

IHE Bachelor Performance Report

UNC-Pembroke

2009 - 2010

Overview of the Institution

The University of North Carolina at Pembroke 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 NCATE and the NC State Board of Education/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, 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 2009 semester, the University had a total enrollment of 6,661 students; the UNCP Teacher Education Program (TEP) enrolled more than 1,642 students in undergraduate and licensure-only programs, including students from the Regional Alternative Licensure Centers. The TEP offers a broad range of educator preparation programs, including undergraduate programs, master's degree teacher licensure programs, a school counseling program, a school administration program, and add-on licensure programs. The TEP recommends licensure for candidates in 13 programs and 3 add-on licensure areas at the undergraduate level, 12 graduate programs, one add-on licensure program in school administration, and a Master of Arts in Teaching (MAT) program with 8 areas of specialization.

Special Characteristics

UNCP is located in rural southeastern NC with significant engagement in the local communities. Founded in 1887 as an institution to train American Indian public school teachers, UNCP recently celebrated 123 years of service 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. U.S. News & World Report's "Best Colleges and Universities 2010" ranked UNCP first in the South for diversity of its student body. UNCP continues to distinguish itself as an institution where students attribute their success to the personal attention afforded by a student/faculty ratio of 15:1 and an average class size of around 25 students. The Princeton Review rated UNCP as one of the best colleges and universities in the Southeast for 2010. UNC Pembroke also ranked 1st among North Carolina public Master's granting universities for the number of international

students and 3rd for the economic diversity of its students. This academic year, the University experienced significant growth in the student enrollment of nearly 6 percent. UNC Pembroke continues to maintain a significant presence among its peer institutions in areas of diversity, best value and accommodating our students in the Armed Services. UNCP ranked first in the South and in NC for master's granting universities in the area of ethnic diversity. G.I. Jobs magazine named UNCP as a "Military Friendly School for 2010." This honor ranks UNCP in the top 15 percent of all colleges, universities and trade schools nationwide. Approximately 16% of UNCP's student body is American Indian, 29% is African American, 4% is Hispanic, and 1% is Asian/Pacific Islander. Many UNCP students are first generation college students who do not live on campus with over 70% of the students receiving financial aid. More than one third are nontraditional college age, hold full- and/or part-time jobs, and have significant family responsibilities. The National Survey of Student Engagement (NSSE) reported 70% of seniors believed UNCP provided help in coping with work, family and other non-academic responsibilities. In terms of their overall educational experience, 86% of seniors rated UNC Pembroke as good or excellent. The 2008-2009 Harvard Graduate School of Education's Collaborative on Academic Careers in Higher Education (COACHE) study rated UNCP first or second in overall tenure practices, tenure reasonableness, and work and family issues for junior faculty as compared to the top quartile of comparable COACHE participants. In 2008-2009, more than 88% of UNCP's teacher education graduates were licensed to teach in North Carolina schools.

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, Physical Education, Spanish, and an AIG add-on; and secondary education (9-12) English and an ESL Add-On, Mathematics, Science, and Social Studies Education. The TEP offers advanced M.A. or M.A.Ed. teacher licensure programs in the following areas: Elementary Education (K-6), Middle Grades Education (6-9), Art Education (K-12), Music Education (K-12), Physical Education (K-12), and English Education (9-12), Mathematics Education (9-12), Science Education (9-12), Social Studies Education (9-12), and Reading Education (K-12). The Master of Arts in Teaching (M.A.T.) Program offers eight areas of specialization, including Art, English, Mathematics, Middle Grades, Music, Physical Education, Science, and Social Studies. Master's level programs for other school personnel include the following: School Administration (MSA), a School Administration Add-On, and Professional School Counseling.

