system with respect to funded research. The College of Education's enrollment at North Carolina A&T is 1,289.

Special Characteristics

With the demand for a teaching force that reflects the diversity of our society, North Carolina A&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. Since 2004, the College of Education (CEd) has engaged in collaborative activities that focus on at-risk male students in high school. In addition, opportunities are provided for high achieving high school students to complete their senior year and earn college credits through early college programs. Of significant importance are the special programs to attract underrepresented populations to teach science, mathematics, technology, and special education. The Educator Preparation programs at North Carolina A&T are supported by special initiatives that focus on recruitment and college preparation. These programs include: (a) the \$1.2 million US Department of Education grant-funded Project CREED, which is designed to increase the number of initially licensed special education teachers; (b) the \$1.2 million US Department of Education grant-funded Project PAPERS, which is designed to increase the number of initially licensed physical education teachers with adaptive physical education certification; (c) the \$1.19 million National Science Foundation grant-funded Project North Carolina A&Teach, which is designed to increase the number of ethnic/racial minority STEM teachers who enter high-need urban schools.

Program Areas and Levels Offered

North Carolina A&T licenses candidates through 13 state-approved bachelor's programs and seven graduate programs. One of the seven graduate programs is a Master of Arts in Teaching (MAT). This program includes 12 different content areas and offers both the initial and advanced license. Other teaching licensure graduate programs include MS in Agricultural Education, MAED in Elementary Education, and MAED in Reading Education. Non-teaching licensure programs include School Administration, Instructional Technology, and the Joint Masters in Social Work (JMSW). The JMSW is a joint program with the University of North Carolina at Greensboro (UNCG). The unit also offers two add-on licensure tracks at the bachelor level and two add-on licensure tracks at the graduate level. Special Education: General Curriculum and Elementary Mathematics (Grades K-6) are the two add-on areas at the bachelor level; School Administration (Certificate) and Trade and Industrial Education are offered at the graduate level.

Birth through Kindergarten (A,M),

Elementary Education (A,M),

Secondary English (A,M),

Secondary Mathematics (A,M),

Secondary Biology (A,M),

Secondary Chemistry (A,M),

Secondary Physics (A),

Comprehensive Social Studies (History Education) (A,M),

Reading (M),

Art (A),

Music (A),

Health and Physical Education (A,M),

Special Education: General Curriculum (A,M, add-on),

CTE Agricultural (A,M),

CTE Family and Consumer Sciences (A,M),

CTE Technology Education (A,M),

CTE Trade & Industrial Education (A, M, add-on),

CTE Business Education (A,M),

CTE Director (add-on),

School Administrator (M, add-on),

School Counselor (M,S),

School Social Worker (A,M,S),

Media Coordinator (M), and

Instructional Technology Specialist (M).

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

Traditional	RALC	Lateral Entry
X		X

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

For the 2016-2017 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below:

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

Elementary Education candidates at the undergraduate level enroll in three courses that explicitly address digital and instructional technologies: CUIIN 101 Technology for the 21st Century Classroom, CUIIN 443 Educational Media, and CUIIN 442 Children’s Literature and Instructional Media. All undergraduate candidates who seek an initial teaching license must successfully complete the CUIIN 101 Technology for the 21st Century Classroom course or a discipline-specific equivalent within their content area. Moving forward, a primary focus of the educator preparation program is strategic integration of digital technology in CUIIN 255 Assessment in 21st Century Classrooms and ELED 415 Methods of Teaching courses. Faculty in these courses will integrate digital teaching tools like apps, Google Docs, and PowerSchool to orient pre-service candidates to the various technological tools available to impact student learning. The unit also has a newly constructed model classroom available for both faculty and candidates. This space is an actual 21st century classroom which includes a smart board, various content centers, and a two way camera system to assist with instruction.

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

- Curriculum mapping has taken place to ensure current course work in the Elementary Education and Elementary Education/Special Education curricula are sequenced appropriately and align explicitly to professional organization standards, Foundations of

Reading and General Curriculum licensure examination outcomes, and State Board of Education Professional Teaching Standards.

- Our unit contracted with practitioner partners to provide instructional support to our elementary and special education students via Praxis II Prep Sessions. These sessions are designed to engage candidates in core content concept review sessions (i.e., reading, language arts, mathematics, social studies, science) and engage in test preparation practice. A committee analyzed baseline test data and developed an instructional plan to support students.

