

2018-2019

EPP Bachelor Performance Report

University of North Carolina Pembroke



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

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 2018 semester, the University had a total enrollment of 7,137 students; the UNCP Teacher Education Program (TEP) enrolled more than 732 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 15 undergraduate programs and 4 add-on licensure areas at the undergraduate level, 14 graduate programs with 5 add-on licensure areas, and a Master of Arts in Teaching (MAT) program with 12 areas of specialization.

Special Characteristics

The University of North Carolina at Pembroke is a master's level degree-granting institution and one of 17 schools that comprise the UNC system. UNCP is located in rural southeastern NC with significant engagement in the local communities. Founded in 1887 as the first state-supported institution for American Indians in the nation, UNCP serves as an institution of higher education to a myriad of diverse cultures. Today, the ethnic and cultural diversity of the campus community provides students with a citizenship education to function in a 21st century global economy. Students at UNCP have access to a wide range of study abroad opportunities to expand their knowledge of diverse cultures with access to a network of 300 institutions in more than 13 countries. UNCP consistently ranks among the nation's most diverse college campuses with its minority enrollment at more than half of the overall student body. Approximately 15%

of UNCP's student body is American Indian, 33% is African American, 6% is Hispanic, and 2% is Asian. The international student body enrollment includes representation from 15 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 2 different "military friendly" lists. Every year since 2010, UNCP has been named a military friendly school by GI Jobs' magazine. Recognized institutions are known for exhibiting leading practices in recruiting and supporting post-military students. Since 2015, the Military Times named UNCP as one of the "Best for Vets" designated schools. Institutions with this recognition focus on the accommodations and benefits that schools offer for veterans, service members, and their families. UNCP also is committed to supporting the higher education goals of veterans through a satellite campus on Fort Bragg which offers undergraduate and graduate programs. UNCP continues to steadily increase military-affiliated enrollment, now numbering more than 1200 students. Additionally, with the growing success and numbers, UNCP has restructured the Military Outreach Office into the Academic and Military Outreach Office (AMO) and will occupy the UNCP Military Resource Center called "Rally Point" in August 2019. UNCP dedicates this space to AMO staff offices, study and meeting facilities, a computer area and houses the School VA Certifying Official for VA processing/certification of education benefits.

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

agreements with local community colleges to develop seamless transfer for those veterans interested in four-year degree programs.

Students and faculty at UNCP excel in academic excellence and scholarship with a plethora of national and international awards and accomplishments that bring notoriety to the campus. In their commitment to collegiate athletics and academics, 164 student athletes were placed on the Peach Belt Conference Honor Roll for maintaining a GPA of 3.0 or better. This is the eighth consecutive year that UNCP named more than 100 student athletes to this prestigious academic honor and it is a departmental record for student athletes.

Program Areas and Levels Offered

The UNCP Teacher Education Program (TEP) offers licensure at the undergraduate level in the following areas: Birth-Kindergarten Education (B-K) and a Preschool Add-On; Elementary Education (K-6); Middle Grades Education (6-9) with tracks leading to licensure in Language Arts, Mathematics, Science, and Social Studies; special subjects (K-12) in the areas of Art, Exceptional Children (General Curriculum), Music, Health & Physical Education, Spanish, and an AIG Add-On; and secondary education (9-12) English and an ESL Add-On, Mathematics, Science, and Social Studies Education.

The TEP offers advanced M.A. or M.A.Ed. teacher licensure programs in the following areas: Elementary Education (K-6), Middle Grades Education (6-9) with concentrations in Language Arts, Mathematics, Science, and Social Studies, Art Education (K- 12), Physical Education (K- 12), English Education (9-12), Mathematics Education (9-12), Science Education (9- 12), Social Studies Education (9-12), and Reading Education (K-12).

The Master of Arts in Teaching (M.A.T.) Program offers twelve areas of specialization, including Art, English, Elementary Education, Mathematics, Middle Grades Language Arts, Middle Grades Mathematics, Middle Grades Science, Middle Grades Social Studies, Health & Physical Education, Science, Social Studies, and Special Education.

Master’s level programs for other school personnel include the following: School Administration (MSA), a School Administration Add-On, Professional School Counseling, and an Add-On in Professional School Counseling.

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

Traditional	Lateral Entry	Residency
X	X	X

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

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

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

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

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

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

Middle grades and secondary mathematics candidates enroll in a course, CSC 4050 (Current Topics in Computers in Education), designed to expose the candidates to a variety of technology tools, such as word processing, spreadsheet, interactive internet tools, web 2.0 tools, Smartboards, tablets, and apps for classroom use. Candidates design lesson plans integrating such tools with content from their specialty areas. Math candidates also take MAT 3500 (Using Technology to Teach Mathematics), which emphasizes the use of specialty area technology tools such as graphing calculators and dynamic geometry programs, as well as Google docs and Google forms.

Music Education majors have music specific technology tools, such as Finale or other music composition software, embedded in their methods courses.

English education undergraduates practice using smart boards, computers, projectors, and other technological tools in their English Education pedagogy classes. English Education graduate methods classes (EED 5510, EED 5520, and for MAT students EDN 5450) all require integration of instructional technology in planning-related course products.

Candidates in the graduate science education program utilize iPads and apps in the teaching of science as well as in planning science lessons using supporting documents such as the Next Generation Science Standards apps. SCE 3000 students are required to create a laboratory lesson portfolio of six lab activities. Two of those labs must require students to use technology in some

manner. An example of one of these lab activities is students using Microsoft Excel to graph data collected during an experiment.

Students in the AIG add on program are prepared to use instructional technology through the use of a variety of web-based tools in their online courses.

Students in the Spanish education methods courses have to create lessons that demonstrate their mastery with the use of digital technology.

EDNS 5050, Advanced Instructional Technology, a special topics course about using technology in classroom settings, has been developed so that students enrolled in any graduate program may take the class and develop additional techniques for integrating technology into the classroom.

Our graduate reading education candidates use digital and other instructional technologies to develop appropriate reading strategies that respond to learners' interests, reading abilities, and backgrounds of foundations for the reading and writing environment. In addition, candidates are prepared to use technology to gather and implement reading instructional planning and effective practices.

Elementary, Birth-Kindergarten, and Special Education majors utilize a variety of technology tools, such as word processing, spreadsheet, interactive internet tools, web 2.0 tools such as Kahoot and Plickers, Smartboards and Smart Notebook applications, tablets and apps for classroom use. The electronic tablets, including iPads and iPad minis, equipped with Reading 3D apps and assessments apps that help K-6 students complete timely, informal assessments to assist our teacher candidates monitoring student progress. Special Education candidates use these tools as assistive devices to enhance students with disabilities educational experiences in K-12 settings. Elementary Education majors are exposed to ClassScape data to evaluate student progress, create VoiceThreads, develop digital movies, create Smart Notebook and other teaching presentations and develop tables and graphs through the use of Microsoft excel. Webex is used in many programs for online class meetings and/or advising. Candidates complete Google Classroom training in EDNS 5050 and use other google tools through EDN 3130 Content Area Reading and EDN 3000 Arts Integration in the Elementary School.

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

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

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

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

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

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

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

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

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

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

Spanish education candidates understand the relevance of the arts in their lessons, and are introduced to research based literature showing the importance of the arts in Second Language Acquisition. Spanish candidates understand that art is the expression of the culture of a nation

and their people. It is necessary to teach a foreign language through culture, including musical interpretations, works of art, dances, etc, that are representative of that culture. For a foreign language teacher, it is essential to use many visual and audio elements. The incorporation of art is something that is practically in every activity that takes place in the Spanish language classroom. Candidates are required to incorporate the arts into their lessons and relate it to the ACTFL and NC Standards.

