

2017-2018

# IHE Bachelor Performance Report

University of North Carolina Pembroke

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## Public Schools of North Carolina

State Board of Education

Department of Public Instruction

### Overview of the Institution

The University of North Carolina at Pembroke (UNCP) is a master's level degree granting university committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of education degrees at the bachelor's and master's levels that are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education/Department of Public Instruction. The Professional School Counseling program is accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP), the Art Education Program is accredited by the

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National Association of Schools of Art and Design (NASAD), and the Music Education Program is accredited by the National Association of Schools of Music (NASM). Combining the opportunities available at a large university with the personal attention characteristic of a small college, the University provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, postgraduate education, community service, and leadership. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, and social welfare of regional, state, national and international communities. In the fall 2017 semester, the University had a total enrollment of 6,252 students; the UNCP Teacher Education Program (TEP) enrolled more than 808 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 3 add-on licensure areas at the undergraduate level, 14 graduate programs with 3 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%

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of UNCP's student body is American Indian, 34% is African American, 5% 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 3 different "military friendly" lists. Every year since 2010, UNCP has been named a military friendly school by GI Jobs' magazine. These recognized institutions are known for exhibiting leading practices in recruiting and supporting post-military students. The Military Advanced Education group (MAE) has named UNCP as a Top College and University for veterans since 2012. These schools provide military culture, financial assistance, flexibility, general support, online support, and on-campus support. In 2016, the Military Times named UNCP as one of the "Best for Vets" designated schools. Institutions with this recognition focus on the accommodations and benefits that schools offer for veterans, service members, and their families. UNCP 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 around 1200 students. Additionally with the growing success and numbers, UNCP has approved plans and has designated funding to renovate an existing space on campus by the end of 2018, to create the UNCP Veterans Resource Center that will provide areas conducive to study, meetings, conferences, and gatherings.

The UNCP Military Outreach utilizes Armed Services internet portals that provide virtual gateways to higher education. This supports Active Duty and Army Reserve as a one-stop Web site that allows Soldiers, Army Education Counselors, and schools to conduct business for all to plan for and pursue education goals. Collaborative agreements with local community colleges were developed to support the seamless transfer for those veterans interested in four-year degree programs.

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In 2017, UNC Pembroke was one of only 240 colleges and universities in the nation to earn the prestigious Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. The university, in a 3 way tie, was ranked first for the diversity of its student body among master's granting regional universities in the South, according to U.S. News & World Report's 2018 Best Colleges Rankings.

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, 177 student athletes were placed on the Peach Belt Conference Honor Roll for maintaining a GPA of 3.0 or better. This is the seventh 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 concentrations in Language Arts, Mathematics, Science, and Social Studies; special subjects (K-12) in the areas of Art, Exceptional Children (General Curriculum), Music, Health & Physical Education, Spanish, and an AIG Add-On; and secondary education (9-12) English and an ESL Add-On, Mathematics, Science, and Social Studies Education.

The TEP offers advanced M.A. or M.A.Ed. teacher licensure programs in the following areas: Elementary Education (K-6), Middle Grades Education (6-9) 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 ten 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

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Education, Science, and Social Studies. A new MAT in Special Education was submitted for NCDPI approval in Spring 2017.

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

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

Traditional	RALC	Lateral Entry
X	X	X

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

During 2017-18, faculty served in leadership capacities providing expertise, resources, and support in addressing the needs of diverse learners. SBE priorities were emphasized in lectures and course assignments including working with families, assessment, diversity, multicultural literacy, collaboration, problem solving and using technology. All programs in the TEP emphasized reflective practice in the classroom, curriculum development, classroom organization and management, knowledge of exceptional and diverse learners, cultural competence in curriculum choices, and the role of a collaborative leader. TEP faculty participated in regional institutes on implementing the Common Core and Essential Standards. The School Counseling Program places emphasis on how counselors can support social and emotional development while raising student achievement and supporting diverse learners. Faculty incorporated SBE priorities in graduate students' leadership projects with emphasis on family involvement, tutoring, retention of teachers, and remediation for at-risk students. Courses in the Elementary Education graduate program focus on teacher leadership, cultural diversity, multicultural literature, technology, 21st Century learning and global initiatives. Graduate level

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special topics courses were developed and offered online in the summer to address current topics and needs in education such as Teaching Children of Poverty and Using Data to Improve Instruction.

For the 2017-2018 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

Most middle grades and secondary candidates enroll in a course, CSC 4050 (Current Topics in Computers in Education), designed to expose the candidates to a variety of technology tools, such as word processing, spreadsheet, interactive internet tools, web 2.0 tools, Smartboards, tablets, and apps for classroom use. Candidates design lesson plans integrating such tools with content from their specialty areas.

More specific courses in individual program areas, such as Mathematics education, include MAT 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.

Social Studies candidates develop lesson plans integrating web-based applications, use smart boards in their teaching, use document cameras, design lessons requiring the use classroom configurations of 1-1 or 1-few with appropriate technologies, and are evaluated on their effective use of technology.

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

In the Health and PE programs, assignments have been added to content pedagogy courses and content courses which require the use on technology skills including excel spreadsheets for assessment tasks, podcast presentations for information sharing, as well as pedometers and accelerometers for K-12 instruction

English education undergraduates practice using smart boards, computers, projectors, and other technological tools in their English Education pedagogy classes. English Education graduate

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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. Graduate Science Education candidates learn to use GIS and GPS in their science classes. In addition, in the science content courses the students use a variety of scientific equipment. In many of the courses, physics and geology for example, the teacher candidates learn how to build and use their own scientific equipment from every day materials. 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 5000, 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. Moreover candidates are prepared to use technology to gather and implement reading instructional planning and effective practices.

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

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these research validated instructional technologies as assistive devices to enhance students with disabilities educational experiences in K-12 settings. Elementary Education majors are exposed to ClassScape data to evaluate student progress, create VoiceThreads, develop Microsoft movies, create Smart Notebook and other teaching presentations and develop tables and graphs through the use of Microsoft excel. Candidates in ELE 4150 and 3060 have utilized an online book club resource called Mightybell as a way to demonstrate deeper and richer engagement in Literature Circles through technology.

All art education students are required to take ART 1500, Introduction to Digital Arts. In this course students are provided with a survey of the role of the computer in art and design. Students learn basic training in types of software that include Photoshop, Text, Illustrator, and InDesign. Throughout the program and in art education methods courses, students' plan and design lessons where they incorporate technology in their lessons and curricular designs to strength teaching and learning.

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

Elementary Education majors take the practice general knowledge licensure exam provided by Pearson during the first week of the ELE 3030 (Purposeful Assessment for Learning) course. After the instructor scores each student's practice exam, the instructor uses these results to inform the progression of topics in the course and to encourage remediation for students as needed including the possibility of taking additional general education courses. The analysis determined each students' highest learning need around the domains of the test, i.e., Numbers and Operations, Functions and Algebra, Geometry and Measurement, and Statistics and Probability. After analyzing the results, students were given additional items to apply what they had learned. Additional practice tests were given in the 2017-2018 academic year in elementary courses for the math and language arts exams. Content in Elementary Education coursework was modified to emphasize knowledge required for the licensure exams. Two new elementary



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education math courses were implemented in the fall of 2014 and continued during 2017-2018 to emphasize knowledge required for the licensure exams, including reading vocabulary, modifications of content. General education math coursework sections were designated for elementary education majors with the cooperation of the Department of Mathematics and Computer Science.

