

2015-2016

# IHE Bachelor Performance Report

University of North Carolina Pembroke

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## Public Schools of North Carolina

State Board of Education  
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

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National Association of Schools of Art and Design (NASAD), and the Music Education Program is accredited by the National Association of Schools of Music (NASM). Combining the opportunities available at a large university with the personal attention characteristic of a small college, the University provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, postgraduate education, community service, and leadership. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, and social welfare of regional, state, national and international communities. In the fall 2015 semester, the University had a total enrollment of 6,441 students; the UNCP Teacher Education Program (TEP) enrolled more than 868 students in undergraduate, graduate and licensure-only programs, including students from the Regional Alternative Licensure Centers. The TEP offers a broad range of educator preparation programs, including undergraduate programs, master's degree teacher licensure programs, a school counseling program, a school administration program, and add-on licensure programs. The TEP recommends licensure for candidates in 13 programs and 3 add-on licensure areas at the undergraduate level, 12 graduate programs, one add-on licensure program in school administration, and a Master of Arts in Teaching (MAT) program with 8 areas of specialization.

### **Special Characteristics**

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

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of UNCP's student body is American Indian, 35% is African American, 5% is Hispanic, and 2% is Asian/Pacific Islander. The international student body enrollment includes representation from 21 foreign countries. UNCP continues to distinguish itself as an institution where students attribute their success to the personal attention afforded by a student/faculty ratio of 16:1 and an average class size of around 20 students. UNCP continues to maintain a significant presence among its peer institutions in areas of diversity, best value and our commitment to students in the Armed Services. The university was named to 3 different "military friendly" lists. Every year since 2010, UNCP has been named a military friendly school by GI Jobs' magazine. These recognized institutions are known for exhibiting leading practices in recruiting and supporting post-military students. The Military Advanced Education group (MAE) has named UNCP as a Top College and University for veterans since 2012. These schools provide military culture, financial assistance, flexibility, general support, online support, and on-campus support. In 2016, the Military Times named UNCP as one of the "Best for Vets" designated schools. Institutions with this recognition focus on the accommodations and benefits that schools offer for veterans, service members, and their families. In spring 2016, U.S. News and World Report rated the MA Ed in Elementary Education program in the top 100 online graduate education programs for veterans. UNCP is committed to supporting the higher education goals of veterans through a satellite campus on Fort Bragg which offers undergraduate and graduate programs. UNC Pembroke is one of only 240 colleges and universities in the nation to earn the prestigious Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. The university finished first for the diversity of its student body among master's granting universities in the South, according to U.S. News & World Report's 2016 Best Colleges Rankings

Also, collaborative agreements with local community colleges were developed to support the seamless transfer for those veterans interested in four-year degree programs. Students and faculty at UNCP excel in academic excellence and scholarship with a plethora of national and international awards and accomplishments that bring notoriety to the campus. In their commitment to collegiate athletics and academics, 135 student athletes were placed on the Peach Belt Conference Honor Roll for maintaining a GPA of 3.0 or better. This is the sixth consecutive

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year that UNCP named more than 100 student athletes to this prestigious academic honor and it is a departmental record for student athletes.

**Program Areas and Levels Offered**

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

**Pathways Offered (Place an ‘X’ under each of the options listed below that your IHE Provides)**

Traditional	RALC	Lateral Entry
X	X	X

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

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

For the 2015-2016 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

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

Middle Grades and Secondary majors design lesson plans integrating such tools with content from their specialty areas. More specific courses in individual program areas, such as Mathematics education, include MAT 3050 (Using Technology to Teach Mathematics), which emphasizes the use of specialty area technology tools such as graphing calculators and dynamic

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

Elementary, Birth-Kindergarten, and Special Education majors utilize a variety of technology tools, such as word processing, spreadsheet, interactive internet tools, web 2.0 tools, Smartboards and Smart Notebook applications, tablets and apps for classroom use. The electronic tablets, including iPads and iPad minis, equipped with Reading 3D apps and assessments apps that help K-6 students complete timely, informal assessments to assist our teacher candidates monitoring student progress. Special Education candidates use these research validated instructional technologies as assistive devices to enhance students with disabilities educational experiences in K-12 settings. Elementary Education majors are exposed to ClassScape data to evaluate student progress, create VoiceThreads, develop Microsoft movies, create Smart Notebook and other teaching presentations and develop tables and graphs through the use of Microsoft excel.