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

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

During the 2015-16 academic year, the UNC Pembroke Teacher Education Program (TEP) underwent an NCATE self-study. Results of this self-study and on site visit showed areas of concern around data collection about advanced programs. An NCATE focused visit was scheduled during Spring 2018 to look at the data collection and dissemination system in the advanced licensure programs. Data and narratives were collected through the use of several collection instruments including Taskstream and Qualtrics survey instruments. In order to facilitate, organize, monitor, and assure appropriate data collection in all programs, the Teacher Education Committee (TEC) underwent some reorganization. The Teacher Education Program is governed by the TEC which is composed of program directors and coordinators of all licensure areas housed in the UNC Pembroke Teacher Education Program as well as community partners. The TEC implemented a new sub-committee structure. One sub-committee was focused specifically on our assessment and implementation system. All sub-committees focus on continuous program improvement. Work to revise and improve the UNC Pembroke Teacher Education Program is ongoing based on the findings of the NCATE team visit, NCDPI Program Review, as well as our TEC sub-committees. Our 2018 Focus Visit was a success and we are

now moving on to begin work on meeting the CAEP standards for our next accreditation cycle in 2023.

The UNCP Teacher Education Program has also implemented an annual report process. 2019 will be the third iteration of the annual report process. Data from sources including enrollment summaries, test scores from ETS and Pearson, Taskstream data from common assignments scored with common rubrics, candidate, stakeholder, and alumni surveys, and some data provided by NCDPI and the UNC System office. This data is used to generate individual program reports. The Dean's office compiles and summarizes and creates a program level report by synthesizing the individual program reports. This process is evaluated and modified each year based on best practices and feedback from all stakeholders.

The Professional School Counseling program is accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP), the Art Education Program is accredited by the National Association of Schools of Art and Design (NASAD), and the Music Education Program is accredited by the National Association of Schools of Music (NASM).

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

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

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
ART 3080	8	<input type="checkbox"/>				<input type="checkbox"/>	In the Service Learning part of this course, students plan a learning sequence following the edTPA lesson plan format. They teach the unit and video tape themselves teaching. They also reflect upon their unit using Task 2 commentary prompts. (Pembroke Housing Authority Afterschool program)	Field Experience: Students complete observations in two different settings- elementary and secondary classrooms. There is also a service learning component where student plan and teach learning segment.
ART 4000	Full-time internship	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	All tasks	Full-time Internship
ART 4490		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	All tasks	Seminar
ECE 2020	4	<input type="checkbox"/>				<input type="checkbox"/>	Database of theories and research results about education	Observe two classes of the same age (birth-K) for teacher-children interaction.
ECE 2030	12	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Database of theories and research results on teaching and brain development	Four part ecological assessment of child. Includes family interview; community interview; student observation Bronfenbrenner schema.
ECE 2040	3	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Students demonstrate the skills necessary to create an authentic assessment portfolio for a young child

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
								and plan their instruction accordingly. (Update with Early EDU info)
ECE 2050	4 (no school placement required)			<input type="checkbox"/>		<input type="checkbox"/>	Cultural assets/diversity; Context for Learning	Research a culture and modify a plan to incorporate culturally-relevant instruction.
ECE 3110	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describing what attributes of the class environment and interactions show respect for all and are conducive to learning.	Interview two professionals and two parent/guardians of young children on school-family collaboration. Functional Behavior Assessment Project: Observe/assess a birth-kindergarten child who shows challenging behaviors, interview the guardian of the child.
ECE 3120	20 (No school placement required)	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		Compare and contrast models of partnerships between education services and community need, reflection about teachers' involvement in the community.
ECE 3130	4 (no school placement required)			<input type="checkbox"/>		<input type="checkbox"/>		Action research project; identify a problem in early childhood, identify yourself in a certain leadership role and describe how you will solve the problem.

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
ECE 3140	10	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Practice Tasks 1 and 2	Plan and teach a class, video, reflect on instruction
ECE 4010	20	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	Practice Task 1	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	<input type="checkbox"/>					Write context for learning, develop lesson plans and assessments for preschool children	Develop lesson plans and assessment for preschool children
ECE 4030	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Write context for learning, develop and implement lesson plans and assessments for kindergartners	Develop appropriate lessons for kindergarten children, record, and analyze instruction.
ECE 4040	6	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Design lessons with accommodations and modifications for children with learning or behavioral needs.	Develop a lesson plan and differentiate for a single student; The student is evaluated and then the student chooses accommodations and modification. Record and analyze instruction.
ECE 4060	10	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Design multimodal assessments aligned with the learning goals	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. (needs to be updated)

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
ECE 4080	10		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Use a literacy curriculum that positively impacts children's knowledge, belief, and engagement	Assess and apply literacy development strategies in three kinds of settings: infants, toddlers, and preschoolers
ECE 4090	10		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Demonstrate appropriate use of ongoing child observation and assessment to guide teaching and facilitate children's development and learning	Apply teaching strategies to develop deeper thinking, problem solving, reasoning, and science skills. Teach and record a series of lessons.
ECE 4170	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students practice all edTPA tasks in two environments: preschool and kindergarten.	Develop/implement one learning segment (3 lesson plans) for pre-school and kindergarten classes.
EDN 2100	6	<input type="checkbox"/>				<input type="checkbox"/>	Context for learning	Focused observation of 6 hours at 2 level schools, 3 hours at each school. Students complete a Context for Learning using data from NC DPI and the Teachers Working Conditions survey.
EDN 3130	10		<input type="checkbox"/>			<input type="checkbox"/>		Students will complete a Read Aloud with students.
EDN 3140	6	<input type="checkbox"/>				<input type="checkbox"/>		6 hours of observation to include 3 hours each at two different level schools to observe students' behavior and school climate.

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
EDN 3150	6	<input type="checkbox"/>				<input type="checkbox"/>		6 hours of observation to include 3 hours each at two different level schools to observe students' behavior and school climate.
EDN 3400	6	<input type="checkbox"/>		<input type="checkbox"/>				Observe and conduct a Shadow Study of students' behavior. Interview student.
EED 3840	10	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	Reflect on pedagogical approaches from the observation. Identify theories/theorists related to the practices.	10 hours of observation in a middle/high school English Language Arts Classroom
EED 3890	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Describe personal and community assets and how their backgrounds might inform their academic performance. Use scaffolding. Use pedagogical practices.	15 hours: observing student writing performances at the middle/high school level; participate in tutoring opportunities at Fairmont Middle.
ELE 2010	6	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Philosophers/philosophy (rubrics 3, 10, 15)	The field experience is for structured observations of the social, emotional, physical, and cognitive actions of learners and to reflects on what they have learned. Students will produce professional observation reports. In

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
								In addition, the UNCP student interviews a classroom teacher. 2000 level checklist.
ELE 2040	6	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Notebook creation and overview of tasks.	The field experience is for structured observations of the social, emotional, physical, and cognitive actions of learners and to reflect on what they have learned. Students will produce professional observation reports. In addition, the UNCP student interviews a classroom teacher. 2000 level checklist
ELE 3000 (2030)	2 (SL project) + ELE Field Experience week		<input type="checkbox"/>			<input type="checkbox"/>	Video practice with trimming and uploading	Evaluate a set of student work samples, teacher interview related to differentiated instruction, reflection on the classroom management plan, small-group lesson with Bloom's higher order thinking question, co-teaching, integrating technology. 3000 level check list
ELE 3010	ELE Field Experience week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		Evaluate a set of student work samples, teacher interview related to differentiated instruction, reflection on the classroom management plan, small-group lesson with Bloom's higher order thinking question, co-teaching, integrating technology. 3000 level check list

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
ELE 3020	ELE Field Experience week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Handbook deep dive	Evaluate a set of student work samples, teacher interview related to differentiated instruction, reflection on the classroom management plan, small-group lesson with Bloom's higher order thinking question, co-teaching, integrating technology. 3000 level check list
ELE 3030	ELE Field Experience week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Analyze Task 3 samples. Use URLP to improve and rewrite a sample level 3 to a level 4/5	Evaluate a set of student work samples, teacher interview related to differentiated instruction, reflection on the classroom management plan, small-group lesson with Bloom's higher order thinking question, co-teaching, integrating technology. 3000 level check list
ELE 3040	Field Experience Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Complete and teach a lesson plan to peers using the edTPA lesson format	Evaluate a set of student work samples, teacher interview related to differentiated instruction, reflection on the classroom management plan, small-group lesson with Bloom's higher order thinking question, co-teaching, integrating technology. 3000 level check list
ELE 3060	Field Experience Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		Evaluate a set of student work samples, teacher interview related to differentiated instruction, reflection on the classroom management plan, small-group lesson with Bloom's higher order thinking

