The NC Institute of Higher Education Educator Preparation Program Report Cards offer a snapshot of information about college/university teacher and principal preparation programs. Much of the data provided in the report cards is reported annually in the IHE Performance Reports in accordance with §119C 296 (b). The IHE Performance Reports are available at http://www.ncpublicschools.org/ihe/reports/.

School Year: 2011-12  Program: Undergraduate  Institute: Fayetteville State University  
- Dr. Leontye Lewis  Address: 1200 Murchison Road, Fayetteville, NC 28301  Website: www.uncfu.edu/soe/

Special Characteristics of Educator Preparation Program

FSU is North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education. The campus located on 156 acres with a total of 48 buildings. The new Southeastern North Carolina Nursing Education and Research Center opened in spring 2011. This 37,458 square foot three story building houses 11 classrooms, 3 labs (including a simulation laboratory, a computer lab, student lounge, faculty lounge, 36 offices, 3 conference rooms, and 2 breakout rooms. There are capital projects underway on campus as a science and technology building and a residence hall are under construction. The close proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows accessibility to university programs for military personnel and provides a diverse population of students. The majority of the 5930 main campus and distance education students enrolled at FSU are first-generation college enrollees. FSU is the largest comprehensive university in the Sandhills Region of North Carolina and is fully accredited by SACS as a Level V doctoral granting institution. The SOE celebrates 50 years of full and continued accreditation by the NCATE and is one of only seven institutions in NC on the First Annual List of NCATE Accredited Institutions, July 1, 1954. FSU has a longstanding record of partnerships with the community and provides an extensive array of outreach programs. The SOE is currently involved in numerous collaborative activities and has successful partnerships with public schools and community colleges in its service area. The SOE has expanded its PDS partnership affiliation and has a signed partnership agreement with Baotou Teachers Training College in Upper Mongolia, China. A SOE faculty, through a UNCGA funded process led two coursest education majors enrolled at Baotou using cameras and Skype to offer instruction in synchronous time. The SOE continues its relationship with Cross Creek Early College High School, a News Schools Project High School located in the Butler School of Education Building, CCECHS was selected as a Learning Laboratory Initiative (LLI) site and is a partner in a funded New School Project Research and Engagement Grant with the SOE. In order to facilitate easy and seamless access to higher education opportunities, the SOE has expanded signed dual enrollment agreements with community colleges to include areas of elementary education and middle grades education in addition to the existing birth through kindergarten agreements. The SOE secured funding through the NOYCE grants and will offer scholarships to students interested in STEM education and are currently enrolled in a content area or are interested in changing careers to STEM education. The SOE continues to use competitive funding to provide Supplemental Educational Service Learning to students who attend Title I schools that have not made adequate yearly progress in increasing students' academic achievement for three years. The SOE at FSU has secured membership to the Military Child Education Coalition (MEEC) and will be instrumental in providing professional development for in-service and pre-service teachers.
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**Program: Undergraduate**  
**Institute: Fayetteville State University**

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  Website: www.unfcsu.edu/soe/

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**Accreditation of Educator Preparation Program**

The name of the national accrediting body and the year of the most recent accreditation are provided if applicable. The NC State Board of Education does not require national accreditation for educator preparation programs.

**National Council for Accreditation of Teacher Education/Council for the Accreditation of Teacher Preparation, 2007**

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**Program Areas and Levels Offered**

The NC State Board of Education has approved the following educator preparation programs and license levels for this institution.

**Abbreviation:**  
- **A** = Bachelor's Level  
- **M** = Master's Level  
- **S** = Specialist's Level  
- **D** = Doctoral Level  
- **ao** = Add On

**Elementary and Middle Grades:**

- Birth - Kindergarten  
  - **ao A**
- Elementary Education (K-6)  
  - **ao A M**
- Middle Grades Language Arts  
  - **ao A M**
- Middle Grades Math  
  - **ao A M**
- Middle Grades Science  
  - **ao A M**
- Middle Grades Social Studies  
  - **ao A M**

**Secondary Grades:**

- English  
  - **ao A**
- Math  
  - **ao A M**
- Biology  
  - **ao A M**

**Special Subjects (Grades K-12):**

- Art  
  - **ao A**
- Music  
  - **ao A**
- Reading  
  - **ao M**
- Health and Physical Education  
  - **ao A**
- English as a Second Language (K-12)  
  - **ao**

**Exceptional Children:**

- Special Education: General Curriculum  
  - **ao M**
- Behaviorally - Emotionally Disabled  
  - **M**
- Learning Disabled  
  - **M**
- Mentally Disabled  
  - **M**

**Career-Technical Education:**

- **Administrative - Special Service Personnel:**

- School Administrator - Principal  
  - **M D**

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1/24/2014
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**School Year:** 2011-12

**Program:** Undergraduate

**Institute:** Fayetteville State University

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- Website: [www.unfsu.edu/soe/](http://www.unfsu.edu/soe/)

### Students

The number of full-time and part-time students admitted to the educator preparation program and their mean SAT scores, ACT scores, and GPA.

- Number of Full-Time Students Enrolled in Program: 123
- Number of Part-Time Students Enrolled in Program: 34
- Number of Full-Time Students Pursuing Licensure Only: 58
- Number of Part-Time Students Pursuing Licensure Only: 19
- Number Pursuing Lateral-Entry through Program of Study: 1
- Number Enrolled in Courses Leading to Lateral-Entry License: 1
- Mean SAT Score of Admitted Students: 1261
- Mean ACT Score of Admitted Students: 550
- Mean GPA of Admitted Students: 3.3

### Faculty

The number of full-time and part-time faculty involved in the educator preparation program.

