

2019-2020

EPP Bachelor Performance Report

UNC-Pembroke



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Overview of 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 2019 semester, the University had a total enrollment of 7,698 students; the UNCP Teacher Education Program (TEP) enrolled more than 836 students in undergraduate, graduate, residency, and licensure-only programs. 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, a school social work program and several add-on licensure programs. The TEP recommends licensure for candidates in 16 undergraduate programs and 3 add-on licensure areas at the undergraduate level, 15 graduate programs with 4 add-on licensure areas, and a Master of Arts in Teaching (MAT) program with 12 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 13 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 13% of UNCP's student body is American Indian, 31% is African American, 7% is Hispanic, and 1.5% is Asian. UNCP continues to distinguish itself as an institution where students attribute their success to the personal attention afforded by a student/faculty ratio of 18:1 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 2 different "military friendly" lists. Every year since 2010, UNCP has been named a military friendly school by GI Jobs' magazine. Recognized institutions are known for exhibiting leading practices in recruiting and supporting post-military students. Since 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. UNCP also

is committed to supporting the higher education goals of veterans through a satellite campus on Fort Bragg which offers undergraduate and graduate programs.

UNCP provides service and support to more than 1200 military-affiliated students including active duty, veterans, dependents, National Guard and Reservists. Meeting the demands to properly support these students, UNCP's Academic & Military Outreach Office (AMO) occupied the UNCP Military Resource Center called "Rally Point" in the fall of 2019. This dedicated space provides AMO staff offices, study and meeting facilities, a computer lab and houses the School VA Certifying Official for VA processing/certification of education benefits. In addition to Rally Point, UNCP operates a full-time office and student lab on the FT Bragg military installation that offers educational courses, advising and test proctoring to support active duty soldiers and their families and the surrounding community.

UNCP Academic and Military Outreach delivers one-stop services for military students by providing VA certification, flexible online learning options, promoting on-campus Army and Air Force ROTC, participating in the Service Member Opportunity Colleges/Degree Network System, supporting families of service members and training faculty and staff to assist with veteran transition and integration into higher education. Additionally, AMO maintains full-time counselors trained in veteran-specific concerns, assists with credit evaluation through the Joint Services Transcript (JST) system and the Air Force Community College and collaborates agreements with local community colleges to develop 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.

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 tracks leading to licensure 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) with concentrations in Language Arts, Mathematics, Science, and Social Studies, Art Education (K- 12), Physical Education (K-12), 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 twelve areas of specialization, including Art, English, Elementary Education, Mathematics, Middle Grades Language Arts,

Middle Grades Mathematics, Middle Grades Science, Middle Grades Social Studies, Health & Physical Education, Science, Social Studies, and Special Education.

Master's level programs for other school personnel include the following: School Administration (MSA), a School Administration Add-On, Professional School Counseling, and licensure in School Social Work both at the undergraduate and graduate levels.

Pathways Offered (Place an 'X' under each of the options listed below that your IHE provides)

Traditional	Lateral Entry	Residency
X	X	X

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

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

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

All candidates for initial licensure programs take SED 3310, Introduction to Exceptional Children. This course is designed to introduce all teacher candidates to information about the foundations of special education: the concepts, purposes and responsibilities, laws and policies, principles and practices for meeting the educational needs of children with disabilities and various types of assistive technology devices. The course provides a study of the needs, characteristics, and categories of exceptional children, as well as the important role parents and families play in the educational planning and decision-making process. Four hours of Field Experience is required. An equivalent course at the graduate level is EDN 5120, Advanced Study of Exceptional Children.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Prior to entering the internship phase of the program, instructional methods to meet the needs of diverse students are included in the methods courses from each licensure area. All candidates also attend a pre-internship seminar about how to teach students of limited English proficiency. Strategies and resources are shared with the candidates.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

Middle grades and secondary mathematics 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. Candidates design lesson plans integrating such tools with content from their specialty areas. Math candidates also take MAT 3500 (Using Technology to Teach Mathematics), which emphasizes the use of specialty area technology tools such as graphing calculators and dynamic geometry programs, as well as Google docs and Google forms.