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	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>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</p>	<p>Teacher Education Program Speakers Bureau</p>	<p>On-going</p>	<p>N/A</p>	<p>Provided workshops on varied topics, including teaching diverse learners, culturally responsive practices, ESL strategies, instructional planning, active learning strategies, setting up and managing a classroom, working with families, and addressing prejudice discrimination and stereotyping in classrooms</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,</p>	<p>Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase</p>	<p>TEP Professional Development Collaborative (PDC)</p>	<p>Meets Once Annually (Spring Semester)</p>	<p>30</p>	<p>Updated goals for 2008-2009, including a commitment to ongoing high quality professional development and providing targeted support for pre-service, beginning, in-</p>

<p>Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>student learning in both P-12 schools and the Teacher Education Program</p>				<p>service and career teachers</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p>		<p>Year long</p>	<p>N/A</p>	<p>Continued to offer programs and courses at off-campus sites Offered flexible scheduling of courses Offered courses in a variety of formats (face-to-face, hybrid, online)</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,</p>	<p>Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse</p>	<p>Sandhills Consortium meetings for HR Directors</p>	<p>Year long</p>	<p>N/A</p>	<p>Increased the availability of online/hybrid content and pedagogy courses Offered courses needed by lateral entry teachers, even if enrollments were low</p>

Robeson, Scotland, and Whiteville City Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.	stakeholders, including partnership schools, school districts, and community agencies.				
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	North Carolina Model Teacher Education Consortium (NCMTEC)	Aug - May	N/A	Increased the number of course sections offered specifically for the NCMTEC Began offering 100% of the NC TEACH II pedagogy courses through NCMTEC
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse	NC TEACH II Program	Aug - May	N/A	Hired two instructors/mentors 23 lateral entry teachers currently enrolled representing 8 LEAs and 1 charter school Director recruited at LEA ILT meetings and regional and LEA

<p>Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>stakeholders, including partnership schools, school districts, and community agencies.</p>				<p>job fairs</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p>	<p>Flexible course scheduling to meet the needs of alternatively prepared teachers</p>	<p>Year long</p>	<p>N/A</p>	<p>Course offerings expanded to include more online and hybrid course sections as well as more evening, weekend, and early morning classes Expanded summer school offerings No courses needed by lateral entry teachers were cancelled because of low enrollment.</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,</p>	<p>Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse</p>	<p>Support for Teacher Cadet Programs</p>	<p>Aug - May</p>	<p>65 cadets and their teachers from 4 LEAs</p>	<p>Ongoing partnership activities with students in Hoke and Robeson Counties conducted by Teaching Fellows Director and SOE faculty</p>

<p>Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>stakeholders, including partnership schools, school districts, and community agencies.</p>				<p>Full-day conference held for regional teacher cadet program directors and those interested in start-up programs</p> <p>Day-long conference held for regional teacher cadet program directors and students</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p>	<p>Recruitment and Retention of Teacher Education Students</p>	<p>Year long</p>	<p>N/A</p>	<p>Director of Teacher recruitment placed on the UNCP campus and Teacher Recruiter placed on the Robeson Community College campus; position now funded for 3 years for program expansion</p> <p>Campus-wide recruitment and retention plan implemented</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,</p>	<p>Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse</p>	<p>First Americans' Teacher Education Program (FATE)</p>	<p>Aug - May</p>	<p>To date, 26 American Indian students served</p>	<p>USDE awarded SOE grant funding for the FATE Program</p>

<p>Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>stakeholders, including partnership schools, school districts, and community agencies.</p>				
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p>	<p>Praxis II Workshops</p>	<p>October February</p>	<p>Avg. 80</p>	<p>Ongoing Praxis II content review workshops offered for pre-service and lateral entry teachers</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,</p>	<p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced</p>	<p>Praxis I Workshops</p>	<p>Offered three times/semesters for each subject (One Saturday w/shop for each area)</p>	<p>Avg. 10/workshop</p>	<p>Ongoing Praxis I review workshops for Reading, Writing and Math offered for pre-service teachers and teacher assistants pursuing entry into Teacher Education</p>

<p>Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>levels.</p>				
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p>	<p>Drive-In School Counselors Workshop</p>	<p>Annually (Spring Semester)</p>	<p>80</p>	<p>Day-long conference held for elementary, middle, and high school counselors</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,</p>	<p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced</p>	<p>Teacher Action Research Projects</p>	<p>Year long</p>	<p>142</p>	<p>Funding available to support presentation of projects at state conferences</p>