In SED 4330, Special Education candidates have course content embedded from NCSIP Math Foundations that has a high correlation to the Foundations of Math subtest. Special Education majors are required to attend UNCP licensure exam seminars noted below.

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

Special Education majors are required to complete 9 credit hours of reading courses to include a content area literacy course, a foundations in reading and language course, and a diagnostic reading/writing course. These majors also take a 3 hour diagnostic and remedial mathematics course. Special Education majors are required to take courses in one of three content areas with a focus on English/Language Arts, mathematics, or science.

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

During the 2017-18 school year, the elementary education program continued to implement revisions to the curriculum that included an assessment course, ELE 3030 (Purposeful Assessment for Learning), where students were provided opportunities to apply formative and summative assessments in classroom settings using a variety of technology based materials

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including Reading 3D and ClassScape. Elementary education teacher candidates also used assessment data to plan individual and group instruction in this course. Elementary education teacher candidates complete ELE 4040 and ELE 4050 (Literacy and Language Arts I and II), where students utilize assessment in field experiences in public school settings and plan appropriate instruction for individual K-6 students. Similar assignments occur in two math and science courses, ELE 4010 and ELE 4020 (Mathematics and Science I and II). Elementary education candidates gain understandings of and some experience implementing meaningful formative and summative assessments used to inform literacy teaching and learning in both ELE 3050, 3060 and 4150. In ELE 3030, students disaggregate data from sequential school years on the NC DPI School Report Card and make inferences based on the data. They also design formative and summative assessments to implement in the classroom. They design pre/post tests and use data to drive the instruction.

During the 2017-18 school year, the elementary education program continued to make revisions to the curriculum that included the implementation of EdTPA. The EdTPA assessment tool was piloted in the 2017 spring semester to evaluate student teachers. Elementary education faculty implemented specific EdTPA strategies within their courses to help build an understanding for future interns to use both formative and summative data as a self-assessment tool and to drive instruction for students.

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

Birth-Kindergarten students complete an assessment course, ECE 4060 (Assessment Strategies and Application), where students learn to use and implement standardized and authentic screening and diagnostic assessment practices and instruments. Birth-Kindergarten students also

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complete 3 additional curricula courses to apply screening and diagnostic practices in public school classrooms.

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

Elementary, Birth-Kindergarten, and Special Education majors utilize a variety of technology tools, such as word processing, spreadsheet, interactive Internet tools, web 2.0 tools, Smartboards and Smart Notebook applications, tablets, and apps for classroom use. The electronic tablets, including iPads and iPad minis, are equipped with Reading 3D apps and assessment apps that help K-6 students complete timely, informal assessments and assist our teacher candidates monitoring student progress. Special Education candidates use these research validated instructional technologies as assistive devices to enhance students with disabilities educational experiences in K-6 settings.

In the Methods of Teaching Spanish course, students gain the experience of creating different types of assessments, both formative and summative. These assessments are carefully revised with the instructor to insure that the evaluations are aligning with their lesson plans and the Common Core State Standards and Essential Standards as well as the ACTFL standards. Spanish education students also work with different studies interpreting the data that has been collected from assessments. When Spanish candidates do summative evaluations of their students in field placements or internships, the candidates reflect and evaluate themselves to readjust instruction to better meet the needs of their students. During the internship unit, Spanish Education candidates performed informal formative assessments to assess their students. While students worked individually on an activity, in pairs, or in a group, candidates assessed and listened to the Spanish syntax, use of vocabulary, and verb conjugations exhibited by the students and provided corrective feedback. During individual assignments, candidates monitored students' written responses and offered clarification so students understood how to improve.

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

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

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)

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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. 2018 will be the second 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 are 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.

**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 Hrs	Course Assignments					Notes
		Obs.	Teach a Lesson	Interview	Report/Reflection	Portfolio	
ART 3080	15	✓	✓		✓		
ECE 2020	4	✓			✓		Observe two classes of the same age (birth-K) for teacher-children interaction.

		Course Assignments					
Course	Field Hrs	Obs.	Teach a Lesson	Interview	Report/Reflection	Portfolio	Notes
ECE 2030	12	✓		✓	✓		Four part ecological assessment of child. Includes family interview; community interview; student observation Bronfenbrenner schema.
ECE 2040	3	✓		✓			Students demonstrate the skills necessary to create an authentic assessment portfolio for a young child and plan their instruction accordingly.
ECE 2050	4			✓	✓		Interview two professionals and two parent/guardians of young children on school-family collaborator. Functional Based Assessment Project: Observe/assess a birth-kindergarten child who shows challenging behaviors, interview the guardian of the child.
ECE 3110	8	✓	✓	✓	✓		
ECE 3120	20	✓		✓	✓	✓	Compare and contrast models of partnerships between education services and community need, reflection about teachers' involvement in the community.
ECE 3130	4			✓	✓		Action research project; identify a problem in early childhood, identify yourself in a certain leadership role and describe how you will solve the problem.
ECE 4010	20	✓	✓		✓		Develop a lesson plan in a preschool or kindergarten classroom and differentiate for a student with disabilities based on his/her needs and learning goals.
ECE 4020	3	✓					
ECE 4030	6	✓	✓	✓	✓		Develop appropriate lessons plans for kindergarten children.
ECE 4040	6	✓	✓		✓		Develop a lesson plan and differentiate for a single student; The student is evaluated and then the student chooses accommodations and modification.
ECE 4060	10	✓		✓	✓	✓	Observation of a child in a naturalistic environment, interview with the child's family, administration of an assessment instrument to the child with observation record, portfolio of assessment results.

		Course Assignments					
Course	Field Hrs	Obs.	Teach a Lesson	Interview	Report/Reflection	Portfolio	Notes
ECE 4150	10	✓	✓	✓	✓		1) Agency evaluation; 2) Family event planning; 3) Develop grant applicator
ECE 4170	12	✓	✓	✓	✓		Develop/implement one integrated thematic unit (4 lesson plans) for pre-school and kindergarten classes (pre and post-assessment, cite standards interrogated, modifications for childrens' needs, evaluation and reflection).
EDN 2100	6	✓			✓		Focused observation of 6 hours at 2 level schools, 3 hours at each school. Use face validity to assess the school's web site and NC Report card.
EDN 3130	10		✓		✓		
EDN 3140	6	✓			✓		6 hours of observation to include 3 hours each at two different level schools to observe students behavior and school climate.
EDN 3150	6	✓					6 hours of observation to include 3 hours each at two different level schools to observe students behavior and school climate.
EDN 3400	6	✓		✓			Observe and conduct a Shadow Study of students' behavior. Interview student.
EDN 5040	6	✓			✓		
EDN 5450	3			✓			Interview at least three of the following personnel at the school level matching licensure area: a classroom teacher, grade level/department/School Improvement Team chair, a guidance counselor, and/or a school-site administrator. Written and oral reports required.
EED 3840	10	✓			✓		
EED 3890	15	✓					



