

2020-2021

EPP Bachelor Performance Report

UNC-Pembroke



North Carolina Department of
PUBLIC INSTRUCTION

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), the Music Education Program is accredited by the National Association of Schools of Music (NASM), and the School Social Work program is accredited by the Council on Social Work Education (CSWE).

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 2020 semester, the University had a total enrollment of 8,262 students: the UNCP Educator Preparation Program (EPP) enrolled 958 students in undergraduate, graduate, residency, and licensure-only programs. The EPP 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 EPP recommends initial licensure for candidates in 15 undergraduate programs and 3 add-on licensure areas at the undergraduate level, and through Master of Arts in Teaching (MAT) program with 12 areas of specialization. The EPP recommends for advanced licensure in 15 graduate programs and 1 add-on licensure area. In addition, School Social Work is an add-on licensure for students with a Bachelor in Social Work or Master in Social Work degree. UNCP supports 15 residency licensure pathways.

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 North Carolina 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, 8% is Hispanic, and 2% is Asian/Pacific Islander and 39% White/Caucasian. 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 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 two "military friendly" lists. Since 2010, UNCP has been named a military friendly school every year 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 Educator Preparation Program (EPP) 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 EPP 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), Health & 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

Traditional	Lateral Entry	Residency
X	X	X

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

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

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

All candidates for initial licensure programs take SED 3310, Introduction to the Exceptional Child. 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. Ten hours of Field Experience are required. An equivalent course at the graduate level is EDN 5120, Advanced Studies 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 and limited English proficient 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. Teaching 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 the EPP.

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 using a variety of web-based tools in their online courses.

Students in the Spanish education methods courses 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 using 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 teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.

The 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 the Exceptional Child course, is the Field Experience Report based on field experience observations. The

report includes participation in a Family Involvement Project in collaboration with local education agencies, the Exceptional Children's Assistance Center and NC State Improvement Project/IHE Partnership. Through this field experience, teacher candidates observe instruction as well as engage in parent communication, family involvement, and evaluation of a school's report card and improvement plan. As a result, students are required to complete the following:

- a) Locate a regional school's Report Card and 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. This year, UNCP held live virtual STEAM Day events where teacher candidates delivered presentations and guided children on how to conduct STEAM-related activities.

All programs address data applications 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.

In addition, 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, such as 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 accommodations 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 Educator Preparation Program (EPP) conducted a self-study and underwent a National Council for Accreditation of Teacher Education (NCATE) on-site visit. Feedback following the on-site visit showed areas of concern related to data collection in advanced programs. Consequently, an NCATE focused visit was scheduled during Spring 2018 to look at the data collection and dissemination system in the advanced licensure programs. The focus visit was successful. We are now moving on to begin work on meeting the standards necessary for our next 2023 accreditation. NCATE consolidated with the Teacher Education Accreditation Council (TEAC) in 2013 to form Council for the Accreditation of Educator Preparation (CAEP). As of July 1, 2013, CAEP began serving all legacy NCATE and TEAC institutions as CAEP Educator Preparation Providers. Furthermore, we recently completed the program approval process and all licensure programs are currently approved by the North Carolina Department of Public Instruction (NCDPI).

UNCP's EPP is governed by the Council for Educator Preparation Programs (CEPP), which is composed of program directors and coordinators of all licensure areas as well as community partners. To facilitate, organize, monitor, and assure appropriate data collection in all programs, the CEPP implemented a new sub-committee structure aligned with the CAEP standards in preparation for our 2023 accreditation visit. Each sub-committee is focused specifically on one of the five CAEP standards and all sub-committees focus on continuous program improvement. Work to revise and improve the UNC Pembroke EPP is ongoing based on the findings of the NCDPI Program Review, as well as our CEPP sub-committees.

For our self-study and continuous improvement, data are collected using several instruments available in Taskstream and Skyfactor platforms and then shared in individual program Data Notebooks available in OneDrive. Data Notebooks include data from several sources, such as enrollment summaries, test scores from ETS and Pearson, Taskstream data from common assignments scored with common rubrics, candidate, stakeholder, and alumni surveys, as well as some data provided by NCDPI and the UNC System office. This data is used to inform curricular changes. In addition, The UNCP EPP has also implemented a process of individual program annual meetings. The meetings encompassed a discussion of data, steps towards accreditation, and individual program concerns.

