

IHE Bachelor Performance Report

UNC-Pembroke

2014 - 2015

Overview of the Institution

The University of North Carolina at Pembroke (UNCP) is a master's level degree granting university committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of education degrees at the bachelor's and master's levels that are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education/Department of Public Instruction. The Professional School Counseling program is accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP), the Art Education Program is accredited by the National Association of Schools of Art and Design (NASAD), and the Music Education Program is accredited by the National Association of Schools of Music (NASM). Combining the opportunities available at a large university with the personal attention characteristic of a small college, the University provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, postgraduate education, community service, and leadership. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, and social welfare of regional, state, national and international communities. In the fall 2014 semester, the University had a total enrollment of 6,269 students; the UNCP Teacher Education Program (TEP) enrolled more than 954 students in undergraduate, graduate and licensure-only programs, including students from the Regional Alternative Licensure Centers. The TEP offers a broad range of educator preparation programs, including undergraduate programs, master's degree teacher licensure programs, a school counseling program, a school administration program, and add-on licensure programs. The TEP recommends licensure for candidates in 13 programs and 3 add-on licensure areas at the undergraduate level, 12 graduate programs, one add-on licensure program in school administration, and a Master of Arts in Teaching (MAT) program with 8 areas of specialization.

Special Characteristics

The University of North Carolina at Pembroke is a master's level degree-granting institution and one of 17 schools that comprise the UNC system. UNCP is located in rural southeastern NC with significant engagement in the local communities. Founded in 1887 as the first state-supported institution for American Indians in the nation, UNCP serves as an institution of higher education to a myriad of diverse cultures. Today, the ethnic and cultural diversity of the campus community provides students with a citizenship education to function in a 21st century global economy. Students at UNCP have access to a wide range of study abroad opportunities to expand their knowledge of diverse cultures with access to a network of 300 institutions in more than 42 countries. UNCP consistently ranks among the nation's most diverse college campuses with its minority enrollment at more than half of the overall student body. Approximately 15%

of UNCP's student body is American Indian, 34% is African American, 5% is Hispanic, and 2% is Asian/Pacific Islander. The international student body enrollment includes representation from 20 foreign countries. UNCP continues to distinguish itself as an institution where students attribute their success to the personal attention afforded by a student/faculty ratio of 15:1 and an average class size of around 20 students. UNCP continues to maintain a significant presence among its peer institutions in areas of diversity, best value and our commitment to students in the Armed Services. The university was named to 3 different "military friendly" lists. Every year since 2010, UNCP has been named a military friendly school by GI Jobs' magazine. These recognized institutions are known for exhibiting leading practices in recruiting and supporting post-military students. The Military Advanced Education group (MAE) has named UNCP as a Top College and University for veterans since 2012. These schools provide military culture, financial assistance, flexibility, general support, online support, and on-campus support. In 2015, the Military Times named UNCP as one of the "Best for Vets" designated schools. Institutions with this recognition focus on the accommodations and benefits that schools offer for veterans, service members, and their families. In spring 2015, U.S. News and World Report rated the MA Ed in Elementary Education program in the top 100 online graduate education programs for veterans. UNCP is committed to supporting the higher education goals of veterans through a satellite campus on Fort Bragg which offers undergraduate and graduate programs. UNC Pembroke is one of only 240 colleges and universities in the nation to earn the prestigious Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. The university finished first for the diversity of its student body among master's granting universities in the South, according to U.S. News & World Report's 2015 Best Colleges Rankings

Also, collaborative agreements with local community colleges were developed to support the seamless transfer for those veterans interested in four-year degree programs. Students and faculty at UNCP excel in academic excellence and scholarship with a plethora of national and international awards and accomplishments that bring notoriety to the campus. In their commitment to collegiate athletics and academics, 179 student athletes were placed on the Peach Belt Conference Honor Roll for maintaining a GPA of 3.0 or better. This is the fifth consecutive year that UNCP named more than 100 student athletes to this prestigious academic honor and it is a departmental record for student athletes.