<p>Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>levels.</p>				
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p>	<p>National Board Support Program</p>	<p>Offered monthly from September - March</p>	<p>50</p>	<p>Ongoing support and focused workshops offered for to teacher candidates seeking National Board Certification.</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,</p>	<p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced</p>	<p>Revised Bloom's Taxonomy</p>	<p>February</p>	<p>20</p>	<p>Workshop conducted for middle, and secondary Language Arts and English teachers and administrators.</p>

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<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>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</p>	<p>Robert Noyce Scholarship</p>	<p>Aug - May</p>	<p>14</p>	<p>To date, 14 undergraduate and graduate mathematics and science education majors students served</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,</p>	<p>Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase</p>	<p>Life of the Aquifer (NSF Grant)</p>	<p>Aug - May</p>	<p>15</p>	<p>Workshops conducted for 15 high school earth science teachers Provided teaching materials for participants</p>

<p>Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>student learning in both P-12 schools and the Teacher Education Program</p>				
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>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</p>	<p>South Hoke Elementary School Partnership</p>	<p>Aug - May</p>	<p>N/A</p>	<p>Faculty member worked weekly with teachers and students on curriculum projects</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,</p>	<p>Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase</p>	<p>ROBOTS for Robotics Opportunities for Building Outstanding Talent in the</p>	<p>One day</p>	<p>15-20</p>	<p>Project will support 15-20 middle and high school teachers to expand astronomy and physics education (2007-2009)</p>

<p>Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>student learning in both P-12 schools and the Teacher Education Program</p>	<p>Sciences (NSF Grant)</p>			
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>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</p>	<p>Strategic Teaming for Inclusive Learning Environments (STILE) Project (NC Quest Grant)</p>	<p>Aug - May</p>	<p>N/A</p>	<p>Workshops and licensure classes offered for ESL and EC teachers in Hoke and Scotland county school districts</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond,</p>	<p>Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase</p>	<p>Annual Earth Day Event with Tanglewood Elementary School (PSRC) Berdeau</p>	<p>One day</p>	<p>400</p>	<p>Approximately 400 public school students participated in outdoor, hands-on, environmental education activities planned and led by 30 teacher candidates</p>

<p>Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>student learning in both P-12 schools and the Teacher Education Program</p>				
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B. Brief Summary of faculty service to the public schools.

UNCP faculty and staff served as classroom volunteers, tutors, chaperones, members of school-based committees, collaborators in grant writing and project implementation, judges/facilitators for music festivals and art exhibits, band/choir clinic directors, Quiz Bowls facilitators, test proctors, guest speakers, directors of children's theatre, and athletic competition, and science fair/day. Faculty from the School of Education and English worked collaboratively to conduct writing workshops to prepare tenth-grade students at Purnell Swett High School prepare for the NC Writing Test. The Teaching Fellows Director conducted various information sessions with area high school students and tutored at the CIS Academy this academic year. Faculty from the Art department conducted workshops with area high school students. SOE faculty worked collaboratively with public schools on community service projects. Music faculty were engaged with public school students in various performance projects. Faculty in the sciences conducted workshops and other enrichment programs for public school students in their respective fields of expertise. Faculty from the library served as judges in area Battle of the Books competitions. For the promotion of reading among school age children, faculty from SOE and Athletics participated in national programs such as Read Across America. In the local service area, Reading Education faculty and graduate students worked with the American Indian Center on a Parent's Night for Literacy. The HPER Dept hosted Special Olympics, Senior Games, Youth Aquatics, Dance Camps, and Soccer Fun Days. SOE Funding supported student presentations at state and national conferences. Math faculty hosted the annual Math Fair. Science faculty hosted the Robotics Games and the 29th Annual Region IV Science Fair. Art faculty hosted the 28th Annual Juried High School Art Show and provided demonstrations in P-12 classrooms. Social Work faculty hosted the 18th Annual Social Work Symposium. SOE hosted the 3rd Annual School Counselors' Drive-In Workshop, the Art Dept hosted the 2010 Digital Content Consortium and the 29th Annual Juried High School Exhibition in the A.D. Gallery, and the American Indian Studies Dept hosted the 6th Annual Southeast Indian Studies Conference. The 4th Annual Spring Unity Powwow included high school Native American Student Organization members. UNCP hosted Project Graduation for PSRC seniors. Staff from the Media Center provided technical support to National Board Teacher groups. Faculty served as board members of the NC Postsecondary Education Alliance Committee, JobReady Partnership Advisory Committee, NC Art Education Association, Robeson County Career Ready Executive Board, School Improvement Teams, Vision Strength & Arts (VSA) Festival Planning Committee, NC Art Education Assn and other regional and state boards. The Native American Resource Center hosted numerous enrichment activities for thousands of area students. The Athletics Department sponsored programs such as the Braves Wrestling Club, NCHSAA Wrestling Championships, Robeson County Football Jamboree and other local high school sporting events.