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. SCE 3000 students are required to create a laboratory lesson portfolio of six lab activities. Two of those labs must require students to use technology in some manner. An example of one of these lab activities is students using Microsoft Excel to graph data collected during an experiment.

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 5050, Advanced Instructional Technology, a special topics course about 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. In addition, 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 such as Kahoot and Plickers, 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 tools 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 digital movies, create Smart Notebook and other teaching presentations and develop tables and graphs through the use of Microsoft excel. Webex is used in many programs for online class meetings and/or advising. Candidates complete Google Classroom training in EDNS 5050 and use other google tools through EDN 3130 Content Area Reading and EDN 3000 Arts Integration in the Elementary School.

Graduate candidates in Health & Physical Education develop podcasts to help them prepare appropriate materials for their K-12 classrooms.

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

The use of technology to collect, manage, and analyze data to improve teaching and learning occurs at several points across the program. One of the major projects in our SED 3310, Introduction to Exceptional Children course, is a Parents as Leaders program, in collaboration with the Exceptional Children's Assistance Center and NC State Improvement Project/IHE Partnership. Through this program parent communication, family engagement, and a speaker network will be integrated in the course. As a result, students will be required to complete the following:

- a) Locate a regional school's School Improvement Plan and use the "Family Engagement School Level Quality Indicator" to critique and prepare a plan of how family involvement should be improved across 4 domains: communication, family support, decision making and partnership.
- b) Write a 2-3 page reflection on strategies for engaging parents and how to effectively communicate with parents.
- c) Attend and participate in a family curriculum night/activity at a regional school and/or participate in the annual on campus UNCP STEAM Day where educators from regional schools and the campus community come together to provide information and services for families across the region.

All programs address data concerns as candidates complete the EdTPA. Candidates often participate in early EdTPA assignments in their undergraduate methods courses, where they practice creating a context for learning and collecting data about their potential K-12 students. This helps them plan appropriate lessons to meet the needs of students, increase student achievement as well as prepare for the consequential internship EdTPA experience. Data is collected throughout the EdTPA project so candidates can justify their work in the commentaries, provide feedback to students, and other evidence that is required for completion of the EdTPA.

Special presentations by the Counseling and School Administration programs during the internship orientation week help candidates learn how to use data to improve student learning.

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). Candidates 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. Candidates also visit a local charter school with an arts integration focus.

Special Education candidates 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.

Spanish education candidates understand the relevance of the arts in their lessons, and are introduced to research based literature showing the importance of the arts in Second Language Acquisition. Spanish candidates understand that art is the expression of the culture of a nation and their people. It is necessary to teach a foreign language through culture, including musical interpretations, works of art, dances, etc, that are representative of that culture. For a foreign language teacher, it is essential to use many visual and audio elements. The incorporation of art is something that is practically in every activity that takes place in the Spanish language classroom. Candidates are required to incorporate the arts into their lessons and relate it to the ACTFL and NC Standards.

Art education candidates take ART 3050, Elementary Methods and ART 3090, Secondary Methods, where they learn art integration theories, the value of, and strategies to integrate the arts in other curricular areas. Students tie in standards from other areas into their lesson plans. In addition, students learn the importance of forming partnerships with other teachers so they can plan integrated lessons.

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

During the 2015-16 academic year, the UNC Pembroke Teacher Education Program (TEP) underwent an NCATE self-study. Results of this self-study and on site visit showed areas of concern around data collection about advanced programs. A successful NCATE focused visit was scheduled during Spring 2018 to look at the data collection and dissemination system in the advanced licensure programs.

We recently completed the program approval process for NCDPI with the assistance of Dr. Theresa Coogan. All of our licensure programs are currently approved by NCDPI.