Program Areas and Levels Offered

The UNCP Teacher Education Program (TEP) offers licensure at the undergraduate level in the following areas: Birth-Kindergarten Education (B-K) and a Preschool Add-On; Elementary Education (K-6); Middle Grades Education (6-9) with concentrations in Language Arts, Mathematics, Science, and Social Studies; special subjects (K-12) in the areas of Art, Exceptional Children (General Curriculum), Music, Health & Physical Education, Spanish, and an AIG Add-On; and secondary education (9-12) English and an ESL Add-On, Mathematics, Science, and Social Studies Education. The TEP offers advanced M.A. or M.A.Ed. teacher licensure programs in the following areas: Elementary Education (K-6), Middle Grades Education (6-9), Art Education (K-12), Music Education (K-12), Physical Education (K-12), and English Education (9-12), Mathematics Education (9-12), Science Education (9-12), Social Studies Education (9-12), and Reading Education (K-12). The Master of Arts in Teaching (M.A.T.) Program offers eight areas of specialization, including Art, English, Mathematics, Middle Grades, Music, Health & Physical Education, Science, and Social Studies. Master's level

programs for other school personnel include the following: School Administration (MSA), a School Administration Add-On, and Professional School Counseling.

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	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	Workshops and Speakers	On-going	1000+	Provided workshops on varied topics, including teaching diverse learners, culturally responsive practices, ESL strategies, instructional planning, active learning strategies, setting up and managing a classroom, working with families, and addressing prejudice, discrimination and stereotyping in classrooms, virtual dissection, aquatic life investigations, and Geocaching for science teachers, hosted Vision Strength and Arts festival (VSA), a day of art for all of

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					the exceptional children in PSRC
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	Sandhills Region Education Consortium monthly meetings for area Superintendents	August 2014-May 2015	14	Continued to offer programs and workshops on current issues such as school safety and mental health counseling.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	Sandhills Region Education Consortium monthly meetings for Personnel Administrators	August 2014-May 2015	14	<p>Increased Professional development offerings throughout the year at no charge to include topics requested by LEAs</p> <p>Continued the availability of online/hybrid content and pedagogy courses Continued to offer courses needed by lateral entry teachers, even if enrollments were low.</p> <p>Offered flexible scheduling of courses.</p> <p>Continued to offer</p>

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					online AIG add-on licensure courses to regional LEAs.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	Recruitment and Retention of Teacher Education Students Hoke County Career Day Public Schools of Robeson County Career Day	Ongoing	1000+	Campus-wide and regional recruitment and retention plan continued implementation, open house events, career days, and transfer days. Provided information on teaching and UNCP
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	First Americans' Teacher Education Program (FATE)	Ongoing	54 new American Indian teachers produced for regional public schools.	US Department of Education continued funding for the FATE Program designed to recruit and retain American Indians in Teacher Education.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Praxis II Preparation Workshops	Fall, Spring, and upon request	100+	Ongoing Praxis II content review workshops offered for pre-service and lateral entry teachers at no charge to participants.
LEAs: Anson, Bladen, Columbus,	Provide ongoing high quality professional	Praxis Core Preparation	Offered multiple times	100+	Ongoing Praxis Core preparation

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Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	development for 21st century educators at the pre-service, beginning, career and advanced levels.	Workshops	per semester for each test portion, including evenings and Saturdays.		workshops for Reading, Writing and Mathematics offered for pre-service teachers and teacher assistants pursuing entry into Teacher Education Program. Offered test preparation sessions on test anxiety and mindfulness.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	8 th Annual Drive-In Workshop for School Counselors	Spring Semester	60+	Daylong conference held for elementary, middle, and high school counselors. Topics focused on the culture of counseling.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Annual School Administration Conference	Spring Semester	50+	Daylong conference held for elementary, middle, and high school, and central office administrators, focus was on data driven decision making.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond,	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels	Beginning Teacher Coordinator Cross-Regional Annual Meeting	Spring 2015	60+	Daylong conference providing professional development for beginning teacher coordinators.