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

The SOE continues to support the NC Teachers of Excellence for All Children (NC TEACH) II Online Program, an alternative lateral entry preparation program in mathematics, middle grades, science, and special education. The program has 30 participants who were employed in partnership school districts and charter schools as new lateral entry teachers and who were provided ongoing mentor support. Funding was provided by the USDOE in an effort to expand the recruitment and preparation of quality

teachers in high-need licensure areas for high need school districts. Participants received a stipend, a laptop computer, online instruction, and online mentoring support. The NC TEACH II Program partnered with the NCMTEC to offer courses at reduced tuition. Each participant was mentored through weekly phone conferences and by classroom visits. The TEP Professional Development Collaborative (PDC) goals for 2009-2010 continue to support beginning teachers and to meet with local and regional LEAs to promote the commitment to ongoing high quality professional development. Workshops were offered by SOE faculty in partnership with area school districts during the 2009-2010 school year to include technology integration and working with families. Teacher Education faculty in the HPER Department facilitated weekly how-to sessions for beginning teachers on methodology, lesson planning, and instructional technology. Science/mathematics education initiatives, including the Life of an Aquifer project and the NC Quest technology/literacy grant is working with lateral entry and career teachers to provide technological and literacy classroom strategies through professional development and instructional materials. Science faculty members served as mentors for elementary and middle school teachers in the Public Schools of Robeson County through the Teacher Link Program. An art professor continued to mentor beginning art teachers in Robeson County. Praxis II Workshops were offered to help BK, elementary, special education, and newly hired lateral entry teachers in all other licensure areas 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, serving in leadership capacity). Teacher education faculty provided personalized support to recent graduates teaching in the region by visiting classrooms and by providing guidance on curriculum planning, survival skills, classroom management, and pedagogy.

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

UNCP supports the increasing number of lateral entry teachers by accommodating their unique program with 8 areas of specialization, targeting lateral entry teachers who are seeking a graduate degree with teacher licensure or an MAT with teacher licensure. The NC TEACH II Program, which has been in place for four years, is a fast-track, online alternative licensure program leading to licensure in mathematics, middle grades, science, and special education. In spring 2010 the MAT track was added. This program continues with approximately 30 teachers from the above areas completing courses in an online or hybrid format. Many of the lateral entry teachers participating in the program qualify for courses which are offered online and off-campus courses through the NC Model Teacher Education Consortium (NCMTEC) at reduced tuition rates. The SOE Dean met regularly with regional superintendents to seek input on the needs of lateral entry teachers and to provide updates on SOE support services. The Teacher Recruiter and the Community College Recruiter participated in teacher recruitment fairs and conducted on-the-spot transcript reviews. The Licensure Office worked 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. The UNCP Licensure Office developed 251 plans of study for lateral entry teachers and licensure-only students, and approximately 108 new RALC students were advised by SOE faculty and staff.

Enrollment options were provided through off-campus face-to-face courses and there was an increase in the number of online/hybrid courses. Flexible scheduling, including late afternoon, evening, and weekend classes, increased accessibility. Summer school courses, including methods courses, were offered in 7 formats: "Maymester"- a 3-week period immediately following spring graduation; a 5-week early first session; two regular 5-week sessions; two 3-week Intra-sessions; and a 10-week session for online courses. The SOE expanded the number of summer school courses in response to requests from regional LEAs to better serve lateral entry teachers. No courses needed by lateral entry teachers were cancelled because of low enrollment. The BK program requires lateral entry teachers to take a supervised practicum in early childhood settings to develop and refine their pedagogical skills. All courses in the BK, the MAT PE courses and 46% of Special Education courses are available online. Praxis II workshops were offered to newly hired lateral entry teachers at no cost.

