UNIVERSITY of NORTH CAROLINA
PEMBROKE

TEACHER EDUCATION PROGRAM

Annual Unit Report: 2016-2017

Completed Fall 2017

Prepared by

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University of North Carolina at Pembroke

School of Education

Teacher Education Program

Annual Unit Report: 2016-2017

This unit report, prepared by the Associate Dean and Director of Assessment, includes summary data for the Teacher Education Program for the 2016-2017 Academic Year. After the annual program report cycle concludes, a unit report is compiled. It documents changes made as a result of data reviews, including timelines for changes in progress. The report begins with a description of the unit and its components, the candidate assessment plan, and the use of data for program improvement plan. The report concludes with highlighted special achievements and identification of priorities for the next academic year. The Dean's Office presents the Annual Unit Report to the Teacher Education Committee.

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Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent, caring, and inclusive communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them actively to influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Unit Administrative Leadership and Support Staff

School of Education Dean: Alfred Bryant

Associate Dean and Licensure Officer: Angela McDonald

School of Education Department Chairs: Lisa Mitchell, Marisa Scott, Jeffrey Warren, Bryan Winters

Chair of Teacher Education Committee: Karen Granger

Director of Assessment: Mary Klinikowski

Director of Teacher Recruitment and Retention: Jennifer Whittington

Director of University School Partnerships: Bryan Winters

edTPA Coordinator: Kayonna Pitchford

Executive Assistant to the Dean: Courtney Brayboy

Administrative Support Associate to the School of Education: Loria Huggins

Administrative Support Associate to University School Partnerships: Nicky Bullard

Administrative Support Associate to Licensure Office: Michelle Locklear

Administrative Support Associate to the Departments: Audria Cummings, Amy Oxendine

Unit Faculty Leadership

Program Coordinators

- AIG Add On Licensure, Karen Granger
- Art Education, Naomi Lifschitz Grant
- Birth to Kindergarten, Irina Falls
- Elementary Education, Kelly Ficklin
- English Education, Danielle Brownsberger
- ESL Add On Licensure, Eun Hee Jeon
- Mathematics Education, Melissa Edwards
- Music Education, Jose Rivera
- Health/Physical Education, Thomas Trendowski
- Pre-School Add On Licensure, Irina Falls
- Science Education, Mary Ash
- Social Studies Education, Serina Cinnamon
- Spanish Licensure, Cecilia Lara
- Special Education, Gretchen Robinson

Program Directors

- Art Education, Ann Horton Lopez
- Elementary Education, Lisa Mitchell
- English Education, Roger Ladd
- Mathematics Education, Mary Klinikowski
- Health/Physical Education, Leah Fiorentino
- Reading Education, Heather Kim Dial Sellers
- School Administration, Jeff Warren (formerly Larry Mabe)
- Science Education, Rita Hagevik
- Social Studies Education, Serina Cinnamon

*Professional School Counseling has been continuously accredited by CACREP since 2013 and submits an annual program report with the Clinical Mental Health Counseling Program to the Dean of the School of Education and the Vice Chancellor for Accreditation and Planning. That annual report presents student learning data, program outcomes, and special achievements. The Program Director of Professional School Counseling is Shenika Jones.

Teacher Education Committee and Subcommittees

- Teacher Education Committee Chair, Karen Granger
- Conceptual Framework Committee Chair, Karen Granger. This subcommittee is comprised of Chairs of each TEC Subcommittee
- Assessment Subcommittee Chair, Serina Cinnamon
- Diversity Recruitment, and Retention Subcommittee Chair, Cecilia Lara
- Hearing Appeals Committee Chair, Kelly Ficklin
- Policy Review Subcommittee Chair, Jose Rivera
- School Partnerships Subcommittee Chair, Valjeaner Ford
- Student Engagement Subcommittee Chair, Ann Horton Lopez (formerly Student Input Subcommittee)
- Technology and Distance Education Subcommittee Chair, Lisa Mitchell

Programs by Level

- Initial Teacher Licensure Preparation

- BA/BS Teacher Preparation
- MAT, Phase I
- Advanced Educator Preparation
  - MA/MAED
  - MSA
  - MAT, Phase II

Programs by Licensure Area

- AIG Add On
- Art Education
- Birth to Kindergarten
- Elementary Education
- ESL Add On
- Health and Physical Education
- Middle and Secondary: English Language Arts, Math Education, Science Education, Social Studies Education
- Music Education
- Pre-School Add On
- Reading Education
- School Administration (Add On also available)
- School Counseling
- Spanish Education
- Special Education

Assessment Plan and Process

The UNCP Teacher Education Program assessment system is integrated and comprehensive, designed to monitor the professional development of candidates in all of the unit's programs, as well as to evaluate the quality of those programs. The assessment system is multifaceted, reflects the teacher education conceptual framework, and is informed by the NC Department of Public Instruction Program Approval Standards, inTASC standards, and NCATE/CAEP standards (2017-2018 transition year), as well as by institutional and state/professional standards for candidates.

Candidate Assessment Plan

Within the unit's comprehensive assessment system, the candidate assessment system is based on the sets of standards referenced above and is aligned with each program's curriculum. Candidates' progress is tracked through a series of benchmarks, or key assessment transition points (including assessment of signature assignments), which reflect the conceptual framework themes (Commitment, Collaboration, and Competence) and are aligned with applicable standards. Multiple assessments, both formative and summative, are utilized at multiple points during candidates' progression through their programs of study, and data is gathered from multiple perspectives representing both internal and external sources. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported for the purpose of improving candidate performance. The results of candidate assessment inform the internal evaluation system, which uses data from varied sources to evaluate the Teacher Education Program and its operations.

Assessment at Key Transition Points by Level

Candidate progression is monitored at key transition points called checkpoints. Checkpoints vary by level and are described below. The checkpoints occur at the following transition points: program entry, advanced practitioner assignments, field-based requirements, and exit from the program. MAT candidates complete ITP checkpoints during Phase I and ADV checkpoints during Phase II.

Initial Teaching Licensure Programs (ITP)

Assessment & Monitoring Process for Teacher Education Undergraduate Students (ITP)	
Checkpoint	Components
Checkpoint 1: Entry to Teacher Education Program	Student must: Earn a cumulative 2.7 QPA on all prior coursework. Earn a C- or better in all coursework required for program (C if course is repeated) Earn a C or better in EDN 2100 (effective Fall 2018: B or better is required) Have no more than 9 credit hours of general education requirements remaining Complete a candidate disposition self-assessment in Taskstream that is reviewed by the program coordinator Program coordinator and 1 faculty member also complete disposition assessments of the student Earn established scores on Praxis Core tests or SAT/ACT tests Participate in an admissions interview with the program coordinator. Following the interview the coordinator completes the Faculty Summary and moves the application forward to the Licensure Office or creates a remediation plan for the student.
Checkpoint 2: Prior to Clinical Practice	Candidate must: Complete a professional disposition self-assessment. Complete a professional disposition self-assessment. The coordinator and 1 faculty member also completes a disposition assessment. Complete the application to internship, and required forms including a resume, that is reviewed by the Director of USP Completion of DARS audit that is reviewed by the Coordinator. Complete an application for graduation that is reviewed by the university registrar Participate in an internship interview with the program coordinator/advisor. Following the interview, the coordinator/advisor completes the Faculty Summary and moves the application forward to the USP Office or creates a remediation plan for the student.
Checkpoint 3: Internship Midpoint	Intern must: Attend and evaluate seminar sessions in Taskstream. Complete Exit Surveys 1-3 providing feedback about core EDN coursework (1), program area coursework (2), and university resources (3). Discuss the results of at least 2 field based observations with the Clinical Supervisor. Complete the midpoint form. The Clinical Educator also completes the midpoint form and holds a midpoint conference during which time a consensus rating of the intern is recorded. If needed, an action plan is developed. The Clinical Educator and the University Supervisor jointly evaluate the intern's disposition.

	Participate in preparation of edTPA portfolio.
Checkpoint 4: Program Completion	Intern must: -Attend and evaluate seminar sessions in Taskstream. -Discuss the results of at least 2 field based observations with the Clinical Supervisor. -Participate in an Exit Conference with the University Supervisor during which time a consensus rating of the intern is recorded. If needed, an action plan is developed. -Complete the Certification of Teaching Capacity form, obtain required signatures, and perform adequately on the CTC Final Short Form. -Complete Exit survey 4 in Qualtrics. -Participate in survey evaluations of internship experience and supervisors. -Effective Fall 2018 includes providing evidence of attempting all licensure exams.
Follow-up:Post-completion	After graduation, complete alumni surveys. Complete licensure tests as required by the State Board of Education.

Advanced Teacher Education Programs (ADV)

Assessment & Monitoring Process for Teacher Education Graduate Students (ADV) (ADV: MAT Phase II, MA, MAED students; does not apply to MSA or PSC MAED students)	
Checkpoint	**Components**
Checkpoint 1: Entry to Teacher Education Program	Applicant must: Meet QPA requirements as established by the Graduate School and Program Directors, a minimum of cumulative 2.7 QPA in undergraduate degree program. Complete additional program-level assessments, including disposition assessment, such as interviews, writing samples, letters of recommendation, and GRE or MAT scores Submit valid teaching license in good standing with application to Graduate school
Checkpoint 2: Midpoint	Candidate must: Complete a professional disposition self-assessment Complete a midpoint conference with program advisor/director and demonstrate adequate progress towards signature assignments aligned with ADV rubrics. Apply for graduation and obtain program director signature verifying adequate progress towards completion of key assessments.
Checkpoint 3: Program Completion	Candidate must: Complete remaining key assessments and signature assignments including the Research Project and Leadership Project/Proposal Complete a final Disposition Self-Assessment. The Program Director also completes a disposition assessment of the candidate

	Participate in Exit Conference and complete 3 Exit Surveys
Follow-up: Post-completion	After graduation, complete alumni surveys.