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Robeson, Scotland, and Whiteville City					
LEAs: Anson, Cumberland, Montgomery, Richmond, Scotland	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Project PREP – Partnership for the Retention of Education Professionals – a Beginning Teacher Support Program	Fall and Spring	100+	Project PREP is a partnership among UNCP and 5 area LEAs designed to provide resources and services to these districts that promote the professional growth and retention of beginning teachers.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program.	Herpetology Education in Rural Places and Spaces (HERPS) Project - aimed to trigger and nurture participant interest in herpetology and a connection to the local environment, including protecting ecological habitats.	Fall 2014	15	Students participated in science enrichment days throughout the school year and in summer camps. 4 students and 2 UNCP faculty participated in a follow up day for the Herp Project at Camp Chestnut Ridge Camp and Resort Center in Efland, NC.
LEAs: Robeson County Schools and UNCP students	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program.	Literacy Commons	Fall and spring semesters	100+	Provided participant-centered classes, workshops, and individualized tutoring. The Literacy Commons fosters, advances, and sustains the development and continuation of literacy.

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LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City and others across the state.	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	4 th Annual Infant Mortality Awareness Symposium	Fall 2014	200+	Provided skill building and networking opportunities for best practices in health and well-being of the child and family. The symposium addressed inequities and risk factors that contribute to poor birth outcomes and inadequate early intervention to better inform health care professionals, educators, consumers and community health providers on pertinent issues facing rural and underserved women across the life span.
LEAs: Scotland	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Family Math Night	Fall 2014	250+	Modeled strategies for parents to use at home to help their children with mathematics achievement.
LEAs: Robeson	Collaborate on the sharing of resources	Sports Empowerment Camp	Spring 2015	30	For high school students with

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	between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program				disabilities and their teachers. Provided a unique opportunity to engage in an athletic-focused event, many of these students had never had the chance to play on an organized sports team.
LEAs: Anson, Cumberland, Montgomery, Richmond, Scotland	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Teach Like a Pirate Presentation sponsored by Project Prep	Spring 2015	350+	Motivational presentation for successful classroom teaching strategies
LEAs: Scotland	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Family Science Night and Science Olympiad Science Olympiad coaching and regional competition, Washington Park Elementary School	Fall 2014 and Spring 2015	250+	Modeled strategies for parents to use at home to help their children with science achievement. Coached students in grades 3-5 to compete in the 2014 Science Olympiad. Goals were to improve science EOG scores and student's interest in STEM careers.
LEAs: Robeson, Scotland	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum	Annual African American Read In, Annual American Indian Read In, Read Across America and other Read In events	Fall and Spring	350+	Engage K-6 public school children in literacy experiences. Arts integration

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	and increase student learning in both P-12 schools and the Teacher Education Program				was incorporated into read in activities. Each Student at RB Dean received 5 books to take home.
LEAs: Robeson	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Teaching Fellows and Elementary Education Programs	Fall and Spring	100+	Supported Bak-Pak Pals program at one elementary school
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City.	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	5 th annual Honors Jazz Festival and other events including: 37th annual Honor Band High school honor choir 9th annual Percussion Ensemble Festival 2015 Sounds of Summer clinic 2014 North Carolina Music Educators Association Conference Presentations	Fall and Spring	300+	The UNCP Music faculty judged performances, hosted regional choir, band, and jazz events, served as guest directors. Hosted music, band, and choir events for elementary, middle, high school and college students.
LEAs: Robeson	Collaborate on the	High School Students	Fall 2014 and	50	Provided job

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	sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Job Shadowing Program	Spring 2015		shadowing opportunities and seminars in the areas of business, finance, and human relations.
LEAs: Robeson	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	2nd & 3rd Grade Battle of the Books (BoB) Robeson, hosted at Lumberton Junior High School, Represented Long Branch Elementary school in the county battle of the books competition for 2nd & 3rd graders	Spring 2015	10	Volunteers quizzed & studied with students daily for 3 months prior to the competition
LEAs: Bladen	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Middle Science Teaching	March 2015	10	How to use palynology (study of pollen) and STEM to teach science
LEAs: Scotland (SandHoke Early College)	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Supplementation of instruction	Fall 2014	50	Guest speaker