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

Ongoing support and assistance was provided to career teachers. The SOE offers M.A., M.A.Ed., and MSA programs for career teachers seeking advanced degrees. In response to LEA requests, off-campus graduate programs were delivered in Reading, Elementary, Social Studies, PE, and MSA. All graduate courses were offered in late afternoon and evening and during summer sessions. Numerous graduate courses were converted to online/hybrid formats. The SOE supported teachers as they prepared to present sessions at the NC Reading Association Conference and the annual Teacher Education Forum. For the 8th year, the SOE sponsored a series of training and support sessions for teacher candidates seeking National Board certification. Approximately 100 candidates from 10 LEAs attended these sessions. At the 2010 UNCP Digital Content Consortium, Art faculty presented sessions on figure drawing, podcasting, digital editing, digital photography, Flash, and Adobe Creative Suite 3; CEU credit was available. Career teachers were encouraged to request support available from music faculty, who were extensively involved with teachers in workshops, band clinics, concert tours, solo and ensemble festival judging, and guest conducting and performances. SOE and CAS grants fund 4 partnerships with LEAs to improve science education by providing PD and instructional materials. 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 presented sessions at regional, state and national education conferences attended by classroom teachers, including sessions focusing on strategies for designing units, integrating multicultural literature, and using technology. Faculty members supported the active involvement of regional teachers in professional organizations and encouraged them to assume leadership roles. The School Counseling program faculty served as consultants to regional counselors and hosted the 3rd Annual School Counselors' Drive-In Workshop for approximately 100 counselors and administrators from throughout the region. Concurrent sessions focused on topics such as 21st century school learners and best practices. The UNCP Office of Enrollment Management hosted a School Counselors' Symposium attended by 50 counselors from 30 area high schools. Participants secured information for UNCP scholarships for their students.

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

The NC TEACH program served lateral entry teachers in high-need LEAs. A SOE professor conducted an educational/cultural/literacy outreach initiative for high school students to stress the value of postsecondary education and literacy skills. A SOE professor collaborated with teachers in Hoke County to work on C&I, teach demonstration lessons, and work with struggling learners. Another SOE faculty member assisted the Hoke County Schools with the preparation and submission of a competitive grant application to the Department of Defense Education Activity (DoDEA) under the Promoting Student Achievement at Schools Impacted by Military Force Structure Changes program. English faculty worked with high school teachers to establish 2 writing studio programs for 10th and 12th graders and an after-school “Studio” for college-bound seniors focusing on college-level writing. English faculty provided a workshop for honors and AP English teachers, led 2 sessions on the rigors of reading literature at the college level, and presented for a student book club. SOE faculty served on the Historical Minority College & University Consortium. SOE faculty participated in a Legislative Forum on Drop-Out Prevention. A SOE professor served on the Joint Legislative Grant Committee on Dropout Prevention and High School Graduation. The Music Dept sent a letter to all area high school music programs describing outreach services. The UNCP Regional Center for Economic, Community, & Professional Development hosted Kids’ College, Summer Learning Splash, Youth Start, and Healthy Start. HPER faculty invited minority students from low-performing schools to free learn-to-swim classes and other summer alternative school for struggling middle school students, and in area low-performing schools with children with disabilities. A science professor worked with teachers at a low-performing PSRC high school to improve instructional strategies. Chemistry Dept faculty offered Saturday enrichment workshops for PSRC middle school students and mentored students carrying out research projects. Through the Leadership Service Opportunities Program, student volunteers tutored and mentored area youth and participated in the UNCP Day of Service. UNCP hosted the 4th annual Southeast Indian Studies Conference for teachers of American Indian students. The USDOE funded the Upward Bound Program, providing support services to promising low income, at-risk minority students. The SOE, Friends of the Library and Office of Multicultural and Minority Affairs sponsored the Children’s African American Read-In Literacy Campaign.