Some programs are further accredited by professional organizations. For example, 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), the Music Education Program is accredited by the National Association of Schools of Music (NASM) and the School Social Work program is accredited by the Council on Social Work Education (CSWE).

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

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 two 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 <https://www.dpi.nc.gov/documents/files/2019-2020-low-performing-schools-low-performing-districts-recurring-low-performing>. Subsequent field experiences are conducted in regional districts with schools designated as low performing as well. The table below offers a listing of courses and their corresponding field experience component and a description of activities included.

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 experience at UNCP encompass 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. Focused seminars have been scheduled during the end of the previous semester to allow a faster transition into the internship classroom.

During the remaining weeks of the internship semester, the candidates report directly to their assigned schools. Their schedules have been developed to allow a gradual transition from becoming familiar with classroom routines to assuming the full teaching load of their assigned clinical teacher.

Candidates enrolled in the Fall internship semester get to experience the beginning of the school year but complete requirements during the first week of December. Similarly, candidates enrolled in the Spring internship 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 schedule allows candidates to see the opening of school for the new spring semester in mid-January. Candidates 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.

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

29 % of candidates in the EPP that are first generation college attendees

65 % of candidates in the EPP that are Pell Grant eligible

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

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

The UNC System's Educator Preparation Programs (EPPs), in alignment with the recently released Leandro Action Plan, are responsible for ensuring that teaching candidates are well-prepared through rigorous coursework and accompanying field experiences such that they may positively impact student reading growth and achievement. This year the UNCP EPP participated in the *UNC System Literacy Framework EPP Self-Study* with a forecasted culmination in December 2021. The EPP Self-Study is designed to assist faculty in the process of determining how their respective programs prepare candidates to teach literacy through a combination of coursework and field experiences. This self-study links to the UNC System Literacy Framework and is divided into 3 phases. The self-study process and completion of each phase will lead to the development of an action plan to address identified needs. Currently, the UNCP EPP has completed Phase I identifying strengths as well as areas for improvement of literacy skills. The self-study will be completed for each licensure program that prepares candidates to teach reading, including undergraduate elementary education, undergraduate special education, residency programs, post-baccalaureate initial licensure programs, and masters' programs in elementary, reading and special education (only those leading towards initial certification). All EPP faculty involved in each of the relevant programs will be part of the self-study process.

In addition, the UNCP EPP has been invited to serve in the Literacy Innovation Leaders Initiative with funds available to support key faculty and staff as they redesign curriculum, courses, and field experiences in elementary and special education general curriculum programs in literacy to align with the UNC System Literacy Framework. Faculty and public-school teachers will also benefit from professional development aligned with the components identified in the Literacy Framework.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	2/22/2021 to 2/25/2021
Priorities identified in Collaboration with LEAs/Schools	Literacy
Number of Participants	318
Activities and/or Programs Implemented to Address Priorities	African American Read-In
Summary of the Outcome of the Activities and/or Programs	Children read books with African American themes
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	3/2/2021 to Present
Priorities identified in Collaboration with LEAs/Schools	Literacy, Math and Science, Teacher Leadership, Student Development
Number of Participants	616
Activities and/or Programs Implemented to Address Priorities	Set up and professional development and support for four elementary school gardens in Robeson County funded by a grant from Duke Energy

Summary of the Outcome of the Activities and/or Programs	Establishment of and support for four elementary school gardens in Robeson Co.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Multiple schools
Start and End Dates	3/1/2020 to 4/1/2020
Priorities identified in Collaboration with LEAs/Schools	Literacy, Math and Science, Teacher Leadership, Student Development
Number of Participants	15
Activities and/or Programs Implemented to Address Priorities	NC Student Academy of Science Regional and State Competitions
Summary of the Outcome of the Activities and/or Programs	Mentoring and support for entries for groups of middle and high school students in this science competition
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	10/13/2020 to 5/13/2021
Priorities identified in Collaboration with LEAs/Schools	Literacy
Number of Participants	68
Activities and/or Programs Implemented to Address Priorities	Service Learning
Summary of the Outcome of the Activities and/or Programs	Virtual literacy lessons at Magnolia School - 4th grade classrooms

