

IHE Bachelor Performance Report

UNC-Pembroke

2005 - 2006

Overview of the Institution

The University of North Carolina at Pembroke is a comprehensive university committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of degrees at the bachelor's and master's levels that are accredited by NCATE and the NC State Department of Public Instruction. 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, and community 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 fall of 2005, the University had an enrollment of 5,632 students; the School of Education enrolled more than 1,200 students in undergraduate and licensure-only programs including students from the Regional Alternative Licensure Centers. The School of Education recommends licensure for candidates in 12 programs and 2 add-on licensure areas at the undergraduate level, 12 programs at the master's level, and a Master of Arts in Teaching (MAT) program with 7 areas of specialization.

Special Characteristics

UNCP is located in a rural farming region with small towns scattered throughout the area. Founded in 1887 as an institution for the education of American Indians, UNCP now serves a student body reflective of the rich cultural diversity of contemporary society. In recent years, the University has experienced significant growth in its overall student population. UNCP is one of the nation's "best value" undergraduate institutions, according to The Princeton Review in the new 2007 edition of its book, "America's Best Value Colleges" (Random House/Princeton Review). UNCP led all North Carolina public universities in the number of classes with fewer than 20 students, according to U.S. News and World Report's 2006 edition of "America's Best Colleges". In the same publication, UNCP moved up one place and ranked number one in campus diversity in North Carolina and the South. Approximately 21 percent of UNCP's student body is American Indian and 23 percent is African American. For number of international students, UNCP is tied for third among public universities in North Carolina and in the top 100 among all Southern universities. More than 70% of UNCP undergraduate students commute. Many UNCP students are first generation college students. Over 70% of UNCP's students receive financial aid. More than one third are nontraditional college age, hold full- and/or part-time jobs, and have significant family responsibilities. In 2004-2005, 98% of UNCP's teacher

education graduates were licensed and 85% were employed in the public schools of NC within one year of program completion, compared to the State averages of 91% and 69% respectively. UNCP continued to rank high among student satisfaction surveys conducted by UNC General Administration with regard to quality of its instructional programs, faculty, and student services. Another distinction of UNCP is that it has the lowest crime rate of any of the 16 UNC campuses.

Program Areas and Levels Offered

UNCP 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, Physical Education; and secondary education (9-12) in Biology, English and an ESL Add-On (with temporary authorization), Mathematics, Science, and Social Studies Education. UNCP offers licensure at the graduate level in the following areas: Elementary Education (K-6), Middle Grades Education (6-9), Art Education (K- 12), Music Education (K-12), Physical Education (K-12), English Education (9-12) and an ESL Add-On (with temporary authorization), Mathematics Education (9-12), Science Education (9- 12), Social Studies Education (9-12), Reading Education (K-12), School Administration (MSA) and a Curriculum and Instruction Specialist (with temporary authorization), and School Counseling.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.).

Working collaboratively with the College of Arts and Sciences (CAS), the School of Education (SOE) continued to maintain a strong and productive relationship with regional public schools, including LEAs (Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Robeson, Richmond, Scotland, Whiteville City) and charter schools (Academy of Moore County, Alpha Academy, Communities In School Academy, Laurinburg Homework Center, Sandhills Theatre Arts Renaissance). A variety of professional development and support programs were offered to public school teachers and administrators on such topics as cultural diversity, data-driven decision making, classroom management, curriculum design, effective instructional strategies, assessment, collaboration with families, ESL, reading and writing in the content areas, and leadership and effective school management for administrators. Faculty members served as volunteers in public school classrooms, as chaperones for field trips, as members of school improvement teams and other school-based committees, and as judges/facilitators for science fairs, mathematics and art contests, heritage celebrations, music festivals, band clinics, Quiz Bowls, athletic competitions, and Battle of the Books. SOE faculty were involved in demonstration lessons in public school classrooms; teamed with classroom teachers to develop instructional plans and projects; delivered athletic coaching seminars; tutored for EOG/EOC; served as test proctors, event speakers, task force members, study committee members; and used grant funding to purchase instructional materials and equipment for low-performing schools. SOE and CAS faculty members provided leadership for regional schools'