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

As an advisory group to the TEP, the PDC defined initiatives to address the SBE's priority, “Twenty-First Century Professionals.” The MSA faculty delivered leadership workshops for Columbus and Richmond Counties. The SOE launched an initiative to expand the regional Teacher Cadet Programs. A day-long conference brought together regional teacher cadet program directors to discuss best practices and program improvement and to provide advice for high schools without cadet programs. UNCP faculty served on LEA committees that examined issues related to high school reform and innovation, the Learn and Earn initiative, and the 21st Century Schools Project. Faculty served in leadership capacities providing expertise, resources, and support in addressing the needs of diverse learners. In support of the SBE goal to produce globally competitive students, 15-20 middle and high school teachers participated in a NSF grant project to expand astronomy and physics education. SOE faculty served on the

Commission on School Technology. The SOE received a NC Quest grant for a train-the-trainer model on literacy communities for grades 6-12. The Art Dept hosted the 2009 Digital Content Consortium which featured digital tools for P-12 classroom teachers. The HPER Dept offered weekly adaptive PE classes to children with disabilities in all low-performing schools in Robeson County. SBE priorities are emphasized (especially work with families, assessment, diversity, and using technology) in lectures and assignments in classes. Undergraduate students are required to tutor as part of their field assignments, and graduate students complete action research projects aimed at assisting students through best practices. Faculty incorporated SBE priorities in graduate students' leadership projects with emphasis on family involvement, tutoring, retention of teachers, and remediation for at-risk students. SOE faculty served on State Accreditation Teams, on panels to develop updated specialty program area standards and on the DPI Advisory Committee on Program Approval.

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 2009-2010, the SOE continued to focus on special areas of emphasis from the preceding academic year to maintain collaborative efforts with our partnership schools, school districts, community agents and other constituents in education while continuing to provide high quality programs to prepare teachers to be 21st Century educators in a global society. Additional areas of focus for this academic year included but were not limited to: (1) developing and implementing a UNCP Teacher Education Plan to "revision" the undergraduate and graduate education programs to model the newly adopted state "North Carolina Professional Teaching Standards;" (2) design a series of professional interactions (pre-service and in-service) focused on strategies for lowering the regional high school drop-out rate; (3) to develop an identity within rural southeastern NC as the local leader in technology integration in the schools and community.

Supplemental Information (Optional)

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

The SOE continues to support individuals preparing to take Praxis I and II. Praxis I orientation sessions, during which students were provided with registration information and test preparation resources, were held throughout the year. A Praxis I brochure for students and regional teachers defines policies and procedures and suggests strategies to prepare for the exams. 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 preservice and lateral entry teachers in the region. Faculty were provided and used Praxis test books defining strategies for preparing for the exams. PLATO, an online tutorial offering support for students preparing for Praxis I, was made available at no cost to students. In addition, reading faculty assisted individual students experiencing difficulty passing the Praxis I reading test. Praxis I workshops in each area (math, reading and writing) were held at no cost to students. These workshops were scheduled at various times of the week (including

Saturdays) to accommodate the needs of students. The Health, Physical Education, and Recreation Department offered a study guide for the PE Praxis II test. The MSA program provided study sessions and materials to prepare graduate students for the school administration licensure exam. The Counseling and Testing Office offers sessions 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. Praxis II review sessions also were conducted for teachers seeking to add licensure areas through testing. The Teacher Education Committee developed and implemented a Praxis I appeals policy to align with SBE guidelines. The SOE Dean financially supported teacher education faculty who wanted to take their respective Praxis II examination for program improvement. Faculty included mock Praxis exercises, providing feedback with a scoring rubric, in their methods courses.