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	5/10/2020 to 8/15/2020
Priorities identified in Collaboration with LEAs/Schools	Literacy
Number of Participants	80
Activities and/or Programs Implemented to Address Priorities	Volunteer with Migrant Education Travel Camp
Summary of the Outcome of the Activities and/or Programs	Summer enrichment
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Scotland County Schools
Start and End Dates	7/1/2020 to 8/28/2020
Priorities identified in Collaboration with LEAs/Schools	Student Development
Number of Participants	521
Activities and/or Programs Implemented to Address Priorities	Eagle Scout Projects
Summary of the Outcome of the Activities and/or Programs	Over the course of Summer 2020, faculty supported two Boy Scouts from Troop 447 in projects designed to provide an outdoor instructional space at Spring Hill Middle School in Scotland County: benches and picnic tables for the space as well as a brick patio
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	3/25/2021 to 3/25/2021

Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	200
Activities and/or Programs Implemented to Address Priorities	14th Annual Glen H. Walter Log-in Counseling Workshop: Presentation
Summary of the Outcome of the Activities and/or Programs	Discussed content of presentation: Classroom Management and Acute Behavioral Concerns: Prevention, Intervention, and Follow-up
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	3/31/2021 to 3/31/2021
Priorities identified in Collaboration with LEAs/Schools	Professional School Counselor Development
Number of Participants	25
Activities and/or Programs Implemented to Address Priorities	Professional Development Activity
Summary of the Outcome of the Activities and/or Programs	Researched, developed, and presented a grant-funded online professional development (PD) session: Understanding and Supporting K-12 Students Impacted by Loss and Grief to professional school counselors
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	3/25/2021 to 3/25/2021
Priorities identified in Collaboration with LEAs/Schools	Professional School Counselor Development

Number of Participants	45
Activities and/or Programs Implemented to Address Priorities	Workshop for School Counselors
Summary of the Outcome of the Activities and/or Programs	Supervision approaches for school counseling interns
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County School District
Start and End Dates	8/10/2020 to 8/10/2020
Priorities identified in Collaboration with LEAs/Schools	Professional School Counselor Development
Number of Participants	55
Activities and/or Programs Implemented to Address Priorities	Workshop for District School Counselors
Summary of the Outcome of the Activities and/or Programs	Participants discussed content on Virtual School Counseling
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	7/22/2020 to 7/22/2020
Priorities identified in Collaboration with LEAs/Schools	Professional School Counselor Development
Number of Participants	16
Activities and/or Programs Implemented to Address Priorities	Workshop: Comprehensive school counseling and the appropriate role of the school counselor
Summary of the Outcome of the Activities and/or Programs	Participants discussed content on the role of schoolcounselors

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Lee County School District
Start and End Dates	3/ 4/ 2021 to 3/ 4/ 2021
Priorities identified in Collaboration with LEAs/Schools	Literacy
Number of Participants	16
Activities and/or Programs Implemented to Address Priorities	Dr. Seuss Celebration
Summary of the Outcome of the Activities and/or Programs	Reading aloud to students
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Scotland County Schools
Start and End Dates	5/15/2020 to 5/14/2021
Priorities identified in Collaboration with LEAs/Schools	School Improvement
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	School Board Member
Summary of the Outcome of the Activities and/or Programs	Monthly board meetings, monthly committee meetings, liaison c ommittee meetings to discuss findings with county commissioners
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County School District
Start and End Dates	1/27/2021 to 1/27/2021

Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	35
Activities and/or Programs Implemented to Address Priorities	Self-Care Series Workshop
Summary of the Outcome of the Activities and/or Programs	Coping in the Academic Environment During Covid-19: Integrating the Grief Process into the Self-Care Toolkit
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County School District
Start and End Dates	10/14/2020 to 10/14/2020
Priorities identified in Collaboration with LEAs/Schools	Professional Development
Number of Participants	160
Activities and/or Programs Implemented to Address Priorities	Let's Get Grounded in Self-Care Workshop
Summary of the Outcome of the Activities and/or Programs	Professional development workshop for educators
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	8/15/2020 to 6/30/2021
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Advisory Council/Parent Teacher Organization