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

- All undergraduate candidates enroll in CUIIN 255 Assessment in 21st Century Classrooms and graduate candidates in the MAT program enroll in either CUIIN 715 Assessment and Evaluation of 21st Century Learners or ELED 714 Standards and Accountability to ensure candidates explicitly learn concepts and skills related to the alignment between learning outcomes and assessments, informal and formal assessments, and formative and summative assessments.
- Candidates enrolled in the ELED 444 Diagnostic-Prescriptive Reading Instruction in Elementary Education course engage in activities related to assessing students using digital technology such as DIBELS and READ 3D.
- Future plans to address the integration of technology in the assessment and evaluation of students includes continuing to work closely with Amplify Education to integrate Foundations of Reading software into its curriculum particularly in the ELED 605: Reading in Elementary Classrooms, ELED 444: Diagnostic-Prescriptive Reading Instruction in Elementary Education, ELED 611: Balanced Literacy I, and ELED 615: Balanced Literacy II.

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- The unit purchased a class set of iPads or tablets for formative and summative assessment. In addition, future plans for formative and summative assessment instruction include the integration and use of these tablets and digital technology in the CUIIN 255: Assessment for 21st Century Classrooms, CUIIN 715: Assessment and Evaluation of 21st Century Learners, and ELED 714: Standards and Accountability courses.

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

- All undergraduate candidates enroll in ELED 216: Creative Arts, Healthful Living, and Movement Activities for the Elementary Classroom, MUSI 220: History of Black Music in America, and a Fine Arts Elective to orient them to various forms of arts education for the K-6 classroom. In the methods of teaching course, candidates learn to integrate these subject areas into their core content subject matter to engage students from culturally and linguistically diverse backgrounds.

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

Both unit and program-level institutional effectiveness is critically important for the health and long-term viability of our degree programs within the College of Education. It is imperative that program coordinators spend time analyzing and interpreting data collected throughout the academic year to think critically about ways to improve the program.

The unit also relies on its Council of Educator Preparation Programs (CEPP), which is comprised of undergraduate and graduate Educator Preparation program coordinators, to examine and discuss candidate performance data for continuous improvement. These conversations have led to program improvements such as the redesign of the Master of Arts in Teaching (MAT) degree program. Additionally, the CEPP Assessment Committee and the CEPP MAT Admissions Committee use data to examine if and where changes should occur within the degree program structure. For example, these committees have recommended enhancements to data collection instruments such as the Educator Preparation Program Interview protocol and rubric as well as to candidate disposition instruments. Administrators also engage in ongoing analysis of Praxis

Core, Praxis II, and Pearson assessment data to gauge where program improvements are needed or where special interventions may be needed. The FastTrack Preparatory sessions, which contracted K-12 public school teachers to assist pre-service candidates with their preparation for the Praxis II and Pearson examinations, emerged from these types of data analysis efforts.

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

Our current field experience configuration ensures that all teacher education candidates at North Carolina A&T complete a minimum of four (4) field experiences prior to student teaching in at least two (2) different diverse school settings. The field experiences are sequentially planned, supervised, and formal evaluations are completed. Through these sequentially planned field experiences, candidates are given opportunities to (1) observe, (2) monitor, (3) tutor, (4) guide, (5) diagnose, (6) attend meetings, (7) take part in professional conversations with other educators, and (8) implement critical teaching behaviors that enhance the intensity and/or quality of classroom instruction. Therefore, the overall goal is to provide sequentially planned field experiences that will develop professional educators who are catalysts for learning, who reflect on their teaching, and who have the knowledge, skills, and dispositions to become masters in their field. Field experiences are a major component of our educator preparation program; these experiences are concentrated in professional education and specialty area courses. The candidate begins their field experiences early in their program of study and continues until the clinical practice experience. These experiences are divided into four PLCs. As students matriculate through the educator preparation professional core curriculum they participate in these developmentally designed PLCs. Early field experiences are divided into the following four (4) Professional Learning Communities (PLC's). PLC 1 Interns – Introduction to the Profession (Emergent Phase: The primary purpose of the PLC 1 field experience is observation and participation with the focus on the moral purpose of education. Intern's responsibility is to build citizenship and envision teachers as good stewards with an obligation that extends beyond the classroom. Candidates are assigned a minimum of twenty (20) hours of observation and participation to complete. Candidates observe and assist the teachers within and outside the