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

The NC TEACH II program worked with eligible LEAs to identify and enroll new lateral entry teachers. The director attended ILT meetings, job fairs, placed newspaper advertisements, and sent direct mailings to recruit mid-career and retired professionals. The SOE teacher recruiters (TRs) and SOE faculty participated in transfer recruitment events at area community colleges, high schools, LEA job fairs, and school career days. TRs participated in UNCP Open House events, held individual meetings with prospective students interested in teaching as a career, spoke with prospective students by telephone, and presented during Freshman Seminar sessions. SOE faculty and TF director worked with area Teacher Cadet (TC) Programs and the TRs visited TC programs to promote UNCP and the Teacher Education Program. TRs and the TF Director collaborated with UNCW to host a Regional TC Conference, attended by 144 TC high school students. Two SOE faculty members presented workshops during the conference. SOE faculty, TF Director and TR director attended the TC College Partnership meetings. The TR director attended an All Age Conference Day promoting teacher education and received contact information from interested participants. The TRs participated in New Student Orientation events and transfer advisement events. The Community College TR visited and spoke to community college students in classroom settings on six campuses. TRs visited several Adult High School (AHS) classes to share information about UNCP and teaching as a profession. The TR Director coordinated a visit to campus for an AHS class and collected contact information for follow-up. TRs followed up with all contacts using email messages, letters, and phone calls to potential education majors. BK faculty provided information to personnel in Head Start, More at Four, Smart Start and Partnership for Children programs. The BK 2+2 online program and the special education on-line program have seen dramatic increases in student enrollment. The SOE offers 8 MAT licensure programs that combine a graduate degree with teacher licensure. Advanced licensure programs are offered at Ft Bragg for military personnel with Open House Recruitment Fairs on base. UNCP sponsored fall and spring teacher education fairs, with 30+ LEAs participating. SOE paid registration costs for LEAs in its service region. UNCP participated in the NCMTEC to make courses accessible to LEA employees. Student education organizations and the Teaching Fellows (TF) program sponsored a variety of recruitment activities – Teaching Fellows Application Night and the SOE Teacher Recruitment Night. TF brochures were mailed to all NC high schools, a Recruitment Day was held for potential Fellows and their parents, a mock interview

workshop was offered for finalists. For each of the last two years, the TF Office enrolled 10 new Fellows. UNCP co-hosted the 1st Annual Regional Teacher Cadet meeting with UNCW. The BK program has articulation agreements with Robeson, Fayetteville, and Richmond community colleges. Courses for the B.S. & M.A.Ed. in Elementary Education programs were offered on the Richmond Community College campus. UNCP awarded scholarships to education majors. Faculty and recruiters attended Open Houses and followed up with phone calls, emails, and letters to potential education majors.

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

The SOE was awarded a million dollar grant in 2006 from the US Department of Education to establish the First Americans' Teacher Education (FATE) Program to recruit and retain American Indian undergraduate students in teacher education. In addition to tuition and fees, the program provides a stipend, child care support, books, travel support to conferences, mentoring, and laptops for each participant. To date 44 students have received this award. A number of minority scholarships were available to American Indian students, including the Mitchell Tyler Scholarship for American Indians in Teacher Education, the American Indian Student Legislative Grant, the Mary Elizabeth Jones Brayboy Endowed Scholarship, the John J. Brooks Endowed Memorial Teacher Scholarship, the Louise Bell Locklear Memorial Scholarship, the William Lonnie Revels, Sr. Memorial Scholarship, the James Knox Brayboy Endowed Memorial Scholarship, the Class of 1955 Endowed Scholarship, the Anderson N. Locklear Endowed Memorial Scholarship, the Pearlie Locklear Endowed Memorial Scholarship, the Purnell Swett Endowed Teaching Fellows Award, the NC Indian Education Scholarship, and the Adolph and Dorothy Blue Scholarship. The Robert Noyce Scholarship funded scholarships for undergraduate and graduate mathematics and science education majors. Fifty percent of the scholarships must be awarded to minority students. The North Carolina Minority Presence Grant Program was available to qualified students. The minority recruitment luncheon for high school students and counselors from area LEAs again was sponsored by the UNCP Teaching Fellows Program. The Teaching Fellows Director conducted several recruitment trips to regional predominately minority high schools. The Teacher Recruiter Director, the Vice Chancellor for Enrollment Management and the Assistant Director of Financial Aid were guest speakers at the workshop for American Indian High School students sponsored by the Public Schools of Robeson County Indian Education program. When high school students attended on-campus summer enrichment programs, such as Upward Bound and the Youth Opportunity Program, the Teaching Fellows Director spoke at a recruitment luncheon, and teacher education faculty interacted with students and encouraged them to consider teaching as a career. Minority Teaching Fellows participated in recruitment activities at predominately minority high schools throughout the region. Faculty promote teaching as a career to participants in Upward Bound and other youth summer programs geared to minority students. The Teacher Recruiters and the Teaching Fellows Director presented workshops to middle grade students during Indian Education Act Summer Enrichment Programs to three groups of American Indian students in three local schools.