Summary of the Outcome of the Activities and/or Programs	Met quarterly with school administrators, teachers, and other council members to discuss, brainstorm and share ideas about concerns involving the school
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Randolph County Schools
Start and End Dates	4/30/2021 to 5/7/2021
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	147
Activities and/or Programs Implemented to Address Priorities	NCSciMatchProgram
Summary of the Outcome of the Activities and/or Programs	Science demos with students
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	2/20/2021 to 2/20/2021
Priorities identified in Collaboration with LEAs/Schools	Math and Science
Number of Participants	10
Activities and/or Programs Implemented to Address Priorities	Project judge, 2021 Region 4 Science Fair
Summary of the Outcome of the Activities and/or Programs	Judged science project for students ranging from elementary through high school at the regional level.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County

Start and End Dates	1/11/2020 to 2/11/2021
Priorities identified in Collaboration with LEAs/Schools	Literacy
Number of Participants	32
Activities and/or Programs Implemented to Address Priorities	Service Learning
Summary of the Outcome of the Activities and/or Programs	ENG 1050 students met virtually with small groups of students at Oxendine Elementary School and readbooks
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Scotland County Schools
Start and End Dates	6/1/2020 to 6/30/2021
Priorities identified in Collaboration with LEAs/Schools	Literacy; TeacherLeadership; StudentDevelopment
Number of Participants	160
Activities and/or Programs Implemented to Address Priorities	Service Learning
Summary of the Outcome of the Activities and/or Programs	1. Edited and published a 120-page literary magazine by and for Spring Hill Middle School students: all SHMS students received a copy of this magazine in summer 2020. 2. Students in ENG 2100 and AIS/ENG 2410 classes recorded videos reciting Langston Hughes poetry and describing narratives of significant places. These videos were shared with SHMS for their inclusion in eighth-grade ELA curricula. 3. Students in Honors UNV 1000 served as mentors via a series of pen pal letters written to eighth-grade students at SHMS. 4. Served on the SHMS AIG

	Advisory Committee and the Scotland Early College High School SIT in AY2020-2021
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Franklin County Schools
Start and End Dates	4/28/2021 to 4/28/2021
Priorities identified in Collaboration with LEAs/Schools	Teacher Recruitment
Number of Participants	52
Activities and/or Programs Implemented to Address Priorities	Recruitment of AIG Cohort
Summary of the Outcome of the Activities and/or Programs	Virtual meeting to discuss AIG program, application process and coursework
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Roanoke Rapids School District
Start and End Dates	3/31/2021 to 3/31/2021
Priorities identified in Collaboration with LEAs/Schools	Teacher Recruitment
Number of Participants	27
Activities and/or Programs Implemented to Address Priorities	AIG cohort recruitment session
Summary of the Outcome of the Activities and/or Programs	Provided information on our AIG program, admission requirements, courses and coursework
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wake County Schools

Start and End Dates	10/30/2020 to 10/30/2020
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	51
Activities and/or Programs Implemented to Address Priorities	Percussion Clinic
Summary of the Outcome of the Activities and/or Programs	Online class on percussion performance techniques to the South Garner High School Band.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wake County Schools
Start and End Dates	2/20/2021 to 2/20/2021
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Percussion Adjudicator
Summary of the Outcome of the Activities and/or Programs	Percussion Adjudicator for Southeastern District of the North Carolina Band Directors Association All-District High School Band auditions
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Robeson County Charter School
Start and End Dates	2/15/2021 to 5/14/2021
Priorities identified in Collaboration with LEAs/Schools	TeacherRecruitment:Website design to facilitate the successful launch ofOMSA

Number of Participants	10
Activities and/or Programs Implemented to Address Priorities	Website design for OldMain StreamAcademy
Summary of the Outcome of the Activities and/or Programs	Met periodically with OMSA School Admins to discuss scope of project and requested changes/updates. Complete redesign of OMSA website
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	2/20/2021 to 2/20/2021
Priorities identified in Collaboration with LEAs/Schools	Literacy; Math and Science; TeacherLeadership; StudentDevelopment
Number of Participants	450
Activities and/or Programs Implemented to Address Priorities	Virtual Education Day
Summary of the Outcome of the Activities and/or Programs	UNCP Athletics turned its annual Education Day basketball games into a virtual format. Throughout both the men and women basketball games, there were different, educational elements shown both on the broadcast and digitally via social media. Some examples include an Instagram Story Pop Quiz as well as educational videos featuring athletic trainers, student-athletes, and the sport of basketball to help visually explain the Laws of Motion.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	3/23/2021 to 3/23/2021