planning committees, advisory councils, curriculum projects, and leadership forums. Public school teachers and administrators served as members of the Teacher Education Committee and the Professional Development Collaborative (PDC), as well as serving on various boards and advisory councils. Public school teachers served as clinical teachers for UNCP interns and on evaluation teams for the assessment of program candidates. Teachers and administrators served as adjunct faculty in the BK, elementary, music, middle grades, physical education, reading, science, and special education programs. The SOE hosted two ESL meetings, a collaborative meeting for EC Directors and staff from the Hill Center, and a meeting for regional professional development coordinators. SOE collaborated with the Fayetteville RALC to review protocols for program plans of study, with Cumberland County Web Academy to offer online coursework for lateral entry teachers, and with the NC Model Teacher Education Consortium to provide courses on the community college campuses and via online instruction. Collaborative partnerships continued with regional Teacher Cadet programs. In addition, pre-service teachers in all programs worked extensively in regional classrooms observing, assisting, testing, tutoring, teaming, and teaching. UNCP faculty and students facilitated events for Special Olympics. Math/Science partnerships with Robeson, Hoke, Scotland, and Bladen Counties provided staff development for area teachers. The Chancellor again hosted a superintendents' breakfast meeting. The Chancellor continued to host a regional superintendents' breakfast meeting and a regional high school principals' luncheon for collaborative planning. Nine regional superintendents and 12 principals participated. UNCP hosted two ESL meetings, a PDC roundtable, and a series of meetings for regional professional development coordinators. UNCP partnered with the Cumberland County Web Academy in offering online coursework for lateral entry teachers and collaborated with the NC Model Teacher Education Consortium, providing multiple courses delivered on the community college campuses and via online instruction. SOE staff collaborated with the Director of the RALC to streamline plans of study. Science education faculty delivered middle and secondary school science workshops/seminars for area teachers. Individual SOE and CAS faculty provided leadership for regional schools' planning committees, advisory councils, curriculum projects, leadership forums, National Board workshops, and served in leadership roles as the president of NC Association of Teacher Educators, a Commissioner for Southern Association of Colleges and Schools (SACS), the president of the NC Reading Association, a member of the ISTE Board, a member of the Government Relations Committee of the IRA, a member of the NC Charter School Advisory Committee, a member of the SBE Teacher Quality Committee, and as mentors for National Board candidates. A chemistry professor continued to serve as project coordinator and advisor to NASA's KC-135A Reduced Gravity Undergraduate Research Program in which American Indian students participated. For the fourth year, the USP Office sponsored a series of training and support sessions for regional teacher candidates seeking certification by the National Board of Professional Teaching Standards. Eighty-eight teacher candidates from eight LEAs attended these sessions. In addition, three weekend retreats were held for regional candidates. The SOE sponsored the First Annual Second Language and Minority Symposium, with participation by more than 200 educators.

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LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Robeson, Richmond, Scotland, and Whiteville City *** Charter Schools: Academy of Moore County, Alpha Academy, Communities In School (CIS) Academy, Laurinburg Homework Center, and Sandhills Theatre Arts Renaissance</p>	<p>Support for LEAs in their school improvement efforts, with special emphasis on raising student achievement and closing the achievement gap.</p>	<p>Through the UNCP Professional Development Collaborative (PDC) and ongoing school partnership activities, the following areas were given emphasis: * collaborative professional development * collaborative grant writing</p>	<p>Collaborative Professional Development As a result of collaboration with school partners, the SOE: * Hosted Second Annual FIESTA Second Language and Minorities Symposium; * Held a regional day-long conference, “Preparing College Students to Support Diverse Young Children in Early Childhood Environments,” which provided sessions for university faculty, preservice teachers, and early childhood educators through funding from an early intervention/diversity grant (Crosswalks); * Offered day-long workshops on writing instruction for teachers. --- Collaborative Grant Writing As a result of collaboration with school partners, the SOE: * Received a \$55,000 focused-growth grant to develop an undergraduate Teaching English to Speakers of Other Languages (TESOL) degree program; * Established a partnership between the SOE and Hoke and Scotland Counties to offer two summer institutes for teachers focusing on special education and ESL through a grant for Project STILE (Strategic Teaming for Inclusive Learning Environments); * Established Math/Science partnerships with Robeson, Hoke, Scotland, and Bladen</p>