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Candidates in ELE 4150 and 3060 have utilized an online book club resource called Mightybell as a way to demonstrate deeper and richer engagement in Literature Circles.

**Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

Elementary Education majors take the practice general knowledge licensure exam provided by Pearson during the first week of the ELE 3030 (Purposeful Assessment for Learning) course. After the instructor scores each student's practice exam, the instructor uses these results to inform the progression of topics in the course and to encourage remediation for students as needed including the possibility of taking additional general education courses. The analysis determined each students' highest learning need around the domains of the test, i.e., Numbers and Operations, Functions and Algebra, Geometry and Measurement, and Statistics and Probability. After analyzing the results, students were given additional items to apply what they had learned. Additional practice tests were given in the 2015-2016 academic year in elementary courses for the math and language arts exams. Content in Elementary Education coursework was modified to emphasize knowledge required for the licensure exams. Two new elementary education math courses were implemented in the fall of 2014 and continued during 2015-2016 to emphasize knowledge required for the licensure exams, including reading vocabulary, modifications of content. General education math coursework sections were designated for elementary education majors with the cooperation of the Department of Mathematics and Computer Science.

During the 2015-2016 academic year, licensure exam seminars were held to provide intensive test preparation in foundations of reading, mathematics, and general knowledge for all elementary and special education majors. Candidates participated in half day workshops that provided information and preparation materials for the Foundations of Reading, Mathematics

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and Multi-Subject licensure exam. Faculty took tests during summer 2014 in order to provide first hand guidance and information to prepare students for the tests.

Reading materials that were purchased in 2013 are being used by elementary faculty and students to strengthen concepts such as reading foundations, research-based practices on how children acquire reading skills, connections between reading, speaking, listening and writing, print concepts and alphabetic principle, and comprehension of literature and content-based texts. Beginning fall 2014, elementary majors were required to complete 9 credit hours of literacy including emergent, developing, and fluent readers.

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

**Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

During the 2015-16 school year, the elementary education program continued to implement revisions to the curriculum that included a new assessment course, ELE 3030 (Purposeful Assessment for Learning), where students were provided opportunities to apply formative and summative assessments in classroom settings using a variety of technology based materials including Reading 3D and ClassScape. Elementary education teacher candidates also used assessment data to plan individual and group instruction in this course. Elementary education teacher candidates complete ELE 4040 and ELE 4050 (Literacy and Language Arts I and II),



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where students utilize assessment in field experiences in public school settings and plan appropriate instruction for individual K-6 students. Similar assignments occur in two math and science courses, ELE 4010 and ELE 4020 (Mathematics and Science I and II). Elementary education candidates gain understandings of and some experience implementing meaningful formative and summative assessments used to inform literacy teaching and learning in both ELE 3050, 3060 and 4150. In ELE 3030, students disaggregate data from sequential school years on the NC DPI School Report Card and make inferences based on the data. They also design formative and summative assessments to implement in the classroom. They design pre/post tests and use data to drive the instruction.

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

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

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

Elementary, Birth-Kindergarten, and Special Education majors utilize a variety of technology tools, such as word processing, spreadsheet, interactive Internet tools, web 2.0 tools,

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Smartboards and Smart Notebook applications, tablets, and apps for classroom use. The electronic tablets, including iPads and iPad minis, are equipped with Reading 3D apps and assessment apps that help K-6 students complete timely, informal assessments and assist our teacher candidates monitoring student progress. Special Education candidates use these research validated instructional technologies as assistive devices to enhance students with disabilities educational experiences in K-6 settings.