Priorities identified in Collaboration with LEAs/Schools	Literacy
Number of Participants	58
Activities and/or Programs Implemented to Address Priorities	Service-Learning Literacy Activity
Summary of the Outcome of the Activities and/or Programs	UNCP students in the AIS/HST cross-listed Indigenous Women course created and taught a virtual lesson on Indigenous women leaders to three, third-grade classes at Union Elementary School
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	4/29/2021 to 4/29/2021
Priorities identified in Collaboration with LEAs/Schools	Student Development
Number of Participants	50
Activities and/or Programs Implemented to Address Priorities	Transition Fair/Parent Night
Summary of the Outcome of the Activities and/or Programs	Virtual meeting with community partners, parents, and students to discuss transition issues. Presentation focused on the transition from high school to college for students with disabilities
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Old Main Stream Academy
Start and End Dates	1/25/2021 to 05/14/2021
Priorities identified in Collaboration with LEAs/Schools	Literacy; Professional development for lateral entry teachers; Beginning teacher support/meeting new mentor standards; Math

	and Science; Teacher Leadership; Teacher Recruitment; Student Development; Multiple support services and access to unlimited resources
Number of Participants	468
Activities and/or Programs Implemented to Address Priorities	Professional development
Summary of the Outcome of the Activities and/or Programs	Helping the Old Main Stream Academy with the implementation, support, and administration of their software for their lottery and enrollment of students for the school's start-up
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Columbus County Schools
Start and End Dates	8/20/2020 to 12/15/2020
Priorities identified in Collaboration with LEAs/Schools	Student Development
Number of Participants	100
Activities and/or Programs Implemented to Address Priorities	Student Development
Summary of the Outcome of the Activities and/or Programs	Judging art fair projects
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	8/1/2020 to 12/31/2020
Priorities identified in Collaboration with LEAs/Schools	Faculty, Staff & Student Health
Number of Participants	23000

Activities and/or Programs Implemented to Address Priorities	COVID-19 Screening Equipment Upgrade
Summary of the Outcome of the Activities and/or Programs	The College of Health Sciences was able to utilize funds from the UNCP-NC Policy Collaboratory grant to help the Robeson County Public School System buy and install temperature screening (podium based at all major entrances of all schools in the system and 300+ portable electronic thermometers) and podium-based hand sanitizing stations at all major entrances of all schools in the PSRC system
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Multiple school districts
Start and End Dates	8/31/2020 to 5/11/2021
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	High school student recruitment, mentoring middle/high school students, presentation at NC School Counselor Conference and other conferences
Summary of the Outcome of the Activities and/or Programs	Presentation
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	10/30/2020 to 10/30/2020
Priorities identified in Collaboration with LEAs/Schools	Literacy; Professional development for lateral entry teachers; Beginning teacher support/meeting new mentor standards; Math

	and Science; Teacher Leadership; Teacher Recruitment; Student Development
Number of Participants	4
Activities and/or Programs Implemented to Address Priorities	FSL Trunk or Treat
Summary of the Outcome of the Activities and/or Programs	Due to COVID, Fraternity and Sorority Life partnered with the Pembroke Odum Home to continue the annual community event of Trunk or Treat. The Fraternity and Sorority Life All-Greek Council Ambassador of Community Programming organized with the Odum Home administration to deliver candy bags with a FSL Golden Ticket for a prize to the 60 young people and staff members
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wake County, Alamance County, Guilford County, Chatham County, Orange County Schools
Start and End Dates	3/16/2021 to 4/28/2021
Priorities identified in Collaboration with LEAs/Schools	Recruitment
Number of Participants	92
Activities and/or Programs Implemented to Address Priorities	Virtual information sessions
Summary of the Outcome of the Activities and/or Programs	All events were virtual information sessions scheduled with high schools to provide prospective students with additional information about UNC Pembroke and the admissions process
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Multiple school districts