Advanced School Administration Program (ADV)

Assessment & Monitoring Process for School Administration Students (ADV)	
Checkpoint	Components
Checkpoint 1: Entry	Applicant must: Meet QPA requirements as established by the Graduate School and Program Director, a minimum of cumulative 2.7 QPA in undergraduate degree program Submit 3 satisfactory letters of recommendation (including 1 from current principal), show evidence of license in good standing, respond to essay prompts aligned with school administration standards, and participate in an interview with the Program Director Program directors assess disposition to determine fit MSA faculty recommend that all MSA students complete EDN 5660 Research Methods during Semester 1
Checkpoint 2: Prior to clinical practice	Candidate must: Successfully complete the MSA Supervision course and 12 credit hours of MSA coursework Demonstrate ongoing commitment to MSA candidate disposition Complete the application to internship, and required forms including a resume & MOU, that is reviewed for approval by the Program Director Make adequate progress on evidences
Checkpoint 3: Program Completion	Intern must: Participate in field experience at more than 1 level of school environment (Elementary, Middle, Secondary) during the internship Complete professional disposition self-assessments mapped to ISLLC standards during both semesters of internship Demonstrate proficiency on 6 evidences aligned with NC Standards for School Executives Successfully complete an oral examination to a panel of MSA faculty Complete 1 exit survey
Follow-up: Post-completion	After graduation, complete alumni surveys As of 2017, no licensure test is required by the NC State Board of Education for the School Administration license

Program Report Process

UNC Pembroke's Teacher Education Programs (TEP) are committed to continuous improvement. As such, the coordinator or director of each teacher education program prepares an annual report after reviewing candidate assessment data and program feedback from stakeholders provided by the Director of Assessment annually in the TEC Blackboard site. Annual reports are completed using the TEC adopted template in Qualtrics. Results from each annual report are compiled into one excel file that is available in the TEC Blackboard site. Program Coordinators and Program Directors discuss, review, and analyze data and the program report with other instructional faculty in their areas for the purpose of program improvement decision making. The annual reports are reviewed by the School of Education's Associate Dean and Director of Assessment, as well as by additional instructional faculty in the licensure area. This unit level annual report is prepared by the Associate Dean and Director of Assessment and presented to the Teacher Education Committee annually.

As a result of the program report cycle for 2016-2017 the following changes were made to assessment processes:

- ACT/SAT and licensure exam scores reported in monthly Student Tracking Report to TEC

- Improved tracking of MAT Phase I completers (new form)

- Stop progression checkpoint added to MA/MAED programs (application to graduation and PD signature)

- Adopted use of term "signature assignments" for artifacts

- Introduced alumni and employer surveys

- Increased opportunities for input (work sessions and survey) on core EDN coursework after all EDN core courses were relocated into one department

Program Report Purpose

➢ Continuous improvement

➢ Streamlining of processes for students, supervisors, and faculty

➢ Increased transparency

➢ Data driven decision making

➢ Consistent language used across the unit

➢ Increased digitization of candidate assessment and program evaluation instruments

Assessment Calendar

The following calendar of events outlines the assessment and program evaluation cycle for the Teacher Education Programs.

August

- Faculty in programs meet to review program annual report draft and determine changes to be implemented based on data from previous year to courses, programs, and clinical experiences

- TEC, subcommittees, and edTPALs meet

September

- Program coordinators and directors finalize program annual reports, noting planned program improvements based on review of data

- Director of Assessment and Associate Dean provide feedback to programs about reports as needed

- TEC, subcommittees, and edTPALs meet

- Graduate School reports admissions data to TEC following census date

- ETS data matching and ETS Scores From Other Vendors reporting

- Director of Assessment sends out reminder emails on census date of materials expected of candidates

October

- October 1, program coordinator/director submit program report to Director of Assessment in Dean's Office

- Director of Assessment and Associate Dean prepare unit report

- Review of unit report draft with Assessment subcommittee

- TEC, subcommittees, and edTPALs meet

November

- Director of Assessment/Associate Dean present unit report to TEC with recommendations from Assessment subcommittee for improvements to assessment processes

- TEC, subcommittees, edTPALs meet

December

- Director of Assessment and program coordinator/director ensure that all semester data is uploaded in Taskstream

- edTPALs meets to review semester's scores

January

- TEC, subcommittees, and edTPALs meet

- Program coordinators/directors convene advisory boards/panels of members of the professional community during Spring semester for input into program improvement and assessment system development

- Distribute electronic surveys to alumni and employers of graduates in teacher education programs (ITP and ADV)

February

- TEC, subcommittees, edTPALs meet

- Graduate School reports admissions data to TEC following census date

- Director of Assessment sends out reminder emails on census date of materials expected of candidates

March

- TEC, subcommittees, and edTPALs meet

- USP office presents data on clinical experiences of year's interns

April

- Annual report for previous year due to CAEP and completed by Director of Assessment and Associate Dean

- Title II and IHE reporting

- Program coordinators/directors collect information for IHE DPI report and submit to Dean's Office

- Distribute electronic surveys to alumni and employers of graduates in MSA program

- Licensure Officer completes Title 2 report summarizing test score performance of students

- TEC, subcommittees, edTPALs meet

May

- Director of Assessment and Associate Dean compile end of year data (including internal and external) and distribute to program coordinators/directors

- Program coordinators/directors meet with other program faculty to review preliminarily data

- Conceptual Framework finalizes syllabus template for upcoming academic year

- TEC Work Days: program coordinators/directors input data into program template reports and develop plans for program changes based on review of data

- edTPALs meets to review semester's scores

June/July

- Director of Assessment compiles IHE DPI report in collaboration with Dean. Due to DPI June 30

- WICs update program, SOE, TEP webpages with information provided by program coordinators/directors, TEC, and Dean's office

- Catalog updates made

- Taskstream utilization review and refresher

- Associate Dean and Director of Assessment review unit level data and prepare unit report draft

Report of 2016-2017 Findings

The 2016-2017 findings include information about ITP and ADV programs, including the MSA program. The primary emphasis is on ADV programs, including MSA.

Candidate Selection and Completion

Enrollment data

- Overall Enrollment by Level: Enrollment is presented by level and depicting all students enrolled in degree programs with an education CIP code classification (13).

Total Graduates and Undergraduates

Graduates 372

Undergraduates 517
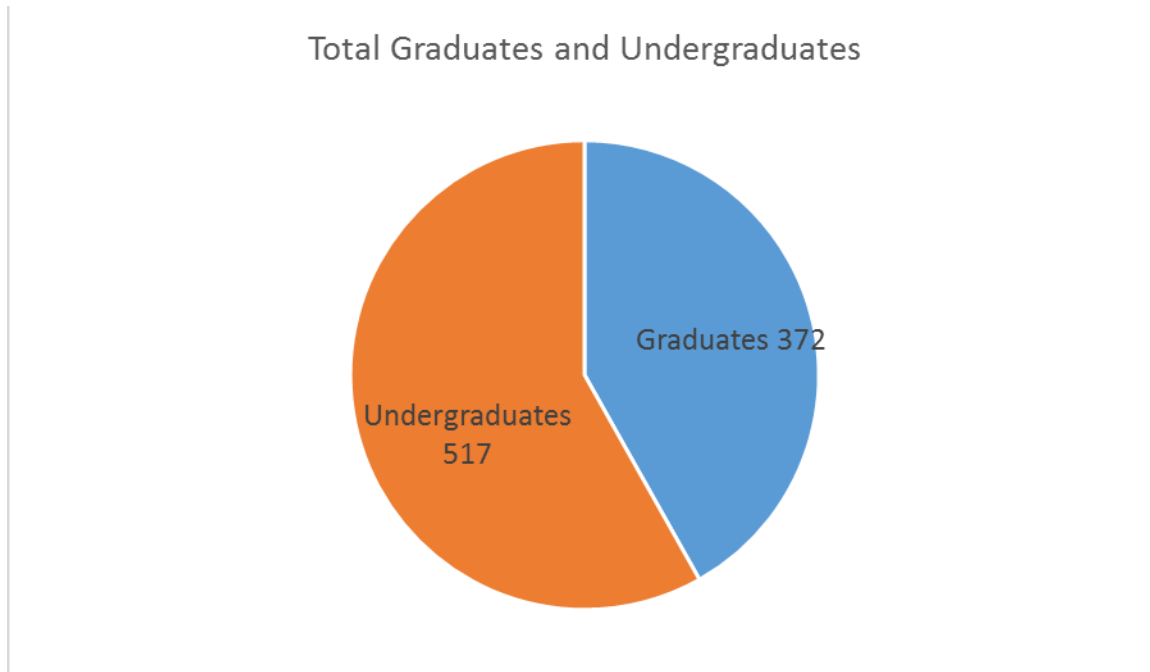
- Undergraduate Enrollment by Gender (Data Source: IHE Report, 2016-2017, declared majors in 13 CIP code degree programs)

Undergraduate Enrollment by Gender

Male 52

Femaile 466
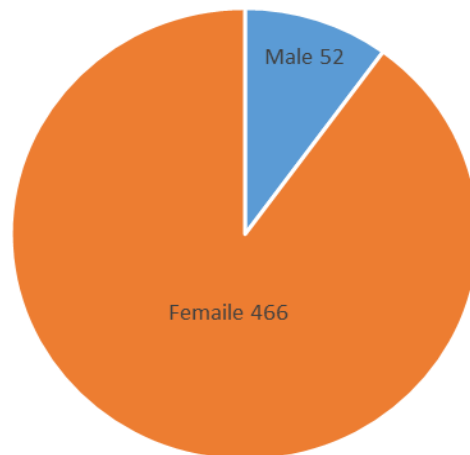
- Graduate Enrollment by Gender (Data Source: IHE Report, 2016-2017, enrollment in CIP Code 13 degree programs)

Graduate Enrollment by Gender

Male 89

Female 283
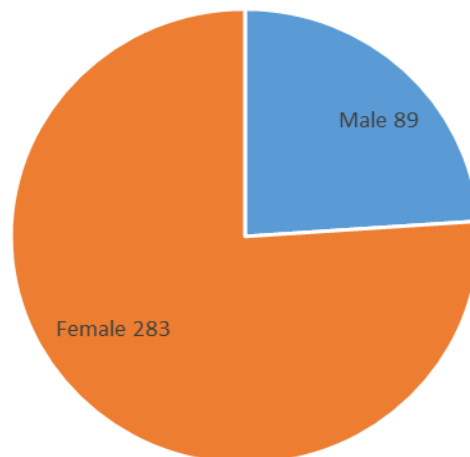
- UNC General Administration presents comparison data by campus for enrollments by major in 13 CIP code degree programs

    - UNCP has experienced a 3.6% (UG) and 3.8% (G) decline in enrollment from F15 to F16. This information is by presented by students with a declared education major and not reflective of students officially admitted into the Teacher Education Program during the secondary admissions process.