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

In 2009, faculty in teacher education programs worked collaboratively to develop and implement a UNCP Teacher Education Plan to “revision” the undergraduate and graduate education programs in order to address the newly adopted state “North Carolina Professional Teaching Standards”, the revised program approval process, and the revised specialty area content standards. TEP faculty were actively involved in the profession and presented numerous sessions at local, state, regional, national, and international conferences (e.g., NC English Teachers’ Association Conference, Conference on College Composition and Communication, NC Science Teachers Association Professional Development Institute, National Science Teachers’ Association Conference, North Carolina Association for Research in Education, NC Association for Elementary Educators, NC Reading Association, NC Association for Colleges and Teacher Educators, American Association for Educational Research, NC Teaching and Learning with Technology Conference, NC Raising Achievement and Closing Gaps Conference XII, Burroughs Wellcome Invitational Conference on K12 Outreach, Recruiting Science and Mathematics Teachers for the 21st Century Conference, NC Art Education Association Annual Professional Development Conference). They published books, book chapters, and articles in professional journals (e.g., *The Science Teacher*, *Pedagogy 7.2*, *SC Middle School Association Journal*). The Department of Sociology and Criminal Justice hosted the 7th Annual Regional Substance Abuse Conference for public school counselors, psychologists, and social workers. A SOE professor was awarded a NC Humanities Council grant for the Elder Teachers Project. The Army ROTC Program provided extensive outreach to LEAs, including drill meets, Raider Challenge, fitness training, and college recruitment.

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	6	American Indian/Alaskan Native	29
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	17
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	29	White, Not Hispanic Origin	139
	Other	1	Other	1
	Total	46	Total	190
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	10
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	8
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	16
	Other		Other	
	Total	5	Total	34
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	6
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	15
	Other		Other	
	Total	3	Total	22
Licensure-Only	American Indian/Alaskan Native	7	American Indian/Alaskan Native	20
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	41
	Hispanic		Hispanic	
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	99
	Other		Other	2
	Total	20	Total	162

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)	50	32
Elementary (K-6)	23	8
Middle Grades (6-9)	29	14
Secondary (9-12)	31	9
Special Subject Areas (k-12)	103	75
Exceptional Children (K-12)	15	4
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	251	142
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,174
MEAN SAT-Math	604
MEAN SAT-Verbal	572
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.24
Comment or Explanation	
* Less than five records with data.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	3	4	1	14
Elementary (K-6)	11	46		5
Middle Grades (6-9)		3		7
Secondary (9-12)	1	18		3
Special Subject Areas (K-12)	4	13		6
Exceptional Children (K-12)	1	3		9
Vocational Education (7-12)				
Special Service Personnel				
Total	20	87	1	44
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	31	90
Spec Ed: Adapted Curriculum	1	*
Spec Ed: General Curriculum	8	100
Institution Summary	40	93
* To protect confidentiality of student records, pass rates based on fewer than five 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	49	30	3	1		
U Licensure Only	7	1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree			1			1
U Licensure Only	24	5	2			2
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	104	95	69
Bachelor	State	4,725	92	49

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in &cohort_start_year - &cohort_end_year

LEA	Number of Teachers
Robeson County Schools	1,114
Cumberland County Schools	558
Richmond County Schools	246
Scotland County Schools	238
Columbus County Schools	218
Bladen County Schools	170
Moore County Schools	153
Hoke County Schools	137
Wake County Schools	82
Whiteville City Schools	52
Harnett County Schools	52

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.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

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	17	19