classroom, tutor, and engage in service learning experiences. PLC 2 Interns – Impact of Diversity on Teaching and Learning (Developing Phase): The primary purpose of PLC 2 field experiences is engagement via a lens of culturally relevant pedagogy. Candidates complete a minimum of thirty (30) hours. Each candidate is assigned in a school (P-12) setting. Intern involvement activities include assisting the teacher in classroom, tutoring individual students, conducting small group sessions, designing, presenting, and assessing student learning. PLC 3 Interns – Pedagogical Planning (Developing/Proficient Phase): The primary purpose of PLC 3 field experiences is engagement via differentiated instruction. Candidates participate in a minimum of forty (40) hours. Each candidate is assigned in a school (P-12) setting. Intern involvement activities include assisting the teacher in classroom, tutoring individual students, conducting small group sessions, making instructional materials, assisting with classroom displays and lesson planning, analyzing teaching and management styles, accompanying class on field trips, proctoring tests and becoming familiar with educational terminology. PLC 4 Interns – Professional Year (Proficient/Accomplished Phase): The primary purpose of PLC 4 field experiences are increased engagement and participation, allowing the candidate to demonstrate planning, delivering, assessing, diagnosing instruction in the specialty area. Candidates complete a minimum of sixty (60) hours in PLC 4 field experience. This is the beginning of the yearlong internship experience during the senior year. During the first semester of the yearlong internship, the candidate is enrolled in his or her methods course and in the second semester they are enrolled in clinical practice. Additional information about our current structure is available at <http://www.ncat.edu/CEd/student-services/earlyfieldexperiences.html>. A major goal is to implement field experiences that occur every semester. This would include a full a semester in a low performing school prior to student teaching. We plan to engage our P-12 partners, revise core curriculum, and appropriately vet the process via our established Educator Preparation governance council. Specifically, a Field and Clinical Experience committee has been formed to lead this process to ensure our unit is prepared for full implementation in Fall 2017. We do not anticipate any delay in implementation of field experiences occurring each semester, including a full semester in a low performing school.

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

Our institution currently requires 15 weeks of clinical student teaching.

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

Our Council of Educator Preparation Programs is working to redesign a student teaching experience that will allow for experiences to occur at both the beginning and end of the school year. Our institution has always worked to ensure supervised clinical work is integrated within coursework while maintaining a close relationship with partnership schools that serve diverse learners. The Field and Clinical Experiences subcommittee is currently conducting research, exploring models, and engaging our stakeholders in conversations about the educational preparation of our teacher candidates.

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

Yes, our institution requires all teacher candidates to pass all tests required by the North Carolina State Board of Education prior to recommendation for licensure.

**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	Shortwood Practicing Kindergarten, Elementary, and Junior High - Kingston, Jamaica
Start and End Dates	5/16/2016 - 6/16/2016
Priorities Identified in Collaboration with LEAs/Schools	Instruction in literacy and mathematics
Number of Participants	50

Activities and/or Programs Implemented to Address the Priorities	Tutoring to Grades 3-5 students who are struggling in literacy and mathematics
Summary of the Outcome of the Activities and/or Programs	This service learning program was a success. The classroom teachers remarked that when the students who were taken out of the classroom to be tutored, returned to the class, it was like a bulb turned on. The small group tutoring made a significant difference. The lesson learned is that focus, explicit, and systematic instruction does work for struggling learners.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brooks Global Studies Magnet
Start and End Dates	September 2016 - April 2017
Priorities Identified in Collaboration with LEAs/Schools	Literacy Global/Cultural Studies
Number of Participants	80-100 Elementary Students served per event
Activities and/or Programs Implemented to Address the Priorities	Volunteered as a Field Trip Chaperone for Greensboro Historical Museum, UNC Chapel Hill Morehead Planetarium, Discovery Place/Genghis Khan Exhibit trip, and Served as Volunteer for the Fall Book Fair
Summary of the Outcome of the Activities and/or Programs	Increased engagement, visibility of our university and EP programs, and active recruitment of potential graduate candidates for our graduate programs
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ronald McNair Elementary School
Start and End Dates	December 2016
Priorities Identified in Collaboration with LEAs/Schools	Literacy Support (Scripps Spelling Bee Judge)
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Scripps Spelling Bee Judge
Summary of the Outcome of the Activities and/or Programs	NA
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Beverly Hills Elementary School (Cabarrus County)
Start and End Dates	1/2/2017 - 4/28/2017
Priorities Identified in Collaboration with LEAs/Schools	To enhance teachers' awareness of cultural and linguistic diversity, cultural competence, culturally responsive teaching, praxis
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	Professional development on culturally responsive pedagogy