	Bachelors			Masters		
	Fall 2015	Fall 2016	% change	Fall 2015	Fall 2016	% change
ASU	1,875	1,891	0.9%	633	538	-15.0%
ECSU	249	214	-14.1%	31	18	-41.9%
ECU	1,836	1,596	-13.1%	957	1,107	15.7%
FSU	262	225	-14.1%	123	121	-1.6%
NCA&T	347	361	4.0%	447	426	-4.7%
NCCU	307	394	28.3%	169	336	98.8%
NCSU	656	639	-2.6%	642	599	-6.7%
UNC-A	44	80	81.8%	-	-	
UNC-C	1,089	862	-20.8%	1,157	598	-48.3%
UNC-CH	145	123	-15.2%	202	202	0.0%
UNC-G	1,288	961	-25.4%	463	503	8.6%
UNC-P	551	531	-3.6%	417	401	-3.8%
UNC-W	537	477	-11.2%	400	519	29.8%
WCU	1,090	935	-14.2%	411	414	0.7%
WSSU	178	194	9.0%	21	8	-61.9%
UNC TOTAL	10,454	9,483	-9.3%	6,073	5,790	-4.7%

- UNCP Graduate School Graduate enrollment data by degree: Enrollment in licensure preparation programs at the graduate level for MA and MAED degrees is presented. Enrollment declines reflect the 2013 legislative removal of incentive pay for teachers with a master's degree.

| MA/MAED degrees	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Art LIC	7	11	9	6	5	7	4	8	5	5
Elementary-LIC	54	46	49	58	38	38	31	22	18	
English LIC	14	13	9	2	6	5	4	5	1	1
Math LIC	4	4	4	7	12	9	9	7	5	4
Physical Ed-LIC	5	5	9	11	12	8	1	1	0	0
Reading-LIC	70	55	50	39	44	22	17	18	16	7
Science LIC	7	6	4	3	3	5	4	0	3	1
Social Studies LIC	5	7	6	7	7	4	1	0	0	0
Middle Grades-LIC	6	7	9	8	5	2	4	1	1	2

Source: Graduate School # of students registered; Completer Data from Office of Institutional Research
Degrees Awarded by School/College, Degree Level & Major 2006/2007 ~ 2015/2016

- UNCP Graduate School Graduate MAT Degree Program enrollment by area:

MAT	CIP	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	
Art Ed	13.1299	11	9	1	9	6	6	7	5	5	6	
English	13.1299	5	9	11	10	4	3	6	5	6	6	
Math	13.1299	2	3	5	3	1	3	3	2	3	3	
Physical Ed	13.1299	15	17	19	14	24	20	17	20	25	17	
Science	13.1299	14	11	10	7	9	15	8	7	8	8	
Social Studies	13.1299	12	7	9	8	8	7	5	4	6	12	
Middle Grades	13.1299	14	11	13	13	10	13	12	10	14	13	
Total MAT registered		73	67	68	64	62	67	58	53	67	65	
TOTAL MAT completers					19	18	20	12	0	5		

Source: Graduate School # of students registered; Completer Data from Office of Institutional Research Degrees Awarded by School/College, Degree Level & Major 2006/2007 ~ 2015/2016

The MAT degree program is one degree program with multiple licensure concentrations. Students complete two phases. Phase I is an ITP pathway leading to initial licensure in the state of North Carolina. A concern for the MAT program is that, according to enrollment and completer data comparisons many students complete Phase I who do not graduate from the degree program by completing the ADV Phase II requirements. A new MAT Phase I tracking form was created in F17 for use beginning S18. A working group of Program Directors is currently reviewing MAT practices across the state to propose curriculum changes. Two contextual variables impacting the MAT degree program are: 1. UNC Pembroke's participation in the NC Promise tuition buyback program that is only for undergraduate coursework, 2. NC legislation passed in 2017 (SB599) that will eliminate the lateral entry pathway to licensure and replace it with a residency program. Increased enrollment in MAT programs is projected by some state education leaders. A state appointed commission was created to review the legislation and make recommendations for implementation. The results of this commission and the State Board of Education's adoption or rejection of their recommendations are projected to be complete during Spring 2018.
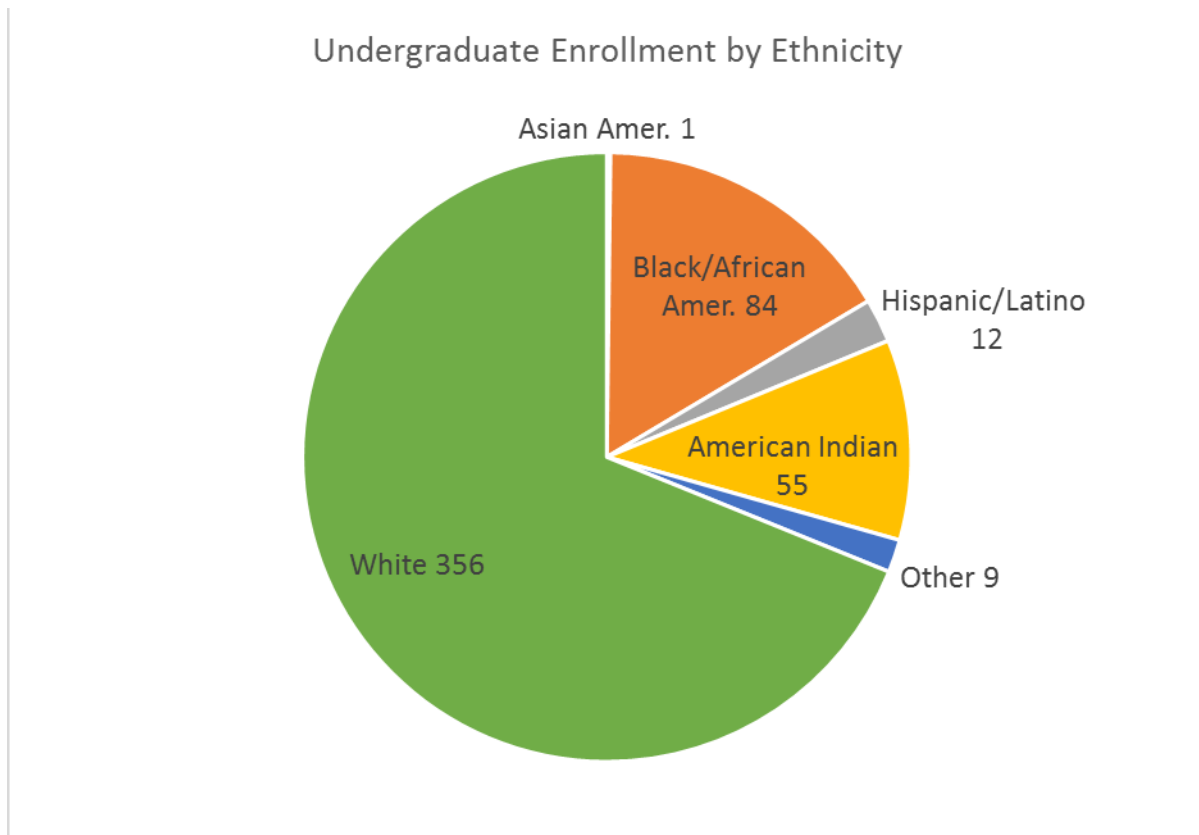
- Graduation rates are presented for the Fall 2012 cohort of students admitted into ADV education graduate programs

	Total	Graduated	Graduation Rate	2 year Rate	4 year Rate	6 year Rate	Didn't Graduate w/in Major (N)	Rate w/any Major
Fall 2012 Students in Graduate Level Education Programs	**116**	**59**	**51%**	**34%**	**48%**	**51%**	**6**	**56%**
School Administration MSA	32	16	50%	16%	41%	50%	0	50%
Elementary Education K6 MAEd	13	9	69%	69%	0%	0%	1	77%
English Education MA	4	2	50%	50%	0%	0%	1	75%
Mathematics Education MA	5	4	80%	60%	80%	0%	0	80%
Music Education MA	1	1	100%	0%	100%	0%	0	100%
Reading Education MAEd	17	13	76%	59%	76%	0%	0	76%
Social Studies Education MA	2	2	100%	100%	0%	0%	0	100%
Art Education MA	3	1	33%	0%	33%	0%	0	33%
Physical Education MA	15	7	47%	40%	47%	0%	0	47%
MAT-All Concentrations	24	4	17%	8%	17%	0%	4	33%

Graduation rates were calculated by the UNC Pembroke Office of Institutional Research for the students who enrolled in 2012 and are permitted 5 years to complete their degree programs. Results indicate that very few students complete Phase II of the MAT degree; MSA students may take longer to complete their degrees than other ADV students; several students begin in one MA/MAED/MSA program and transfer into another program area but do ultimately end up completing the degree program. The North Carolina legislature eliminated master's level pay increases for licensed teachers in 2013. The attrition in enrollment can, in large part, be attributed to this legislative change in incentive to pursue graduate enrollment in teacher education.