For our self-study, data and narratives are collected through the use of several collection instruments including Taskstream and Qualtrics survey instruments. In order to facilitate, organize, monitor, and assure appropriate data collection in all programs, the Teacher Education Committee (TEC) is structured around the 5 CAEP standards to help us transition from NCATE to CAEP for our 2023 accreditation visit.

The Teacher Education Program is governed by the TEC which is composed of program directors and coordinators of all licensure areas housed in the UNC Pembroke Teacher Education Program as well as community partners. The TEC implemented a new sub-committee structure. Each sub-committee is focused specifically on one of the 5 CAEP standards. All sub-committees focus on continuous program improvement. Work to revise and improve the UNC Pembroke Teacher Education Program is ongoing based on the findings of the NCDPI Program Review, as well as our TEC sub-committees. Our 2018 Focus Visit was a success and we are now moving on to begin work on meeting the CAEP standards for our next accreditation cycle in 2023.

The UNCP Teacher Education Program has also implemented an annual report process. 2020 will be the fourth iteration of the annual report process. Data used comes from sources including enrollment summaries, test scores from ETS and Pearson, Taskstream data from common assignments scored with common rubrics, candidate, stakeholder, and alumni surveys, and some data provided by NCDPI and the UNC System office. This data is used to generate individual program reports. The Dean's office compiles and summarizes and creates a program level report by synthesizing the individual program reports. This process is evaluated and modified each year based on best practices and feedback from all stakeholders.

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

The table below offers a listing of courses and their corresponding field experience component and a description of activities included. A narrative about field experiences specifically focused on low performing schools follows this table.

All candidates for initial licensure programs take EDN 2100, Introduction to Education. Field experience attached to this class includes 6 hours of observation spread across the full semester. Observations occur at 2 different placements. Beginning Fall 2017 semester, all enrolled candidates chose field placements for EDN 2100 from the list of low performing schools in the UNCP service region. Schools are chosen from the list of low performing schools in the UNCP service area, retrieved from <http://www.dpi.state.nc.us/accountability/reporting/>.

Undergraduate Field Experience Assignments UNCP

Course	Does this course require TE admission?	Methods course - if yes, check K-N	Field Experience required - if yes, complete E-N	Service Learning	Field Hrs	Obs.	Teach a Lesson
ART 3050	N	YES	YES	no	6	X	
ART 3080	x (or by permission of instructor).		YES	x	10	✓	<input checked="" type="checkbox"/>
ART 3090	Yes	YES	YES	no	6	<input checked="" type="checkbox"/>	
ART 4000	YES				Full-time internship	✓	✓
ART 4490	YES					✓	✓
ECE 2020	NO	N	Y		4	✓	
ECE 2030	NO	N	Y (no school placement necessary)		12	✓	
ECE 2040		YES	Y		3	✓	
ECE 2050	NO	n	y		4 (no school placement required)		
ECE 3110	YES	YES	YES		8	✓	✓
ECE 3120	NO		YES	YES	20 (No school placement required)	✓	
ECE 3130	NO				4 (no school placement required)		
ECE 3140	NO	Yes	YES		10	✓	✓
ECE 4010	YES	YES	YES		20	✓	✓
ECE 4020	YES	YES	YES		3	✓	
ECE 4030	YES	YES	YES		6	✓	✓
ECE 4040	YES	YES	YES		6	✓	✓

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

The Internship/student teaching semester at UNCP is a 16-week semester. During the first week of the semester, interns attend several seminars that focus on a range of topics including

Assessment, Classroom Management, Social Media Literacy, Educational Law, Seclusion and Restraint, Diversity and Inclusion, Mental Health Issues, Teaching Children of Poverty, English as a Second Language, and Special Education Topics. Some seminars have been scheduled during the end of the previous semester, to allow students to get out into the internship classroom more quickly.

All the remaining weeks of the semester, the interns report directly to their assigned schools with schedules that have been developed to allow the intern to become familiar with classroom routines and gradually take on the full teaching load of their assigned clinical teacher.