		Course Assignments					
Course	Field Hrs	Obs.	Teach a Lesson	Interview	Report/Reflection	Portfolio	Notes
ELE 2010	6	✓			✓		The field experience is for structured observations of the social, emotional, physical, and cognitive actions of learners and reflects what they have learned. Students will produce professional observation reports. In addition, the UNCP student interviews a classroom teacher, a student, and does a classroom culture report.
ELE 2020	6	✓	✓	✓	✓		Observations of classroom & reflection, observation of recess & reflection; teaching a health lesson to students & reflection, teacher interview & reflection.
ELE 2030	8	✓	✓		✓		4 hours of arts observation/participation in the community - reflection required, 1 hour arts teaching in supervised class experience (Read-In) - lesson plan and reflection required, 1 hour observation in arts teaching in elementary classrooms - reflection required, 2 hours working with children in or out of school for child art study - child art study writing assignment.
ELE 3010	8	✓		✓	✓		Students will complete 8 hours of field experience through focused observations, (2) content lesson critiques, and teacher interview with a gifted, special education, or ELL teacher.
ELE 3020	6	✓	✓		✓		K-2 Observation, 3-6 Observation, Teach 1 ELE lesson1 integrating Cooperative Learning using a trade book, Cooperating Teacher Evaluation of Cooperative Learning Lesson, Self-Evaluation of Cooperative Learning Lesson.
ELE 3030	6	✓	✓		✓		Formal Assessment Observation, DIBELS (Oral Reading Fluency and Retell Fluency) Observation, Formative Assessment Observation, Create and Administer Pretest and Posttest and Excel Spreadsheet with Two Graphs Showing Collected Data based on a taught lesson using a trade book related to assessment.
Course	Field Hrs	Obs.	Teach a Lesson	Interview	Report/Reflection	Portfolio	Notes

		Course Assignments					
Course	Field Hrs	Obs.	Teach a Lesson	Interview	Report/Reflection	Portfolio	Notes
ELE 3040	10	✓	✓	✓	✓		Observe a math lesson, teach a math lesson, additional activities completed with instructor
ELE 3050	10	✓	✓	✓	✓		Students are required to complete a focused observation of the classroom teacher and develop and teach (3) literacy mini-lessons, and complete a literacy assessment comparison of two students at varied reading levels.
ELE 3060	10	✓	✓		✓		Students are required to complete a focused observation of the classroom teacher and develop and teach (3) literacy mini-lessons, and complete a literacy assessment comparison of two students at varied reading levels.
ELE 4030	6	✓	✓	✓	✓		Classroom observation; teacher interview; teaching a lesson to students; reflection & more reflection.
ELE 4110	10	✓	✓	✓	✓		Teach a math lesson, math tutoring (2 hours), additional activities completed with instructor.
ELE 4120	10	✓	✓		✓		Teach a science lesson, science coaching (2 hours), additional activities completed with instructor.
ELE 4150	10	✓	✓	✓	✓		Focused observations, teaching (2) integrated literacy lessons, and completing an assignment from the FE choice board: completing a reading miscue analysis with (2) students; media center investigation and interview; or Daily 5 Café investigation and interview.
MAT 2500	18 hrs in classes 6 hrs for two interviews	✓		✓	✓		Observe 6 hrs each at 3 different levels, elementary, middle, and high schools, interviews will be arranged privately by students.
MAT 4000	10	✓	✓		✓		Observe, plan, teach, evaluate mini lesson with teachers pre-selected by program coordinator.
MUS 2540	6	✓	✓	✓	✓		
MUS 2290	3	✓	✓	✓	✓		
MUS 4000	6	✓	✓		✓		
MUS 4050	10	✓	✓		✓	✓	
MUS 4200	5	✓	✓		✓	✓	
PED 3000	10		✓		✓		
Course	Field Hrs	Obs.	Teach a Lesson	Interview	Report/Reflection	Portfolio	Notes

		Course Assignments					
PED 3020	10		✓		✓		
PED 3170	6	✓			✓		
PED 3175	6	✓			✓		
RDG 2000	10	✓	✓				
SCE 3000	16	✓			✓	✓	Must be completed in a science class.
SCE 3010	16	✓	✓	✓	✓	✓	Must be completed in a science class.
SED 3310	4	✓		✓	✓		
SED 3320	2			✓			
SED 3330	6			✓			
SED 3350	4	✓				✓	
SED 4030	2			✓	✓		
SED 4310	10				✓		
SED 4320	10		✓				Must be completed in a special education class.
SED 4330	10	✓	✓				Must be completed in a special education class.
SED 4340	10	✓	✓				
SPN 3010	10	✓		✓	✓		
SPN 4400	10	✓	✓	✓			
SSE 3000	25	✓			✓		

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

16 weeks

**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

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Restraint, Diversity and Inclusion, Mental Health Issues, Teaching Children of Poverty, English as a Second Language, and Special Education Topics.

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.

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

No, however during 2017-18, the UNCP Teacher Education Committee voted to require that all interns must show evidence that they are registered for their respective licensure tests prior to entering their internship semester.

UNCP provides free Praxis and Foundations of Reading and General Curriculum tutoring through the Praxis Plus office, to help them prepare for their required tests. During April 2018, UNCP hosted GoH Academy workshops at the Office for Regional Initiatives housed at Comtech off campus. Approximately 100 elementary and special education candidates and regional classroom teachers attended this special 2 day workshop to strengthen preparation for the Pearson Foundations and Reading and General Curriculum tests. The regional response to these GoH Academy workshops led the UNCP School of Education to schedule a 3 day GoH Academy workshop during October of 2018.

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## 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	Public Schools of Robeson County
Start and End Dates	Jan-18
Priorities Identified in Collaboration with LEAs/Schools	Introduce historical thinking skills to SSE teachers
Number of Participants	4
Activities and/or Programs Implemented to Address the Priorities	Workshop - Teaching with Primary Sources
Summary of the Outcome of the Activities and/or Programs	none
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County -
Start and End Dates	August-May 17-18
Priorities Identified in Collaboration with LEAs/Schools	Improve student academic achievement, deveop teacher leaders, imcrease literacy instruction for sse & english teachers
Number of Participants	16
Activities and/or Programs Implemented to Address the Priorities	Workshop - Teaching lieracy through historical inquiry - 9 pd workshops, attendance to nccss
Summary of the Outcome of the Activities and/or Programs	none
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County -
Start and End Dates	June 26-30, 2017
Priorities Identified in Collaboration with LEAs/Schools	Introduce historical inquiry to SS and Eng teachers
Number of Participants	18
Activities and/or Programs Implemented to Address the Priorities	Summer Institute I - Week long workshop, 30 contact hours
Summary of the Outcome of the Activities and/or Programs	none