- Undergraduate Enrollment by Race/Ethnicity (Data Source: IHE Report, 2016-2017)

Undergraduate Enrollment by Ethnicity

Asian Amer. 1

Black/African Amer. 84

Hispanic/Latino 12

American Indian 55

Other 9

White 356

- Graduate Enrollment by Race/Ethnicity (Data Source: IHE Report, 2016-2017)

Graduate Ethnicity

Asian Amer. 3

White 183

Black/African Amer. 112

American Indian 55

Hispanic/Latino 7

Other 12
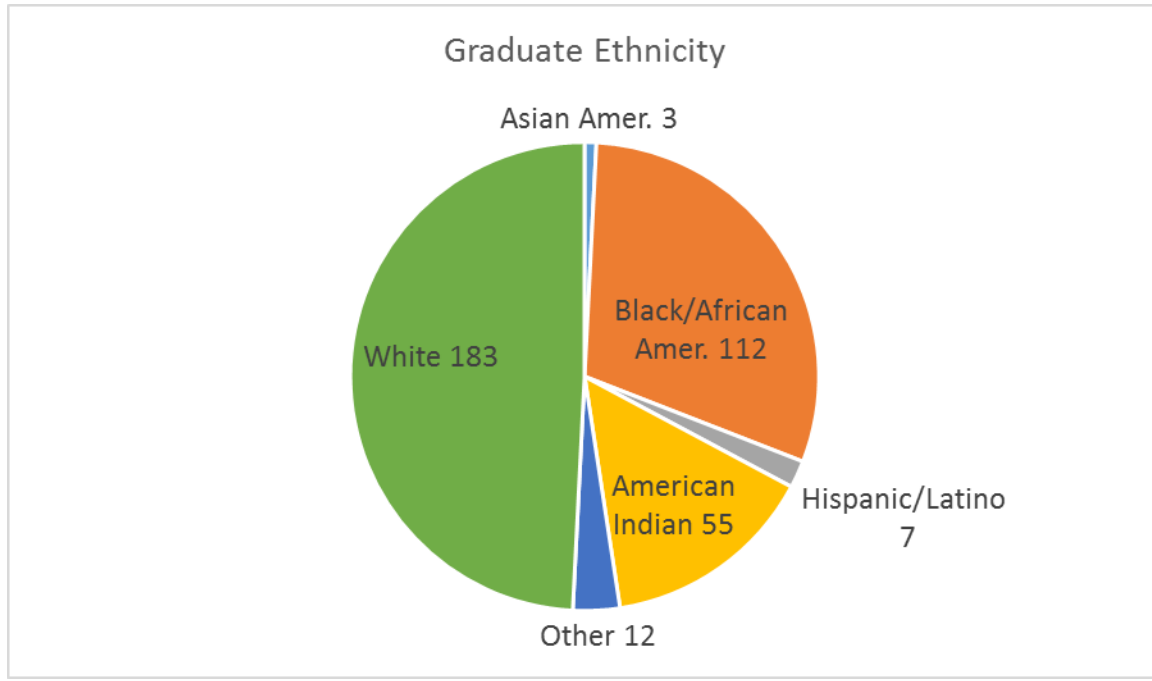
- Graduation of ADV Candidates by Gender, Race/Ethnicity

Graduation Rate for Fall 2012 Students in Graduate Level Education Programs	
Graduation by Gender	
Female	45
Male	20
Non-Graduation by Gender	
Female	35
Male	16
Graduation by Ethnicity/Race	
American Indian or Alaska Native	8
Black or African American	10
Hispanics of any race	3
Native Hawaiian or other Pacific Islander	1
Race and Ethnicity Unknown	1
Two or more races	1
White	41
Non-Graduation by Ethnicity/Race	
American Indian or Alaska Native	8
Asian	1
Black or African American	9
Two or more races	2
White	31
Source: Institutional Research, Census and Live Data, Fall 2012, 12-20-2017	

The Director of Recruitment and Retention is developing a strategic enrollment plan projected to be completed at the end of the 2017-2018 academic year. Targets for enrollment include retaining a demographic diversity profile that aligns with or exceeds the diversity of the UNCP student population. Graduates of the UNCP Teacher Education Program work in schools with high minority populations, though the actual profile of P-12 students diversity varies within the region based on community profiles.

Academic Strength Profile

Consistent with other EPPs in the UNC system, and in keeping with national trends, UNCP's data indicates a decline in enrollment in education programs overall. Demographic profiles of students indicate that while the programs do represent diverse identities of teacher candidates, there is opportunity to improve representation of diverse groups. Academic profiles of students indicate that, as a group, education majors have higher QPAs than non-education majors. Data shared with the School of Education from UNC's General Administration is presented below. UNCP-specific data is highlighted.

		Graduates	No. with SAT	SAT Average	No. with Grad CUM GPA	Grad CUM GPA Average	No. with HS GPA	HS GPA Average
Education Graduate	ASU	428	353	1,107	428	3.48	417	3.89
	ECU	355	253	1,039	355	3.5	296	3.68
	ECSU	33	20	870	33	3.24	20	3.1
	FSU	50	15	887	50	3.32	39	2.94
	NCA&T	36	24	961	36	3.31	32	3.39
	NCCU	21	14	916	21	3.47	15	2.94
	NCSU	167	147	1,159	167	3.39	163	4.26
	UNC-A	32	25	1,164	32	3.23	27	3.8
	UNC-CH	78	72	1,260	78	3.46	74	4.51
	UNC-C	249	186	1,017	249	3.55	173	3.69
	UNC-G	216	161	1,033	216	3.49	174	3.66
	UNC-P	69	37	974	69	3.4	43	3.53
	UNC-W	217	140	1,080	217	3.58	203	3.71
	WCU	271	155	1,016	271	3.59	174	3.7
	WSSU	52	40	926	52	3.34	37	3.18
	UNC Total	2,274	1,642	1,064	2,274	3.49	1,887	3.77

Source: UNC-GA IRA/Academic_Profile_Education_Dashboard/03MAY17
Education graduates include all with majors in CIP 13 or C/Y certification flags.

|		Graduates	No. with SAT	SAT Average	No. with Grad CUM GPA	Grad CUM GPA Average	No. with HS GPA	HS GPA Average
Non-Education Graduate	ASU	3,296	2,672	1,112	3,296	3.2	3,234	3.76
	ECU	3,883	3,038	1,041	3,883	3.13	3,456	3.59
	ECSU	273	204	844	273	3.06	213	3.08
	FSU	941	375	874	941	3.26	611	2.99
	NCA&T	1,481	1,199	908	1,481	3.06	1,341	3.2
	NCCU	1,065	789	878	1,065	3.04	803	3.08
	NCSU	5,266	4,247	1,194	5,266	3.19	4,841	4.18
	UNC-A	716	474	1,170	716	3.25	574	3.7
	UNC-CH	4,461	3,779	1,289	4,461	3.26	3,901	4.41
	UNC-C	4,563	3,171	1,051	4,563	3.12	2,899	3.63
	UNC-G	2,660	1,809	1,032	2,660	3.14	1,893	3.54
	UNC-P	871	451	930	871	3.02	536	3.34
	UNC-W	2,919	1,864	1,125	2,919	3.27	2,676	3.72
	WCU	1,648	1,211	1,026	1,648	3.26	1,368	3.59
	WSSU	1,070	612	928	1,070	3.27	629	3.17
	UNC Total	35,113	25,895	1,098	35,113	3.18	28,975	3.77
Grand Total		37,387	27,537	1,096	37,387	3.2	30,862	3.77

Source: UNC-GA IRA/Academic_Profile_Education_Dashboard/03MAY17
Education graduates include all with majors in CIP 13 or C/Y certification flags.

Fitness for Teaching (Dispositions)

Results from Teacher Preparation Programs and School Administration Programs were reviewed by program coordinators and directors as part of the annual reporting process. The Dean's Office received feedback that indicated a need to streamline the disposition instrument to improve compliance. A work group was identified and is bringing recommendations to TEC in April 2017. The group is exploring the adoption of UT's EDA, a national normed disposition assessment that can be integrated into Taskstream. MSA candidates self-assess their dispositions at multiple points and receive feedback from faculty & internship supervisors.

- Graduate Self-Assessment Disposition Results

Dispositions Self-Assessment Ratings

■ Never   ■ Some of the Time   ■ Most of the time   ■ Always
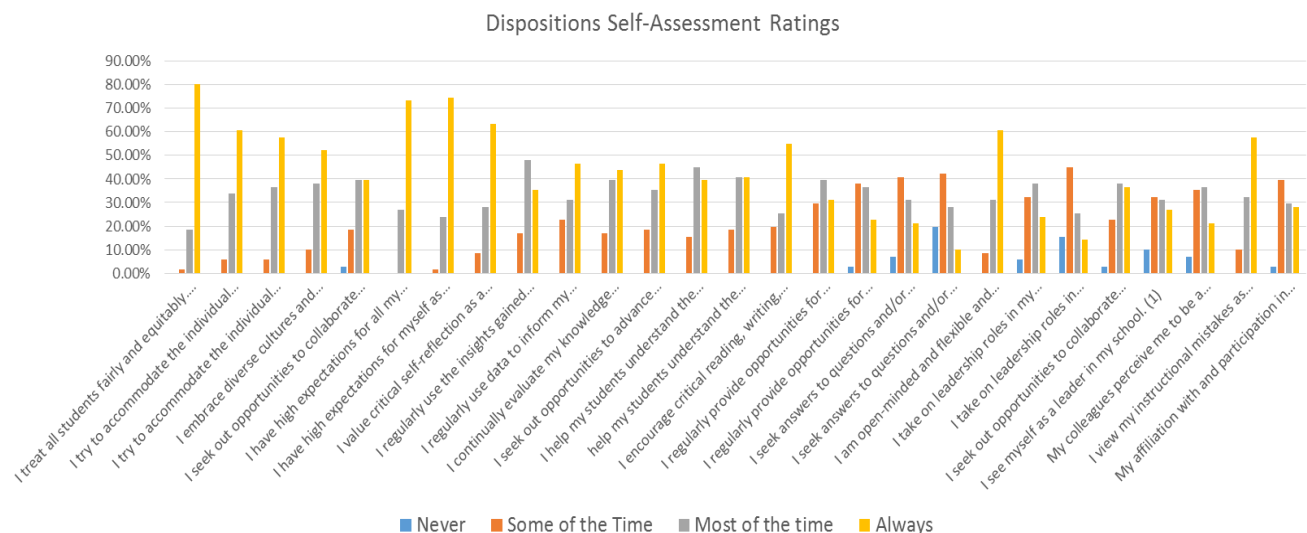
- Graduate Self-Assessment Disposition Results of Lowest Scoring Items Overall: Descriptive Statistics