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LEAs: Robeson, Scotland, County Schools and UNCP	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Beyond Informational Texts: One-day Mini-conference for ELA Teachers	Spring 2015	28	Develop lessons integrating literary nonfiction
LEAs: Bladen	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Assistant Principal Leadership Academy	Fall 2014 and Spring 2015	18	Prepare Assistant Principals for Leadership Opportunities
LEAs: Cumberland	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Reading Rocks! Walk-A-Thon	Fall 2014	100+	Create an awareness on the importance of reading and also to raise money to buy books. All money raised at each individual school is used to buy books at the school.
LEAs: Robeson	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	STEM Partnership	Fall 2014 and Spring 2015	UNCP Faculty, 26 UNCP Students, 18 St. Paul's Teachers, 20+	Developed a STEM partnership between the in-service teachers and the pre-service teachers
LEAs: Bladen, Columbus, Hoke, Robeson	Provide ongoing high quality professional development for 21st century educators at	Professional Development Day of Workshops for Art Ed Teachers	Spring 2015	15	Presented a pine needle basket workshop and a photography

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	the pre-service, beginning, career and advanced levels.				workshop
LEAs: Robeson	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Parent's Reading Workshop Partnership of the UNCP Reading Education Program and the Robeson County Indian Education program for conducting an annual.	Fall 2014	80+ parents and children	Future reading specialists' work with parents and children in the Indian Education Program to impact the American Indian population in Robeson County.
LEAs: Bladen	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Kids in the Garden - Tar Heel Middle School Earth Day	Spring 2015	50	Project actively involved students in STEM activities and exposed students to STEM careers
LEAs: Robeson	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Chaperone for Robeson County Spelling Bee, hosted at Pembroke Elementary School	Spring 2015	100+ students in spelling bee	Students from Long Branch Elem Schools 2nd, 3rd & 4th grade participated in the county spelling bee
LEAs: Hoke	Collaborate on the sharing of resources between the University, schools,	Judging of Senior projects at SandHoke Early College	Fall 2014	12	Judging of Senior projects at SandHoke Early College

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	and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program				
LEAs: Robeson	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Pre-service ELA Teachers Curriculum Presentations at Purnell Swett High School	Fall 2014	13	Input from leading high school teachers was provided on students' ELA unit plans
LEAs: Sampson	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	New School Law Presentation Midway High School	Fall 2014	36	Acquaint the faculty with new legislation.
LEAs: Cumberland	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Foreign Language Honor Society Induction Ceremony, Seventy First High School	Spring 2015	54	Student induction to the Spanish and Chinese Honor Societies due to students' accomplishment in the learning of a second language.
LEAs: Cumberland, Robeson, Scotland	Collaborate on the sharing of resources between the University, schools,	Elementary Education Field Experience Week		80+ UNCP students 80+ clinical	Provide an opportunity for ELE students to experience one full

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	and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program			teachers from 5 public schools 7 UNCP elementary education faculty members	week as a teacher, based on student survey, students gained a great understanding of teaching and building a partnership with the public schools.
LEAs: Robeson, Scotland	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Anti-Bullying Lessons, Integrate activities into the classroom to inform and prevent bullying	Fall 2014 and Spring 2015	30+ UNCP Students, 250+ public school students	Based on pre/post test data, students were better informed related to bullying and the statistics as we built a partnership between university and schools

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

Faculty served in leadership capacities providing expertise, resources, and support in addressing the needs of diverse learners. SBE priorities were emphasized in lectures and course assignments including working with families, assessment, diversity, multicultural literacy, collaboration, problem solving and using technology. All programs in the TEP emphasized reflective practice in the classroom, curriculum development, classroom organization and management, knowledge of exceptional and diverse learners, cultural competence in curriculum choices, and the role of a collaborative leader. TEP faculty participated in regional institutes on implementing the Common Core and Essential Standards. The School Counseling Program places emphasis on raising student achievement and supporting diverse learners. Faculty incorporated SBE priorities in graduate students' leadership projects with emphasis on family involvement, tutoring, retention of teachers, and remediation for at-risk students. Courses in the Elementary Education graduate program focus on cultural diversity, multicultural literature, technology, 21st Century learning and global initiatives. Graduate level special topics courses were developed and offered online in the summer to address current topics and

needs in education such as Teaching Children of Poverty and Using Data to Improve Instruction.

For the 2014-15 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

All middle grades and secondary candidates enroll in a course, CSC 4050 (Current Topics in Computers in Education), designed to expose the candidates to a variety of technology tools, such as word processing, spreadsheet, interactive internet tools, web 2.0 tools, Smartboards, tablets, and apps for classroom use.