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson County, Prospect Elementary
Start and End Dates	3/14/2018
Priorities Identified in Collaboration with LEAs/Schools	encourage middle grade students to appreciate math, learn about pi, and plant seeds that college, math & teaching are attractive future professions for students.
Number of Participants	130 7th & 8th graders
Activities and/or Programs Implemented to Address the Priorities	Pi Day - on campus event, 3 stations- discovering pi, coloring a pi skyline on graph paper, and making a pi chain with colored strips of paper that correspond to digits of pi.
Summary of the Outcome of the Activities and/or Programs	Students were on campus for 2 hours, it was a fun filled day with approximately 15 UNCP students, faculty and staff as volunteers and 130 7th & 8th graders. Plans for next year are already developing as the Auxiliary Gym has already been reserved.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson County, local day cares and pre-schools
Start and End Dates	10/31/2017
Priorities Identified in Collaboration with LEAs/Schools	Increase positive relationships with our local community, involve UNCP students in more outreach, and plant seeds that math, college and teaching are attractive future professions
Number of Participants	70 UNCP student volunteers, hosted about 150 local pre-school age children
Activities and/or Programs Implemented to Address the Priorities	Math Ed Halloween Trick or Treating Event - on campus, UNCP students decorated professor doors in the Oxendine Scicene Building (all three floors) and then stood by that door for 2 hours on Halloween and passed out candy to the local children that came trick or treating. UNCP Faculty volunteers facilitated 2 stations - reading of a story (How Spider Saved Halloween), making of a spider headband.
Summary of the Outcome of the Activities and/or Programs	Huge success, lots of fun for all that participated
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson County, Long Branch Elementary
Start and End Dates	August 2017 - March 2018
Priorities Identified in Collaboration with LEAs/Schools	prepare 2nd - 4th graders to compete in the County Wide Battle of the Books competition
Number of Participants	Battle of the Books, 15 2nd - 4th graders
Activities and/or Programs Implemented to Address the Priorities	I volunteered approximately every Tuesday and Thursday morning until competition, to review questions, facilitate understanding of the context of some of the books, review and explain unfamiliar vocabulary to the students.
Summary of the Outcome of the Activities and/or Programs	I served as a coach and guide helping to prepare both teams (2nd & 3rd grade, and 4th grade) for the competition.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson county, Long Branch Elementary
Start and End Dates	2 weeks in December 2017
Priorities Identified in Collaboration with LEAs/Schools	Help 4th graders understand math number sense and increase confidence for 4th grade EOG
Number of Participants	2 classes of approximately 20 students each
Activities and/or Programs Implemented to Address the Priorities	Number Talks - I used released EOG questions and benchmark questions to conduct 15-20 minute number talks approximately twice a week for two weeks before students got out for Christmas break. Students had to express verbally to me their thinking, answer and justify how they got their answers. Various strategies were explored as their thinking processes are unique and truly insightful!
Summary of the Outcome of the Activities and/or Programs	I'm invited back before EOG's and plan to return after UNCP graduation when I have more time.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Carolina Beach Elementary
Start and End Dates	August 2017-May 2018
Priorities Identified in Collaboration with LEAs/Schools	not specified
Number of Participants	not specified
Activities and/or Programs Implemented to Address the Priorities	Volunteer Teaching - providing teacher support
Summary of the Outcome of the Activities and/or Programs	none
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Scotland County, Robeson County, Bladen County, Cumberland County and surrounding counties
Start and End Dates	9/28/17,10/28/17,2/17/18,4/14,18,5/12/18
Priorities Identified in Collaboration with LEAs/Schools	Outreach and education
Number of Participants	total approximately 200
Activities and/or Programs Implemented to Address the Priorities	Kids in the Garden outreach booth on bees and pollinators - community outreach - pollinator information, books, coloring, bee observations, stickers, handouts, wildflower seeds
Summary of the Outcome of the Activities and/or Programs	To educate others about the importance of bees and pollinators and ways you can protect and help them
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson County, Bladen County, Scotland County
Start and End Dates	9/16/17 - 12/2/17 or 10 saturday mornings from 9:30 AM - 12:30 PM
Priorities Identified in Collaboration with LEAs/Schools	Perform individual science research around bees, pollen, and pollination, establish the UNCP garden and apiary site
Number of Participants	20

Activities and/or Programs Implemented to Address the Priorities	Kids in the Garden Fall Academic Year program - 7-12 student event
Summary of the Outcome of the Activities and/or Programs	Learn about STEM careers and experience STEM through research, plan, and collecting data around your own research question
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen County, Robeson County, and Scotland County
Start and End Dates	1/20/18-3/24/18 or 10 Saturdays with 8 from 9:30 - 12:30 and two from 7:00 AM to 7:00 PM
Priorities Identified in Collaboration with LEAs/Schools	STEM careers and analyzing data, making posters, writing papers, entering science competitions, presenting the research at science meetings (the MS and HS students with mentors)
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Kids in the Garden Spring Academic Year Program - 7-12 student event
Summary of the Outcome of the Activities and/or Programs	Students did an excellent job sharing their research and were the recipients of several awards
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen County, Scotland County, Cumberland County, and Robeson County
Start and End Dates	6/18 - 6/29 for a total of 60 hours (6 hours each day for 10 days, M-Fri)
Priorities Identified in Collaboration with LEAs/Schools	Introduce students to STEM careers and the study of Pollen, Bees, Pollinators, Plants and Water
Number of Participants	27
Activities and/or Programs Implemented to Address the Priorities	Kids in the Garden Summer Camp - 7-12 student event
Summary of the Outcome of the Activities and/or Programs	Get kids excited about STEM and STEM careers
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson County, Columbus County, Richmond County, Scotland County
Start and End Dates	6/1/2018
Priorities Identified in Collaboration with LEAs/Schools	Help teachers learn ways to study water in their curriculum
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Project Aquatic WILD workshop - teacher workshop
Summary of the Outcome of the Activities and/or Programs	1 CEU credit and free aquatic WILD book for educators, Workshop given by NC Wildlife Commission at UNCP



LEAs/Schools with whom the Institution Has Formal Collaborative Plans	SandHoke Early College
Start and End Dates	10/24/2017
Priorities Identified in Collaboration with LEAs/Schools	culminating activity for high school students
Number of Participants	40 or so students; 20 judges
Activities and/or Programs Implemented to Address the Priorities	Senior Project Judging oral presentations on senior projects
Summary of the Outcome of the Activities and/or Programs	Students generally did a good job.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	March, 2018
Priorities Identified in Collaboration with LEAs/Schools	Expose public school students to STEAM activities
Number of Participants	100+-
Activities and/or Programs Implemented to Address the Priorities	STEAM DAY - K-12 student event
Summary of the Outcome of the Activities and/or Programs	Exposed students to STEAM activities
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County - Pembroke Elementary School (PES)
Start and End Dates	Ongoing: Once a semester students come to UNCP Art Department
Priorities Identified in Collaboration with LEAs/Schools	expose art club students from PES to art department at UNCP and engage them in an art making activity-
Number of Participants	30 students
Activities and/or Programs Implemented to Address the Priorities	Art Club Partnership with Pembroke Elementary School - 3 and 4th grade students tour art department and engage in an art making activity
Summary of the Outcome of the Activities and/or Programs	Develop ongoing partnership with UNCP and PES and expose students to University, Art Department, and to the arts.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	February, 2018
Priorities Identified in Collaboration with LEAs/Schools	Raise awareness of the connection between the arts and history, and community collaboration
Number of Participants	30 students
Activities and/or Programs Implemented to Address the Priorities	Civil War to Civil Rights Public School of Robeson County Student Exhibition - Exhibition featured middle and high students artwork in response to the civil rights movement and the civil war