Rated Item	Total	Never	Some of the time	Most of the time	Always	Mean	Median	Mode	Standard Deviation
I regularly provide opportunities for my students to reflect on and self-assess their learning. (4)	66	1.52%	19.70%	46.97%	31.82%	3.09	3	3	0.75
I seek answers to questions and/or solutions to CLASSROOM/ SCHOOL problems by reading research literature. (4)	66	0.00%	25.76%	46.97%	27.27%	3.02	3	3	0.73
I seek answers to questions and/or solutions to CLASSROOM/ SCHOOL problems by conducting action research. (4)	66	4.55%	34.85%	39.39%	21.21%	2.77	3	3	0.83
I take on leadership roles in my school. (1)	66	1.52%	22.73%	39.39%	36.36%	3.11	3	3	0.8
I take on leadership roles in professional communities outside of school. (1)	66	6.06%	36.36%	34.85%	22.73%	2.74	3	2	0.88

My colleagues perceive me to be a leader in my school. (1)	66	1.52%	24.24%	48.48%	25.76%	2.98	3	3	0.75
My affiliation with and participation in professional communities outside the school are an important part of my professional life. (1)	66	1.52%	21.21%	42.42%	34.85%	3.11	3	3	0.78

Review of the Graduate Disposition Self-Assessments and faculty assessments of students' dispositions indicates that students find value in reflecting on their personal growth and their self-assessments are consistent with faculty assessments. Student comments on their disposition are revealing of information that can be used for program improvement. Faculty comments are general. In faculty training related to disposition assessments, use of their evaluations for program improvement will be reviewed. The disposition data indicates that there are opportunities to improve student learning in the utilization of research and data to inform their practice and to promote more learning and development in teachers as leaders.

Disposition Assessment data for MSA students is presented below for F16 and S17.

- MSA ISLLC Disposition Self- Assessment Results F 16

Field	Description of Standard	Minimum	Maximum	Mean	Std Deviation	Variance	Count
	The completed graph provides an 'at-a-glance' summary of your strengths and weaknesses with respect to the six ISLLC standards.						
Standard 1	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	0.13	3.7	2.45	0.79	0.62	17
Standard 2	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	1.02	3.6	2.76	0.62	0.39	16
Standard 3	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	1.5	4	2.38	0.67	0.46	16
Standard 4	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members; responding to diverse community interests and needs; and mobilizing community resources.	1.3	3.48	2.35	0.59	0.35	16
Standard 5	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	1.95	3.73	3.01	0.51	0.26	16
Standard 6	A school administrator is an leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	1.45	3.7	2.63	0.56	0.31	16

- MSA ISLLC Self- Assessment Results S 17

Field	Description of Standard	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Standard 1	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	2	3.89	3.15	0.5	0.25	16
Standard 2	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	2.81	4	3.5	0.42	0.18	16
Standard 3	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	2.64	3.89	3.24	0.36	0.13	16
Standard 4	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members; responding to diverse community interests and needs; and mobilizing community resources.	2.33	3.93	3.3	0.42	0.18	16
Standard 5	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	3	4	3.65	0.38	0.14	16
Standard 6	A school administrator is an leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	2.02	4	3.34	0.48	0.23	16

MSA students demonstrated growth in their disposition self-assessment from Internship I to Internship II in all ISLLC standards areas. This aligns with exit survey data from MSA students about their internship experiences which are universally positive. The MSA faculty are transitioning from ISLLC to PSEL standards and will update their disposition assessments accordingly.

Knowledge and Skills for Teaching and Leading

During AY 2016-2017, the Assessment Subcommittee created unit wide rubrics to assess students' knowledge and skills in all program areas for diversity, at the ADV and ITP levels. TEC approved the use of the rubrics unit wide in F16. Implementation of the rubrics increased in S17 and continues. Review of the rubrics indicates that with continued use, assessment of student artifacts has become more refined. The Assessment Subcommittee continue to refine and improve the rubrics. A work plan was created to track progress towards improving validity and reliability of these assessments. Feedback from faculty in the ADV teacher preparation programs indicate that meaningful conclusions at the program level are difficult to ascertain due to low numbers of enrolled students. Professional development about using data to improve will be ongoing. Two areas to target for student growth are identified within each rubric area. Faculty will review the growth areas, compare to their program specific data, and make program changes. Those program changes will be monitored for effectiveness in upcoming data cycles.

edTPA

edTPA is used to assess ITP candidates' effective teaching, including knowledge of content and subject-specific pedagogy and knowledge of students. It also assesses the ability of candidates to plan, differentiate instruction, assess student learning, provide feedback, and reflect on practice. UNCP

initiated the use of edTPA in Spring 2017 with a pilot of 3 programs: Elementary, Mathematics, and Social Studies. Beginning Fall 2017 all ITP programs require edTPA to be completed during internship.

The Assessment subcommittee recommended adoption of edTPA to TEC in F16 and TEC approved their recommendation. To support edTPA implementation and inTASC integration in UNCP's ITP teacher education programs, the Dean identified a new position: edTPA Coordinator. Local evaluator training was completed by all faculty who supervise ITP candidates. The results of the edTPA pilot semester were shared at TEC Work Day in May 2017. A panel of participating faculty members presented their perceptions of the experiences for the full TEC. Feedback was collected from faculty about the experience and opportunities to enhance student learning. The student data, student feedback, and faculty feedback collected during the pilot is used to inform the full implementation beginning F17.

- Spring 2017 Pilot edTPA data is presented below for scores that were evaluated by Pearson. Passing scores are highlighted in the table. UNCP established 35 as its benchmark passing score after consultation with several universities who have been using edTPA for several years. It is anticipated that the benchmark will move to a higher score with more experience and participation, and as the State Board of Education determines the state's expected score in 2019. Scores for the S17 pilot are not consequential. Results of the portfolio evaluations, student surveys about the experience, and faculty input have been used to inform faculty training, student supports, curriculum, and the establishment of passing scores for future semesters.

Total edTPA Score	Test Level	Test topic	Average Rubric Score
46	Elementary	Literacy	3.07
36	Elementary	Mathematics	2.4
35	General mathematics	Secondary	2.33
48	Elementary	Literacy	3.2
30	Elementary	Literacy	2
35	Social Studies	Middle Childhood	2.33
46	Elementary	Mathematics	3.07
45	American History	Secondary	3
30	General mathematics	Secondary	2

ADV Rubric Results

Three semesters of data are presented from the ADV rubrics used across the advanced teacher preparation programs. The domains with the two lowest scores are identified as growth areas. The following areas where identified as indicators to target for growth: Culturally Responsive Teaching; Differentiated Instruction; Inquiry in the Discipline; Effective Communication with parents and other professionals; Collaboration; Professional Knowledge; Pedagogical Skills; Research Project Conclusions; Grounding Practice in Research; Integration of Technology in Instruction; Impact [of technology] on Student Learning.
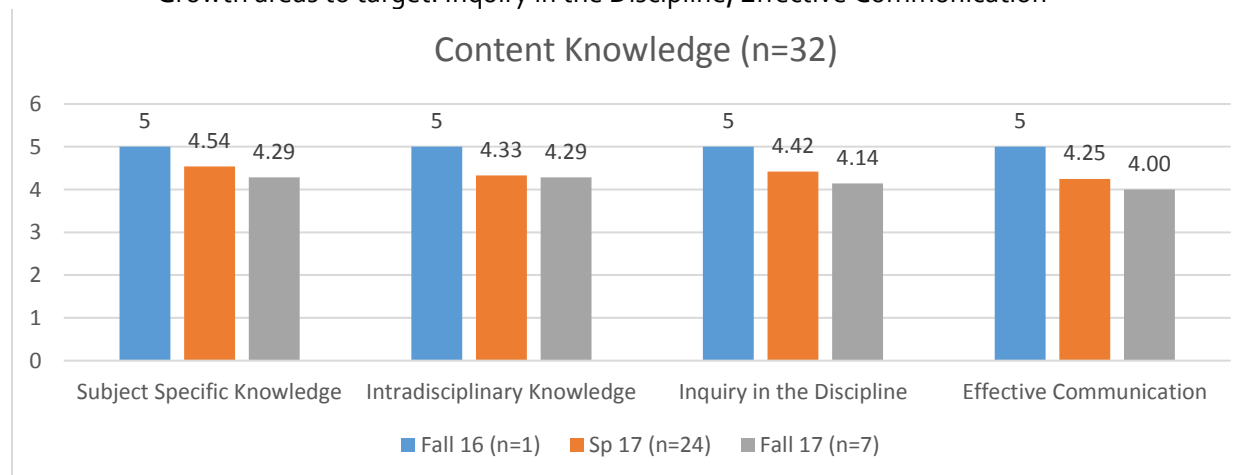
- ADV Rubric Data: **Diversity**
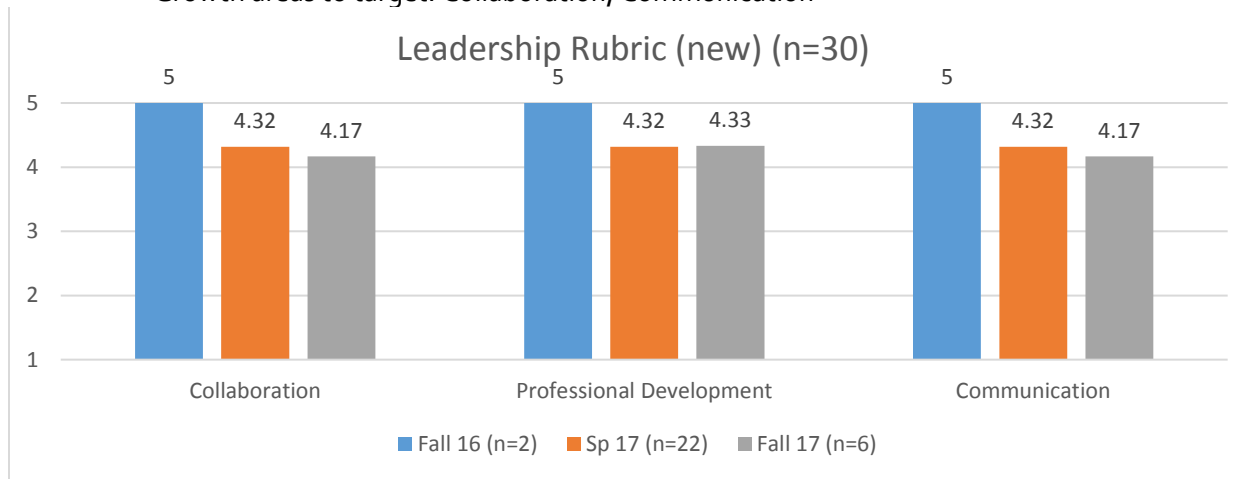 Growth areas to target: Culturally Responsive Teaching, Differentiated Instruction