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			Counties to provide staff development for elementary, middle and high school teachers targeting technology in the science classroom, teaching inquiry based science, and hands-on earth science; * Provided beginning teachers with professional development and instructional materials through funding from NC Quest math/science grant
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Robeson, Richmond, Scotland, and Whiteville City --- Charter Schools: Academy of Moore County, Alpha Academy, Communities In School (CIS) Academy, Laurinburg Homework Center, and Sandhills Theatre Arts Renaissance	Ongoing efforts to recruit, retain, and support beginning, lateral, and career teachers.	Through the UNCP Professional Development Collaborative (PDC) and ongoing school partnership activities, the following areas were given emphasis: * collaborative program development; * increased accessibility to courses/programs; * collaborative professional development	Collaborative Program Development As a result of collaboration with school partners, the SOE: * Developed an AIG Add-On Licensure Program; * Received a \$55,000 focused-growth grant to develop an undergraduate Teaching English to Speakers of Other Languages (TESOL) degree program; * Developed a new specialization in science within the MAT Program; * Developed a new concentration in special education. --- Increased Accessibility To Courses/Programs As a result of collaboration with school partners, the SOE: * Expanded offerings of online and hybrid courses; * Offered courses at varied times and on flexible schedules; * Added off-campus sites for MAT Program in Middle Grades (math & social studies), Secondary (math & social studies), and

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
			<p>Physical Education to target retiring military personnel; * Participated in a 2+2 grant project (\$100,000+) to develop and deliver the entire BK program online; * Received a \$500,000 grant from the Robert Noyce Scholarship Program of the NSF to fund ten scholarships each year for UG and graduate math and science education majors (50% of the recipients must be from under-represented groups); * Established partnerships with Bladen Community College, Fayetteville Technical Community College, Richmond Community College, Robeson Community College, and Sandhills Community College to offer lateral entry certificate programs. --- Collaborative Professional Development As a result of collaboration with school partners, the SOE: * Provided beginning teachers with professional development and instructional materials through the Life of an Aquifer project; * Continued for the 6th consecutive year the UNCP Support Program for National Board Candidates; * Offered Praxis II Workshops to undergraduate and lateral entry teachers.</p>

B. Brief Summary of faculty service to the public schools.

UNCP Faculty worked collaboratively with public schools on a variety of projects. With UNC-TV, UNCP hosted a Family Literacy Day for area families. SOE faculty served as advisors to the Hoke County Teacher Cadet Program and participated in Read Across America Day with area schools. Faculty worked with Robeson County elementary students to improve reading fluency and mathematics skills, and presented workshops on writing instruction for teachers in Robeson, Richmond, Anson, Moore and Scotland Counties. The HPER Department hosted a variety of programs (e.g., Special Olympics, Youth Aquatic Program, Soccer Fun Days) for approximately 1140 students. Action research projects funded by the SOE were carried out by 28 teachers in the region during the 2005-2006 school year. Four projects were selected for special recognition; these teachers were awarded a laptop for classroom use and will be funded to present at a state conference during the 2006-2007 school year. An art professor presented a workshop for high school students in Columbus County, taught demonstration lessons in Robeson County Schools, and worked with pre-service Art Education majors, the art teacher, and Robeson County high school students on a design project for the Robeson County History Museum. The Math Department again hosted a Regional Math Fair, and UNCP continued to host the Region IV Science Fair. Faculty in the English Department presented workshops for high school students and volunteered with the Write Now project to improve fourth grade writing proficiency. Science education faculty offered an interactive academy for middle school students, mentored students competing in science fairs, and delivered workshops for area teachers on using technology in the science classroom, teaching inquiry based science, and hands-on earth science instruction. Music faculty sponsored a District Solo and Ensemble Festival and conducted clinics and participated in festivals in area public schools. Music faculty received a UNCP grant to develop integrated resource library of materials to assist music teachers in integrating reading, writing, listening, and speaking skills into the classroom. The Music Theater Director led a series of performance workshops for Columbus County students. The American Indian Studies Department sponsored the Second Annual Southeast Indian Studies Conference and the first UNCP Unity Spring Powwow for representatives from the high school Native American Student Organization. The SOE Dean was appointed to serve on the DPI Reading Advisory Committee. Congressman Mike McIntyre appointed two SOE faculty members to serve on the 7th Congressional District Education Advisory Committee. Other individual teacher education faculty members served as president of NC Association of Elementary Educators, commissioner for SACS, member of the ISTE Board, member of the Government Relations Committee of the IRA, member of the NC Charter School Advisory Committee, member of the SBE Teacher Quality Committee, executive board member of the North Carolina Association of Colleges and Teacher Educators, editor for the NC Reading Association newsletter, and district representative of the NC Art Education Association. The PAC hosted enrichment performances and activities for area students.