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

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

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

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

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

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

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

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

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

During the 2015-16 academic year, the UNC Pembroke Teacher Education Program underwent an NCATE self-study. Data and narratives were collected through the use of several collection instruments including Taskstream and Qualtrics survey instruments. The Teacher Education Program is governed by the Teacher Education Committee which is composed of program directors and coordinators of all licensure areas housed in the UNC Pembroke Teacher Education Program as well as community partners. Information was summarized and shared with stakeholders. Work to revise and improve the UNC Pembroke Teacher Education Program is ongoing based on the findings of the NCATE team visit.

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

The table below offers a listing of courses and their corresponding field experience component and a description of activities included.

Course	Field Hrs	Course Assignments					Notes
		Obs.	Teach a Lesson	Interview	Report/ Reflection	Portfolio	
ART 3080	15	✓	✓		✓		
ECE 2020	4	✓			✓		Observe two classes of the same age (birth-K) for teacher-children interaction.
ECE 2030	12	✓		✓	✓		Four part ecological assessment of child. Includes family interview; community interview; student observation Bronfenbrenner schema.
ECE 2040	3	✓		✓			Students demonstrate the skills necessary to create an authentic assessment portfolio for a young child and plan their instruction accordingly.
ECE 2050	4			✓	✓		Interview two professionals and two parent/guardians of young children on school-family collaborator. Functional Based Assessment Project: Observe/assess a birth-kindergarten child who shows challenging behaviors, interview the guardian of the child.

ECE 3110	8	✓	✓	✓	✓		
ECE 3120	20	✓		✓	✓	✓	Compare and contrast models of partnerships between education services and community need, reflection about teachers' involvement in the community.
ECE 3130	4			✓	✓		Action research project; identify a problem in early childhood, identify yourself in a certain leadership role and describe how you will solve the problem.
ECE 4010	20	✓	✓		✓		Develop a lesson plan in a preschool or kindergarten classroom and differentiate for a student with disabilities based on his/her needs and learning goals.
ECE 4020	3	✓					
ECE 4030	6	✓	✓	✓	✓		Develop appropriate lessons plans for kindergarten children.
ECE 4040	6	✓	✓		✓		Develop a lesson plan and differentiate for a single student; The student is evaluated and then the student chooses accommodations and modification.
ECE 4060	10	✓		✓	✓	✓	Observation of a child in a naturalistic environment, interview with the child's family, administration of an assessment instrument to the child with observation record, portfolio of assessment results.
ECE 4150	10	✓	✓	✓	✓		1) Agency evaluation; 2) Family event planning; 3) Develop grant applicator
ECE 4170	12	✓	✓	✓	✓		Develop/implement one integrated thematic unit (4 lesson plans) for pre-school and kindergarten classes (pre and post-assessment, cite standards interrogated, modifications for childrens' needs, evaluation and reflection).
EDN 2100	6	✓			✓		Focused observation of 6 hours at 2 level schools, 3 hours at each school. Use face validity to assess the school's web site and NC Report card.
EDN 3130	10		✓		✓		
EDN 3140	6	✓			✓		6 hours of observation to include 3 hours each at two different level schools to observe students behavior and school climate.

EDN 3150	6	✓					6 hours of observation to include 3 hours each at two different level schools to observe students behavior and school climate.
EDN 3400	6	✓		✓			Observe and conduct a Shadow Study of students' behavior. Interview student.
EDN 5040	6	✓			✓		
EDN 5450	3	<input type="checkbox"/>		✓	<input type="checkbox"/>		Interview at least three of the following personnel at the school level matching licensure area: a classroom teacher, grade level/department/School Improvement Team chair, a guidance counselor, and/or a school-site administrator. Written and oral reports required.
EED 3840	10	✓			✓		
EED 3890	15	✓					
ELE 2010	6	✓			✓		The field experience is for structured observations of the social, emotional, physical, and cognitive actions of learners and reflects what they have learned. Students will produce professional observation reports. In addition, the UNCP student interviews a classroom teacher, a student, and does a classroom culture report.
ELE 2020	6	✓	✓	✓	✓		Observations of classroom & reflection, observation of recess & reflection; teaching a health lesson to students & reflection, teacher interview & reflection.
ELE 2030	8	✓	✓		✓		4 hours of arts observation/participation in the community - reflection required, 1 hour arts teaching in supervised class experience (Read-In) - lesson plan and reflection required, 1 hour observation in arts teaching in elementary classrooms - reflection required, 2 hours working with children in or out of school for child art study - child art study writing assignment.
ELE 3010	8	✓		✓	✓		Students will complete 8 hours of field experience through focused observations, (2) content lesson critiques, and teacher interview with a gifted, special education, or ELL teacher.