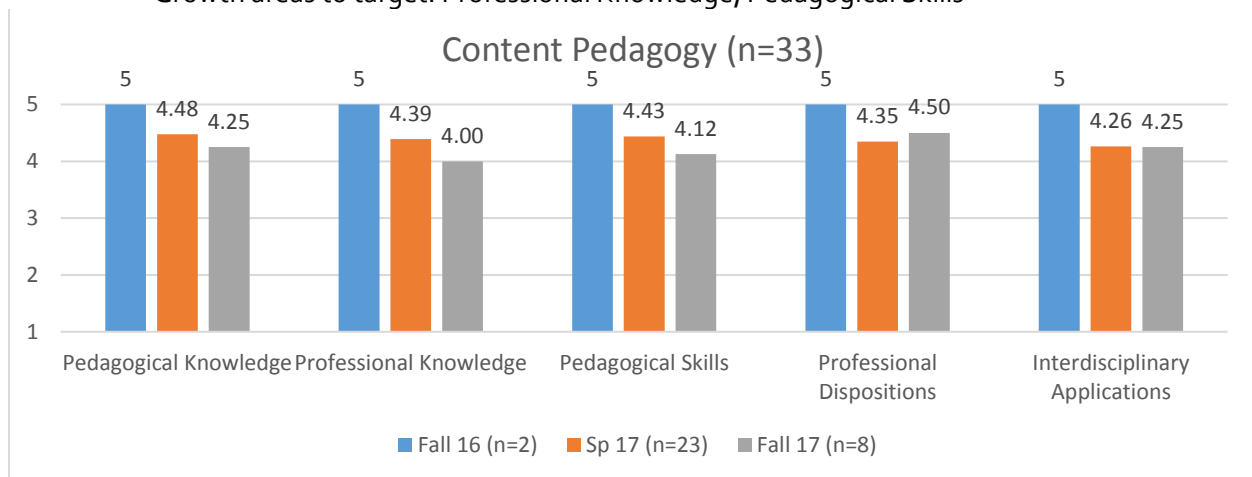Diversity n=34
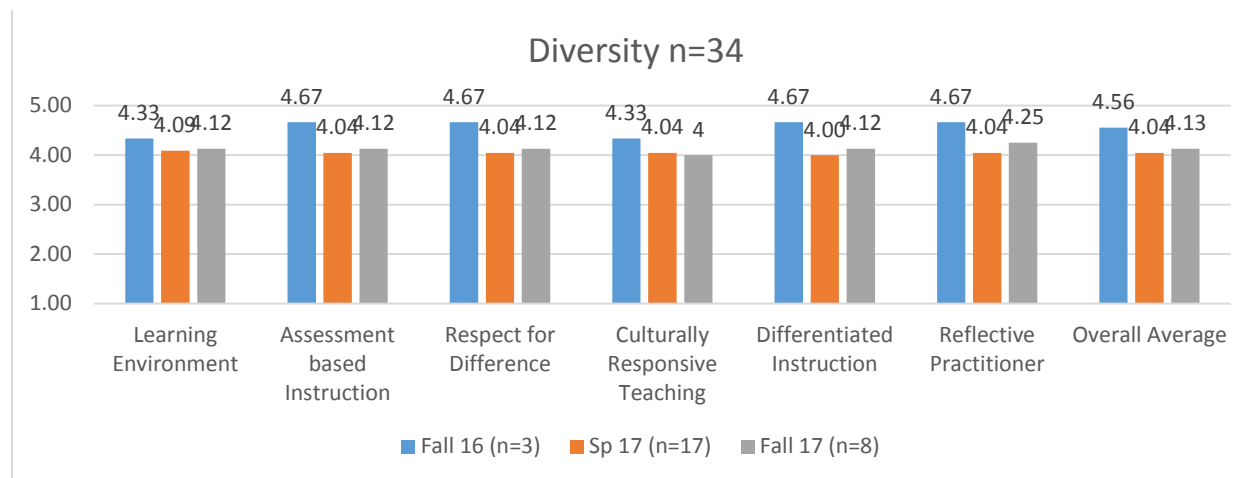
- ADV Rubric Data: **Content Knowledge**
  Growth areas to target: Inquiry in the Discipline, Effective Communication

Content Knowledge (n=32)

- ADV Rubric Data: **Leadership**
  Growth areas to target: Collaboration, Communication

Leadership Rubric (new) (n=30)

Category	Fall 16 (n=2)	Sp 17 (n=22)	Fall 17 (n=6)
Collaboration	5	4.32	4.17
Professional Development	5	4.32	4.33
Communication	5	4.32	4.17

- ADV Rubric Data: **Content Pedagogy**
  Growth areas to target: Professional Knowledge, Pedagogical Skills

Content Pedagogy (n=33)

Category	Fall 16 (n=2)	Sp 17 (n=23)	Fall 17 (n=8)
Pedagogical Knowledge	5	4.48	4.25
Professional Knowledge	5	4.39	4.00
Pedagogical Skills	5	4.43	4.12
Professional Dispositions	5	4.35	4.50
Interdisciplinary Applications	5	4.26	4.25

- ADV Rubric Data: **Research**
  Growth areas to target: Research Project Conclusions, Grounding Practice in Research

Research (new) (n=30)

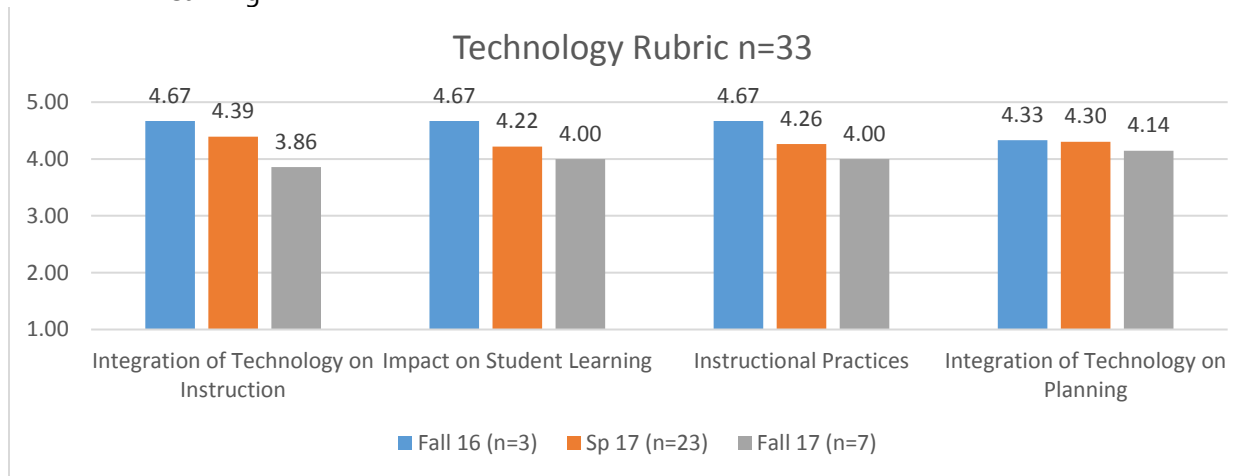|	Grounding Practice in Research	Reflection in terms of current research	Content Mastery thru Disciplinary Inquiry	Presentation of Research	Research Project Narratives	Research Data Analysis and Assessment	Research Project Conclusions
Fall 16 n=2	5	5	5	5	5	5	5
Spring 17 n=21	4.38	4.43	4.38	4.29	4.29	4.24	4.24
Fall 17 n=7	4.14	4.57	4.14	4.43	4.29	4.29	4.14
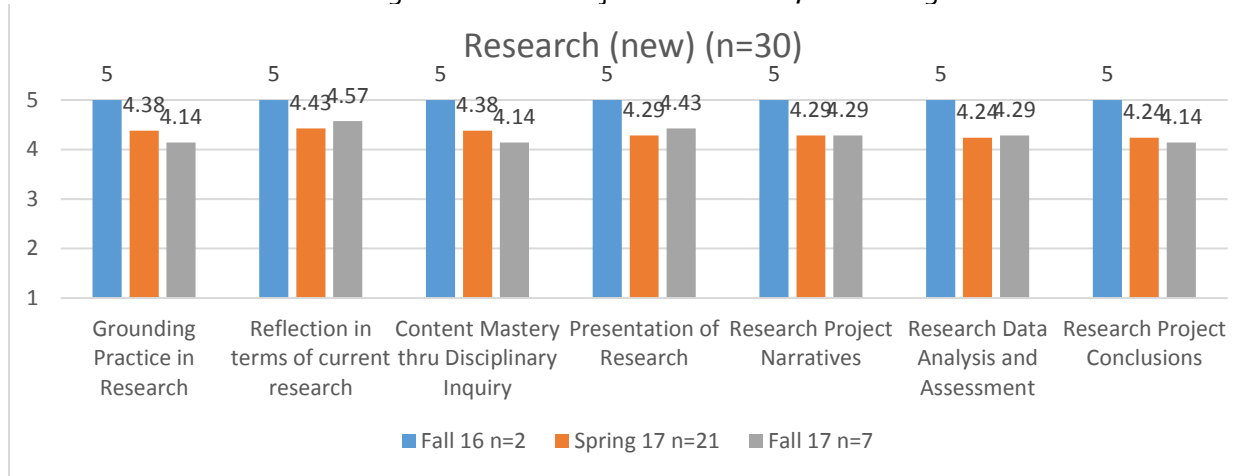
- ADV Rubric Data: **Technology**
  Growth areas to target: Integration of Technology on Instruction, Impact on Student Learning

Technology Rubric n=33

	Integration of Technology on Instruction	Impact on Student Learning	Instructional Practices	Integration of Technology on Planning
Fall 16 (n=3)	4.67	4.67	4.67	4.33
Sp 17 (n=23)	4.39	4.22	4.26	4.30
Fall 17 (n=7)	3.86	4.00	4.00	4.14

MSA Rubric and Oral Exam Outcomes

The MSA program administers its own rubrics to assess students' knowledge and skills related to NC Standards for School Executives. Because proficiency in all rubric areas is expected and required, all candidates are rated as proficient in final rubrics. Candidates receive continuous coaching and feedback on aligned assignments until proficiency is achieved.