Those interns enrolled in the Fall semester get to experience the beginning of the school year but complete requirements during the first week of December. Those interns enrolled in the Spring semesters also get to experience the beginning of a new semester in January which is very similar to the beginning of the school year in middle and secondary schools on the block schedule. This allows candidates to see the opening of school for the new spring semester in mid-January. They see one ending of the school year in mid-January when fall courses end and grades are calculated. These interns complete all requirements during the first week of May. Calendar limitations from partner school districts as well as the UNCP semester calendar influence the determination of these beginning and ending weeks of the internships. Field experiences prior to the internship expose candidates to other periods of time in the school calendar.

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	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	6/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	Goins, C., & Locklear, T. (June, 2019). Empowering Teachers to Lead in the Profession. UNCP New Teacher Support Program Symposium, Pembroke, NC.

Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson, Scotland
Start and End Dates	8/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	Goins, C., & Locklear, T. (August, 2019). Improving Outcomes for American Indian Students: What Does the Data Tell Us? First Americans' Educational Leadership Professional Development Workshop, Pembroke, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	6/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	In collaboration with Professional Educators of NC (PENC), Dr. Kay Pitchford hosted a National Board for Professional Teaching Standards workshop for regional teachers.
Summary of the Outcome of the Activities and/or Programs	.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Moore
Start and End Dates	7/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Mitchell, L. (July, 2019). UNCP Residency Licensure Program. Presentation to teachers and Moore County School District leadership, Carthage, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	6/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	In June, Dr. Lisa Mitchell, Dr. Jennifer Whittington, UNCP Teacher Candidates, and other UNCP faculty and staff, in collaboration with the Public Schools of Robeson County (PSRC) staff, hosted an Education Fair for school-age students who completed activities in Science, Technology, Engineering, and Mathematics (STEM), Zumba, Reading, and a visit to the UNCP campus garden.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution	Robeson

Has Formal Collaborative Plans	
Start and End Dates	8/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach students with disabilities
Number of Participants	20-30
Activities and/or Programs Implemented to Address the Priorities	Robinson, G., & Britt, L. (August, 2019). North Carolina State Improvement Project Reading Research to Classroom Practice (RRtCP). Five-day professional development workshop for Community in Schools (CIS) Academy Principal and Staff, Pembroke, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Summer 2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	60
Activities and/or Programs Implemented to Address the Priorities	Under the direction of Dr. Kayonna Pitchford, Director of the Office of University-School Partnerships (USP), the SOE hosted the 2nd Annual edTPA Institute, sponsored by Pearson which was attended by more than 60 colleagues from across NC representing other IHE Educator Preparation Programs (EPPs).
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City

Start and End Dates	Summer 2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Dr. Pitchford hosted presenters from the North Carolina Association of Educators (NCAE) for a presentation to more than 20 regional beginning teachers: “Surviving and Thriving: Classroom Management Strategies for New and Lateral Entry Teachers”.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	Fall 2019-Spring 2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	The SOE collaborated with the Office of Global Engagement to host colleagues from Suan Sunandha Rajabhat University (SSRU) in Thailand. The delegation visited teacher education classes, and planned for future partnerships. A highlight of the visit was taking our Thai colleagues to local schools, CIS Academy and Pembroke Elementary and others, where they provided impromptu social studies lessons for 5th and 7th graders.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City

Start and End Dates	Summer 2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Dr. Ptichford coordinated the UNCP Clinical Teacher Academy for more than 20 regional teachers who are serving or have interest in serving as supervising teachers for the UNCP Education interns.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Summer 2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Throughout the summer, free Support Workdays were provided to regional public school teachers in the SOE Teacher Resource Lab by the UNCP NC New Teacher Support Program mentors Carrie Brewington, Denise Hunt, Jami Graham, and Carissa Rosenblum with the assistance of Claire Clemens, Adjunct Librarian.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson, Scotland
Start and End Dates	7/1/2019

Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Project hosted public school students in a free summer Lumbee Filmmaking Summer Camp. Participants developed a documentary film about the Lumbee culture.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson, Scotland
Start and End Dates	10/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Goins, C., Locklear, L., Locklear, T., & Nickolson, C. (October 2019). Culturally Responsive Teaching in Higher Education. Presentation for faculty/staff Professional Development Session at the University of North Carolina at Pembroke, Pembroke, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	10/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students

Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Goins, C. & Moore, J. (October 2019). Culturally Responsive Teaching: What is it? Why is it important? Presentation at the Public Schools of Robeson County Principal Leadership Professional Development Workshop, Lumberton, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Scotland
Start and End Dates	10/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Goins, C. & Moore, J. (October 2019). Culturally Responsive Teaching: Best Practices for Curriculum Development. Presentation at Carver Middle School Teacher Professional Development Workshop, Laurinburg, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Bladen, Robeson, Scotland, Whiteville City, Innovative School District
Start and End Dates	Fall 19-Spring 2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	50
Activities and/or Programs	The UNCP NC New Teacher Support Instructional Coaches presented sessions focused on topics, including Collaboration and Communication, Assessment, Classroom Management,

Implemented to Address the Priorities	and Poverty. The UNCP Coaching Team is currently providing induction support to beginning teachers in Bladen County, the Innovative School District, the Public Schools of Robeson County, Scotland County, and Whiteville City Schools. The coaches have delivered 17 professional development sessions to approximately 300 beginning teachers in the UNCP service region. The instructional coaches have collaborated with the Office of University-School Partnerships and Clinical Practice to deliver professional development to student interns, university supervisors, and regional school district clinical teachers.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	10/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach students with disabilities
Number of Participants	1400
Activities and/or Programs Implemented to Address the Priorities	Dr. Dorea Bonneau, Committee Chair, directed the Vision, Arts, and Strength (VSA) Festival for special needs students enrolled in the Public Schools of Robeson County. Over 1400 students participated in this year's festival which was held on the UNCP campus. A Principal's Breakfast was held in the UC Annex with more than 35 principals, Central Office staff, and the Superintendent in attendance. Dr. Zoe Locklear provided welcoming remarks.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	10/1/2019

Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	The School of Education and Mathematics and Computer Science Department, co-hosted a Fall Festival event for more than 100 preschool-aged children from Shining Stars, Prospect, and Pembroke Elementary Schools. Education majors designed, planned, and presented mini-lessons in addition to hosting trick-or-treating for the children. This event was directed by Ms. Melissa Edwards, Ms. Lotoya Brewer, Dr. Marisa Scott, and Dr. Mabel Rivera.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	11/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	60
Activities and/or Programs Implemented to Address the Priorities	In November, approximately 30 faculty and students from the School of Education participated in the National Family Literacy Day honoring American Indian Heritage Month at Pembroke Elementary School.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Innovative School District, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	11/1/2019

Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	The School of Education hosted Praxis II: Content Area Preparation Workshops for teachers in the SOE service region which includes 14 school districts and 5 charter schools. These workshops were free to participants and provided test-taking tips, practice test questions, and study guides to key content in the following subject areas: Art, English, ESL, Music, Science, Social Studies, Spanish, and Special Education – General Curriculum.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	Fall 2019-Spring 2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Dr. Irina Falls is part of a group of UNCP faculty members who secured a grant from Duke Energy Foundation in the amount of \$22,000 to establish learning gardens at two PSRC schools. The STEM Learning in the Garden for K-8 Students will assist Magnolia Elementary and Rex-Rennert Elementary schools with STEM curriculum and will include growing plants, life cycles, and a study of soils (composting). Herbs will be used to study traditional practices of the Lumbee tribe in medicinal plants.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution	Scotland

Has Formal Collaborative Plans	
Start and End Dates	12/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Goins, C. (December 2019). Exploring careers in education. Presentation for Spring Hill Middle School Career Day, Wagram, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	1/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Robinson, G. (January 2020). Field experience enhanced through service learning: Using data to drive instruction. Presentation made to 1st grade teachers, Union Chapel Elementary School, Public Schools of Robeson County, Pembroke, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Innovative School District, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	11/1/2019

Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	In November, the SOE hosted a Family STEAM Day for children and families from throughout the region. Hands-on activities and demonstrations in Science, Technology, Engineering, Arts, and Math were provided.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	1/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	400
Activities and/or Programs Implemented to Address the Priorities	Drs. Kelly Ficklin, Karen Granger, Tiffany Locklear, and Jennifer Whittington, along with other SOE faculty and instructional coaches planned and delivered the professional development workshop “Math in Practice” to approximately 400 K-6 teachers in the Public Schools of Robeson County. This activity will continue as a professional development series throughout spring 2020.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	1/1/2020

Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach students with disabilities
Number of Participants	18
Activities and/or Programs Implemented to Address the Priorities	Dr. Gretchen Robinson supervised and coached 18 preservice teachers through a partnership with a local school district providing professional development in assessment, lesson planning, and instructional practices based on student data for students at-risk or achieving below grade level in reading.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Bladen, Robeson, Scotland, Whiteville City, Innovative School District
Start and End Dates	1/25/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	On Saturday, January 25, the SOE instructional coaches provided a half-day workshop in the TRL for regional beginning teachers. The workshop focused on creating classroom teaching materials and lesson planning.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Innovative School District, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	2/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students

Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	The SOE co-hosted an Advocacy, Commitment, Excellence and Service (ACES) professional development workshop in collaboration with the NC Association of Educators (NCAE). Approximately 40 teachers from our regional partner school districts and several SOE faculty participated. Session topics included: culturally responsive classrooms, disrupting poverty, resilience, and trauma-informed classroom strategies.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	1/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Drs. Irina Falls and Rita Hagevik delivered a workshop at Magnolia Elementary School, PSRC, for 25 K-5 teachers from Magnolia and Rex-Rennert Elementary Schools as part of a Duke Energy grant funded project called, "STEM Learning in the Garden for K-8 Students."
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Bladen, Columbus, Robeson
Start and End Dates	Spring 2020-2022
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students

Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	A group led by Prevent Child Abuse NC, which received funding in the amount of \$210,000 for two years from the Kate B. Reynolds Charitable Trust to support a project to prevent trauma and toxic stress for young children. The project will culminate in a regional Community Prevention Action Plan (CPAP), aligned with the goals and strategies of the DHHS Early Childhood Action Plan (ECAP) and Essentials for Childhood, that will improve coordination within and between systems to improve care for people impacted by adverse experiences in southeastern NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Bladen
Start and End Dates	2/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Brewington, C. & Hunt, D. (February, 2020). Why poverty matters. Presentation made to faculty at Elizabethtown Middle School, Elizabethtown, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Whiteville Ciry Schools
Start and End Dates	2/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students

Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Graham, J. (February, 2020). Using anchor charts to elicit evidence of learning. Presentation made to beginning teachers in Whiteville City Schools, Whiteville, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Moore
Start and End Dates	2/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Sellers, K. (February, 2020). Reaching and teaching students in poverty. Presentation made to the Moore County Reading Association, Aberdeen, NC.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	2/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	25
Activities and/or Programs	Dr. Lisa Mitchell hosted the meeting of the Robeson County Reading Council in the Teacher Resource Library, School of Education.

Implemented to Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	3/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Dr. Amy Van Buren, Director of Teacher Recruitment & Retention, represented the School of Education at the Rex Rennert Elementary School Career Day, Public Schools of Robeson County. Dr. Van Buren presented to groups of students ranging from Kindergarten to 5th grade on the topic, "Why be a Teacher?"
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	3/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	In celebration of Read Across America Week, several faculty members and students went to area public school classrooms to read to students.

Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	Spring 2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning
Number of Participants	18
Activities and/or Programs Implemented to Address the Priorities	Dr. Gretchen Robinson planned the supervision and coaching activities for 18 pre-service teachers enrolled in SED 4330/RDG 3400 through a partnership with teachers at Union Chapel Elementary School. These activities provided assessment, lesson plans, and instruction based on assessment data for students who were at-risk and below grade level in reading achievement.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	Fall 2019-Spring 2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	Dr. Laura Staal was engaged in service learning at Prospect School, Public Schools of Robeson County, with students enrolled in RDG 2010 – Foundations of Reading and Writing Across Content Areas K6 by providing literacy activities in the areas of content area reading through a novel study with all the 4th grade classrooms.

Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	2/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	Dr. Jennifer Whittington led a group of students enrolled in ELE – Teaching Mathematics in Elementary Schools as they provided math tutoring at Peterson Elementary School, Public Schools of Robeson County.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	3/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	In March, Dr. Jennifer Whittington led a group of students enrolled in ELE 4120 – Teaching Science in Elementary Schools, in the delivery of a science experiment that focused on the states of matter with 2nd grade students at Deep Branch Elementary School, Public Schools of Robeson County.
Summary of the Outcome of the	.

Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Innovative School District, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	2/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	110
Activities and/or Programs Implemented to Address the Priorities	The School of Education provided Praxis II: Content Area Preparation Workshops for teachers in the SOE service region. A total of 110 teachers attended these free workshops that focused on test-taking strategies, practice tests, and study guides in the following subject areas: Art, English, ESL, Health/Physical Education, Mathematics, Music, Reading Foundations, Science, Social Studies, and Special Education - General Curriculum.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Bladen, Cumberland, Robeson, Scotland
Start and End Dates	6/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Rita Hagevik, Kaitlin Campbell (Biology), Martin Farley (Geology & Geography) designed, organized, and taught a Kids in the Garden “Bee Camp” for 25 middle and high school students from Robeson, Scotland, Bladen, and Cumberland Counties. Pembroke, NC. June 17-28, 2019.
Summary of the Outcome of the	.

Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Scotland
Start and End Dates	10/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Rita Hagevik (Biology) with Mary Ann Jacobs (American Indian Studies) presented “Using STEM and Indigenous cultural experiences to teach students and their communities about the impact of pollinators,” to the Scotland County Beekeepers Association in Laurinburg, NC. October 2019.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Robeson
Start and End Dates	September-October 2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares educators to effectively teach all students
Number of Participants	8
Activities and/or Programs Implemented to Address the Priorities	Rita Hagevik, Kaitlin Campbell (Biology) and Martin Farley (Geology) conducted 8 Kids in the Garden Fall academic programs. Pembroke, NC. October – September 2019. They also took program participants on a field trip to the Lumber River State Park and Locklear Farm. October 2019.
Summary of the Outcome of the Activities and/or Programs	.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Moore
Start and End Dates	9/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Prepares elementary candidates to integrate arts education across the curriculum
Number of Participants	250
Activities and/or Programs Implemented to Address the Priorities	Joseph Van Hassel (Music) served as a judge at the Pinecrest High School Marching Band Competition, Pinehurst, NC. September 2019.
Summary of the Outcome of the Activities and/or Programs	.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Innovative School District, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	2/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Prepares elementary candidates to integrate arts education across the curriculum
Number of Participants	32
Activities and/or Programs Implemented to Address the Priorities	Sarah Busman (Music), hosted UNCP Flute Day, 32 high school and middle school flutists came to campus for a day of playing and learning about flute, UNCP, Pembroke, NC. February 2020.
Summary of the Outcome of the Activities and/or Programs	.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	21
Female	131
Gender Neutral	0
Gender not Provided	0
Total	152
Race/Ethnicity	Number
Asian	1
African-American	26
Am. Indian/Alaskan Native	22
Hispanic/Latino	10
Native Hawaiian/Pacific Islander	0
White	91
Two or More Races	2
Race/Ethnicity Not Provided	0
Total	152