Start and End Dates	3/27/2021 to 3/27/2021
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	51
Activities and/or Programs Implemented to Address Priorities	UNCP Honor Jazz Festival
Summary of the Outcome of the Activities and/or Programs	Blues improvisation masterclass, guest artists seminars (vocal and instrumental), instrument masterclasses, choice of seminar (rhythmic coordination, college preparation forum, vocal jazz technique, jazz theory 101, how to listen to music, improvisation: not just about the changes, guest artist duo performance
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Durham Public Schools; Gaston County; Orange County; Granville County; Lincoln County; Person County; Wake County; Brunswick County; Guilford County; Public Schools of Robeson County; Randolph City; Cumberland County; Scotland County; Sampson County; Onslow County Schools
Start and End Dates	3/20/2021 to 6/1/2021
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	106
Activities and/or Programs Implemented to Address Priorities	Honor Band
Summary of the Outcome of the Activities and/or Programs	Provided faculty masterclasses on each band instrument to HS students; created virtual band video using student video submissions

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Brunswick County; Columbus County; Cumberland County; Guilford County; Sampson County; Wake County
Start and End Dates	4/17/2021 to 6/1/2021
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	48
Activities and/or Programs Implemented to Address Priorities	Honor Choir
Summary of the Outcome of the Activities and/or Programs	Provided virtual rehearsals, masterclass, and concert for HS students; created virtual choir video using student video submissions
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Multiple school districts
Start and End Dates	8/1/2020 to 6/1/2021
Priorities identified in Collaboration with LEAs/Schools	Beginning teacher support/meeting new mentorstandards; TeacherRecruitment
Number of Participants	3704
Activities and/or Programs Implemented to Address Priorities	NC HOSA Conference
Summary of the Outcome of the Activities and/or Programs	Tabulate all competitive events for the regional and statewide NC HOSA Conference. This involves events with over 3,000 students across NC with the vast majority being in secondary second. A small percentage of students are from middle school and post-secondary

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	3/10/2021 to 3/31/2021
Priorities identified in Collaboration with LEAs/Schools	Math and Science; Student Development
Number of Participants	73
Activities and/or Programs Implemented to Address Priorities	Math and Science; Student Development
Summary of the Outcome of the Activities and/or Programs	Helped with submitting a funding proposal for the development of school garden at Rex Rennert Elementary school

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	38
Female	184
Gender Neutral	
Gender Not Provided	
Total	222
Race/Ethnicity	Number
African-American	51
Am. Indian/ Alaskan Native	31
Asian	1
Hispanic/Latino	14
Native Hawaiian/ Pacific Islander	
White	113
Two or More Races	12
Race Not Provided	
Total	222

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	9	Black, Not Hispanic Origin	29	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	36	Am. Indian/Alaskan Native	0
	Asian	0	Asian	2	Asian	0
	Hispanic/Latino	3	Hispanic/Latino	15	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	23	White	129	White	0
	Two or More Races	2	Two or More Races	8	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	38	Total	219	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	2	White	2	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	2	Total	2	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0

	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	1	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	1	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	3	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	5	Total	0
Licensure-Only	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	3	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	3	White	17	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	5	Total	27	Total	0
Residency	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	4	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0

	Hispanic/Latino	0	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	2	White	4	White	0
	Two or More Races	1	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	6	Total	22	Total	0

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

Program Area	Bachelor Degree		Licensure Only		Residency	
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC	PC	LC
Prekindergarten	0	4	0	2	0	0
Elementary	3	27	0	1	0	0
Middle Grades	0	0	1	0	0	0
Secondary	0	6	0	1	0	0
Special Subjects	0	15	0	0	1	1
Exceptional Children	0	3	0	4	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	2	0	0	0	0
Total	3	57	1	8	1	1
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	18	18	100.00	10	55.56
	State	825	686	83.15	689	83.52
Traditional	Institution	59	54	91.53	47	79.66