C. Brief description of unit/institutional programs designed to support beginning teachers.

As in previous years, teacher education faculty and staff regarded assistance and support for beginning teachers to be an important responsibility. At the 4th Annual SOE Educational Leadership Conference, attended by aspiring and regional principals and UNCP faculty, several sessions addressed issues related to teacher recruitment, retention, and working conditions. Work groups of the UNCP Professional Development Collaborative focused on identifying ways to support beginning teachers, including delivering PD to target their specific needs (e.g., classroom management, assessment, INTASC Standards) and establishing comprehensive recruitment/induction/mentoring/retention programs in regional LEAs. Science/math education initiatives, including the Life of an Aquifer project and the NC Quest math/science grant, provided beginning teachers with professional development and instructional materials. Teacher education faculty in the PE Department facilitated weekly how-to sessions for beginning teachers on methodology, lesson planning, and instructional technology. An art professor continued to mentor beginning art teachers in Robeson County. Praxis II Workshops were offered to help BK, elementary, and special education teachers to prepare for the tests, at no cost to participants. Teacher education faculty encouraged beginning teachers to join professional organizations and mentored them as they sought out opportunities to network with other teachers and to take on leadership roles in those associations (e.g., presenting at conferences, serving on regional advisory councils, serving on committees). Teacher education faculty mentored recent graduates teaching in the region by visiting classrooms. The curriculum proposal for the Science Education specialization in the Master of Teaching (MAT) graduate degree program received final university approval through the faculty governance structure and will be submitted to DPI and UNC GA for final approval. A curriculum proposal for an MAT specialization in Teaching English to Speakers of Other Languages (TESOL) is moving through the UNCP approval process.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

Because of the increasing number of NC lateral entry teachers served by UNCP, numerous initiatives have targeted their unique needs. Expanded enrollment options were provided through off-campus and online courses. Flexible scheduling, including late afternoon, evening, Friday night, Saturday morning, and "early bird" (6:30 a.m.), made courses accessible to lateral entry teachers. All UG teacher education programs offered professional studies and specialty area courses at flexible times and online. Summer school courses were available in one of 7 formats: "Maymester"- an intense 3-week period immediately following spring graduation; a 5-week early first summer session; two regular summer school 5-week sessions; two intense 3-week Intrasessions; and a 10-week session for online courses that overlapped the regular Session I and Session II summer schedule. Although the state is no longer providing enrollment funding for summer school, no teacher education courses were canceled due to low enrollment. Increased efforts were made toward placing all methods courses online. The Licensure Office continued to work with LEAs to verify individuals' eligibility to be hired through lateral entry and provided prospective lateral entry teachers with academic transition plans to help them to meet eligibility requirements for employment. Provisional plans of study were issued, allowing aspiring teachers the opportunity to complete coursework while awaiting employment. Approximately 160 plans