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
								question, co-teaching, integrating technology. 3000 level check list
ELE 4030	Field Experience Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		Evaluate a set of student work samples and provide feedback and next steps, teacher interview related to differentiated instruction (IEP goals), reflection on the classroom management plan, whole-group integrated lesson with Bloom's higher order thinking question, co-teaching (2 lessons), integrating technology in whole-group. 4000 level check list
ELE 4060	INTERNSHIP						tasks 1,2,3	INTERNSHIP
ELE4110	Field Experience Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Write 2 lesson plans in edTPA format. Teach and video a lesson.	Evaluate a set of student work samples and provide feedback and next steps, teacher interview related to differentiated instruction (IEP goals), reflection on the classroom management plan, whole-group integrated lesson with Bloom's higher order thinking question, co-teaching (2 lessons), integrating

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
								technology in whole-group. 4000 level check list
ELE 4120	Field Experience Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Write 2 lesson plans in edTPA format. Teach and video a lesson.	Evaluate a set of student work samples and provide feedback and next steps, teacher interview related to differentiated instruction (IEP goals), reflection on the classroom management plan, whole-group integrated lesson with Bloom's higher order thinking question, co-teaching (2 lessons), integrating technology in whole-group. 4000 level check list
ELE 4150	Field Experience Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Task 1 unit. Assessed using rubrics 1-5. Write 2 lesson plans in edTPA format. Teach and video a lesson.	Evaluate a set of student work samples and provide feedback and next steps, teacher interview related to differentiated instruction (IEP goals), reflection on the classroom management plan, whole-group integrated lesson with Bloom's higher order thinking question, co-teaching (2 lessons), integrating technology in whole-group. 4000 level check list

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
MAT 2500	12	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Task 1 commentary prompts 3-5, Task 2 commentary 2-5, Task 3 Commentary 1-4	Observe 4 hrs each at 3 different levels, elementary, middle, and high schools, interviews about math problems will be arranged privately by students. analyze students thinking and providing feedback.
MAT 4000	10	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Task 1, 2 & 3 Commentaries	Observe, plan, record & teach, evaluate mini lesson with teachers pre-selected by program coordinator. (repeat process twice-2 videotaped lessons)
MUS 2540	3	<input type="checkbox"/>				<input type="checkbox"/>	Lesson planning (standards, objectives, etc.), micro-teaching in the class, instructional strategies, context	This introductory course to music education that surveys national and state standards. Students will observe elementary, middle, and high school classrooms for 1 hour each.
MUS2290	2	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	Identify instructional supports, analyze student learning needs, support strategies with research, design assessments aligned to learning objectives	Candidates will work with individual students to assess vocal production and aural skills at the beginning of the semester, introduce practice exercises (vocalizes), assess again at the end of the semester.
MUS 4000	6	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	Mock Task 1, Task 2	Candidates will observe then each 3-5 lessons within the semester to elementary students.

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
MUS 4050	10	<input type="checkbox"/>	<input type="checkbox"/>		Yes	<input type="checkbox"/>	Mock edTPA	Candidates will design, implement, and evaluate a unit throughout the semester (about 7 hours). They will also conceptualize and implement a high school concert based upon repertoire that addresses social justice topics.
MUS 4200	5	<input type="checkbox"/>	<input type="checkbox"/>		Yes	<input type="checkbox"/>	Mock edTPA	Candidates will plan, teach, and assess a small group of students at a school of their choice, based on a limited list.
PED 3420	10	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		Students observe for 8 weeks and coordinate a topic with host teacher (team teaching)
PED 3060	10	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	Context for Learning, Task 1 and Commentary (a-d)	Students observe one week and teach a unit by themselves; must be elementary
PED3070	10	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	Task 3 and Commentary (a-d)	Students observe one week and teach a unit by themselves; must be middle school
PED 3080	10	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	Task 2 Commentary	Students observe one week and teach a unit by themselves; must be high school

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
SCE 3000	16	<input type="checkbox"/>				<input type="checkbox"/>	Practice Context for Learning. Observe teachers' enactment of the various components of Tasks 1, 2, and 3.	Must be completed in a science class.
SCE 3100	16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observe teachers' enactment of the various components of Tasks 1, 2, and 3. Plan and teach a lesson/lab. Reflect on planning and instruction.	Must be completed in a science class.
RDG 2000	10	<input type="checkbox"/>	<input type="checkbox"/>					
SED 3310	10	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Task 1 Commentary	The UNCP teacher candidate will choose a student who is culturally different from them based on his/her exceptionality or learning difference. This student should receive services as indicated by an IEP. Other criteria for cultural difference may be used in addition to exceptionality such as: gender, ethnicity, religion, race, language, and or social economic status (SES). Candidates will observe, interact with, document, and reflect upon their experiences with the P-12 students on four (4) components: Student Focus,

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
								Classroom Focus, School Focus, and Parent and Family Focus.
SED 3320	2			<input type="checkbox"/>		<input type="checkbox"/>		Students will interview a school/district/regional special education "leader" of a school district Special Education or EC program who works at a school, district (i.e. central office), or regional level. This assignment will be divided into three parts: Part 1: Identify the leader and questions to be asked, Part 2: Conduct the interview and provide a summary, and Part 3: Revise and submit the final draft. Additional information will be provided.
SED3330	6			<input type="checkbox"/>		<input type="checkbox"/>		Students will conduct an interview with a related services provider, or an administrator who interacts with individuals with disabilities on a regular basis. Students will develop a series of at least ten questions to ask this individual associated with his/her work within the area of special education. Students will write a paper that incorporates this interview and the findings about what was learned regarding students who require an adaptive or functional

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
								curriculum specific to class instruction and readings.
SED3350	4	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Conduct and analyze the results of an assessment.	Teacher candidates will administer a portion of one assessment tool covered in class and write a summary of the results.
SED4030	2				<input type="checkbox"/>	<input type="checkbox"/>	Use time stamps identify direct evidence in the video. Compress a video.	Teacher candidates will apply collaboration skills learned in their coursework to participate in and record a problem-solving session about a student/child/client whose profile reflects the candidate's professional interests and expertise.
SED4310	10					<input type="checkbox"/>		A. Conduct a functional behavior assessment (FBA) on a specific child to identify target behavior(s). B. Develop a behavior intervention plan (BIP) to implement (if possible). C. Write a detailed reflection about the implementation of the behavior plan and how it may affect the behavior and academics of the student.

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
SED4320	6			<input type="checkbox"/>		<input type="checkbox"/>	Use assessment results to plan for student learning.	The candidate will administer the Number Knowledge Test to a student; write an analysis of the results; locate or develop activities to address any deficits; and develop a lesson plan.
SED 4330	10	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		The candidate will administer a math assessment.
SED 4250	5	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Context for learning, Task 1 and Commentary, Task 2 and Commentary	Project 1 will focus on conducting an assessment with a Beginning Reader. For Project 2, the candidate will develop appropriate instructional plans (4, 30-minute lessons) designed to teach skills identified in the assessment and provide systematic, explicit instruction.
SED4340	5	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Context for learning, Task 1 and Commentary, Task 2 and Commentary	Project 1 will focus on conducting an assessment with an Advanced Reader. For Project 2, the candidate will develop appropriate instructional plans (4, 30-minute lessons) designed to teach skills identified in the assessment and provide systematic, explicit instruction.

Course	Field hours	Obs.	Teach a Lesson	Interview	Classroom application of separate teaching strategies (videos)	Report/ Reflection	edTPA course assignment	Notes
SPN 3010	10	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Microteaching implementation	Must be completed in a Spanish class.
SPN4400	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Microteaching Implementation, Unit Planning (6 minimum) with instructional materials and assessments)	Classroom observation; teacher interview; teaching a lesson to students; and reflection. Must be completed in a Spanish class.
SSE 3000	20	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	Task 1 Lesson planning	10 hours are a practicum experience-candidates work with a specific teacher at LSHS teaching and learning. ALL students are expected to do their field experience at Lumberton High School (10 hours) and Either Fairmont or Red Springs Middle school (5 hours)
SSE 3650	15	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Task One Lesson planning, assessment, and instructional materials; Task 2 video demonstration	All students are expected to continue their practicum experiences at Lumberton HS. Students also have the option to tutor at Fairmont Middle School.
SSE 40000	10	<input type="checkbox"/>	<input type="checkbox"/>				Task 1, 2 & 3 Commentaries	observations of discipline specific pedagogy to support discussion and reflection. Interns are expected to do observations at the school where they intend to intern.