Summary of the Outcome of the Activities and/or Programs	Celebrated students artwork and gave them an opportunity to exhibit , show it to the wider community, and gave students the opportunity to see various techniques, methods and criteria when selecting and curating artwork for presentations.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Region 4 Schools
Start and End Dates	April, 2018
Priorities Identified in Collaboration with LEAs/Schools	Feature the student teachers work that they did with students in their student teaching experiences
Number of Participants	100+ school aged students
Activities and/or Programs Implemented to Address the Priorities	Student Teacher Exhibition - Student exhibition
Summary of the Outcome of the Activities and/or Programs	Celebrated students artwork and gave them an opportunity to exhibit and show the work that they did with their students over the course of the semester. In addition, it gave the student teachers an opportunity to see various techniques, methods and criteria when selecting and curating artwork for presentations.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Region 4
Start and End Dates	February, 2018
Priorities Identified in Collaboration with LEAs/Schools	Provide professional development opportunities in the arts to visual arts teachers across Region 4
Number of Participants	70+,
Activities and/or Programs Implemented to Address the Priorities	Region 4 Professional Development Day for Visual Arts - Teacher training/ Professional Development
Summary of the Outcome of the Activities and/or Programs	Gave teachers the opportunity to learn about new techniques and processes and exposed them to new developments in the art and strategies of how they might apply them to their classrooms.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson County
Start and End Dates	11/4/17, 3/24/18
Priorities Identified in Collaboration with LEAs/Schools	Increase awareness of STEM/STEAM activities to encourage interest in STEM fields.
Number of Participants	'@100
Activities and/or Programs Implemented to Address the Priorities	STEAM Day - On-campus activity: participants rotated through activities led by student volunteers. I coordinated the event.
Summary of the Outcome of the Activities and/or Programs	Survey results indicated that students learned new content related to STEAM/STEAM and enjoyed their participation in the event.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Schools, Union County Public Schools, Henderson County Public Schools, Richmond County Schools, Kannapolis City Schools, Randolph County Schools, Asheboro City Schools, Johnston County Schools, The Capitol Encore Academy, Sandhills Theatre Arts Renaissance School (STARS)
Start and End Dates	3/1/17-9/15/18
Priorities Identified in Collaboration with LEAs/Schools	Goal 1: Increase teachers' mathematics content knowledge and knowledge of revised NC Standard Course of Study for Mathematics for the grade they teach. Goal 2: Increase students' understanding and accomplishment of grade-level standards evidenced by student work and reflections. Goal 3: Improve classroom instructional practices through implementation of strategies, project materials, and activities. Goal 4: Develop sustainable partnerships through networks that enable project writers and teachers to continue to create resources for the Toolkits for Teachers and for districts to utilize the professional development modules.
Number of Participants	94 classroom teachers in grades K-5, 25 writers (21 from the public schools), 5 other management team members
Activities and/or Programs Implemented to Address the Priorities	Tools for Teachers MSP Grant - Teachers are participating in an 18-month, 120 hour professional development activity. Writing teams prepare and conduct the PD and create/revise resources for teachers in grades K-5.
Summary of the Outcome of the Activities and/or Programs	The writing team, with the assistance of the teachers, have revised/created all K-5 mathematics materials that were on the NCDPI wiki to align with the revised NC Standard Course of Study for Mathematics. A new website has been created to house the materials. NCDPI will take over the website and the materials when the grant is completed in September. I serve as a Co-PI on the grant, and UNCP is listed as the Lead IHE Partner.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robeson County
Start and End Dates	June 25-26, 2018
Priorities Identified in Collaboration with LEAs/Schools	Increase teachers' awareness of the revised NC Standard Course of Study for Mathematics in grades 3 and 5. Demonstrate best practices in math education.
Number of Participants	30 PSCR teachers (15 teachers in grade 3, 15 teachers in grade 5)
Activities and/or Programs Implemented to Address the Priorities	Tools for Teachers Robeson County PD - Teachers will participate in 12 hours of content and pedagogy training over the two days of the workshop.
Summary of the Outcome of the Activities and/or Programs	It is expected that teachers will use the materials and resources presented to improve mathematics teaching and learning.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NCDPI
Start and End Dates	June 2017- March 2018
Priorities Identified in Collaboration with LEAs/Schools	Develop statewide instructional frameworks as a guide for NC K-5 teachers.
Number of Participants	@30 writers in K-5, 5 writers in grade 5

Activities and/or Programs Implemented to Address the Priorities	NC Instructional Frameworks for Mathematics - Meetings were held to develop the frameworks for the revised NC SCOS for Math. The standards were organized into clusters and were developmentally sequenced for concept-building.
Summary of the Outcome of the Activities and/or Programs	I attended meetings and provided feedback for the Instructional Framework for 5th grade math. The frameworks are optional for districts, but will be used to help organize the NC Check-Ins for Math.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union Elementary
Start and End Dates	August 2017-May 2018
Priorities Identified in Collaboration with LEAs/Schools	Work collaboratively with the teachers and administration of the school to implement high-leverage practices and assist teachers in the classroom.
Number of Participants	21 students in ELE 3040 and 9 teachers in grades K-2.
Activities and/or Programs Implemented to Address the Priorities	Service Learning - Students in ELE 3040 implemented mathematics practices at 4 visits each semester and assisted the teachers in their classrooms.
Summary of the Outcome of the Activities and/or Programs	Teachers were introduced to Number Talks as a classroom routine, the use of the problem-solving lesson format, and various manipulatives to build conceptual understanding.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Prospect School, Prospect School, Public Schools of Robeson County, Maxton, NC
Start and End Dates	Friday, March 2, 2018
Priorities Identified in Collaboration with LEAs/Schools	To serve Prospect School in the area of reading Dr. Seuss books out loud to assigned classrooms
Number of Participants	Dr. Laura Staal, Macy Creech (Service Learning Teaching Assistant), and 15 undergraduate students from undergraduate reading courses at UNCP, students in grades K-5th (250+ students)
Activities and/or Programs Implemented to Address the Priorities	Dr. Seuss Day Celebration
Summary of the Outcome of the Activities and/or Programs	All the participants involved arrived on time and successfully read Dr. Seuss books out loud to their assigned K-5th grade classrooms.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Shining Stars Preschool in Pembroke, NC
Start and End Dates	Tuesday, April 17, 2018
Priorities Identified in Collaboration with LEAs/Schools	To serve students at the preschool by reading high quality picture books during the "Week of the Young Child" celebration
Number of Participants	Dr. Laura Staal
Activities and/or Programs Implemented to Address the Priorities	Volunteer Week of the Young Child Celebration
Summary of the Outcome of the Activities and/or Programs	I arrived on time and successfully read books to the students who rotated through my station.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rex Rennert, Public Schools of Robeson County
Start and End Dates	Wednesday, May 2, 2018
Priorities Identified in Collaboration with LEAs/Schools	read aloud a book to 20 1st graders a picture book related to the life cycle of plants
Number of Participants	Dr. Heather Kimberly Dial Sellers
Activities and/or Programs Implemented to Address the Priorities	Volunteer Read Aloud to Class of Young Children - read aloud a book to 20 1st graders a picture book related to the life cycle of plants
Summary of the Outcome of the Activities and/or Programs	I arrived on time and successfully read the selected picturebook to the 1st grade students in the class of one of my graduates. This is my efforts to visit the classrooms of all of my graduate students and interface with them and their students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	RB Dean, Public Schools of Robeson County
Start and End Dates	Wednesday, May 5, 2018
Priorities Identified in Collaboration with LEAs/Schools	read aloud a book to 40 1st graders a picture book related to pirates to tie in with field trip to Myrtle Beach Pirates Voyage Dinner Show
Number of Participants	Dr. Heather Kimberly Dial Sellers
Activities and/or Programs Implemented to Address the Priorities	Volunteer Read Aloud to Class of Young Children
Summary of the Outcome of the Activities and/or Programs	I arrived on time and successfully read the selected picturebook to the 1st grade students in the class of one of my graduates. This is my efforts to visit the classrooms of all of my graduate students and interface with them and their students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	Fall 2017
Priorities Identified in Collaboration with LEAs/Schools	Consultation
Number of Participants	14
Activities and/or Programs Implemented to Address the Priorities	Consultation
Summary of the Outcome of the Activities and/or Programs	Consultation and pro re nata assistance related to a planned school-based mental health initiative
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Regional LEAs
Start and End Dates	Apr-18