- Number of Teacher Education Faculty Appointed Full-Time in Professional Education: 36
- Number of Teacher Education Faculty Appointed Part-Time in Professional Education while Full-Time Overall at Institution: 8
- Number of Teacher Education Faculty Appointed Part-Time in Professional Education: 14

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**Transition to Classroom**

The number of students enrolled in student teaching for the reporting year and statistics on their success with passing required licensure exams, receiving a license, and gaining employment in an educational setting. NC State Board of Education policy TCP-A-003 lists exams required for a NC license.

- **Number of Student Teachers:** 84
- **Average Passage Rate for Teacher Licensure Exams:** 89%
- **Percentage of Program Completers Licensed within One Year of Program Completion:** 83%
- **Percentage of Program Completers Employed within One Year of Program Completion:** 52%

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**Transition from Program Acceptance to Completion**

The average time (number of semesters) between the time students are formally accepted into the educator preparation program and the completion of program requirements.

- **Full-Time Students Baccalaureate degree:** 3
- **Full-Time Students Undergraduate Licensure Only:** 3
- **Part-Time Students Baccalaureate degree:** 2
- **Part-Time Students Undergraduate Licensure Only:** 3
North Carolina Institute of Higher Education Educator Preparation Program
Report Cards

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School Year 2011-12 Program Undergraduate Institute Fayetteville State University
- Dr. Leontyne Lewis Address: 1200 Murchison Road, Fayetteville, NC 28301 Website: www.uncfsu.edu/soe/

>>Special Characteristics >>Accreditation & Programs >>Students Faculty >>Transition to Classroom >>Public School Partnerships >>Effectiveness of Graduates

Public School Partnerships

School districts engaged in formal partnership with the educator preparation program.
Cumberland County,
Durham County,
Harnett County,
Hoke County,
Moore County,
Robeson County,
Scotland County,
Wake County,
Sandhills Regional Education Consortium,
Trinity Christian Academy

Number of Vacancies Reported in Region:
The number of public school vacancies by licensure area for the NC State Board of Education region in which the institution is located. Institutions with multiple locations are assigned to the State Board region in which the main campus is located.
31.9 Vacancies in Preschool & Elementary
21.5 Vacancies in Middle Schools Grades 6 thru 8
20.2 Vacancies in Secondary Schools Grades 9 thru 12
28.8 Vacancies in Exceptional Children Grades K thru 12
8.4 Vacancies in Special Subjects
4 Vacancies in Career Technical Education

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School Year 2011-12 | Program Undergraduate | Institute Fayetteville State University

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Effectiveness of Program Graduates

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 state-wide 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/educatorevaluation/

The data below is a summary of evaluation data for beginning teachers employed by a North Carolina public school during the 2011-12 school year. State level data for all beginning teachers in the state is provided for comparison. Institutions with fewer than five beginning teachers evaluated during 2011-12 are reported as N/A. Additional information about Educator Effectiveness is available at http://www.ncpublicschools.org/educatorevaluation/

Standard One: Teachers demonstrate leadership.

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute Level:</td>
<td>97</td>
<td>.0%</td>
<td>6.2%</td>
<td>77.3%</td>
<td>13.4%</td>
</tr>
<tr>
<td>State Level:</td>
<td>27,625</td>
<td>1%</td>
<td>3.6%</td>
<td>54.2%</td>
<td>37.2%</td>
</tr>
</tbody>
</table>

Standard Two: Teachers establish a respectful environment for a diverse population of students.

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute Level:</td>
<td>97</td>
<td>.0%</td>
<td>5.2%</td>
<td>73.2%</td>
<td>18.6%</td>
</tr>
<tr>
<td>State Level:</td>
<td>27,602</td>
<td>1%</td>
<td>3.3%</td>
<td>47.2%</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

Standard Three: Teachers know the content they teach.

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute Level:</td>
<td>97</td>
<td>.0%</td>
<td>6.2%</td>
<td>81.4%</td>
<td>9.3%</td>
</tr>
<tr>
<td>State Level:</td>
<td>27,602</td>
<td>0%</td>
<td>3.7%</td>
<td>57.5%</td>
<td>34.9%</td>
</tr>
</tbody>
</table>

Standard Four: Teachers facilitate learning for their students.

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute Level:</td>
<td>97</td>
<td>.0%</td>
<td>6.2%</td>
<td>75.3%</td>
<td>15.5%</td>
</tr>
<tr>
<td>State Level:</td>
<td>27,624</td>
<td>1%</td>
<td>4.5%</td>
<td>53.9%</td>
<td>38.7%</td>
</tr>
</tbody>
</table>

Standard Five: Teachers reflect on their practice.

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute Level:</td>
<td>97</td>
<td>.0%</td>
<td>10.3%</td>
<td>75.3%</td>
<td>10.3%</td>
</tr>
<tr>
<td>State Level:</td>
<td>27,599</td>
<td>1%</td>
<td>3.8%</td>
<td>57.2%</td>
<td>34.1%</td>
</tr>
</tbody>
</table>

Standard Six: Teachers contribute to the academic success of students.

During the 2011-12 school year, all teachers received a sixth standard rating. For teachers with their own value-added data, the sixth standard included two components: 70 percent based on the teacher’s individual value-added data and 30 percent based on the
school's value-added data. Many teachers in North Carolina did not have their own value-added data in the 2011-12 school year. As a result, many of the individual ratings are based on only school-wide data. Through the administration of the Common Exams, roughly 70 percent of teachers will have their own value-added data after the 2012-13 school year.

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Does not meet Expected Growth</th>
<th>Meets Expected Growth</th>
<th>Exceeds Expected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute Level:</td>
<td>94</td>
<td>20.2%</td>
<td>43.6%</td>
</tr>
<tr>
<td>State Level:</td>
<td>10,033</td>
<td>24.5%</td>
<td>45.1%</td>
</tr>
</tbody>
</table>