ELE 3020	6	✓	✓		✓	K-2 Observation, 3-6 Observation, Teach 1 ELE lesson1 integrating Cooperative Learning using a trade book, Cooperating Teacher Evaluation of Cooperative Learning Lesson, Self-Evaluation of Cooperative Learning Lesson.
ELE 3030	6	✓	✓		✓	Formal Assessment Observation, DIBELS (Oral Reading Fluency and Retell Fluency) Observation, Formative Assessment Observation, Create and Administer Pretest and Posttest and Excel Spreadsheet with Two Graphs Showing Collected Data based on a taught lesson using a trade book related to assessment.
ELE 3040	10	✓	✓	✓	✓	Observe a math lesson, teach a math lesson, additional activities completed with instructor
ELE 3050	10	✓	✓	✓	✓	Students are required to complete a focused observation of the classroom teacher and develop and teach (3) literacy mini-lessons, and complete a literacy assessment comparison of two students at varied reading levels.
ELE 3060	10	✓	✓		✓	Students are required to complete a focused observation of the classroom teacher and develop and teach (3) literacy mini-lessons, and complete a literacy assessment comparison of two students at varied reading levels.
ELE 4030	6	✓	✓	✓	✓	Classroom observation; teacher interview; teaching a lesson to students; reflection & more reflection.
ELE 4110	10	✓	✓	✓	✓	Teach a math lesson, math tutoring (2 hours), additional activities completed with instructor.
ELE 4120	10	✓	✓	<input type="checkbox"/>	✓	Teach a science lesson, science coaching (2 hours), additional activities completed with instructor.
ELE 4150	10	✓	✓	✓	✓	Focused observations, teaching (2) integrated literacy lessons, and completing an assignment from the FE choice board: completing a reading miscue analysis with (2) students; media center investigation and interview; or Daily 5 Café investigation and interview.
MAT 2500	18 hrs in classes 6 hrs for two	✓	<input type="checkbox"/>	✓	✓	Observe 6 hrs each at 3 different levels, elementary, middle, and high schools, interviews will be arranged privately by students.

	interviews						
MAT 4000	10	✓	✓	<input type="checkbox"/>	✓		Observe, plan, teach, evaluate mini lesson with teachers pre-selected by program coordinator.
MUS 2540	6	✓	✓	✓	✓		
MUS 2290	3	✓	✓	✓	✓		
MUS 4000	6	✓	✓		✓		
MUS 4050	10	✓	✓		✓	✓	
MUS 4200	5	✓	✓		✓	✓	
PED 3000	10		✓		✓		
PED 3020	10		✓		✓		
PED 3170	6	✓			✓		
PED 3175	6	✓			✓		
RDG 2000	10	✓	✓				
SCE 3000	16	✓			✓	✓	Must be completed in a science class.
SCE 3010	16	✓	✓	✓	✓	✓	Must be completed in a science class.
SED 3310	4	✓		✓	✓		
SED 3320	2			✓			
SED 3330	6			✓			
SED 3350	4	✓				✓	
SED 4030	2			✓	✓		
SED 4310	10				✓		
SED 4320	10		✓				Must be completed in a special education class.
SED 4330	10	✓	✓				Must be completed in a special education class.
SED 4340	10	✓	✓				
SPN 3010	10	✓		✓	✓		
SPN 4400	10	✓	✓	✓			
SSE 3000	25	✓			✓		

**How many weeks are required at your institution for clinical student teaching?**

15 weeks



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

We have not determined how UNCP will meet this goal yet. Planning session with our faculty and school partners will take place soon to try and work out the details.

**Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?**

No, however UNCP provides free Praxis and Foundations of Reading and General Curriculum workshops for all area teachers, regardless of whether they attended UNCP for their educator preparation coursework, to help them prepare for their required tests.

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

**A. Direct and Ongoing Involvement with/and Service to the Public Schools**

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.
Activities and/or Programs Implemented to Address the Priorities	Sandhills Region Education Consortium monthly meetings for Personnel Administrators
Start and End Dates	August 2015-May 2016
Number of Participants	14
Summary of the Outcome of the Activities and/or Programs	Increased Professional development offerings throughout the year at no charge to include topics requested by LEAs, Continued the availability of online/hybrid content and pedagogy courses, Continued to offer courses needed by lateral entry teachers, even if enrollments were low, Offered flexible scheduling of courses, Continued to offer online AIG add-on licensure courses to regional LEAs.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.
Activities and/or Programs Implemented to Address the Priorities	Recruitment and Retention of Teacher Education Students, Hoke County Career Day, Public Schools of Robeson County Career Day
Start and End Dates	Ongoing
Number of Participants	1000+
Summary of the Outcome of the Activities and/or Programs	Campus-wide and regional recruitment and retention plan continued implementation, open house events, career days, and transfer days, Provided information on teaching and UNCP
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.
Activities and/or Programs Implemented to Address the Priorities	Praxis II Preparation Workshops
Start and End Dates	Fall, Spring, and upon request
Number of Participants	100+

Summary of the Outcome of the Activities and/or Programs	Ongoing Praxis II content review workshops offered for pre-service and lateral entry teachers at no charge to participants.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.
Activities and/or Programs Implemented to Address the Priorities	Praxis Core Preparation Workshops
Start and End Dates	Offered multiple times per semester for each test portion, including evenings and Saturdays.
Number of Participants	100+
Summary of the Outcome of the Activities and/or Programs	Ongoing Praxis Core preparation workshops for Reading, Writing and Mathematics offered for pre-service teachers and teacher assistants pursuing entry into Teacher Education Program, Offered test preparation sessions on test anxiety and mindfulness.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.
Activities and/or Programs Implemented to Address the Priorities	8 <sup>th</sup> Annual Drive-In Workshop for School Counselors
Start and End Dates	Spring Semester
Number of Participants	60+
Summary of the Outcome of the Activities and/or Programs	Daylong conference held for elementary, middle, and high school counselors. Topics focused on the culture of counseling.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.
Activities and/or Programs Implemented to Address the Priorities	Annual School Administration Conference
Start and End Dates	Spring Semester
Number of Participants	50+
Summary of the Outcome of the Activities and/or Programs	Daylong conference held for elementary, middle, and high school, and central office administrators, focus was on data driven decision making.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels
Activities and/or Programs Implemented to Address the Priorities	Beginning Teacher Coordinator Cross-Regional Annual Meeting
Start and End Dates	Spring 2016
Number of Participants	60+
Summary of the Outcome of the Activities and/or Programs	Daylong conference providing professional development for beginning teacher coordinators.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Cumberland, Montgomery, Richmond, Scotland
Priorities Identified in Collaboration with LEAs/Schools	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.
Activities and/or Programs Implemented to Address the Priorities	Project PREP – Partnership for the Retention of Education Professionals – a Beginning Teacher Support Program
Start and End Dates	Fall and Spring
Number of Participants	100+
Summary of the Outcome of the Activities and/or Programs	Project PREP is a partnership among UNCP and 5 area LEAs designed to provide resources and services to these districts that promote the professional growth and retention of beginning teachers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Scotland
Priorities Identified in Collaboration with LEAs/Schools	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program
Activities and/or Programs Implemented to Address the Priorities	Family Math Night
Start and End Dates	Fall 2015
Number of Participants	250+
Summary of the Outcome of the Activities and/or Programs	Modeled strategies for parents to use at home to help their children with mathematics achievement.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Robeson
Priorities Identified in Collaboration with LEAs/Schools	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program