Candidates also complete an oral exam to a panel of MSA faculty. The oral exam is scored using another rubric wit ha 4-point rating scale (unsatisfactory to thorough) and candidates can repeat the oral exam or a specific component of the exam if needed to demonstrate proficiency.

- The MSA Add-on program will now require an additional course to address content related to a standard that had previously not been addressed and was discovered through curriculum review. Exit survey data indicated that this caused some difficulty for students.

- The program is also transitioning from ISLLC standards to Professional Standards for Educational Leaders.

Exit surveys from graduating MSA students

MSA students complete an exit survey during their final internship semester that requests feedback on perceptions of the internship experience and overall program experience. Completion of the survey is part of their portfolio so return rates are 100%. The results of the exit surveys are reviewed by the Program Director and additional faculty in the program. The results are collected in an Excel file that contains annual exit survey data since 2011 allowing comparisons from year to year. The results indicate that students are very pleased with the learning opportunities afforded by the MSA program and describe much growth in knowledge, skills, and attitudes towards public school leadership as a result of their program. Several students did indicate some difficulty with understanding Add On courses and portfolio requirements because the portfolio required evidence related to a standard not addressed in the Add On courses.

- As a result of the review of data, the MSA Add-on program will now require an additional course to address content related to a standard that had previously not been addressed and was discovered through curriculum review.

- MSA faculty will review Exit Survey questions to determine if there are opportunities for more nuanced data to emerge that could provide information about program improvements to curriculum.

Exit surveys from graduating MA/MAED students

MA and MAED students complete 3 exit surveys during their final semester of their programs. The surveys ask students to reflect on both the process and content of submitted artifacts and standards as related to their professional goals and growth. The most consistent themes useful for program improvement were: make curricular improvements to the EDN research course, increase learning related to teachers as leaders and integrating technology, and change the process of the portfolio experience to be a project that is uploaded continuously throughout the program rather than only at the end of the program.

Master's NC Teacher Standards	1 = Strongly Disagree	2 = Disagree	3 = Not Sure	4 = Agree	5 = Strongly Agree
My program of study prepared me to meet Standard I on Teachers Demonstrate Leadership.	3.45%	0.00%	6.90%	20.69%	68.97%
My program of study prepared me to meet Standard II on Teachers Establish A Respectful Environment For A Diverse Population Of Students.	3.45%	0.00%	3.45%	13.79%	79.31%
My program of study prepared me to meet Standard III on Teachers Know The Content They Teach.	3.45%	0.00%	3.45%	20.69%	72.41%
My program of study prepared me to meet Standard IV on Teachers Facilitate Learning For Their Students.	3.45%	0.00%	3.45%	20.69%	72.41%
My program of study prepared me to meet Standard V on Teachers Reflect On Their Practice.	3.45%	0.00%	3.45%	20.69%	72.41%

- Prior to Fall 2017, MA and MAED Elementary Education students completed different exit surveys. To streamline administration and to increase compliance with this program requirement, all MA and MAED students complete the same exit surveys and results are collected in one Excel document for multiple years to allow comparisons from year to year. Program directors will review the Exit Survey questions during Spring 2018.
- Taskstream is required at admission to the program, however many program directors attempted to save their students money by delaying portfolio construction to the final semester. Student feedback indicates that this is confusing and limits some reflective value of the experience. While most students do find the portfolio valuable, several would prefer to upload and reflect on artifacts related to the standards throughout the course of their program.
- Program faculty will continue to review ways to increase teacher as leadership and integration of technology in their curricula.

Performance in Schools

Clinical Experiences

All ITP candidates complete field work in a low performing school and, to the extent possible, are exposed to the beginning and ending of school years. Effective F17, all ITP candidates complete edTPA during internship and seminar. Intern seminar topics vary from semester to semester based on needs identified in data on candidate performance assessments and by stakeholder feedback.

Fall 2016:

- 33 ITP interns placed in 13 districts. Of the 33 placements, 6 were in low performing schools.

Spring 2017:

- 43 ITP interns placed in 10 districts. Of the 43 placements, 8 were in low performing schools.

AY 16-17

- 18 MSA interns completed the yearlong sequence of Educational Leadership I & II internships. Interns are exposed to multiple level school environments during their internship. Supervisors rate intern performance on 12 items aligned with program standards using a 5 point rating scale (1=poor to 5= excellent). The range of ratings was 3.78-4.61. The items with the lowest mean ratings (3.78 & 3.83) were school board policies/administrative regulations/school laws and school finance. Supervisors also provided open ended comments about candidate performance. The open ended comments indicated opportunities for improvement in the same areas as the two lowest areas assessed using the 5 point rating scale. A third theme emerged in the area of long range planning. The results are shared with students and analyzed by the Program Director for opportunities for program improvement.

Stakeholder Feedback

During the 2016-2017 academic year and F17, the unit engaged stakeholders in 4 surveys or focus groups for the purpose of gathering feedback related to our conceptual framework and continuous program improvement:

- UNCP hosted the Department of Public Instruction's Beginning Teachers Summit for the region. Feedback surveys were distributed: 2-item survey, 45 respondents (10/45 UNCP TEP alumni).
  - *What do you think are the regional priorities for teacher preparation?*
    - Standards and lesson planning, instructional tools/toolkit, access to resources by teachers, classroom management skills, online class acceptance, digital tools, teacher support and mentors, classroom management/engagement skills, differentiation, EC students and RTL, co-teaching skills, collaboration, assistance becoming national certified teacher (NBCT), professional dress code, understanding students better (culture, development and behavior), communication with parents
  - *What professional development opportunities interest you?*
    - Lesson planning, using standards, classroom technology, project based learning, classroom management/engagement, STEM projects for the classroom, reading groups for students, literacy interventions, assessment, EC population training, working with/communicating with parents, safety, grant writing, connecting with other teachers. Several mentioned that they

> really value workshops where they leave with resources to take back to their classrooms

- ➢ UNCP hosted a breakfast for regional human resources directors of local school systems. Nine directors attended. Feedback was gathered in a focus group format. The primary theme that emerged was a request for licensure exam support. This need is the result of the lateral entry pathway and legislative changes permitting teachers to be hired without having passed their licensure exams. As a result of this feedback several changes occurred: 1.) a TEC licensure work group has been identified and is meeting monthly to review processes around licensure support; 2.) TEC voted to require ITP students to take licensure exams before or during their internship semesters; 3.) the School of Education is hosting an external exam support workshop in S18 that will be available to regional teachers.

- ➢ UNCP hosted an Advisory Council session during its annual SOAR conference for student success. Eight educators attended the event representing the perspectives of a regional principal, school counselor, school social worker, community college student success advisor. Feedback was gathered in a focus group format.

  - Summary of focus group feedback: support for lateral entry teachers and 2nd career teachers, improved math skills among elementary teachers, more collaboration between university and LEAs to fill open positions, improved professionalism among teachers and interns (dress code, cell phone usage, social media), technology and digital learning skills, including teaching online K-12 students, recruitment of potential teachers from high schools and middle schools, summer programs for future teachers, improved differentiation of instruction, mental health training, cultural competence, grant partnerships with LEAs to recruit teachers, more training in collaborating with other school personnel (such as school social worker), collaborate with the Tribe to recruit, reach out to schools more frequently as other IHEs in region and online IHEs are doing so, emotional support for teachers, help people fall in love with teaching

- ➢ UNCP hosted an Assistant Principals Professional Development day. Feedback surveys were distributed and 34 assistant principals responded to a 2-item survey.

  - *If you have had an opportunity to evaluate teachers in your school who are UNCP graduates, please comment on their teaching effectiveness.*

    - Strengths: well prepared, knowledgeable, volunteer mindset, well equipped, effective, contribute greatly to school success, team players, supportive of school activities, central to school culture, role models

    - Suggestions/weaknesses: Toolkit of standard activities needed for all BTs, teachers know how to use technology but not how to teach with it, more preparation on teaching diverse students, more instructional strategies, more classroom management

  - *What professional development opportunities interest you?*

    - Classroom management, curriculum alignment, student engagement, effective leadership, testing coordination, budgeting/finance, behavioral/social/emotional/mental health concerns and interventions, research based approaches, effective communication for administrators, using standards, school culture, working with adults in the school, evaluating teachers, school law, global education, technology competencies. A preference for PD delivered in a panel discussion was mentioned by several

Themes from Stakeholder Data

The AP, BT, and Advisory Council feedback indicated strong interest and need for increased focused in educator preparation programs and professional development in the following areas:

- Differentiation of instruction
- Cultural competence
- Classroom management
- Professional behaviors/dispositions
- Mental health training
- Professional development and support programs
- Technology and digital learning competence
- Communication and collaboration with education (teachers, parents, IHEs, LEAS)

MSA Employer Surveys

The MSA program administered an employer survey during Fall 2017. Nine responses were received representing employers in superintendent, assistant superintendent, and principal roles. This data will be reviewed for the 17-18 Annual Program Report. Early analysis indicated a preference among employers of graduates for more emphasis on managerial skills with teachers and use of evidence based practices to improve student success.

Alumni Surveys

The Teacher Education Programs, through collaborative efforts between the Dean's Office and the Assessment Subcommittee, created an alumni survey targeting graduates of ITP and ADV teacher preparation programs. The Educational Leadership faculty developed an alumni survey targeting graduates of the MSA degree program and Add On program. The surveys were created in Qualtrics and will be deployed to alumni emails, student listservs, and over social media for #UNCPTeach on January 16, 2018.