Priorities Identified in Collaboration with LEAs/Schools	Presentation
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	11th Annual Glen H. Walter Southeast Region of NC Drive-In Workshop for Area Counselors - Conference presentation
Summary of the Outcome of the Activities and/or Programs	Presentation: "Loss, grief, and K-12 students: Conceptual overview and counselor roundtable discussion"
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools or Robeson County
Start and End Dates	Spring 2018
Priorities Identified in Collaboration with LEAs/Schools	Grant Proposal Collaboration
Number of Participants	7
Activities and/or Programs Implemented to Address the Priorities	Grant proposal development
Summary of the Outcome of the Activities and/or Programs	2018 STEM Equity Grant proposal to FIRST (FIRST = For Inspiration and Recognition of Science and Technology) North Carolina
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	Spring 2018
Priorities Identified in Collaboration with LEAs/Schools	Consultation
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Teacher retention initiative
Summary of the Outcome of the Activities and/or Programs	Provided consultation as a member of the work group for the "PSRC-UNCP Teacher Retention Initiative," which encompasses a group of UNCP faculty and PSRC administrators in search of dynamic ideas and resources to maximize our effort to retain teachers and prepare them for the challenges present in the 21st Century classroom
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Red Spring High, Robeson County
Start and End Dates	Sept. 29 From 12:00 to 2:00 p.m.
Priorities Identified in Collaboration with LEAs/Schools	Cultural Awareness
Number of Participants	All the Foreign Languages of UNCP and Spanish Students from Red Spring High
Activities and/or Programs Implemented to Address the Priorities	Hispanic Fall Festival - On-campus visit

Summary of the Outcome of the Activities and/or Programs	The Spanish Program organized the Hispanic Fall Festival where more than three hundred students, faculty, and staff came to join us to celebrate, and taste the flavors and rhythms of our culture. Students and teachers from the Spanish Program from Red Spring High were invited to come and join our celebration. The high School students were very excited to participate in our event, here at UNCP. I love how this event has become more successful every year. It's rewarding to see the entire community involve and participating with us. I hope we would be able to invite more high schools from our community during Hispanic Fall Festival of 2018, scheduled for October 5th. It's important for the high school students to see us celebrating and embracing the culture that they are studying in their textbook.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ESL Students from Clinton City Schools
Start and End Dates	29-Sep-17
Priorities Identified in Collaboration with LEAs/Schools	Awareness of the Hispanic population challenges throughout theater play
Number of Participants	150
Activities and/or Programs Implemented to Address the Priorities	Acto Latino Performance - on-campus visit
Summary of the Outcome of the Activities and/or Programs	I received the following message from the ESL Parent Liaison for Clinton City Schools "My Spanish teacher got excited when I was telling her about the opportunity but she has way more students that would need to be transported. We could even open it up to our county schools [...] We are always looking for way to expose our kids to culture. We are in Clinton which is about an hour and a half at the most from UNCP." I know how important it is for students of Spanish to understand the culture they are studying, but it is also extremely important for the Hispanic heritage students to understand their own roots. The outcomes were incredible. Many of the students who visited us were extremely excited sharing their own experiences as they saw their own life reflected in some scenes of the play.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	all in the region are invited
Start and End Dates	6/6/2018
Priorities Identified in Collaboration with LEAs/Schools	advance/promote clinical mental health counseling and professional school counseling in the region
Number of Participants	60
Activities and/or Programs Implemented to Address the Priorities	Annual Counselor Drive-in Workshop - educational sessions and keynote for regional counselors
Summary of the Outcome of the Activities and/or Programs	It was a success. Attendees enhanced professional competencies related to counseling in school and clinical settings.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Regional LEAs are invited
Start and End Dates	12/11/2017
Priorities Identified in Collaboration with LEAs/Schools	to promote student success through creating collaborative/interdisciplinary partnerships across the region
Number of Participants	225
Activities and/or Programs Implemented to Address the Priorities	SOAR Conference - Educational sessions and keynote for school counselors, social workers, mental health counselors, administrators, and teachers.
Summary of the Outcome of the Activities and/or Programs	Feedback from participants who attended the event was favorable. Participants gained/enhanced their knowledge, attitudes, and skills related to promoting student success across the region.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	All regional LEAs are invited
Start and End Dates	4/13/2018
Priorities Identified in Collaboration with LEAs/Schools	to enhance educational leadership across the region
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	MSA Leadership Conference - panel discussion and key note presentation
Summary of the Outcome of the Activities and/or Programs	Feedback was positive. Attendees gained knowledge and skills related to their work as educational leaders across the region.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Indian Education Resource Center, Public Schools of Robeson County
Start and End Dates	October 17, 2017 from 6-8pm
Priorities Identified in Collaboration with LEAs/Schools	The purpose of this event is to allow our candidates to shine as future reading specialists' working with parents and children.
Number of Participants	six graduate candidates; two undergraduate students; with usually 40-80 parents and children; and two professors (Dr. Kim Sellers & Dr. Gretchen Robinson)
Activities and/or Programs Implemented to Address the Priorities	2009-2015 Continuing the partnership of the UNCP Reading Education Program and the Robeson County Indian Education program for conducting an annual Parent's Reading Workshop. Workshop centers to help prepare parents to support their child's reading: 1) Vocabulary and Sight Words; 2) How to read aloud to young children; 3) How to read Non-Fiction Text with your Child; and 4) Compare and Contrast Text Structures
Summary of the Outcome of the Activities and/or Programs	This is such a successful event that allows our candidates to shine as future reading specialists' working with parents and children and we will continue to work with the Indian Education Program to impact the American Indian population in Robeson County. The American Indian population is at high risk for school failure.



LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County/Pembroke Elementary School
Start and End Dates	November 2018 - May 2018
Priorities Identified in Collaboration with LEAs/Schools	To provide reading assessment and interventions to 4th grade students who were part of the Read to Achieve program.
Number of Participants	8 undergraduate students & 4th grade students of Pembroke Elementary
Activities and/or Programs Implemented to Address the Priorities	reading assessment and interventions & field trip to the UNCP campus Chick-fil-A
Summary of the Outcome of the Activities and/or Programs	Able to implement reading interventions based on assessment. Established a rapport with students and teachers. Activity culminated in a field trip to the UNCP campus Chick-fil-A.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Prospect School, Public Schools of Robeson County
Start and End Dates	2017 Fall Semester/2018 Spring Semester (Aug-April)
Priorities Identified in Collaboration with LEAs/Schools	Service through 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 ten consecutive one-hour lessons in assigned classrooms.
Number of Participants	250+ participants to include: Dr. Laura Staal, UNCP Teaching Assistants Ian Fennell and Macy Creech, Community in Schools Coordinator Sylvia Locklear, 18 Prospect teachers and their students, and UNCP RDG2000 (Foundations of Reading and Language Acquisition) students
Activities and/or Programs Implemented to Address the Priorities	Service Learning at Prospect School - Service through literacy activities
Summary of the Outcome of the Activities and/or Programs	Pairs of students from RDG2000 were assigned to a K-4 classroom at Prospect School and served the teachers and their students and delivered high quality literacy learning lessons for ten consecutive weeks. The literacy learning lessons addressed the concepts of reading out loud, phonological awareness, phonics, vocabulary instruction, comprehension, and oral fluency.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Prospect School, Public Schools of Robeson County
Start and End Dates	2017 Fall Semester (Aug-Dec)
Priorities Identified in Collaboration with LEAs/Schools	Service through literacy activities in the areas of reading best practices through a novel study with all the 4th grade classrooms at Prospect School for ten consecutive one-hour lessons in assigned classrooms.
Number of Participants	125+ participants to include: Dr. Laura Staal, UNCP Teaching Assistant Ian Fennell, Community in Schools Coordinator Sylvia Locklear, four Prospect Teachers and their students, and UNCP RDG4000 (Best Practices in Reading) students

Activities and/or Programs Implemented to Address the Priorities	Service Learning at Prospect School - taught 10 literacy lessons related to a novel study
Summary of the Outcome of the Activities and/or Programs	Pairs of students from RDG4000 were assigned to a fourth grade classroom at Prospect School and delivered ten high quality lessons using the best practices in reading as identified by scientifically-based reading research. All of the lessons connected to the main themes that emerged from the selected novel. A project stipend was awarded by the UNCP Office of Community and Civic Engagement to purchase a copy of the novel for all of the 4th grade students at Prospect School, their teachers, and the RDG4000 students from UNCP.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Prospect School, Public Schools of Robeson County
Start and End Dates	2018 Spring Semester (Jan-April)
Priorities Identified in Collaboration with LEAs/Schools	Service through 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.
Number of Participants	125+ participants to include: Dr. Laura Staal, UNCP Teaching Assistant Macy Creech, Community in Schools Coordinator Sylvia Locklear, four Prospect Teachers and their students, and UNCP RDG2010 (Foundations of Reading and Writing Across Content Areas K-6) students
Activities and/or Programs Implemented to Address the Priorities	Service Learning at Prospect School - taught 10 literacy lessons related to a novel study
Summary of the Outcome of the Activities and/or Programs	Pairs of students from RDG2010 were assigned a fourth grade classroom at Prospect School and delivered ten high quality lessons in reading and writing across the content areas for ten consecutive weeks. All lessons connected the content areas to the main themes identified in the selected novel. A project stipend was awarded by the UNCP Office of Community and Civic Engagement to purchase a copy of the novel for all of the 4th grade students at Prospect School, their teachers, and the RDG2010 students from UNCP.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	March 2nd
Priorities Identified in Collaboration with LEAs/Schools	Expose students to counseling careers
Number of Participants	Entire student body
Activities and/or Programs Implemented to Address the Priorities	Prospect Elementary Career Day -
Summary of the Outcome of the Activities and/or Programs	Student engagement and increased interest in the profession of counseling

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Schools, Union County Public Schools, Henderson County Public Schools, Richmond County Schools, Kannapolis City Schools, Randolph County Schools, Asheboro City Schools, Johnston County Schools, The Capitol Encore Academy, Sandhills Theatre Arts Renaissance School (STARS)
Start and End Dates	3/1/17-9/15/19
Priorities Identified in Collaboration with LEAs/Schools	Goal 1: Increase teachers' mathematics content knowledge and knowledge of revised NC Standard Course of Study for Mathematics for the grade they teach. Goal 2: Increase students' understanding and accomplishment of grade-level standards evidenced by student work and reflections. Goal 3: Improve classroom instructional practices through implementation of strategies, project materials, and activities. Goal 4: Develop sustainable partnerships through networks that enable project writers and teachers to continue to create resources for the Toolkits for Teachers and for districts to utilize the professional development modules.
Number of Participants	Tools for Teachers MSP Grant - 95 classroom teachers in grades K-5, 25 writers (21 from the public schools), 5 other management team members
Activities and/or Programs Implemented to Address the Priorities	Teachers are participating in an 18-month, 120 hour professional development activity. Writing teams prepare and conduct the PD and create/revise resources for teachers in grades K-5.
Summary of the Outcome of the Activities and/or Programs	The writing team, with the assistance of the teachers, have revised/created all K-5 mathematics materials that were on the NCDPI wiki to align with the revised NC Standard Course of Study for Mathematics. A new website has been created to house the materials. NCDPI will take over the website and the materials when the grant is completed in September. I serve as a Co-PI on the grant, and UNCP is listed as the Lead IHE Partner.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	entire region, Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland counties, and Whiteville City Schools
Start and End Dates	April 14-15, 2018
Priorities Identified in Collaboration with LEAs/Schools	Licensure testing
Number of Participants	84 participants in math, 68 participants in reading
Activities and/or Programs Implemented to Address the Priorities	conducted intensive tutoring workshops to help teachers and teacher candidates to pass the Pearson Foundations of Reading and General Curriculum Tests
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Robeson
Start and End Dates	29-Mar-18
Priorities Identified in Collaboration with LEAs/Schools	to provide high school students with disabilities the opportunity to engage in sports related stations, to provide UNCP students with an opportunity to volunteer to facilitate a station and/or work one on one with a student, and to provide a service learning opportunity for students enrolled in SED 3310.
Number of Participants	approximately 200