of study were developed for lateral entry teachers and licensure-only students, and approximately 500 new RALC students were advised by SOE faculty and staff. To respond to increasing requests for advisement and directed plans of study, a new support position was added to the Licensure Office. The Dean of the SOE and the Licensure Officer met regularly with regional HR Directors to align services for lateral entry teachers. The Dean of the SOE served on an IHE panel at the first lateral entry conference offered by the NC Model Teacher Education Consortium (NCMTEC). The Licensure Officer participated in two teacher recruitment fairs and conducted on-the-spot transcript reviews for prospective lateral entry teachers. The UNCP Professional Development Collaborative identified ways to support lateral entry teachers, such as the SOE and LEAs working together to offer ongoing workshops to target their unique needs and to establish comprehensive induction programs in area districts. UNCP continued to participate in the NCMTEC to provide online and off-campus courses for lateral entry teachers. The SOE added course sections based on requests from lateral entry teachers. Because of the increased demand for courses in the BK program, a full-time faculty member was hired and is based at an off-campus community college site to advise students and to teach evening and online courses. The Director of Instructional Technology provided 1-on-1 instruction to lateral entry teachers in the areas of online learning and technology integration in the classroom. Faculty members were invited into classrooms to work with lateral entry teachers. The SOE funded a group of elementary education majors, including lateral entry teachers, who attended a science and math conference sponsored by NASA.

E. Brief description of unit/institutional programs designed to support career teachers.

UNCP continued to offer ongoing support and assistance to inservice/career teachers. To accommodate teacher and administrator work schedules, all graduate courses were offered in the late afternoon and evening, and numerous courses were offered at off-campus sites and during summer sessions. In response to requests from LEAs to provide opportunities for advanced study, off-campus graduate programs are offered in Reading Education, Elementary Education, and School Administration. For the 6th year, the SOE sponsored a series of training and support sessions, including two weekend retreats, for teacher candidates seeking certification by the National Board of Professional Teaching Standards. Over 88 candidates from 8 LEAs attended these sessions. The UNCP Professional Development Collaborative attested to the effectiveness of this support program and strongly recommended that it be continued for next year. UNCP funded the attendance of two area teachers, who serve as facilitators for the support program, at a DPI National Board Certification Coordinators' meeting. A SOE faculty member and 2 support program facilitators attended the statewide NBCT Policy Summit, which provided the opportunity to make recommendations to NC policymakers to address the problems of high needs/hard-to-staff schools. The SOE sponsored an area teacher's attendance at the NBPTS Conference, where she also presented. Art faculty met regularly with art educators in Robeson County to plan PD seminars offered on campus at times convenient to teachers. Music faculty continued to be extensively involved with career teachers in professional development workshops, performances, band clinics, concert tours, solo and ensemble festival judging, and guest conducting. The Music Department sponsored attendance of area teachers at the NC Music Educators Association Annual Conference. The SOE and CAS received grants to fund four partnerships with LEAs to improve science education by providing PD and instructional

materials. UNCP hosted over 80 physics teachers from across NC for an annual meeting of the NC Section of the American Association of Physics Teachers. The SOE supported teachers as they prepared to present sessions at the NC Reading Association Conference and the DPI Closing the Achievement Gap Conference. Teacher education faculty presented sessions at the 2006 Digital Content Consortium held at UNCP, and regional teachers received CEU credit for participation. Faculty had regular contact with teachers to inform them about happenings at UNCP, such as program updates, events of interest, and the latest discipline-specific news. Alumni teaching in the region were invited to campus to present workshops and to share their experiences with current students by co-teaching class sessions. Faculty members supported the active involvement of regional teachers in professional organizations and encouraged them to assume leadership roles. The SOE supported 28 area teachers who conducted action research projects during the 2005-2006 school year. The Director of Instructional Technology assisted career teachers in special projects related to technology. Pending final approval by DPI and UNC GA, an add-on licensure program in AIG Education will be offered in fall 2006.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