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

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

The Internship/student teaching semester at UNCP is a 16-week semester. During the first week of the semester, interns attend several seminars that focus on a range of topics including Assessment, Classroom Management, Social Media Literacy, Educational Law, Seclusion and Restraint, Diversity and Inclusion, Mental Health Issues, Teaching Children of Poverty, English as a Second Language, and Special Education Topics. Some seminars have been scheduled during the end of the previous semester, to allow students to get out into the internship classroom more quickly.

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

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	9/29/2018, 4/6/19
Priorities Identified in Collaboration with LEAs/Schools	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Ensure equity of educational opportunity for all students
Number of Participants	9/29: > 150 participants (faculty, candidates, and attendees) 4/6/19: 330 participants
Activities and/or Programs Implemented to Address the Priorities	Family STEAM Day: The School of Education hosted our 3rd and 4th STEAM day involving teacher candidates, UNCP faculty, and families with children in grades PK-8 from all surrounding counties on campus Saturday, September 29th and Saturday, April 6. Graduate and Undergraduate students led science, technology, engineering, arts, and math activities in the School of Education. Representatives from the Robeson Planetarium and Lumber River State Park also provided activities on 4/6/19. Art Education students planned and facilitated an integrated artmaking activity at the Family STEAM Day event hosted by the School of Education.
Summary of the Outcome of the Activities and/or Programs	Families participated in hands-on activities related to Science, Technology, Engineering, Arts, and Mathematics related to the PK-8 Standard Course of Study.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	11/15/2018
Priorities Identified in Collaboration with LEAs/Schools	Every student in the Public Schools of Robeson County graduates from high school prepared for work, further education and citizenship
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Math and Literacy Workshop for PSRC Elementary Teachers: Drs. Kayonna Pitchford and Lisa Mitchell hosted 20 Public Schools of Robeson County elementary teachers at UNCP for a Math and Literacy workshop.
Summary of the Outcome of the Activities and/or Programs	Teachers participated in hands-on activities that connected math and literature. They connected their work to research and recieved resources to support meaningful integration.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	10/26/2018, 3/29/19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	Project Wild
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	2-Nov-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	Very Special Arts Day
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson - Pembroke Elementary
Start and End Dates	2-Nov-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	American Indian Read In
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson - Oxendine Elementary, R.B.Dean Elementary, Rex Rennert Elementary
Start and End Dates	2/25/19, 2/27/2019

Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	African American Read In - Drs. Lisa Mitchell, Kim Sellers and Joe Sciulli and engaged in service learning for the African American Read-In events at Oxendine Elementary School, RB Dean Elementary School and ISD Southside Ashpole Elementary School. The African American Read-Ins partner with the Mary Livermore Library and the Office of Diversity and Inclusion and support the National African American Read-In with the National Council of Teachers of English
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Independent School District
Start and End Dates	2/26/2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	Read In at Southside Ashpole
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	3/14/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	14
Activities and/or Programs Implemented to Address the Priorities	National Board Certified Teacher Interest Session: Two PSRC teachers presented about their experiences as current National Board candidates. Ms. Billie Jo Harris, the NBCT district contact, provided more information about applying for the process
Summary of the Outcome of the Activities and/or Programs	Dr. Pitchford collected information about the potential candidates' preferences for ongoing support. PENC was contacted to provide an introductory session and SOE is working on additional support.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson

Start and End Dates	4/17/2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	> 100
Activities and/or Programs Implemented to Address the Priorities	Robeson County Special Olympics at UNCP - Dr. Dorea Bonneau serves on the planning committee for the Special Olympics event that was held here at UNCP on April 17. Students with disabilities from the Public Schools of Robeson County participated on campus.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	5/6/2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	> 100
Activities and/or Programs Implemented to Address the Priorities	Poverty Presentation - Reaching and Teaching students in poverty, Strategies for erasing the opportunity gap
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen, Columbus, Hoke, Innovative School District, Montgomery, New Hanover, PSRC, Sampson, Scotland
Start and End Dates	6/18/2029
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	46 participants 11 presenters
Activities and/or Programs Implemented to Address the Priorities	Beginning Teacher Leadership Symposium - UNCP and NC NTSP - Symposium was developed to support teacher leadership opportunities for BT2s and BT3s. Content was created around leadership in the classroom, school and profession.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	10/5/2018

Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	with the help of the Spanish Program, our student organizations of OLE, Acto Latino and Sigma Delta Pi, and the Friends of the Library, I organized a very successful Hispanic Fall Festival. More than two hundred students, faculty, and staff came to join us to celebrate and taste the flavors and rhythms of our culture. Students from the Spanish Education program had a very special role in the successful of the Hispanic Fall Festival. We had three Spanish teachers from the Robeson County as guest during the Festival. This traditional Hispanic Fall Festival is very important; by celebrating and embracing each other's differences allow us to grow closer. Educating our peers about Spanish culture and traditions, allow us to build a stronger community.
Activities and/or Programs Implemented to Address the Priorities	Hispanic Heritage Festival
Summary of the Outcome of the Activities and/or Programs	
	from UNCP Calendar
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	11/2/18-11/3/18
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Womens Leadership Conference
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	2/15/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	North Carolina Sociological Association 2019 Annual Conference - E. Miranda Reiter (Sociology & Criminal Justice), organized and hosted the NC Sociology Association Conference, UNCP, Pembroke, NC. Feb. 2019.
Summary of the Outcome of the Activities and/or Programs	

LEAs/Schools	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	2/15/2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	Region 4 science fair - W.D. Brandon (Chemistry & Physics) served as a judge for the North Carolina Region 4 Science & Engineering Fair. UNCP, Pembroke, NC. Feb. 2019.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	2/22/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	27th Annual Social Work Symposium
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	3/2/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	> 50
Activities and/or Programs Implemented to Address the Priorities	Dark Water Women in Music Festival - Sarah Busman (Music), founded Darkwater Women in Music Festival and hosted over 50 participants in music performance, academic music studies, and music business.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	3/12/2019

Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators. Every student is healthy, safe, and responsible
Number of Participants	with approximately 350 attendees
Activities and/or Programs Implemented to Address the Priorities	4th Annual Human Trafficking Conference - Sociology and Criminal Justice, hosted a human trafficking conference - Victims of Human Trafficking Speak Out: How to save our own children from this crime
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	3/23/2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	100 seventh graders
Activities and/or Programs Implemented to Address the Priorities	STEMville Science Symposium for middle school students
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	3/21/19 - 3/22/19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	> 100
Activities and/or Programs Implemented to Address the Priorities	15th Annual Southeast Indian Studies Conference
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	3/29/19 - 3/31/19
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	> 100

Activities and/or Programs Implemented to Address the Priorities	UNC Pembroke District Robotics Competition
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	4/5/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	> 100
Activities and/or Programs Implemented to Address the Priorities	12th Annual Drive In Counselor Workshop - Chae, K., Battle, D., & Clancy, A. (April 6, 2018). The impact of self-efficacy on minority college students' academic achievement. Akers, W.P. (2018, April). Empowering clinical practices and LGBTQ+ clients: Radical affirmation within community mental health and school counseling settings. Stargell, N. A. (2019). Counseling on access to lethal means. Roundtable Discussion: Unger, D. & Ricks, J. (2019, April). Professional identity and practice issues for elementary school counselors. Jones, S. & Ricks, J. (2019, April). Social and emotional learning for students living in "The Corridor of Shame."
Summary of the Outcome of the Activities and/or Programs	1. Increased awareness of history of mental health professions and LGBTQ+ clients; 2. Knowledge of best practices in serving LGBTQ+ clients in school and clinical mental health counseling settings; 3. Increased insight and ability to challenge practitioner biases; 4. Increased awareness of counseling needs specific to LGBTQ+ clients in schools and clinical mental health counseling settings. Discussed legislative updates and priorities for mental health in NC elementary schools. Shared ideas for improving comprehensive school counseling in NC. Discussed and shared advocacy ideas for students and the school counseling profession. "Understand the importance of social-emotional development Review counseling interventions to meet the unique needs of clients/students Engage in counseling activities for group or classroom guidance Discuss methods of measuring effectiveness of social-emotional learning "
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Fall 2018
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30