Activities and/or Programs Implemented to Address the Priorities	Sports Empowerment Camp - Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program
Summary of the Outcome of the Activities and/or Programs	For high school students with disabilities and their teachers. Provided a unique opportunity to engage in an athletic-focused event, many of these students had never had the chance to play on an organized sports team. All participants expressed satisfaction in the event. Numerous PSRC students with disabilities demonstrated an increase in skills related to the particular sports station (softball, volleyball, etc)
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen, Scotland and PSRC
Start and End Dates	AY 2017-2018
Priorities Identified in Collaboration with LEAs/Schools	To provide PD that reflects the needs of our district partners.
Number of Participants	approximately 450 Beginning Teachers
Activities and/or Programs Implemented to Address the Priorities	North Carolina New Teacher Support Professional Development
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	19-Jun-18
Priorities Identified in Collaboration with LEAs/Schools	Service Learning
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	Education Fair with Migrant Education office
Summary of the Outcome of the Activities and/or Programs	UNCP students created multicultural activities led by students, faculty and staff, PSRC students engaged in events on campus
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	RB Dean Elementary, PSRC
Start and End Dates	9-Feb-18
Priorities Identified in Collaboration with LEAs/Schools	Service Learning
Number of Participants	450
Activities and/or Programs Implemented to Address the Priorities	African American Read-In

Summary of the Outcome of the Activities and/or Programs	UNCP students created arts integrated lessons using multicultural children's literature, reading in classes by students, faculty and staff
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	20-Oct-17
Priorities Identified in Collaboration with LEAs/Schools	to provide PSRC principals and other personnel with information regarding post-secondary opportunities for students with disabilities, to provide art, music and movement activities for P-12 <sup>th</sup> grade students with disabilities, to provide volunteer opportunities for UNCP students, faculty and PSRC art teachers, and to provide a service learning opportunity for students enrolled in SED 3310.
Number of Participants	approximately 1800
Activities and/or Programs Implemented to Address the Priorities	Vision, Strength, Arts Festival
Summary of the Outcome of the Activities and/or Programs	Art, music, and movement activities were facilitated by UNCP students and PSRC volunteers and all P-12 <sup>th</sup> grade students with disabilities engaged in many of the activity, Students enrolled within the service learning course documented their experience through a graded reflection.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County
Start and End Dates	11-Apr-18
Priorities Identified in Collaboration with LEAs/Schools	to provide school age children to adults with disabilities an opportunity to participate in various track and field events; to provide children aged 3-7 years of age with disabilities with adaptive PE stations; and to provide UNCP students enrolled in service learning and adaptive PE courses to plan and implement various adaptive PE stations
Number of Participants	462
Activities and/or Programs Implemented to Address the Priorities	Special Olympics
Summary of the Outcome of the Activities and/or Programs	UNCP students enrolled in service learning and adaptive PE courses reported an increase knowledge and understanding of young children with disabilities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pembroke Elementary, PSRC
Start and End Dates	27-Nov-17
Priorities Identified in Collaboration with LEAs/Schools	Service Learning
Number of Participants	800
Activities and/or Programs Implemented to Address the Priorities	Read-In

Summary of the Outcome of the Activities and/or Programs	UNCP students created arts integrated lessons using multicultural children's literature, reading in classes by students, faculty and staff
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## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	15
Female	104
Race/Ethnicity	Number
Asian/Pacific Islander	2
African American	11
Hispanic	4
American Indian/Alaskan	10
White	89
Other	3

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

Full-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	2	Am Indian/Alaskan Native	17
	Asian / Pacific Islander	0	Asian / Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	20
	Hispanic	1	Hispanic	5
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	113
	Other	0	Other	4
	<b>Total</b>	<b>21</b>	<b>Total</b>	<b>160</b>
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	2	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	4
	Other	0	Other	0
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>7</b>

Part-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1

	Asian / Pacific Islander		Asian / Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	0
	<b>Total</b>		<b>Total</b>	4
Licensure-Only	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	28
	Asian / Pacific Islander	0	Asian / Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	35
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	172
	Other	0	Other	2
	<b>Total</b>	17	<b>Total</b>	241

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>				
<b>LC Completed program and applied for license</b>				
Prekindergarten	1	4		3
Elementary	13	13	1	
MG	2	2		
Secondary	3	5		
Special Subjects	8	11		
EC	3	4		53
VocEd				
Special Services				
<b>Total</b>	30	39	1	56

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

2016-2017		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCP	54	96	83
Bachelor	State	3083	83	65

**E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2017-2018.**

LEA	Number of Teachers
Public Schools of Robeson County	953
Cumberland County Schools	417
Scotland County Schools	187
Richmond County Schools	172

Columbus County Schools	125
Moore County Schools	123
Bladen County Schools	118
Hoke County Schools	110
Wake County Schools	94
Charlotte-Mecklenburg Schools	50

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

Measure	Baccalaureate
MEAN SAT Total	1,173.00
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	25.45
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	*
MEAN CORE-Combined	484.08
MEAN CORE-Reading	177.15
MEAN CORE-Writing	168.89
MEAN CORE-Math	163.91
MEAN GPA	3.31
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2016-2017 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary (grades K-6)	34	56
Math (grades 9-12)	1	*
Social Studies (grades 9-12)	2	*
Spec Ed: General Curriculum	6	83
Institution Summary	43	63

\* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.

**H. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.**

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	18	6
Elementary (K-6)	2	0
Middle Grades (6-9)	0	0



Secondary (9-12)	0	0
Special Subject Areas (K-12)	31	21
Exceptional Children (K-12)	2	1
<b>Total</b>	<b>53</b>	<b>28</b>
<b>Comment or Explanation:</b>		

### I. 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	30	26	8	1	2	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	60	4	1	0	0	0
<b>Comment or Explanation:</b>						

### J. 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
35	11	0

### K. Teacher Effectiveness

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <a href="http://www.ncpublicschools.org/effectiveness-model/ncees/">http://www.ncpublicschools.org/effectiveness-model/ncees/</a>. Institutions with fewer than five beginning teachers evaluated during the 2017-2018 school year are reported as N/A. Additional information about Educator Effectiveness is available at: <a href="http://www.ncpublicschools.org/effectiveness-model/ncees/">http://www.ncpublicschools.org/effectiveness-model/ncees/</a></p>

Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.6%	1.9%	73.2%	0.242	0.0%	157
State Level:	0.0%	3.6%	67.8%	27.5%	1.0%	5,791
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.6%	2.5%	71.3%	24.8%	0.6%	157
State Level:	0.1%	3.5%	59.8%	35.4%	1.3%	5,791
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	5.1%	75.2%	19.7%	0.0%	157
State Level:	0.0%	3.9%	71.9%	23.6%	0.6%	5,791
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	5.1%	72.0%	22.9%	0.0%	157
State Level:	0.1%	4.7%	66.8%	27.8%	0.6%	5,791
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	4.5%	74.5%	21.0%	0.0%	157
State Level:	0.0%	3.3%	70.6%	24.8%	1.3%	5,791
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	28.5%	58.5%	13.0%	123		
State Level:	19.6%	64.7%	15.7%	4,570		