Summary of the Outcome of the Activities and/or Programs	Increased awareness of multicultural, multi-linguistic students; increased awareness of the tenets of culturally responsive pedagogy; strategies and techniques to integrate diversity in curriculum; ways to engage culturally and linguistically diverse students and families
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The DISCUSSION Project - Guilford, Alamance, and Alamance County Districts
Start and End Dates	10/30/2016 - 5/19/2017
Priorities Identified in Collaboration with LEAs/Schools	Progress in STEM is often hampered by deficiencies in quantitative skills. The population of students we serve often do not perceive scientific research as socially relevant to improving their neighborhood communities. At the same time, these students often do not have adequate opportunities to participate in culturally-relevant early research experience.
Number of Participants	500
Activities and/or Programs Implemented to Address the Priorities	Structure, Function, and Information Processing; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Natural Selection and Adaptations; Growth, Development, and Reproduction of Organisms
Summary of the Outcome of the Activities and/or Programs	Goals and metrics include gaining a larger community of students with early aspirations in STEM, and showing enhanced interest and engagement. Students with enhanced STEM identity, self-efficacy, social contexts clarity (spillover to parents, school factors, teachers, and in/out neighborhood peers).
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hampton Elementary
Start and End Dates	March 2017 - Ongoing
Priorities Identified in Collaboration with LEAs/Schools	STEM engagement and education
Number of Participants	Hampton Saturdays - 30 students Hampton Science Fair - 50 students
Activities and/or Programs Implemented to Address the Priorities	Hampton Saturdays - we work with Beth Mulberry to provide science/math enrichment activities for K-5th graders. Hampton Science Fair - Undergrads in BIOL 101 mentored 5th grades in planning, implementing, and analyzing a science fair project.
Summary of the Outcome of the Activities and/or Programs	Hampton Saturdays - The goal is to excite students about science, to encourage critical thinking, and to provide role models of future scientists. This has been a very successful program thus far, with many students looking forward to coming back each week. Hampton Science Fair - Undergrad students travelled to Hampton Elementary 3 weeks in a row during their lab time (2 hours) to help mentor students. This turned out to be a rushed experience with not everyone feeling that this was enough time to really plan, design, implement and test the science experiment. However, we did end up with almost every 5th grader completing a project.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools

Start and End Dates	April 6-7, 2017
Priorities Identified in Collaboration with LEAs/Schools	Research, reading, and speaking initiative.
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Presentations of historical research and community issues.
Summary of the Outcome of the Activities and/or Programs	Student and community learning
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	7/11/2016 - 3/15/2017
Priorities Identified in Collaboration with LEAs/Schools	Professional Development Training in Data Collection Procedures
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Workshop presentation for Current General and Special Education Teachers and Teaching Assistance - Data Driven IEP Development
Summary of the Outcome of the Activities and/or Programs	Participants were provided with a wealth of knowledge regarding formative and summative data collection methods. By the end of the workshop, participants are able to demonstrate how they collect data and track student performance on a daily basis, and specifically demonstrate how data informs IEP and curriculum decisions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Department of Physics
Start and End Dates	3/14/2017
Priorities Identified in Collaboration with LEAs/Schools	Understanding of some physics phenomena
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Physics demonstrations for the high school students
Summary of the Outcome of the Activities and/or Programs	Students were intrigued by laws of nature they had learned during those demonstrations.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County School System
Start and End Dates	3/10/2017 - 3/12/2017
Priorities Identified in Collaboration with LEAs/Schools	Judged science projects
Number of Participants	250
Activities and/or Programs Implemented to Address the Priorities	Reviewed student research