State Educator Quality Dashboard Data

NC maintains an [Educator Quality Dashboard](#) that serves as an interactive online tool for viewing and analyzing data about public school educators. In AY 2016-2017 the TEP Unit determined to analyze how to more effectively integrate data presented on the dashboard in its program improvement processes. To that end the Dean's Office hosted the UNC General Administration Director of Research, Dr. Tiffany Watts, and the Director of Teacher Quality Research, Dr. Kevin Bastian, from the Education Policy Initiative at Carolina on campus June 29, 2017. The meeting reviewed the following data points from UNCP:

- EVAAS
- Program Impact
- Employment Distribution
- Job Placement

In Fall 2017, the faculty on the Assessment Subcommittee reviewed the dashboard data and the UNC Teacher Quality Research Teacher Preparation Program Effectiveness Report from April 2015. UNCP specific results from that report were highlighted and discussed within the subcommittee.

As a result of the above actions the following future actions are planned:

- Kevin Bastian will return to campus for an extended faculty professional development session about the teacher quality data in the dashboard and its implications.

- Faculty raised questions about teacher evaluation practices in low performing districts.

- Greater attention has been placed on SOE faculty's research and service expertise being connected to regional need. The chair of the Department of Educational Leadership and Counseling is working with the Teaching and Learning Center for UNCP to develop faculty scholarship interest groups focused on regional needs and evidence based practices and promising practices for educators working in under-resourced schools, low performing schools, rural districts, and primarily minority serving schools.

Results of State Program Review

➢ As is legislatively mandated by NC General Assembly, all educator preparation programs were reviewed by the Department of Public Instruction. The Unit participates in program review by the Department of Public Instruction as legislatively mandated by the NC General Assembly. The most current review cycle was completed in 2017.

- All reviewed programs were approved.

- 1 new program was reviewed and approved: MAT in Elementary Education.

- Themes from feedback:

    - Strengths: Alignment with NC standards is clear throughout levels and areas. Projects are focused on knowledge and skills necessary for success and are well defined. Collaboration with school partners is strong.

    - Improvements to make: More specificity about candidate support. Schedule internship to permit interns to experience beginning and ending of school years. MAT students do not have internship if they are lateral entry employees. Consider requiring supervising administrators who work with MSA interns to demonstrate student success accomplishments prior to pairing with interns.

Program Improvements and Timelines

Improvement Area	Responsible Party	Timeline
Adoption of EAB software for advising	Technology and Distance Education Subcommittee	Elementary Education will pilot in F17. All other departments will adopt according to university schedule.
Transition from Blackboard to Canvas necessitates new platform for TEC archives	Technology and Distance Education Subcommittee	Begins Spring 2018
To facilitate admission to TEP students will need passing Praxis I scores earlier	EDN 2100 instructors; program coordinators	Ongoing
Recruitment Plan and Marketing Materials	Director of Recruitment and Retention with Diversity, Recruitment, and Retention Subcommittee	AY17-18
To increase compliance with portfolio system in Taskstream, TEP will request the fee be assessed with university student fees	Associate Dean	AY 17-18; if approved will be activated F18
Review ITP QPA requirements after admission	Program coordinators	S18
Curricular areas to strengthen based on data	Program coordinators and directors	Ongoing
Digitize observation forms for internships in ITP and MSA programs	Director of Assessment with Director of University School Partnerships	S18
Improved alumni tracking	Associate Dean will meet with university alumni office	AY 17-18
Use academic language and edTPA lesson plans throughout program	edTPA Coordinator with program coordinators	Ongoing
Review and improve field experiences in MA/MAED programs	Program directors	F18
Faculty training on assessment instruments	Director of Assessment and Associate Dean	TEC Summer Work Day 18
Adopt nationally normed disposition instrument	Disposition Work Group	S18
Curriculum mapping	Coordinators, directors, and EDN Department Chair	Ongoing

Work Plan for Continuous Improvement of ADV and ITP Common Rubrics 2017-18

Fall 2016, completed	The Assessment Subcommittee of TEC created a set of common rubrics for ITP programs and a set of common rubrics for ADV teaching programs using NC Teaching Standards, InTASC Standards, NCATE Standards, and CAEP Standards to inform rubric development. The following assessment benchmark was established: students must score at least a 3 on each indicator of each rubric. If a student scores below a 3, the student is directed by faculty feedback to resubmit new work. TEC approved both sets of rubrics and evaluation of student procedures.
Spring 2017, completed	TEP implemented the rubrics unit wide for individual student assessment. The rubrics were uploaded into Taskstream where students could view the rubrics prior to uploading their assignments. After student work was uploaded to corresponding rubrics, students were provided feedback regarding their progression and deficiencies, if found, were addressed through resubmission of updated student work completed which was again evaluated by program faculty.
Fall 2017, completed	The rubrics continue to be in use for student assessment. For program evaluation purposes, program coordinators and program directors reviewed data collected from the rubrics with instructional faculty. Changes made to programs based on the analyzed rubric data was documented in Annual Program Reports that were submitted to the Dean's Office on October 1. The Dean's Office collected feedback on the assessment processes and practices of TEP, including the rubrics, during the Annual Program Reports process. The Associate Dean, Director of Assessment, and Chair of the Teacher Education Committee participated in a rubric professional development workshop with a CAEP consultant at the NC Teacher Education Assessment Network pre-conference to the NC-ACCTE conference and identified a number of improvements that could be made to the rubrics. The graduate program directors met and discussed assignments most closely aligned with the ADV rubrics. The Director of Assessment and Associate Dean, in collaboration with the Assessment Subcommittee, tagged all indicators with CAEP and InTASC standards and created context statements for each rubric. The updated ADV rubrics were reviewed by the Assessment Subcommittee at their Dec 17 meeting and will be recommended to the Teacher Education Committee in January 18.
Spring 2018, in progress	The TEC will receive the recommendation of the Assessment Subcommittee to approve the revised rubrics and implement for immediate use. The Assessment Subcommittee will continue to meet and improve upon the ADV rubrics clarifying terms and making indicators more specific, limiting one indicator to each InTASC standard. The Assessment Subcommittee will review the rubrics against the InTASC substandards in collaboration with the graduate program directors. Faculty will receive training on the rubrics, including their purpose and use in candidate assessment and for program evaluation. Faculty will refine signature assignments representing course embedded artifacts aligned with the common rubrics. The signature assignments will continue to vary from program to program, carry substantial weight in the overall course grade, and be described within course syllabi as signature assignments. Faculty will receive training on how all assessment instruments are intended to be used and interrelate.
Summer 2018,	The TEC will continue training associated with rubrics and other assessment instruments, including inter-rater reliability and establishing Lawshe's ratings for

planned	Content Validity of the assessment indicators for both ITP and ADV rubrics at the May 2018 TEC Work Day.
Fall 2018, planned	TEC will work to improve the proficiency level descriptors by ensuring that these are well defined using performance-based terms that reflect that the standards, qualitatively defined, represent a developmental sequence, and provide actionable feedback to candidates. The Assessment Subcommittee and Program Coordinators for ITP programs will work collaboratively to improve the ITP rubrics.

Changes to Roles and Organizational Structure Within the Unit

In June 2016, Dr. Alfred Bryant was appointed Dean of the School of Education following the year and a half long service of Interim Dean Dr. Karen Stanley. Dr. Angela McDonald was appointed as Associate Dean in July 2016. New leadership provided the opportunity to make changes to roles and the organizational structure of the unit. The following changes were made:

- Associate Dean became CAEP coordinator and was assigned responsibility for program improvement processes and accreditation. The Licensure Officer position was eliminated and the Associate Dean was assigned responsibilities of the Licensure Officer position. The Associate Dean meets bimonthly with Program Coordinators and Directors regarding academic programming.
- The Director of Assessment position was changed from a part-time appointment to a fulltime appointment. The Director of Assessment also absorbed the reporting responsibilities formerly assigned to the Licensure Officer.
- Karen Granger, formerly Director of Teaching Fellows, became Chair of the Teacher Education Committee assuming responsibility for chairing monthly Teacher Education Meetings, chairing the Conceptual Framework Subcommittee, and issuing charges to subcommittees. The Chair of the Teacher Education Committee is also responsible for oversight of the Teacher Education Committee Policy Manual, the Student Handbook for Teacher Education, the TEC syllabus template for ITP and ADV courses, communications to the TEC via the listserv, and UNCP Catalog updates from Teacher Education.
- An edTPA Coordinator was identified. Dr. Kayonna Pitchford was named edTPA coordinator with responsibility for faculty training and student support in edTPA. The edTPA Coordinator chairs monthly edTPALs meetings. The edTPALS committee, a newly created advisory committee, makes recommendations to TEC related to edTPA.
- The TEC Subcommittee structure changed. Subcommittees make monthly reports to the full TEC and submit minutes to the TEC archives of their minutes.

Special Achievements for 2016-2017

- Over 100,000 hours of internship and field experience in regional schools as teacher, principal, and school counselor interns

- $31,588 in scholarships awarded to 24 teacher education students

- Over 400 attendees at 3 annual conferences: SOAR, School Leadership Conference, Glen H. Walter Southeast Region of North Carolina Drive-In Workshop for Counselors

- External Funding: Duke Energy K-12 Stem, FATE, NC Quest, NC Alliance for School Leadership Development grant with RESA

- Beginning in 2018, UNCP will be a testing location for all Praxis tests

- Hosted Regional Teacher of the Year, State School Counselor of the Year, Local Administrator of the Year

- Center for Supportive Schools and Public Schools of Robeson County Peer Group Connection Mentorship Program at Fairmont High School

- NC New Teacher Support Program Anchor Institution to support 90 Beginning Teachers

National Rankings

- #3 in the Best Master's Degrees national rankings of affordable online degrees in Elementary Education

- #5 Master's in national rankings of Counseling Programs for top value by Top Counseling Schools

- #40 in the College Choice national rankings of Online Master's in Education Degrees

- #66 in the US News & World Report national rankings of Best Online Graduate Education Programs