Activities and/or Programs Implemented to Address the Priorities	Sports Empowerment Camp
Start and End Dates	Spring 2016
Number of Participants	30
Summary of the Outcome of the Activities and/or Programs	For high school students with disabilities and their teachers. Provided a unique opportunity to engage in an athletic-focused event, many of these students had never had the chance to play on an organized sports team.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Scotland
Priorities Identified in Collaboration with LEAs/Schools	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program
Activities and/or Programs Implemented to Address the Priorities	Family Science Night and Science Olympiad, Science Olympiad coaching and regional competition, Washington Park Elementary School
Start and End Dates	Fall 2015 and Spring 2016
Number of Participants	250+
Summary of the Outcome of the Activities and/or Programs	Modeled strategies for parents to use at home to help their children with science achievement. Coached students in grades 3-5 to compete in the 2014 Science Olympiad, Goals were to improve science EOG scores and student's interest in STEM careers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Robeson, Scotland
Priorities Identified in Collaboration with LEAs/Schools	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program
Activities and/or Programs Implemented to Address the Priorities	Annual African American Read In, Annual American Indian Read In, Read Across America and other Read In events
Start and End Dates	Fall and Spring
Number of Participants	350+
Summary of the Outcome of the Activities and/or Programs	Engage K-6 public school children in literacy experiences, Arts integration was incorporated into read in activities. Each Student at RB Dean received 5 books to take home.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Robeson
Priorities Identified in Collaboration with LEAs/Schools	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program

Activities and/or Programs Implemented to Address the Priorities	Teaching Fellows and Elementary Education Programs
Start and End Dates	Fall and Spring
Number of Participants	100+
Summary of the Outcome of the Activities and/or Programs	Supported Bak-Pak Pals program at one elementary school
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City.
Priorities Identified in Collaboration with LEAs/Schools	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program
Activities and/or Programs Implemented to Address the Priorities	<sup>6th</sup> annual Honors Jazz Festival and other events including: 38th annual Honor Band, High school honor choir, 10th annual Percussion Ensemble Festival, 2015 Sounds of Summer clinic, 2015 North Carolina Music Educators Association Conference Presentations
Start and End Dates	Fall and Spring
Number of Participants	300+
Summary of the Outcome of the Activities and/or Programs	The UNCP Music faculty judged performances, hosted regional choir, band, and jazz events, served as guest directors, Hosted music, band, and choir events for elementary, middle, high school and college students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Bladen
Priorities Identified in Collaboration with LEAs/Schools	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.
Activities and/or Programs Implemented to Address the Priorities	Assistant Principal Leadership Academy
Start and End Dates	Fall 2015 and Spring 2016
Number of Participants	18
Summary of the Outcome of the Activities and/or Programs	Prepare Assistant Principals for Leadership Opportunities
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Robeson
Priorities Identified in Collaboration with LEAs/Schools	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program
Activities and/or Programs Implemented to Address the Priorities	Parent's Reading Workshop, Partnership of the UNCP Reading Education Program and the Robeson County Indian Education program for conducting an annual.
Start and End Dates	Fall 2015

Number of Participants	80+ parents and children
Summary of the Outcome of the Activities and/or Programs	Future reading specialists' work with parents and children in the Indian Education Program to impact the American Indian population in Robeson County.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Cumberland, Robeson, Scotland
Priorities Identified in Collaboration with LEAs/Schools	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program
Activities and/or Programs Implemented to Address the Priorities	Elementary Education Field Experience Week
Start and End Dates	
Number of Participants	80+ UNCP students, 80+ clinical teachers from 5 public schools, 7 UNCP elementary education faculty members
Summary of the Outcome of the Activities and/or Programs	Provide an opportunity for ELE students to experience one full week as a teacher, based on student survey, students gained a great understanding of teaching and building a partnership with the public schools.