Summary of the Outcome of the Activities and/or Programs	Many students are interested in the STEM field and are applying to NC A&T.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Forsyth County Schools, Orange County Schools, Mecklenburg County Schools, Davidson County Schools
Start and End Dates	3/30/2017
Priorities Identified in Collaboration with LEAs/Schools	The activity seeks to deepen the understanding of mathematics for Middle and High School Students
Number of Participants	175
Activities and/or Programs Implemented to Address the Priorities	The 130 students from the above named counties contested in MATH at the three levels (MATH I, MATH II, MATH III) of Mathematics offered at the public Middle and High Schools.
Summary of the Outcome of the Activities and/or Programs	Awards were presented to the winners
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McNair Elementary School
Start and End Dates	12/13/2016
Priorities Identified in Collaboration with LEAs/Schools	I judged the McNair School science fair
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	The students in Grades 1-6 submitted science fair projects.
Summary of the Outcome of the Activities and/or Programs	Students received awards
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Dudley High School, Greensboro, NC
Start and End Dates	4/7/2017
Priorities Identified in Collaboration with LEAs/Schools	Preparation for college
Number of Participants	82 high school students, 3 high school teachers, 2 guidance counselors
Activities and/or Programs Implemented to Address the Priorities	Day-long field trip.
Summary of the Outcome of the Activities and/or Programs	The Dudley High School students learned about business majors at A&T, study abroad experiences, and campus life in general.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Dudley High School, Greensboro, NC
Start and End Dates	11/18/2016
Priorities Identified in Collaboration with LEAs/Schools	Preparation for college

Number of Participants	75 high school students, 2 high school teachers, 2 high school guidance counselors
Activities and/or Programs Implemented to Address the Priorities	Day-long campus field trip.
Summary of the Outcome of the Activities and/or Programs	The Dudley High School students learned about the business majors offered at A&T, toured our facilities, participated in a college class, talked with A&T students about their study abroad experiences, and learned more about campus life.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	4/6/2017 - 4/13/2017
Priorities Identified in Collaboration with LEAs/Schools	Reading, studying, researching, and writing history.
Number of Participants	Over 200 people attended and participated.
Activities and/or Programs Implemented to Address the Priorities	Community Service and student learning.
Summary of the Outcome of the Activities and/or Programs	Working with local schools can help with student understanding and increased performance. This relationship also gives the university more visibility and aids in recruitment.

II. CHARACTERISTICS OF STUDENTS

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

Full-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	74
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	10
	Other	1	Other	3
	Total	14	Total	87
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Program Completers and License Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten	2	1	.	.
Elementary	4	8	.	.
MG	.	.	.	.
Secondary	1	1	.	.
Special Subjects	.	.	.	.
EC	2	6	.	.
VocEd	1	3	.	.
Special Services	.	.	.	.
Total	10	19	0	0

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

2015-2016		Student Teachers	Percent Licensed	Percent Employed
Bachelor	NCAT	38	84	53
Bachelor	State	3,276	84	63

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

LEA	Number of Teachers
Guilford County Schools	692
Charlotte-Mecklenburg Schools	169
Winston Salem/Forsyth County Schools	165
Wake County Schools	126
Alamance-Burlington Schools	90
Rockingham County Schools	85
Durham Public Schools	80
Randolph County School System	74
Cumberland County Schools	50
Davidson County Schools	32

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	572
MEAN SAT-Verbal	560
MEAN ACT Composite	*

MEAN ACT-Math	24.4
MEAN ACT-English	*
MEAN PPST-Combined	532.58
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	495.13
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.34
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Business Ed	1	*
Elementary (grades K-6)	7	100
Music	1	*
Spec Ed: General Curriculum	2	*
Institution Summary	9	100

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

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

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

Comment or Explanation: Since Fall 2010, the majority of our lateral entry people have been admitted through our MAT program. These students are continuing to matriculate and are working toward their degrees. NC A&T SU occasionally has some students taking a class or two in some programs however, we do not recommend these students for licensure, as they are usually working toward alternative licensure through the Regional Alternative Licensure Centers.

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	5	4	8	3	1	
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
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
26	18	2

J. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2016-2017 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	2.9	72.1	24	1	104
State Level:	.1	2.9	67	28.4	1.6	6973
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	1	1.9	67	28.2	1.9	103
State Level:	.1	2.9	59.5	35.7	1.8	6915
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	6.8	71.8	20.4	1	103

State Level:	0	3.6	71.5	23.7	1.3	6915
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	1	5.8	76.9	16.3	0	104
State Level:	.1	4.1	66.2	28.7	1.0	6973
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	5.8	70.9	22.3	1	103
State Level:	0	2.8	69.3	26.2	1.7	6915
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	31.3	58.2	10.4	67		
State Level:	5	64.5	15.6	5021		