	State	2,307	1,996	86.52	1,531	66.36
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N/A – Data Not Available * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
Public Schools of Robeson County	922
Cumberland County Schools	460
Scotland County Schools	207
Richmond County Schools	168
Hoke County Schools	140
Moore County Schools	128
Columbus County Schools	126
Wake County Schools	114
Bladen County Schools	110
Charlotte-Mecklenburg Schools	79

F. Quality of student teachers admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	954.57
MEAN SAT Math	475.58
MEAN SAT Verbal	481.63
MEAN ACT Composite	20.97
MEAN ACT Math	19.48
MEAN ACT English	20.51
MEAN CORE Combined	*
MEAN CORE Reading	*
MEAN CORE Writing	*
MEAN CORE Math	*
MEAN GPA	3.41
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

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

Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Art	1	*	1	*	1	*	1	*
2017	Elementary (grades K-6)	25	44	25	92	26	88.46	28	85.71
2017	English			1	*	2	*	2	*
2017	M.G. Language Arts	1	*	2	*	2	*	2	*
2017	M.G. Math	1	*	1	*	1	*	1	*
2017	M.G. Social Studies	1	*	1	*	1	*	1	*

2017	Math (grades 9-12)			1	*	1	*	1	*
2017	Music	1	*	2	*	2	*	2	*
2017	Social Studies (grades 9-12)	2	*	2	*	2	*	2	*
2017	Spec Ed: General Curriculum	3	*	3	*	3	*	3	*
2017	Institution Summary	35	51.43	39	84.62	41	85.37	43	86.05
2018	Art	8	50	8	75	8	75		
2018	Elementary (grades K-6)	15	40	22	59.09	23	78.26		
2018	English	1	*	1	*	1	*		
2018	Health and Physical Ed	4	*	4	*	4	*		
2018	M.G. Language Arts	1	*	1	*	1	*		
2018	M.G. Science	1	*	1	*	1	*		
2018	Math (grades 9-12)	1	*	1	*	1	*		
2018	Music	2	*	2	*	3	*		
2018	Spec Ed: General Curriculum	6	83.33	7	85.71	7	85.71		
2018	Institution Summary	39	53.85	47	68.09	49	77.55		
2019	Elementary (grades K-6)	17	64.71	21	76.19				
2019	English	1	*	1	*				
2019	Health and Physical Ed	4	*	4	*				
2019	M.G. Language Arts	1	*	1	*				
2019	M.G. Math	3	*	3	*				

2019	Music	11	81.82	11	81.82				
2019	Social Studies (grades 9-12)	2	*	2	*				
2019	Spanish	1	*	1	*				
2019	Institution Summary	40	80	44	84.09				
2020	Art	5	60						
2020	Elementary (grades K-6)	18	44.44						
2020	English	1	*						
2020	Health and Physical Ed	4	*						
2020	M.G. Math	1	*						
2020	Math (grades 9-12)	2	*						
2020	Science (grades 9-12)	1	*						
2020	Social Studies (grades 9-12)	2	*						
2020	Spanish	1	*						
2020	Spec Ed: General Curriculum	1	*						
2020	Institution Summary	36	50						

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
22	12	13

I. Field Supervisors to Students Ratio (including both internship and residencies).

Data Not Provided.

J. Teacher Effectiveness.

Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a ‘beginning teacher’ as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of ‘Developing’ to ‘Distinguished’. Effective 2020-21, at the end of their third year beginning teachers must be rated ‘Proficient’ on Standards 1-5 on the most recent ‘Teacher Summary Rating Form’ in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model .</p> <ul style="list-style-type: none"> - Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year. - Blank cells represent no data available. - If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A. 							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	5.71%	71.43%	22.86%	0.00%	70	2
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	7.81%	75.00%	17.19%	0.00%	64	8
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
Standard Three: Teachers Know the Content They Teach							

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	12.50%	75.00%	12.50%	0.00%	64	8
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
<i>Standard Four: Teachers Facilitate Learning for Their Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	11.43%	67.14%	21.43%	0.00%	70	2
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<i>Standard Five: Teachers Reflect on Their Practice</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	10.94%	78.13%	10.94%	0.00%	64	8
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<i>Student Growth: Teachers Contribute to the Success of Students</i>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing
Inst Level:	27.03%	67.57%	5.41%	37	35
State Level:	13.49%	81.42%	5.09%	1,238	1,169