## II. CHARACTERISTICS OF STUDENTS

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

Full-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	7	American Indian/Alaskan Native	15
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	18
	Hispanic	1	Hispanic	7
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	103
	Other	0	Other	1
	Total	36	Total	144
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	3	Hispanic	2
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	6
	Other	0	Other	1
	Total	7	Total	15
Part-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	0
	Total		Total	5
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	34
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	51
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	171
	Other	0	Other	4
	Total	19	Total	266



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**B. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten		2	1	14
Elementary	27	7	2	2
MG		5		
Secondary	2	8		2
Special Subjects	7	8		2
EC	2			64
VocEd				
Special Services				
<b>Total</b>	<b>38</b>	<b>30</b>	<b>3</b>	<b>84</b>

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

2014-2015		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCP	39	79	54
Bachelor	State	3918	85	59

**D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2015-2016.**

LEA	Number of Teachers
Public Schools of Robeson County	919
Cumberland County Schools	424
Scotland County Schools	184
Richmond County Schools	177
Columbus County Schools	141
Moore County Schools	125
Bladen County Schools	119
Wake County Schools	97
Hoke County Schools	91
Whiteville City Schools	48

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**E. Quality of students admitted to programs during report year.**

<b>Measure</b>	<b>Baccalaureate</b>
MEAN SAT Total	1,156.54
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	25.11
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN PPST-Combined	538.22
MEAN PPST-Reading	174.33
MEAN PPST-Writing	166.78
MEAN PPST-Math	159.04
MEAN CORE-Combined	528.63
MEAN CORE-Reading	180.46
MEAN CORE-Writing	177
MEAN CORE-Math	179.4
MEAN GPA	3.27
Comment or Explanation:	
* Less than five scores reported	

**F. Scores of student teachers on professional and content area examinations.**

<b>Specialty Area/Professional Knowledge</b>	<b>2014-2015 Student Teacher Licensure Pass Rate</b>	
	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary (grades K-6)	10	90
Spec Ed: General Curriculum	1	*
Institution Summary	11	91
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**G. Initially Licensed Teachers: Refers to individuals from your IHE employed by public schools. (Lateral Entry teachers are included)**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	38	11
Elementary (K-6)	15	10
Middle Grades (6-9)	7	3
Secondary (9-12)	8	4
Special Subject Areas (K-12)	6	1
Exceptional Children (K-12)	64	38
<b>Total</b>	137	67
Comment or Explanation:		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	16	5	1		1	
U Licensure Only	1	1				
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	1					
U Licensure Only	62	3	1			
Comment or Explanation:						

**I. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
n/a	n/a	n/a

## J. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <a href="http://www.ncpublicschools.org/effectiveness-model/ncees/">http://www.ncpublicschools.org/effectiveness-model/ncees/</a>. Institutions with fewer than five beginning teachers evaluated during the 2015-2016 school year are reported as N/A. Additional information about Educator Effectiveness is available at: <a href="http://www.ncpublicschools.org/effectiveness-model/ncees/">http://www.ncpublicschools.org/effectiveness-model/ncees/</a></p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	5.6%	78.2%	16.2%	0.0%	142
State Level:	0.0%	4.6%	72.1%	22.4%	0.9%	4838
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.6%	70.7%	24.3%	1.4%	140
State Level:	0.0%	4.4%	65.2%	29.2%	1.2%	4813
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.6%	80.0%	15.7%	0.7%	140
State Level:	0.0%	5.4%	74.4%	19.4%	0.8%	4760
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	4.9%	78.2%	16.2%	0.7%	142
State Level:	0.0%	6.2%	70.5%	22.6%	0.7%	5069
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	6.4%	79.3%	13.6%	0.7%	140
State Level:	0.0%	4.1%	73.7%	21.0%	1.3%	5033
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	34.7%	50.5%	14.7%	95		
State Level:	20.6%	63.2%	16.2%	3788		