SOE faculty served on the SBE Advisory Commission on Raising Achievement and Closing Gaps. At the 10th Annual Raising Achievement and Closing Gaps Conference, 5 faculty members presented sessions for regional educators. Two SOE faculty members served on the Historical Minority College and University Consortium, which supports collaborative projects between public schools with high minority populations and UNCP in order to close achievement gaps. The Dean of the SOE was appointed to the Professional Advisory Committee of the Hill Center, which serves students with learning disabilities or ADD. The SOE sponsored the 2nd Annual Second Language and Minorities Symposium, attended by approximately 200 area educators who explored effective strategies for working with LEP students. The SOE received a focused-growth grant to develop an UG Teaching English to Speakers of Other Languages (TESOL) degree program. The BK Program received a Crosswalks grant to train preservice and inservice teachers to work in diverse classrooms and sponsored a regional day-long conference for faculty preservice teachers, and early childhood educators. On a weekly basis, the Elementary Education Coordinator collaborated with 4th grade teachers at a Hoke County school to work on curriculum and instruction, to teach demonstration lessons, and to work with struggling learners. The Art Education Coordinator organized student volunteers to assist students at low-performing, at-risk elementary and high schools. UNCP hosted the 14th Annual Social Work Symposium, which included sessions for school social workers. The Leadership and Service Opportunities Program provided community service opportunities for UNCP students in area low-performing schools and sponsored First Book UNCP, which provides free books to elementary and middle grades disadvantaged students. UNCP faculty collaborated with Robeson County to establish a fitness room and in-door walking track at an area high school. The Health Careers Opportunity Summer Science Enrichment Program provided special assistance to high school students from economically/educationally disadvantaged backgrounds who wish to pursue a career in health-related professions. PE education students carried out projects for their methods courses in the Communities In School (CIS) Charter Academy, which was established as an alternative school for struggling middle school students from Robeson County at high risk of dropping out of school. The UNCP Family Life Center and CIS presented an after-school

violence prevention program targeting at-risk children. To assist Hoke and Robeson Counties, two Leandro LEAs, the SOE continued to provide PD services for middle and high school teachers through the NC QUEST Excellence in Teaching Mathematics and Science Project. Faculty from the Chemistry Department offered Saturday enrichment workshops for middle school students from Robeson County and mentored chemistry students carrying out science research projects. Science education faculty provided year-long PD to Robeson County lateral entry earth science teachers conducting environmental research. A curriculum proposal to establish a Special Education teaching concentration as an option for teacher education majors received final university approval.

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

UNCP engaged in a variety of outreach efforts that addressed State Board priorities. One of the SBE's top strategic priorities is "Quality Teachers, Administrators, and Staff." Strong professional development programs and strong recruitment and retention programs are critical to ensuring a pool of well-qualified teachers, administrators, and staff. The UNCP Professional Development Collaborative (PDC) is an advisory group that serves to assist the SOE in serving the regional public schools and in promoting dialogue between University faculty and public school representatives. The PDC brought together SOE faculty and school partners to review goals and to outline plans for the 2006-2007 academic year. Ongoing professional development initiatives will target preservice teachers, beginning teachers, lateral entry teachers, career teachers, beginning principals, and career principals. As part of this PD initiative, the Teacher Education Speakers Bureau will continue to provide area LEAs and charter schools with a list of speakers and their areas of expertise. The PDC also will assist school districts in developing action plans to recruit qualified individuals to the profession and improving working conditions in order to retain them. In addition, the SBE priorities of raising student performance and closing the achievement gap were areas of emphasis for the SOE. Faculty continued to serve in a variety of leadership capacities to provide expertise, resources, and support for regional LEAS in addressing the needs of diverse learners. Faculty presented professional development workshops for educators in the region focusing on curriculum design and differentiated instruction. Faculty presented at state, regional, national, and/or international conferences on similar topics. A SOE faculty member worked with 4th grade teachers at a Robeson County elementary school to introduce a writing model, to lead demonstration lessons, and to provide feedback to teachers. Given the SBE priority related to Reading First, UNCP collaborated with DPI to offer special sections of reading courses for classroom teachers in Reading First Schools. Increased demand for high quality reading instruction led the SOE to add an additional tenure-track faculty position in Reading Education for 2006-2007 academic year. To increase the production of highly qualified elementary school teachers who meet the NCLB requirement, a faculty position in Elementary Education will be added for the upcoming academic year. The additional position will allow the SOE to offer additional course sections for prospective elementary teachers. The Fostering and Implementing Effective Strategies for Transition and Accommodations (FIESTA) Project continued with emphasis being placed on professional development to provide more advanced Spanish classes to faculty and administrators in the Hoke County Schools. The workshops emphasized the development of fluency in conversational Spanish, strategies for working with Spanish-speaking parents, and effective curriculum and instruction for ESL students. UNCP faculty served on committees in both PSRC and Scotland County Schools to

examine issues related to high school reform and innovation, the Learn and Earn initiative, and the 21st Century Schools Project.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