Activities and/or Programs Implemented to Address the Priorities	Hardy, V (2018, October). Keynote Speech-21 st century school social workers: Empowered to innovate. Presented at the North Carolina School Social Workers Association Annual Fall Conference, Greensboro, NC. Hardy, V (2018, October). Addressing micro aggressions in schools; promoting awareness. Presented at the North Carolina Social Workers Association Annual Fall Conference, Greensboro, NC
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	Fall 2018
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Locklear, A. K. (2018). Non-profit agency: The overview. American Indian Mothers, Inc. Community open forum. Red Springs, NC.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NC Counseling Association, Various NC LEA's
Start and End Dates	11/8/2018
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Jonathan Ricks - Presentation: School Counselors and School Administrators – An Opportunity to Revolutionize Your School
Summary of the Outcome of the Activities and/or Programs	"Assisted NC School Counselors with: Establishing clear roles of both school counselors and principals Understanding the importance of using data to drive the Comprehensive School Counseling Program Learning different models for building successful rapport with School Administrators Applying models to real-life scenarios "
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NC Counseling Association, Various NC LEA's
Start and End Dates	2/21/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators

Number of Participants	32
Activities and/or Programs Implemented to Address the Priorities	Presentation: Ricks, J. & Locklear, R (alumnus). (2019, February). Using creative arts in counseling children and adolescents. Presented at North Carolina Counseling Association Annual Conference, Durham, NC.
Summary of the Outcome of the Activities and/or Programs	Assisted NC Counselors with: Reviewing the evidence base that proves the effectiveness of using creative arts in counseling practice Engaging in hands-on expressive strategies and begin to think about how they can replicate these interventions with their students Selecting appropriate creative arts interventions for specific mental health diagnoses
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	1/15/19 - 5/17/19
Priorities Identified in Collaboration with LEAs/Schools	Every student is healthy, safe, and responsible
Number of Participants	13 students
Activities and/or Programs Implemented to Address the Priorities	Jonathan R. Ricks, Department of Counseling, provided weekly school-based counseling to elementary school students at Rex Rennert Elementary School in Shannon, NC. A total of 122 counseling hours were provided - Support children at Rex Rennart Elementary who have experienced traumatic events or who are exhibiting behaviors that impede learning.
Summary of the Outcome of the Activities and/or Programs	Provided Child-Centered Play Therapy to help students process traumatic events like homelessness or displacement due to recent hurricanes; physical, emotional, verbal, and sexual abuse; and witnessing domestic violence. Supported students with disruptive tendencies.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NC Counseling Association, Various NC LEA's
Start and End Dates	2/22/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Presentation: Jones, S. & Ricks, J. (2019, February). School-wide social emotional learning intervention for students living in poverty. Presented at North Carolina Counseling Association Annual Conference, Durham, NC.
Summary of the Outcome of the Activities and/or Programs	"Understand the importance of social-emotional development Review counseling interventions to meet the unique needs of clients/students Engage in counseling activities for group or classroom guidance Discuss methods of measuring effectiveness of social-emotional learning "
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen

Start and End Dates	December
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	~25
Activities and/or Programs Implemented to Address the Priorities	"Warren, J. M., & Unger, D. L. (2018, December). Strengthening your school counseling program: Building a portfolio of evidence. Presented at the monthly student services meeting, Bladen County Schools, NC. "
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	18-Nov
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	~20
Activities and/or Programs Implemented to Address the Priorities	"Warren, J. M. (2018, November). The role of parenting in predicting student achievement. What's parenting got to do with it? Presented at the North Carolina School Counselor Association Conference, Greensboro, NC. "
Summary of the Outcome of the Activities and/or Programs	increased school counselor knowledge of the relationship between parenting and students achievement. Recommendations for school counselor practice were discussed.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	19-Apr
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	~20
Activities and/or Programs Implemented to Address the Priorities	"Warren, J. M. (2019, April). Idea exchange: Middle/High school counselors. Presented at the 12th Annual Glen H. Walter Southeast Region of NC Drive-in Workshop for Area Counselors, University of North Carolina at Pembroke, Pembroke, NC. "
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	19-Mar

Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	~60
Activities and/or Programs Implemented to Address the Priorities	"Warren, J. M. (2019, March). Using data-driven decision making to promote a positive school climate. Presented at the North Carolina School Counselor Association Sandhill's Regional Drive-In Workshop, Pembroke, NC. "
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Scotland
Start and End Dates	Fall 2018
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Stargell, N. A. (2018). <i>Parent management training</i> . Presented as part of the 2018-2019 North Carolina School Safety Grants Program at Scotland County Schools.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson, Hoke
Start and End Dates	4/29/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship
Number of Participants	> 400
Activities and/or Programs Implemented to Address the Priorities	Career Development Days - Guest at Career Day at Townsent Middle School, Dr. Lisa Mitchell as a guest at West Hoke Elementary School Career Day, sharing information about UNCP with over 300 elementary students. Melissa Edwards attended career day at Long Branch Elementary.
Summary of the Outcome of the Activities and/or Programs	Discuss various careers with all students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	6/4/19 - 6/5/19
Priorities Identified in Collaboration with LEAs/Schools	Support assessments

Number of Participants	8
Activities and/or Programs Implemented to Address the Priorities	Volunteer proctor for End of Grade Assessments at Rex-Rennert Elementary.
Summary of the Outcome of the Activities and/or Programs	Helped school meet testing regulations.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen County Schools, Robeson, Scotland County, Innovative School District
Start and End Dates	Fall 2017 to present
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	160
Activities and/or Programs Implemented to Address the Priorities	UNC Pembroke Instructional Coaches Drs. Denise Hunt, Carissa Rosenblum, Lindsay Lewis and Ms. Carrie Brewington and Ms. Jami Graham are supporting 160 beginning teachers in Bladen County, Public Schools of Robeson County, Scotland County and Innovative School District. This program is supported by the NC New Teacher Support Program. In the 2017-2018 year, UNCP Instructional Coaches contributed to 32,805 coaching interactions, 1.4 million minutes of instructional feedback, 31.8 coaching interactions per teacher and over 22 hours of intensive instructional support.
Summary of the Outcome of the Activities and/or Programs	Since August 2018, the UNCP NTSP has delivered 15 Professional Development sessions to approximately 581 teachers in our 4 districts.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen County Schools, Robeson, Scotland County Schools, Innovative School District
Start and End Dates	10/26/18, 8/14/18, 10/18/18. 3/6/19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	Total 168
Activities and/or Programs Implemented to Address the Priorities	PD on Classroom Management - Planned hands on presentation to support innovative strategies around PD content and development of BT professional practice.
Summary of the Outcome of the Activities and/or Programs	Analysis of PD evaluations are used to conduct conversations in weekly face to face coaching visits. Coaches have follow up discussions about the implementation of techniques/strategies learned in the PD sessions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson, Innovative School District and Sampson County (collaboration with UNCW)
Start and End Dates	8/14/18, 3/20/19, 3/1/19

Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	Total 154
Activities and/or Programs Implemented to Address the Priorities	PD on Student Engagement - Planned hands on presentation to support innovative strategies around PD content and development of BT professional practice.
Summary of the Outcome of the Activities and/or Programs	Analysis of PD evaluations are used to conduct conversations in weekly face to face coaching visits. Coaches have follow up discussions about the implementation of techniques/strategies learned in the PD sessions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson, Bladen County Schools
Start and End Dates	3/12/19, 11/28/19, 2/1/19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	Total 173
Activities and/or Programs Implemented to Address the Priorities	PD on Differentiation - Planned hands on presentation to support innovative strategies around PD content and development of BT professional practice.
Summary of the Outcome of the Activities and/or Programs	Analysis of PD evaluations are used to conduct conversations in weekly face to face coaching visits. Coaches have follow up discussions about the implementation of techniques/strategies learned in the PD sessions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen County Schools, Robeson
Start and End Dates	2/12/19, 5/15/19, 1/15/19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	139
Activities and/or Programs Implemented to Address the Priorities	PD Using Data to Inform Instruction - Planned hands on presentation to support innovative strategies around PD content and development of BT professional practice.
Summary of the Outcome of the Activities and/or Programs	Analysis of PD evaluations are used to conduct conversations in weekly face to face coaching visits. Coaches have follow up discussions about the implementation of techniques/strategies learned in the PD sessions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson, Scotland County Schools
Start and End Dates	1/22/19, 3/21/19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators

Number of Participants	Total 111
Activities and/or Programs Implemented to Address the Priorities	PD Igniting and Inspiring Unmotivated Students - Planned hands on presentation to support innovative strategies around PD content and development of BT professional practice.
Summary of the Outcome of the Activities and/or Programs	Analysis of PD evaluations are used to conduct conversations in weekly face to face coaching visits. Coaches have follow up discussions about the implementation of techniques/strategies learned in the PD sessions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	5/7/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	Total 98
Activities and/or Programs Implemented to Address the Priorities	PD - Project Based Learning - Planned hands on presentation to support innovative strategies around PD content and development of BT professional practice.
Summary of the Outcome of the Activities and/or Programs	Analysis of PD evaluations are used to conduct conversations in weekly face to face coaching visits. Coaches have follow up discussions about the implementation of techniques/strategies learned in the PD sessions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	June 25-26, 2018
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	14 third grade teachers and 11 fifth grade teachers: 25 participants
Activities and/or Programs Implemented to Address the Priorities	Dr. Kayonna Pitchford, Department of Teacher Education, Tools for Teachers Co-Principal Investigator, organized Tools for Teachers professional development for third and fifth grade teachers from PSRC. This event was funded through a special \$21,000 grant with the T4T project to specifically provide services to PSRC teachers.
Summary of the Outcome of the Activities and/or Programs	Teachers recieved professional development surrounding the 2018 Standard Course of Study for Mathematics. Participants engaged in hands-on activities and were provided with resources created by the Tools for Teachers grant.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	7/16/2018

Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	54
Activities and/or Programs Implemented to Address the Priorities	edTPA Institute: Dr. Kayonna Pitchford, Department of Teacher Education collaborated with Pearson to host the edTPA institute for local educators, UNCP faculty and other IHE education faculty.
Summary of the Outcome of the Activities and/or Programs	Two tracks were offered: Beginning and Intermediate. The Beginning track focused on an introduction to edTPA. The Intermediate track involved Local Evaluator training. The session prepared all participants to support teacher interns and use the plan-instruct-assess cycle to improve instruction.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	2/12/2019, 2/19/19, 2/26/19, 3/5/19, 3/12/19, 3/19/19, 4/2/19, 4/30/19
Priorities Identified in Collaboration with LEAs/Schools	Ensure equality of educational opportunity for all students
Number of Participants	12
Activities and/or Programs Implemented to Address the Priorities	Lumbee Tribe Boys and Girls Club and UNCP Girls Who Code Pilot: Drs. Lisa Mitchell and Kayonna Pitchford assisted with facilitating the Lumbee Tribe of North Carolina Girls Who Code Club which met weekly at UNCP with 12 middle and high school age girls from the Lumbee Tribe Boys and Girls Club. Elementary Education major, Yasmine George served as a student facilitator for the sessions.
Summary of the Outcome of the Activities and/or Programs	Participants learned about coding using Scratch and created webpages to inform the community about their self-selected theme of mental health. A celebration was held on Tuesday, April 30th to celebrate the girls' accomplishments and our first Girls Who Code Club. Parents and other stakeholders attended the celebration.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	3/14/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	14
Activities and/or Programs Implemented to Address the Priorities	National Board Certified Teacher Interest Session: Two PSRC teachers presented about their experiences as current National Board candidates. Ms. Billie Jo Harris, the NBCT district contact, provided more information about applying for the process
Summary of the Outcome of the Activities and/or Programs	Dr. Kay collected information about the potential candidates' preferences for ongoing support. PENC was contacted to provide an introductory session and SOE is working on additional support.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	10/19/18, 3/14/19, 4/5/19, 6/13/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	3/14/19: 4 district/school participants 5/13/19: 12 district/school participants
Activities and/or Programs Implemented to Address the Priorities	UNCP Advisory Board session
Summary of the Outcome of the Activities and/or Programs	Members of local districts/schools were invited to provide feedback about our programs and join subcommittees. Dr. Lisa Mitchell, Dr. Karen Granger, and Dr. Kay Pitchford presented information about current SOE programs and initiatives and other SOE leaders presented information about subcommittees.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	10/19/18, 4/5/19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	10/19 Career Fair: 20 public schools districts and more than 60 teacher and other interns (School Counseling, School Nursing, School Administration, School Social Work) 4/5 Career Fair: 38 public schools/districts and more than 75 teacher and other interns The NC Regional TOY and NC State TOY speeches were attended by the teacher interns.
Activities and/or Programs Implemented to Address the Priorities	Teacher Ed Career Fair and TOY Speech
Summary of the Outcome of the Activities and/or Programs	Current candidates and alumni seeking jobs in education met with school/district recruiters for possible hiring. The teacher interns received motivational messages from the Teachers of the Year. An advisory meeting to receive feedback from attending district/schools was held during lunch.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	4/2/2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators

Number of Participants	19
Activities and/or Programs Implemented to Address the Priorities	PSRC Field Experience and Internship Meeting
Summary of the Outcome of the Activities and/or Programs	Ms. Billie Jo Harris from PSRC shared information about the district with candidates interested in completing field experiences and/or internships in PSRC.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Mar-19
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Locklear, Tiffany. (2019, March). Decolonizing Methods of Culture and Learning Within the Lumbee Community. Presented at 44th Annual NC Indian Unity Conference, Raleigh, North Carolina.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	1-Apr-19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Staal, L. & Connett, J. Everything You Need to Know About Literacy for Every Child, Every Day. North Carolina Reading Association Conference: Raleigh, NC Robinson, G., & Sellers, H. Preparing teachers in evidence-based practices in higher education.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Scotland
Start and End Dates	3/14/2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	100

Activities and/or Programs Implemented to Address the Priorities	Drs. Kelly Ficklin and Jennifer Whittington hosted Pi Day (3/14) in the School of Education with Third and Fourth graders from Christ the Cornerstone Academy (Laurinburg, NC). Students engaged in several hands-on STEM activities lead by 20 of UNCP's Elementary Education majors on the UNCP campus on March 14th. Elementary Education students of Dr. Kelly Ficklin and Dr. Jennifer Whittington practiced their classroom management and instruction skills as they taught the 3rd & 4th graders about earthquakes, states of matter, electric circuits, robotics and simple machines. CTCA students were also able to tour some of the campus and eat lunch in the cafeteria.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson, Richmond
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	60
Activities and/or Programs Implemented to Address the Priorities	Various Read In Days - Dr. Tiffany Locklear participated in Dr. Seuss Week at Prospect school. Dr. Irene Aiken participated in Reading Day at East Rockingham Elementary School.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	3/27/2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Dr. Dorea Bonneau participated in the UNCP Sports Empowerment event on March 27, 2019. Students with disabilities will participate in a sports clinic with faculty and students.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	Fall 2018 - Spring 2019

Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Service Learning Projects - Dr. Gretchen Robinson participated and coordinated service learning project at Union Chapel Elementary School. Dr. Laura Staal is engaged in service learning at Prospect School in Maxton, NC with her RDG2000 Foundations of Reading and Language Acquisition course by providing literacy activities in the areas of reading out loud, phonological awareness, phonics, vocabulary development, comprehension, and oral fluency with all the K, 1st, 2nd, and 3rd grade classrooms for eight consecutive one-hour lessons in assigned classrooms. Dr. Laura Staal is engaged in service learning at Prospect School in Maxton, NC with her RDG2010 Foundations of Reading and Writing Across Content Areas K-6 course by providing literacy activities in the areas of content area reading through a novel study with all the 4th grade classrooms at Prospect School for ten consecutive one-hour lessons in assigned classrooms.
Summary of the Outcome of the Activities and/or Programs	Teacher Education Programs support 21 service learning courses with UNCP students participating in Service Learning activities with Robeson County partners
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Dec-18
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Aiken, I. (2018) Math All Around Us: Using Ecology to Teach K-3 Math Concepts. NAEYC Annual Conference. Raleigh NC.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Jan-19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Mckeithan, G., & Rivera, M. (January 2019). High Leverage Practices to Increase Achievement in Less Restrictive Settings. NC Council for Exceptional Children Annual Conference, Wilmington, NC.

Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Nov-18
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Rivera, M., Robinson, G., & Scott, M. (November 2018). Multi-Tiered Systems of Support: A Review of Literature. NC Exceptional Children Conference, Greensboro, NC.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	10/31/2018
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	> 100
Activities and/or Programs Implemented to Address the Priorities	The School of Education hosted a Fall Festival hosting over 100 preschool students from Shining Stars. Students engaged in hands-on and literacy fall activities and trick or treating through the School of Education. Our 1st floor doors were decorated by Birth-Kindergarten and Elementary Education teacher candidates.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Mitchell, L. (2019). Residency Licensure at UNCP. Beginning Teacher Support Collaborative, regional meeting in Cumberland County Schools
Summary of the Outcome of the Activities and/or Programs	

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	July 2018 - June 2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Margie Beth Labadie, John Antoine Labadie (Art), and Larry Arnold (Music) received a \$ 4,750 Grassroots Grant for their arts and music non-profit organization <i>Jumbo Arts International</i> to provide multicultural programming in Robeson County, NC. North Carolina Arts Council. August 2018.
Summary of the Outcome of the Activities and/or Programs	Three programs that combine live music concerts that promote a relationship between children’s literature and music, jazz and jazz history, and spoken-word. These programs will be implemented at the Osterneck Auditorium of the Robeson County Public Library (RPCL) and the Lumberton Agricultural Center, and the Inner Peace Center for the Arts, all in Lumberton. Jumbo’s goals include enhancing awareness of our region’s rich, cultural diversity through the sharing of music, storytelling, and joy. Our project goals for the upcoming year are to 1) expand our ongoing programming partnerships; 2) provide activities that foster local creativity; 3) bring in professional performers from outside our region; and 4) continue to partner with those who want to bring excellent Arts programming to Robeson County including the Robeson County Arts Council and others.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	15-Apr-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	> 100
Activities and/or Programs Implemented to Address the Priorities	Jaeyoon Kim (Music) directed the Women's Choir at 2018 High School All State Choral Festival hosted by North Carolina Music Educations Association. Duke Energy Center for Performing Arts, Raleigh, NC. April 15, 2018
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Columbus
Start and End Dates	Apr-18

Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Siva Mandjiny and Meredith Storms (Chemistry & Physics) presented research to a group of West Columbus High School students visiting UNCP labs. April 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett, Wayne
Start and End Dates	May-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	> 30
Activities and/or Programs Implemented to Address the Priorities	José Rivera (Music) conducted the Wayne and Harnett All-County Choirs. April and May 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland
Start and End Dates	Jun-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	> 30
Activities and/or Programs Implemented to Address the Priorities	Joseph Van Hassel (Music), Band Camp Instructor, Jack Britt High School, Fayetteville, NC, June 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland
Start and End Dates	May-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	> 30

Activities and/or Programs Implemented to Address the Priorities	Bill Brandon (Chemistry & Physics), graduate student Brittany Stokes and undergraduates Killian McDonald, and Sandra Huneycutt presented experiments at the Cape Fear High School. Fayetteville, NC. May 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	Jun-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Meredith Storms (Chemistry & Physics) conducted a hands-on lab project for the Project ACCESS Mini-Internship Program. High School students learned the basics of High-Performance Liquid Chromatography to analyze counterfeit medications as well as drug stability studies. Pembroke, NC. June 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Columbus, Cumberland, Harnett
Start and End Dates	May-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	> 100
Activities and/or Programs Implemented to Address the Priorities	Aaron Vandermeer (Music), UNCP Jazz Combo 1 performances at Whiteville Primary School, Whiteville High School, Terry Sanford High School, and Overhills High School. Whiteville, Fayetteville, and Spring Lake, NC. May 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	October 19-20, 2018
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators

Number of Participants	There were about 60 Foreign Languages teachers in our workshop
Activities and/or Programs Implemented to Address the Priorities	Ana Cecilia Lara , with Milagros López-Fred (English, Theatre & Foreign Languages), “One Common Goal Among World Language Colleagues: Share What Works.” Workshop presented at FLANC 2018 Fall Conference – Foreign Language Association of North Carolina, Durham, NC. October 19-20, 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen, Columbus, Hoke, Robeson, Scotland
Start and End Dates	Oct-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Darlene W. Natale (Mass Communication) served as the journalism instructor for the Boy Scouts of America, Cape Fear Council “Merit Badge College.” University of North Carolina, Pembroke, NC 28372. October 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	Oct-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	Quinton Rice and Bill Brandon (Chemistry & Physics) with undergraduates conduct community outreach with the Literacy Commons. They travel to local schools and after-school programs to perform science experiments and demonstrations to promote science literacy. Recently they presented laser and sound wave demonstrations to 5 th -12 th graders at the Pembroke Housing Authority. October 2018.
Summary of the Outcome of the Activities and/or Programs	

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Oct-18
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Meredith Storms (Chemistry & Physics) with undergraduate Erin Barnhardt Allen presented the poster “All Aboard! Full STEAM Ahead for Scientific Discovery and Reading Literacy,” at the 7 th Annual Bridging the Gap Conference. Raleigh, NC. Erin is an honor's college student working on a service-learning project for her senior thesis. In addition to presenting their work, they learned new ideas to incorporate into their outreach projects with the local libraries. October 2018
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Nov-18
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Rita Hagevik (Biology) and Martin Farley (Geology & Geography), “Discipline Literacy in the Science Classroom: Pollen, Pollinators, and People,” invited ASTE workshop at the National Science Teachers Association Southern Regional Meeting, Charlotte, NC. November 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Scotland
Start and End Dates	Nov-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	10

Activities and/or Programs Implemented to Address the Priorities	Meredith Storms (Chemistry & Physics) and Erin Barnhardt (Chemistry Student) conducted a STEM activity at Scotland County Memorial Library in celebration of National STEM Day. Laurinburg, NC. November 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	March 22-23, 2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Dennis. J. Edgell (Geology & Geography), “ <i>Science Education, Meteorology and Myth: The Lightning and Wind Gods of Japan.</i> ” Presented at the North Carolina Academy of Science. UNCW, Wilmington, NC. March 22-23, 2019.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	Apr-19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Jeff Frederick (History; CAS), “Words of the South: Oral and Literary Traditions across Dixie,” Invited Lecture, <i>Robeson County Public Library System</i> , Lumberton, NC. April 2019.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Scotland
Start and End Dates	Jan-19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30

Activities and/or Programs Implemented to Address the Priorities	Melissa Schaub (English, Theatre & Foreign Languages) served as moderator for a panel discussion "Education and Workforce Development in Rural Areas," League of Women Voters, 1st Baptist Church, Laurinburg, NC. January 2019.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland
Start and End Dates	2/28/2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Velinda Locklear Worlax (Biology) conducted two workshops for 6 th , 7 th and 8 th graders titled "DNA and Phenotypes," and "What's in Your Genes?" as part of the Morehead Planetarium and Science Center IMPACTORS Novozymes SciMatch program. First Impressions Academy, Fayetteville, NC. February 28, 2019.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson, Cumberland
Start and End Dates	14-Mar-19
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	230
Activities and/or Programs Implemented to Address the Priorities	Pi Day - With the larger number of students we held the event in UNCP's main Gym. We started with the students arranging themselves as a human Pi-Skiline in the bleachers. Then 25 students were taken into the lobby to create a Pi Symphony while the remaining 200 (approximately) student were coached into doing a HUGE pi symphony, then we had a brief history lesson about where Pi came from, then allowed 80 students to play musical chairs in 4 circles (2 chairs in each) and then ended the day with volunteer teachers getting pied in the face by the students that memorized the most digits of Pi correctly. Encourage middle age students to consider a future career in mathematics by exposing them to the number Pi. Sharing history about Pi, explain what Pi is and participate in activities that involve Pi