Middle Grades and Secondary majors design lesson plans integrating such tools with content from their specialty areas. More specific courses in individual program areas, such as Mathematics education, include MAT 3050 (Using Technology to Teach Mathematics), which emphasizes the use of specialty area technology tools such as graphing calculators and dynamic geometry programs. Music Education majors have music specific technology tools, such as Finale or other music composition software, embedded in their methods courses. English education undergraduates practice using smart boards, computers, projectors, and other technological tools in their English Education pedagogy classes. English Education graduate methods classes (EED 5510, EED 5520, and for MAT students EDN 5450) all require integration of instructional technology in planning-related course products. Candidates in the graduate science education program utilize iPads and apps in the teaching of science as well as in planning science lessons using supporting documents such as the Next Generation Science Standards apps. Students in the AIG add on program are prepared to use instructional technology through the use of a variety of web based tools in their online courses. Students in the Spanish education methods courses have to create lessons that demonstrate their mastery with the use of digital technology. EDNS 5000, Advanced Instructional Technology, a special topics course using technology in classroom settings, has been developed so that students enrolled in any graduate program may take the class and develop additional techniques for integrating technology into the classroom. Our graduate reading education candidates use digital and other instructional technologies to develop appropriate reading strategies that respond to learners' interests, reading abilities, and backgrounds of foundations for the reading and writing environment. Moreover candidates are prepared to use technology to gather and implement reading instructional planning and effective practices.

Elementary, Birth-Kindergarten, and Special Education majors utilize a variety of technology tools, such as word processing, spreadsheet, interactive internet tools, web 2.0 tools, Smartboards and Smart Notebook applications, tablets and apps for classroom use. The electronic tablets, including iPads and iPad minis, equipped with Reading 3D apps and assessments apps that help K-6 students complete timely, informal assessments to assist our teacher candidates monitoring student progress.

Special Education candidates use these research validated instructional technologies as assistive devices to enhance students with disabilities educational experiences in K-12 settings. Elementary Education majors are exposed to ClassScape data to evaluate student progress, create VoiceThreads, develop Microsoft movies, create Smart Notebook and other teaching presentations and develop tables and graphs through the use of Microsoft excel. Candidates in ELE 4150 and 3060 have utilized an online book club resource called Mightybell as a way to demonstrate deeper and richer engagement in Literature Circles.

- b) 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.**

Elementary Education majors take the practice general knowledge licensure exam provided by Pearson during the first week of the ELE 3030 (Purposeful Assessment for Learning) course. After the instructor scores each student's practice exam, the instructor uses these results to inform the progression of topics in the course and to encourage remediation for students as needed including the possibility of taking additional general education courses. The analysis determined each students' highest learning need around the domains of the test, i.e., Numbers and Operations, Functions and Algebra, Geometry and Measurement, and Statistics and Probability. After analyzing the results, students were given additional items to apply what they had learned. Additional practice tests were given in the 2014-2015 academic year in elementary courses for the math and language arts exams. Content in Elementary Education coursework was modified to emphasize knowledge required for the licensure exams. Two new elementary education math courses were implemented in the fall of 2014 to emphasize knowledge required for the licensure exams, including reading vocabulary, modifications of content. General education math coursework sections were designated for elementary education majors with the cooperation of the Department of Mathematics and Computer Science.

During the 2014-2015 academic year, licensure exam seminars were held to provide intensive test preparation in foundations of reading, mathematics, and general knowledge for all elementary and special education majors. Candidates participated in half day workshops that provided information and preparation materials for the Foundations of Reading, Mathematics and Multi-Subject licensure exam. Faculty took tests during summer 2014 in order to provide first hand guidance and information to prepare students for the tests.

Reading materials that were purchased in 2013 are being used by elementary faculty and students to strengthen concepts such as reading foundations, research-based

practices on how children acquire reading skills, connections between reading, speaking, listening and writing, print concepts and alphabetic principle, and comprehension of literature and content-based texts. Beginning fall 2014, elementary majors were required to complete 9 credit hours of literacy including emergent, developing, and fluent readers.