During 2005-2006, special emphasis continued to be focused on three primary areas: (1) support for LEAs in their efforts to raise student achievement and close the achievement gap; (2) recruitment, retention and support of alternative route teachers; (3) ongoing support for candidates seeking National Board certification.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

The SOE expanded the support system for individuals preparing to take Praxis I and II. Praxis I orientation sessions, during which students were provided with registration materials and test preparation resources, were held throughout the year. A Praxis I brochure was created to outline policies and procedures and to suggest preparation strategies. Information about Praxis I was posted to the SOE website, and a bulletin board dedicated to Praxis information provided workshop schedules and test registration dates. Additional study materials for Praxis I and Praxis II were purchased and housed in the curriculum laboratory for use by pre-service and lateral entry teachers in the region. PLATO, an online tutorial offering support for students preparing for Praxis I, was made available at no cost to students. The director of the UNCP Writing Center conducted Praxis I writing workshops throughout the school year, and students could also receive one-on-one assistance. Faculty in the Math Department and the Education Department conducted several workshops each semester to prepare students for the Praxis I math and reading test. In addition, the director of the graduate program in reading tutored individual students experiencing difficulty passing the Praxis I reading test. The Counseling and Testing Office offered a special session on test anxiety and stress reduction to teacher education students. A series of Praxis II content review workshops were conducted by program area faculty for lateral entry teachers in the region at no charge to them. Due to NCLB testing requirements for teachers in specific licensure areas, extended review sessions were conducted in the areas of Elementary Education, BK, and Special Education. Praxis II review sessions also were conducted for lateral entry teachers in licensure areas offered at UNCP. The MSA program provided study sessions to prepare graduate students for the school administration licensure exam. The Physical Education Department developed a study guide for the PE Praxis II test. The SOE hosted a meeting with consultants representing the Research Advisory Board of the National Education Association and the Educational Testing Service. Faculty, staff and students participated in the information gathering session examining Praxis testing issues.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

In collaboration with the UNCP Office for Undergraduate Enrollment and the Office of Admissions, SOE faculty participated in special recruitment days for transfer students at area community colleges, regional high school recruitment fairs, and school counselor awareness programs. A letter, from the SOE Dean with descriptions of the teacher education programs offered at UNCP is included in all admissions packets mailed to prospective students. Recruitment publications for the SOE were distributed across the state. The SOE began offering MAT licensure programs at Fort Bragg for military personnel. SOE faculty worked with Teacher Cadet Programs in Robeson and Hoke Counties. BK faculty provided program information to personnel who worked with Head Start of Cumberland County, the More at Four program, and the Partnership for Children program. The BK program maintained an advisement office at FTCC with a full-time faculty member available to students interested in entering the off-campus evening and online degree program. UNCP has placed a full-time program coordinator at both Richmond Community College and Sandhills Community College to facilitate program admission and to disseminate information to new students interested in UG and G programs in education. UNCP sponsored fall and spring teacher education fairs, with over 30 LEAs from across the state participating. SOE covered registration costs for the LEAs in the UNCP service region. The BK program is participating in a 2+2 grant project (\$100,000+) to develop and deliver the entire program online, and the math education program began initial development of a 2+2 online program. UNCP participated in the NC Model Teacher Education Consortium to make courses accessible to school system employees. Student education organizations and the Teaching Fellows program sponsored a variety of activities and seminars aimed at student recruitment. Teaching Fellows brochures were mailed to all NC high schools. Three thousand letters were sent to potential students. An Open House, specifically for potential Fellows and their parents, and a mock interview workshop were held. Recruitment efforts by the UNCP Teaching Fellows Office have resulted in an increase in the number of new students entering the program in 2006. UNCP has commitments from 16 entering freshmen. The BK program has articulation agreements with Robeson Community College, Fayetteville Technical Community College, and Sandhills Community College. Courses for an elementary education degree continue to be offered at Richmond Community College. The SOE developed agreements with regional community colleges to deliver the lateral entry certificate program. UNCP continued to offer numerous scholarships and awards specific to the support of teacher education majors. Gear Up Day was an Art Department initiative bringing over 55 prospective Art Education students to visit the campus to meet with faculty. The Art Educator Coordinator visited high school art classes to encourage students to consider becoming art teachers. Faculty sought out opportunities to discuss teaching as a career when high school students visited UNCP for camps and workshops.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