Summary of the Outcome of the Activities and/or Programs	Public school teachers enjoyed the day, students enjoyed the day, however we plan to limit the number of attendee's next year so that we can have various stations and more one-on-one interaction instead of the auditorium style set up.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	
Start and End Dates	
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	fall 2018-Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	15-30 Students (per semester)
Activities and/or Programs Implemented to Address the Priorities	ART 3080, Service Learning component with Pembroke House Authority After School program.
Summary of the Outcome of the Activities and/or Programs	This service learning component for ART 3080, students work collaboratively to develop a learning segment that they teach to students at the Pembroke Housing Authority after school program. Through this experience, art education students produce a “mini” edTPA portfolio where they write and evaluate their lesson plans, video record and analyze themselves teaching, and develop a comprehensive formative and summative assessment plan, evaluating their students work and reflecting upon their teaching practice. Art education students produced an edTPA portfolio.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	fall 2018-Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students

Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	In the 2018-19 academic year, I formed a partnership with the art teacher at Fairgrove Middle School. Three art education students created a learning segment where they facilitated the painting of a large scale mural with the students. The mural was recently installed at UNCP's Entrepreneurship Incubator.
Summary of the Outcome of the Activities and/or Programs	Produced large scale mural installed at UNCP's Entrepreneurship Incubator. Art Education student produced edTPA portfolio based on work they did with students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	fall 2018-Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Several school groups have visited UNCP's Art Department. Every semester since 2017, students from Pembroke Elementary School have toured the Art Department and engage in an art making experiences. In the 2018-19 academic year, we have also expanded our community outreach and all of the 4th grade students from Elizabethtown Primary spent a morning in the art department touring the gallery and working on an art project. In addition, Columbus County High School students spent a day at UNCP taking classes with various faculty, touring the facilities, and participating in a faculty led critique at UNCP's Entrepreneurship Incubator.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson
Start and End Dates	Fall 2018
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	30

Activities and/or Programs Implemented to Address the Priorities	The Song and Story Performance, From Civil War to Civil Rights, Public School of Robeson County - High School students produce an artwork that addresses historical events - In 2018, I partnered with Dr. Jamie Martinez, Professor of History and Sandi Carter from Public Schools of Robeson County, and curated an art exhibition for the Song and Story Performance, From Civil War to Civil Rights. Over 30 middle and high school students works were exhibited in the lobby of GPAC and students and families attended an opening reception and the performance.
Summary of the Outcome of the Activities and/or Programs	Students participated in art exhibition at GPAC
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Columbus, Robeson
Start and End Dates	fall 2018-Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Community Art Exhibition, Region 4 Schools - Art Education candidates exhibit work that they produced in their field experience. At UNCP's Entrepreneurships Incubator, Naomi Lifschitz-Grant coordinated and curated the Columbus County High School exhibition in Fall 2018. In 2017, UNCP's Entrepreneurship Incubator hosted its first student teacher art exhibition that I curated. The exhibition featured artworks by elementary and secondary students from the internships of the graduating art education students. In 2018, we hosted are second student teacher exhibition. These exhibitions featured works from schools in Robeson and Columbus County.
Summary of the Outcome of the Activities and/or Programs	Art exhibition at UNCP's Entrepreneurship Incubator
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen, Columbus, Cumberland, Richmond, Robeson, Scotland
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	60

Activities and/or Programs Implemented to Address the Priorities	Visual Arts Professional Development Day, Region 4 Schools - In Spring 2019, the Art Department hosted a Visual Art Teachers Professional Development Day to Region 4 art teachers, in which I organized. We hosted over 60 teachers from Robeson, Cumberland, Columbus, Bladen, Richmond, and Scotland Counties each year, and the majority of the art faculty presented workshops at both of these professional development days.
Summary of the Outcome of the Activities and/or Programs	Professional Development for visual arts teachers
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Columbus
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	Columbus County Celebrate the Arts Festival - March 2019, I was a guest artist at Columbus County Celebrate the Arts event where I conducted 10-hour mural making workshop to Columbus County High School students.
Summary of the Outcome of the Activities and/or Programs	High School students produced and presented mural to the public. Murals will be installed at Columbus County High Schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen, Robeson, Scotland
Start and End Dates	Jun-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	22 7th-12th graders
Activities and/or Programs Implemented to Address the Priorities	Rita Hagevik, Kaitlin Campbell (Biology), and Martin Farley (Geology & Geography), coordinated and led a two-week summer “bee camp” for twenty-two 7 th – 12 grade students from Robeson, Scotland, Cumberland and Bladen Counties. June 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Oct-18
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30

Activities and/or Programs Implemented to Address the Priorities	Rita Hagevik, Kaitlin Campbell (Biology) and Martin Farley (Geology & Geography), “Kids in the Garden Program: Plants, Pollen and Pollinators,” Bridging the Gap Conference sponsored by the NC Association of Biomedical Research. Raleigh, NC. October 2018.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Dec-18
Priorities Identified in Collaboration with LEAs/Schools	Ensure equity of educational opportunity for all students
Number of Participants	>100
Activities and/or Programs Implemented to Address the Priorities	Rita Hagevik (Biology) with Kaitlin Campbell (Biology) and Martin Farley (Geology & Geography) held a community event at the UNCP Campus Garden & Apiary called “Holiday in the Garden” in which over 100 people attended from UNCP and the surrounding community. December 2018.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	20
Female	61
Race/Ethnicity	Number
Hispanic / Latino	3
Asian	
African-American	15
American Indian / Alaskan Native	6
Native Hawaiian / Pacific Islander	
White	52
Multi-Racial	5
Student does not wish to provide	

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

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	16
	Hispanic/Latino	1	Hispanic/Latino	6
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	14
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	20	White	94
	Multi-Racial	2	Multi-Racial	3
	Not Provided		Not Provided	4
	Total	27	Total	138
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	3
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	5

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	5
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	7
Licensure-Only	Asian		Asian	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	22
	Hispanic/Latino		Hispanic/Latino	3
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	13
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	9	White	90

	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	2
	Total	12	Total	131
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten		2		6		
Elementary	10	23				
MG	1	3		1		
Secondary	1	4				
Special Subjects	7	13				
EC	2	2		32		
VocEd						
Special Services						
Total	21	47	0	39	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCP	49	88	82
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Public Schools of Robeson County	945
Cumberland County Schools	409
Scotland County Schools	182
Richmond County Schools	173

Moore County Schools	130
Columbus County Schools	123
Hoke County Schools	115
Bladen County Schools	107
Wake County Schools	93
Whiteville City Schools	58

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

Measure	Baccalaureate
MEAN SAT Total	1,141.43
MEAN SAT-Math	560.00
MEAN SAT-Verbal	570.00
MEAN ACT Composite	25.76
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN CORE-Combined	493.01
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.35
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	8	8	7	14	8	63	8	88
Art	1							
Spec Ed: General Curriculum	1	1	1	*	1	*	1	*
Institution Summary	10	9	8	25	9	67	9	89

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.
 **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

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

	Full Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters

Baccalaureate degree	28	15	1			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	15	1	1	2		
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
24	8	16

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

1:5

K. Teacher Effectiveness

Institution: UNC-Pembroke
Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) 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. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year. *Blank cells represent no data available *Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>
Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			72.2%	27.8%		54	45
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			73.6%	26.4%		53	46
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			81.1%	18.9%		53	46
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	79.6%	18.5%		54	45
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			71.7%	28.3%		53	46
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	18.8%	68.8%	12.5%	48	51		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		