Special Education majors are required to complete 9 credit hours of reading courses to include a content area literacy course, a foundations in reading and language course, and a diagnostic reading/writing course. These majors also take a 3 hr diagnostic and remedial mathematics course. Special Education majors are required to take courses in one of three content areas with a focus on English/Language Arts, mathematics, or science. Since Special Education majors are still be required to take the traditional Praxis 2 test, Praxis 2 test preparation workshops are held each semester.

- c) 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.**

During the 2014-15 school year, the elementary education program continued to implement revisions to the curriculum that included a new assessment course, ELE 3030 (Purposeful Assessment for Learning), where students were provided opportunities to apply formative and summative assessments in classroom settings using a variety of technology based materials including Reading 3D and ClassScape. Elementary education teacher candidates also used assessment data to plan individual and group instruction in this course. Elementary education teacher candidates complete ELE 4040 and ELE 4050 (Literacy and Language Arts I and II), where students utilize assessment in field experiences in public school settings and plan appropriate instruction for individual K-6 students. Similar assignments occur in two math and science courses, ELE 4010 and ELE 4020 (Mathematics and Science I and II). Elementary education candidates gain understandings of and some experience implementing meaningful formative and summative assessments used to inform literacy teaching and learning in both ELE 3050, 3060 and 4150. In ELE 3030, students disaggregate data from sequential school years on the NC DPI School Report Card and make inferences based on the data. They also design formative and summative assessments to implement in the classroom. They design pre/post tests and use data to drive the instruction.

Special Education majors complete several assessment courses including SED 3110 (Assistive Technology for Students with Special Needs), SED 3050 (Assessment of Students with Mild to Moderate Disabilities), SED 4330 (Diagnosing and Remediating Mathematics Problems), and SED 4340 (Diagnosing and Remediating Reading and Writing Problems). In these courses, students utilize Reading 3D and ClassScape to gather data, plan, and carry out instruction for students in K-12

classrooms. Students also utilize assessment in field experiences in public school settings and plan appropriate instruction for individual K-12 students.

Birth-Kindergarten students complete an assessment course including ECE 4060 (Assessment Strategies and Application) where students learn to use and implement standardized and authentic screening and diagnostic assessment practices and instruments. Birth-Kindergarten students also complete 3 additional curricula courses to apply screening and diagnostic practices in public school classrooms.

Elementary Education majors who take the reading concentration and Special Education majors who select the English Language Arts content area focus are required to complete RDG 3200 (Assessment of Reading Difficulties I) and RDG 3400 (Assessment of Reading Difficulties II), which emphasizes the Reading 3-D program and informal reading assessments.

Elementary, Birth-Kindergarten, and Special Education majors utilize a variety of technology tools, such as word processing, spreadsheet, interactive Internet tools, web 2.0 tools, Smartboards and Smart Notebook applications, tablets, and apps for classroom use. The electronic tablets, including iPads and iPad minis, are equipped with Reading 3D apps and assessment apps that help K-6 students complete timely, informal assessments and assist our teacher candidates monitoring student progress. Special Education candidates use these research validated instructional technologies as assistive devices to enhance students with disabilities educational experiences in K-6 settings.

Elementary Education majors are exposed to ClassScape data to evaluate student progress, create VoiceThreads, develop Microsoft movies, create Smart Notebook and other teaching presentations and develop tables and graphs through the use of Microsoft excel.

In the Methods of Teaching Spanish course, students gain the experience of creating different types of assessments, both formative and summative. These assessments are carefully revised with the instructor to insure that the evaluations are aligning with their lesson plans and the Common Core State Standards and Essential Standard. Spanish education students also work with different studies interpreting the data that has been collected from assessments.

All reading education candidates are prepared to use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction. Our graduate reading education candidates learn through our program how to choose, administer, and interpret a variety of formal and informal reading assessments such as standardized diagnostic reading tests, informal reading inventories, and running records. Candidates also learn to use reading assessment results to determine appropriate instructional intervention. Then candidates match instructional strategies and interventions to assessment results to promote continuous reading improvement. Most importantly our candidates collaborate with other school professionals and families to plan and implement appropriate reading instruction and services for students.