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

Full-Time					
	Male		Female		Gender Neutral
Undergraduate	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	26	Am Indian/Alaskan Native
	Asian		Asian	1	Asian
	Hispanic/Latino	3	Hispanic/Latino	6	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	19	White	94	White
	Multi-Racial	1	Multi-Racial	4	Multi-Racial
	Not Provided		Not Provided	2	Not Provided
	Total	27	Total	144	Total
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	Black, Not Hispanic Origin
					0

	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	3	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	3	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	

	Total	0	Total	4	Total	0
Licensure-Only	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	14	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	7	Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino		Hispanic/Latino	4	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	6	White	56	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1	Not Provided	
	Total	10	Total	83	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	3	Total	0

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

Program Area	Baccalaureate Degree		Licensure Only		Residency	
	PC	LC	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		1		4		
Elementary	3	25				

Middle Grades		1				
Secondary	3	9		1		
Special Subjects	2	10		1		
Exceptional Children	1	2		9		
Vocational Ed						
Special Services		2		2		
Total	9	50	0	17	0	0
Comment or Explanation						

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

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNC-Pembroke	90	86	82
Bachelor	State	3617	83	70

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

LEA	Number of Teachers
Public Schools of Robeson County	920
Cumberland County Schools	435
Scotland County Schools	193
Richmond County Schools	177
Hoke County Schools	131
Moore County Schools	129
Columbus County Schools	127
Bladen County Schools	115
Wake County Schools	103
Charlotte-Mecklenburg Schools	65

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	25.94
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN CORE-Combined	495.35
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.43
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

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

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Elementary (grades K-6)	26	61.54	29	79.31	29	89.66	29	93.1
2016	English	3	*	3	*	3	*	3	*
2016	M.G. Language Arts	1	*	1	*	1	*	1	*
2016	M.G. Math	3	*	3	*	3	*	3	*
2016	M.G. Social Studies	1	*	1	*	1	*	1	*
2016	Music	2	*	4	*	5	40	5	60
2016	Science (grades 9-12)	3	*	3	*	3	*	3	*

2016	Social Studies (grades 9-12)	2	*	2	*	3	*	3	*
2016	Spanish					1	*	1	*
2016	Spec Ed: General Curriculum	1	*	1	*	1	*	1	*
2016	Institution Summary	42	61.9	47	74.47	50	82	50	88
2017	Art	1	*	1	*	1	*		
2017	Elementary (grades K-6)	26	46.15	26	92.31	26	92.31		
2017	English			1	*	2	*		
2017	M.G. Language Arts	1	*	2	*	2	*		
2017	M.G. Math	1	*	1	*	1	*		
2017	M.G. Social Studies	1	*	1	*	1	*		
2017	Math (grades 9-12)			1	*	1	*		
2017	Music	1	*	2	*	2	*		
2017	Social Studies (grades 9-12)	2	*	2	*	2	*		
2017	Spec Ed: General Curriculum	3	*	3	*	3	*		
2017	Institution Summary	36	52.78	40	85	41	87.8		
2018	Art	8	50	8	75				
2018	Elementary (grades K-6)	15	40	22	50				
2018	English	1	*	1	*				

2018	Health and Physical Ed	4	*	4	*				
2018	M.G. Language Arts	1	*	1	*				
2018	M.G. Science	1	*	1	*				
2018	Math (grades 9-12)	1	*	1	*				
2018	Music	2	*	2	*				
2018	Spec Ed: General Curriculum	6	83.33	7	85.71				
2018	Institution Summary	39	53.85	47	63.83				
2019	Elementary (grades K-6)	15	66.67						
2019	English	1	*						
2019	Health and Physical Ed	3	*						
2019	M.G. Language Arts	1	*						
2019	M.G. Math	3	*						
2019	Music	11	81.82						
2019	Spanish	1	*						
2019	Institution Summary	35	80						
* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.									
'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.									

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	28	22	4	1	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	20	4	1	1	0	0
Residency	0	0	0	0	0	0
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
22	15	2

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

1:5

K. 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 year of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of 'developing' to 'distinguished'. Effective 20100-2011, at the end of the 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</p>

growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at:

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

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