The SOE was awarded a \$500,000 grant from the Robert Noyce Scholarship Program of the NSF to fund ten scholarships each year for UG and graduate math and science education majors. Fifty percent of the recipients must be from under-represented groups. A number of minority

scholarships have been made available to American Indian students, including the Mitchell Tyler Scholarship for American Indians in Teacher Education, the American Indian Student Legislative Grant, the John J. Brooks Endowed Memorial Teacher Scholarship, the Anderson N. Locklear Endowed Memorial Scholarship, the Pearlie Locklear Endowed Memorial Scholarship, and the Purnell Swett Endowed Teaching Fellows Award. The NC Minority Presence Grant Program was available to qualified students. The minority recruitment luncheon for PSRC high school students and counselors again was sponsored by the UNCP Teaching Fellows Program. The Teaching Fellows Director conducted several recruitment trips to regional predominately minority high schools. The SOE submitted a grant proposal to the US Department of Education entitled “UNCP First Americans Teacher Education Program” to support the recruitment, matriculation, and retention of American Indian undergraduate students. When high school students attended on-campus summer enrichment programs, such as Upward Bound and the Youth Opportunity Program, teacher education faculty interacted with students and encouraged them to consider teaching as a career.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

An add-on licensure program in Academically and Intellectually Gifted (AIG) education was developed and approved at the university level. Pending final state approval, the new program will be offered for the first time in fall 2006. AIG Coordinators and teachers in the region joined with SOE faculty to form an AIG Advisory Council. The Council collaborated on identifying credentialed faculty, curriculum, delivery formats, and a schedule for offering the program. The SOE Dean and faculty continued to attend regional and statewide meetings with AIG Coordinators and IHE faculty.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	22
	Asian/Pacific Islander	3	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	31	White, Not Hispanic Origin	124
	Other	0	Other	0
	Total	38	Total	163
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	9
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	4	Total	33
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	13
	Other	0	Other	0
	Total	1	Total	15
Licensure-Only	American Indian/Alaskan Native	8	American Indian/Alaskan Native	45
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	35
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	70
	Other	0	Other	0
	Total	20	Total	153

B. 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)	43	33
Elementary (K-6)	41	31
Middle Grades (6-9)	23	16
Secondary (9-12)	24	20
Special Subject Areas (k-12)	14	6
Exceptional Children (K-12)	16	11
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other	1	1
Total	162	118
Comment or Explanation		
A program of study leading to licensure is issued for all individuals submitting a request.		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.15
Comment or Explanation	

* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	5	5	15	15
Elementary (K-6)	42	32	7	7
Middle Grades (6-9)	2	2	7	7
Secondary (9-12)	11	8	5	5
Special Subject Areas (K-12)	9	9	9	9
Exceptional Children (K-12)	4	4	10	9
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	73	60	53	52
Comment or Explanation				

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

2004 - 2005 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	43	93
Spec Ed: General Curriculum	1	*
Spec Ed: LD	4	100
Spec Ed: Mentally Disabled	1	*
Institution Summary	49	94
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	40	27	3			
U Licensure Only	10	5				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2			1		
U Licensure Only	19	12	4	3	2	1
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	96	100	84
Bachelor	State	3,446	92	68

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Robeson County Schools	1,091
Cumberland County Schools	503
Richmond County Schools	257
Scotland County Schools	241
Columbus County Schools	233
Bladen County Schools	167
Hoke County Schools	123
Moore County Schools	121
Wake County Schools	81
Brunswick County Schools	57

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.39	3.44	3.62
preparation to effectively manage the classroom.	3.44	3.09	3.43
preparation to use technology to enhance learning.	3.35	3.06	3.53
preparation to address the needs of diverse learners.	3.21	3.17	3.47
preparation to deliver curriculum content through a variety of instructional approaches.	3.48	3.30	3.57
Number of Surveys Received	44	48	58
Number of Surveys Mailed	79	79	79

Table III. 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
22	14	16