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

Elementary education majors complete an integrated arts course, ELE 2030 (Arts Integration in the Elementary School). Students are introduced to methods, media, materials, and techniques for integrating the arts, including foundational components of music, dance, theatre arts and visual arts, in daily classroom instruction in all K-6 content areas. Elementary education majors develop and teach standards-based lesson plans in K-6 public school settings integrating the arts. Students work independently and collaboratively to develop the creative process and focus on 21st century skills. Each semester, School of Education faculty collaborate with the Mary Livermore Library and Multicultural Center to host Read-Ins where elementary education majors teach multicultural integrated arts lesson plans in K-6 local schools during African American History Month (February) and National American Indian Heritage Month (November). Candidates in ELE 3050, 3060 and 4150 gain experiences enriching content area studies with children's literature, and utilizing drama and storytelling to develop oral language.

Special Education majors complete courses, SED 3330 (Teaching Students who need Adaptive or Functional Curricula) SED 3340 (Instructional Strategies for Students with Mild to Moderate Disabilities), and SED 4330 (Diagnosing and Remediating Mathematics Problems) where majors learn to implement adaptations and instructional strategies focused on the integration of arts education across the curriculum.

Birth-Kindergarten majors complete three courses, ECE 4010, ECE 4020, and ECE 4030 ((Integrated Curricula and Appropriate Practices for Infants and Toddlers, Preschoolers, and Kindergartners, respectively), where majors learn to integrate the arts within the curriculum.

The Spanish education candidates understand the relevance of the arts in their lessons, and are introduced to different studies showing the importance of the arts in Second Language Acquisition. Therefore, students in the Spanish program are always integrating the arts in their lessons and in the activities or projects embedded in their unit.

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	9	American Indian/Alaskan Native	16
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	20
	Hispanic	2	Hispanic	7
	White, Not Hispanic Origin	31	White, Not Hispanic Origin	117
	Other		Other	2
	Total	47	Total	162
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	5
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	11
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	9
	Other		Other	
	Total	3	Total	27
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	11
	Other		Other	
	Total		Total	13
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	38
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	70
	Hispanic	1	Hispanic	9
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	274
	Other		Other	4
	Total	30	Total	398

B. 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)	32	16
Elementary (K-6)	13	9
Middle Grades (6-9) Language Arts		
Middle Grades (6-9) Mathematics		
Middle Grades (6-9) Social Studies	1	1
Middle Grades (6-9) Science	2	1
Secondary (9-12) Science		
Secondary (9-12) English	1	1
Secondary (9-12) Social Studies	6	
Special Subject Areas (K- 12) Spanish	2	1
Special Subject Areas (k-12) Health & PE	2	1
Special Subject Areas (k-12) Music		
Special Subject Areas (k-12) Art	1	
ESL		
AIG	47	42
Exceptional Children (K-12)	8	3
Pre-K	10	6
Total	125	81
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,173.91
MEAN SAT-Math	*
MEAN SAT-Verbal	561.25
MEAN ACT Composite	26.00
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	529.24
MEAN PPST-Reading	180.58
MEAN PPST-Writing	176.95
MEAN PPST-Math	180.23
MEAN CORE-Combined	485.64
MEAN CORE-Reading	181.60
MEAN CORE-Writing	170.80
MEAN CORE-Math	161.82
MEAN GPA	3.27
Comment or Explanation:	
*-Less than five scores reported.	

D. Program 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 (B-K)		11	2	14
Elementary (K-6)	17	15	1	2
Middle Grades (6-9)		6		
Secondary (9-12)		15		1
Special Subject Areas (K-12)		12		1
Exceptional Children (K-12)	3	4		61
Vocational Education (7-12)				
Special Service Personnel				
Total	20	63	3	79
Comment or Explanation:				

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

2013 - 2014 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	68	96
Spec Ed: General Curriculum	12	100
Institution Summary	80	96
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	42	14	5			1
U Licensure Only	2	2				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	65	4	1			
Comment or Explanation						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	161	79	64
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Robeson Co Schs	941
Cumberland Co Schs	427
Richmond Co Schs	190
Scotland Co Schs	188
Columbus Co Schs	144
Moore Co Schs	123
Bladen Co Schs	116
Hoke Co Schs	93
Wake Co Schs	89
Whiteville City Schs	47

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

III. 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
72	12	0